

This entity has identified exceptions to the Illinois State Board of Education's contractual terms and provisions.

Please refer to page 70 of the proposal or page 74 of this PDF for the exceptions.



**EdisonLearning Proposal Submission for RFSP
SBE–Illinois Partnership Zone: Lead and
Supporting Partners
(Reference Number: 22018022)**

Submitted to:

Sherri Sullivan
ISBE State Purchasing Officer

Submitted by:

Jennifer Fleming
RVP Business Development
EdisonLearning, Inc.

November 23, 2009

NARRATIVE—LEAD PARTNER—REDACTED VERSION



Jeffrey S. Wahl
President
Chief Executive Officer

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November 23, 2009

Sherri Sullivan
Illinois State Board of Education
Fiscal and Procurement Division
100 North First Street
Springfield, IL 62777-0001

Dear Ms. Sullivan:

Enclosed for your consideration is EdisonLearning's proposal response to the Illinois State Board of Education RFSP: Illinois Partnership Zone: Lead and Supporting Partners. We look forward to continuing to serve as a partner in Illinois' school reform efforts.

EdisonLearning's contact information is as follows:

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The Partnership Zone contact person's contact information is as follows:

Name and title:
Telephone:
Fax:
E-mail: Jennifer.Fleming@edisonlearning.com

EdisonLearning is applying as a Lead Partner only and will serve all of the geographic areas specified in the RFSP with the exception of area "VI Southeast." The company's FEIN is 13-3915075. We are not proposing to use any subcontractors to implement the services offered as part of our Partnership Zone model.

Thank you for your consideration of our proposal.

Sincerely,

A handwritten signature in blue ink, appearing to read 'Jeff Wahl', written over a horizontal line.

Jeff Wahl
President and CEO
EdisonLearning, Inc.



****ADDENDUM TO EDISONLEARNING COVER PAGE:**

EdisonLearning intends to serve as a Lead Partner for the grade span of K–12.

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2. EXECUTIVE SUMMARY

Identify whether the proposal is for consideration of a Lead Partner, Supporting Partner. Indicate who the applicant will serve, what will be accomplished, and how the applicant will proceed. Include a brief overview of the following key elements of the proposal, addressing:

- ***Service Area/Capacity Limitations;***
- ***Lead Partner Proposal (if applicable);***
- ***Supporting Partner Proposal (if applicable);***
- ***Demonstrated Record of Effectiveness;***
- ***Fiscal and Management Capacity.***

Program Overview

EdisonLearning is committed to the Partnership Zone project, and we are willing to work as a Lead Partner in all identified partnership zone schools with the exception of Geographic Region VI Southeast. In collaboration with EdisonLearning, partner schools and districts will receive unparalleled support from a dedicated on-site Partnership School Achievement Team as well as from a national network of specialists. EdisonLearning clients also gain access to a proven school design and the systems, tools, and training to help individual schools meet their goals.

The EdisonLearning Partnership School model focuses on building site-based capacity, transferring knowledge, and training staff so that academic achievement and school-based academic improvement will continue long past the conclusion of the partnership

Program Services and Structure

While our program is customized to meet the needs of each partnership school, the comprehensive model includes the following general components:

1. Leadership Development Systems for principals and leadership teams
2. School Organization and Scheduling support to create a professional work environment that provides sufficient teacher and team planning time, and creates a culture singularly focused on achievement
3. Learning Environment and Student Management tools and supports that promote a school culture in which teachers can teach and students can learn
4. Curriculum management tools and supports that break down Illinois standards, pace instruction, and connect and align curriculum materials to Illinois standards and sample test items
5. Intensive, customized on-site and national Professional Development for administrators and teachers
6. A Benchmark Assessment System that allows teachers and administrators to track student progress towards achievement goals and to ensure that instruction is focused on state standards
7. Achievement and Quality Management Systems that monitor implementation of the partnership model, track progress toward achievement goals, identify and manage quality needs as they arise, and ensure integration of all model elements

8. A College *NEXT!* Program to enhance supports for students and families who may not have considered higher education as a possibility

In summary, EdisonLearning shall serve as a national and on-site team of specialists dedicated wholly to partnership schools' curriculum, instruction and academic achievement. It shall provide intensive coaching, professional development, leadership development and consultative support with one singular purpose: to measurably increase student academic achievement at the Illinois Public Schools it serves. Although EdisonLearning may provide ongoing analysis of school site activities and offer suggestions on matters that affect student academic performance, it shall not assume managerial or operational responsibilities at any Illinois Public school—including, but not limited to, management of public safety, facilities, transportation and food services.

3. SERVICE AREA AND CAPACITY LIMITATIONS

Using the geographic regions designated at

http://www.isbe.net/sos/pdf/respro_map.pdf, indicate each region in which the applicant is willing to serve as either a Lead and/or Supporting Partner. Specifically describe and fully explain any limitations on the applicant's capacity to meet all of the requirements of the Lead and/or Supporting Partner duties. (For example, an applicant may be willing to serve as a Lead Partner in one or two of any five districts that may be eligible in a chosen region, but only have capacity to implement an intervention model in three new schools commencing in the 2010-11 school year.)

If the applicant's capacity to fully serve eligible districts within a region is limited, the applicant must explain how priority for services will be determined (e.g., first-come first-served, priority for schools with certain characteristics, priority given to districts offering certain autonomies in implementation).

Commencing in the 2010-11 school year, EdisonLearning is able to serve as a Lead Partner in all geographic regions designated at http://www.isbe.net/sos/pdf/respro_map.pdf with the exception of region "VI Southeast."

4. WORK PLAN

Work Plan Requirement 1: Needs Assessment

Describe the process to be used to carefully analyze a school's current programs to ensure coherence and a match between improvement priorities and budgeting. Propose a framework for undertaking this needs assessment, particularly at the school level, to include the information to be collected and the persons to be involved (including parents and the community).

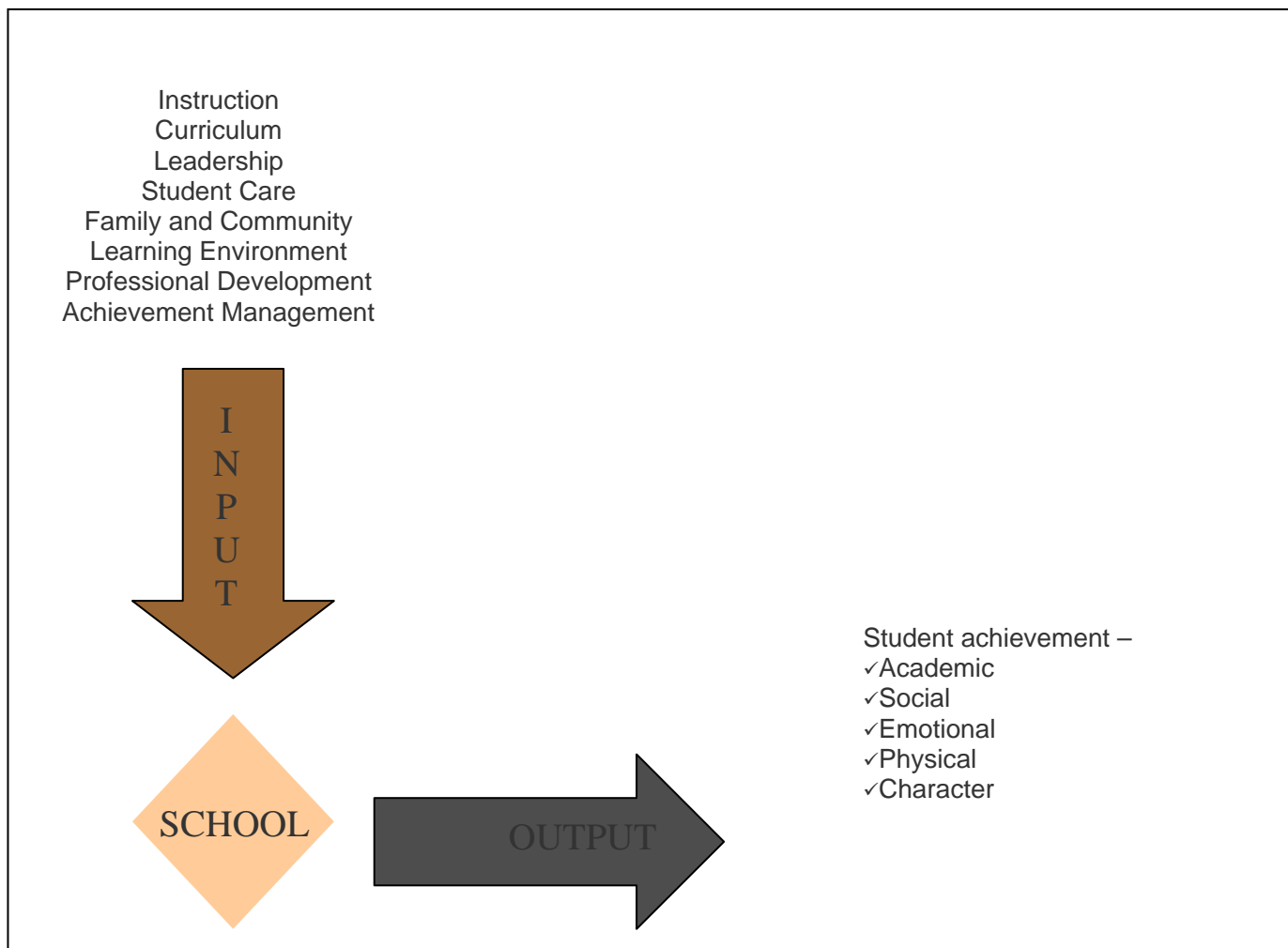
The process for effective school reform begins with a comprehensive school Diagnostic that identifies strengths, weaknesses, resources, issues, opportunities and organizational needs. In complete collaboration with the district, schools and school community, a custom implementation plan is crafted for each Partnership School. To the extent possible we draw upon existing district and school improvement plans.

Using a combination of EdisonLearning and school resources we ensure that high academic and behavioral expectations are 1) effectively set, 2) supported with specific strategies and actions, 3) monitored via agreed upon measures for progress, and 4) appropriately celebrated when implementation and progress milestones are achieved.

With needs mutually identified, EdisonLearning works with the partnership schools to develop improvement plans with clear goals and accountabilities. To determine these goals, together we analyze existing data, including the Diagnostic report (see **Appendix 1 [REDACTED]** for a sample), and develop a shared mission and vision that will guide the planning, goal-setting and decision-making process. Ultimately, schools set specific and realistic, yet demanding goals. The Diagnostic review typically takes place in the spring while school is still in session. The spring review provides an opportunity for the Diagnostic team to speak to school staff members and parents. It also ensures that the on-site Achievement team has appropriate time to incorporate the Diagnostic findings and be fully informed prior to beginning of the new school year.

Each school requires specific and detailed improvement plans for reaching its goals. As with all aspects of the Partnership School program, improvement planning will be customized to meet local needs and reporting requirements. The on-site Partnership School Achievement Team works closely with school administrators to create improvement plans, using either local planning formats or EdisonLearning's Student Achievement Plan format, with clearly articulated action steps and implementation strategies. The planning support draws upon 17 years of real-world operating experience in challenging school settings and captures best practices about what makes the best schools work. Together we do not simply create a document that is just another school improvement plan to be submitted and forgotten. To the contrary, it serves as an actionable, dynamic roadmap to excellence and the touchstone for school improvement.

Diagnostic Review Inputs and Outputs



Improving student achievement requires a dedicated focus on reaching improvement goals and relentless monitoring of continuous progress through the use of data and observation. For this reason, EdisonLearning employs rigorous processes for collecting, managing, analyzing, and reporting data from various sources including student assessments, classroom observations, walkthroughs, and satisfaction surveys. The on-site Partnership School Achievement Team will work closely with school leaders and staff members to develop a plan for the collection, maintenance, and analysis of relevant data to facilitate the planning and tracking process. Using this data, the Partnership School team will work with school administrators in their weekly and/or monthly meetings to monitor progress against the improvement plan. In addition, the data also feed Dashboard Reports (see **Appendix 2 [REDACTED]** for a sample) that will be used to guide improvement planning and drive a process for continuous improvement.

Persons Involved

Lynne Fardell, EdisonLearning's Vice President of School Diagnostics and Intellectual Property, leads our Diagnostics Department. Lynne led EdisonLearning's Academic review of the Philadelphia School District and spent several years as an OFSTED (Office for Standards for Education) Registered Inspector of Schools in England. She has trained

school inspectors/evaluators both in England and the United States of America, and has led over 120 inspections and diagnostic visits, in the UK and USA.

Lynne has trained approximately 40 people as diagnosticians. Typically, the Diagnostic lead and team members demonstrate the following qualities:

- Exceptional professional knowledge and understanding across the curriculum
- Proven skills as excellent classroom practitioners
- Experienced, successful school administrators
- Very good inter-personal skills
- Effective communication skills, both written and oral
- Effective team member

For each Diagnostic Visit, Lynne or another of EdisonLearning's trained Lead Diagnosticians leads a team of trained and experienced EdisonLearning personnel with expertise specific to the school's diagnostic needs.

Diagnostic Process and Timeline

At least one month before a Diagnostic takes place, the lead diagnostician will meet with the client and/or principal to provide a brief overview of the process. This may include client input on particular areas for focus. The full process takes about six weeks of work, including a three- to four-day visit that captures a full picture of a school's strengths and weaknesses.

The Diagnostic's in depth, five-step study proceeds as follows:

1. Information Gathering and Processing: During this initial phase, the team collects all available quantitative data on the school and forms initial hypotheses, a process that takes about two weeks from the time the school makes the data available. In most cases, the work in this stage is performed by the team leader and distributed to the visiting team several days prior to their arrival at the site.
2. Diagnostic Visit: In this step, the team makes an intensive three-day qualitative study of the school, spending at least 50% of its time in direct classroom observations and ensuring that the majority of faculty members are seen teaching. The school will be involved throughout the process; the team works with the school rather than working in isolation from them. Diagnostic teams build effective working relationships with schools based on professionalism and sensitivity. Issues are explored together. High standards and expectations are the hallmark by which schools are evaluated. The clearly articulated criteria in the EdisonLearning Diagnostic Rubrics form the basis for this process.
3. Diagnosis and Recommendations: Step 3 requires the team to make judgments based on valid and reliable evidence. Preliminary judgments regarding the educational standards achieved at the school, as well as the strengths and weaknesses in teaching and other aspects of education that contribute to student achievement, are shared with the school's leadership on the last day of the Diagnostic. A final written report is prepared by the team leader during the week following the visit. The team receives drafts and provides input to insure that the

school's written feedback is clear, easily understood and constructive. This feedback will then inform the school improvement planning that follows. The report includes the following components and is usually 35 to 40 pages long:

- School details
- Team mini bios
- A summary of the evidence base
- An achievement summary
- Summary rubrics with numeric values for each of the 10 domains
- Commendations for each of the 10 domains
- A narrative summary of the team's evidence for each of the 10 domains
- Recommendations and associated strategies for each of the 10 domains

4. Action Planning: This step is a process during which the regional support team creates a plan for addressing the recommendations made in the Diagnostic Report. If the school has recently developed a school improvement plan, then the team will work with the school to align recommendations with this and integrate additional necessary actions into the existing plan. The next steps that the school needs to take in order to improve must be clearly identified with supporting strategies to help the school achieve them. The plan identifies:

- Goals
- Strategies to accomplish the goals
- Success criteria to measure the extent to which the goal has been accomplished
- The timeline for goal accomplishment
- Persons responsible for achieving the goal
- Resource requirements for goal achievement

5. Plan Execution: During this step, the recommendations of the diagnostic are addressed and implemented. The EdisonLearning Support Team and the school work collaboratively to make the changes and to provide the resources necessary to drive school improvement.

Please refer to **Appendix 3 [REDACTED]** for a compilation of materials describing the Diagnostic process, including a sample of the rubrics used as well as a description of all Diagnostic tools.

Work Plan Requirement 2: Community Involvement and Engagement

Describe with as much specificity as possible how the applicant intends to effectuate meaningful partnerships with parents and the community in which the school is located, including any formal partnerships with locally based organizations. Also describe the extent to which community involvement and engagement will precede the implementation of the intervention model, and how community stakeholders will be integrated into the planning process.

Describe any current partnerships and how they will be used in the proposed school improvement efforts. Indicate how the applicant plans to integrate parents, the business community, community organizations, state and local officials, and other stakeholders into the services offered by the Lead Partner. Discuss how parents, guardians, and family members will be engaged to establish and support a culture of high expectations, with a description of specific tactics and strategies.

Describe system wide strategies to be employed to listen and communicate with parents and the community about expectations for student learning and goals for improvement.

Through its 17 years of experience managing schools in communities throughout the United States and abroad, EdisonLearning has built up an array of parent and community partnership tools. In our other partnerships around the country, EdisonLearning works to leverage community relationships and academic successes to create partnerships with community members, city organizations, and state agencies. EdisonLearning has formed a national partnership with The 100 Black Men of America. While this organization may not have a presence in every community in which a partnership zone relationship may exist, we would look to engage their mentoring program in every community in which they work.

In the beginning, it will be important to assess the satisfaction level of the parents. This will be done in two ways. First, through the formal diagnostic plan, previously described and then through a more focused survey once the diagnostic data is collected and analyzed. Annually, EdisonLearning employs a leading national firm, Harris Interactive, to conduct surveys of its parents and students on their satisfaction with various aspects of the school's operations. This comprehensive survey—topics include school atmosphere, facilities and equipment, communication, and curriculum and instruction—provides substantive data to confirm that the Partnership School is successfully serving its customers (parents and students) and helping to identify areas for improvement. Satisfaction on this survey is rated on a scale of A to F. Specific areas covered in this survey include:

- School Atmosphere
- Equipment and Facilities
- School Bus
- Computer Technology
- Quality of Teaching
- Other Teachers/Staff
- Administration

- Curriculum/Training
- Involvement in Decision Making/Communications
- Students
- Parental Support
- Career
- Budget/The Budget Process
- Other Attitudes and Behaviors

Through the partnership relationship, all plans and community engagement initiatives will be coordinated with existing strategies. The following list of ideas represents tools utilized in other EdisonLearning relationships and would be presented as options to the partnership school.

- Identification of a Community Liaison. The community liaison would represent the partnership school in a grass roots manner. The purpose of the community liaison position is to help identify community leaders, form relationships with local neighborhood associations, and assess community needs and strengths.
- Family & Student Support Team (FASST): The FASST team includes parents and is designed to find solutions to problem situations. FASST is an intervention process to address barriers to learning, whether those barriers are academic, social-emotional, behavioral and/or environmental. FASST creates solutions for individual students by coordinating efforts between the school, the family, and social service agencies when appropriate. The FASST process begins with teachers collaborating with parents/guardians as soon as a concern has been identified. Additional FASST steps identify resources and interventions outside of the classroom to assist the student. These resources could include school-based intervention, more support for parent/guardian involvement, and services available in the community. FASST is preventative, proactive and solution focused.
- Parent Workshops: Parent workshops not only provide important information, but give families a chance to exchange ideas. Schools can survey surrounding parent communities to find out what types of workshops are needed or would be well-received. Parent workshops/activities should help families strengthen parenting skills, and understand their child's development from early childhood into adolescence. They also allow the school to better understand the home environment and the families' goals for their children. Parents who cannot come to the school can instead receive information via videos, tape recordings, phone calls, or other print communications.
- Home Visits: School staffers can make home visits that are positive and respectful, scheduling them via an appointment whenever possible.
- Student Handbooks: Schools may provide student handbooks to parents to help them become familiar with the school's policies and procedures. If a school doesn't

have a handbook, EdisonLearning has models that can be used to create them and resources to review them for appropriateness.

- Newsletters and Websites: Newsletters and websites keep parents informed of current and upcoming events. They may include parent questionnaires or respond-and-reply sections. Newsletters are accessible (in format, language, and terminology) to the parents each school serves.
- Parent Advisory Council (PAC): A school principal can convene a PAC that meets regularly to discuss school issues and hear families' concerns and suggestions. A PAC is an opportunity for parents to become informed about and engaged in school-wide activities, and to develop strategies for continuous improvement. Each school selects a representative PAC and informs all parents of the role, purpose and activities of the PAC. The PAC meets regularly to provide assistance as needed to support school-wide goals, communicate the concerns and ideas of families and contribute to policy decisions. The PAC is not a fundraising or social organizing group. PAC leaders and members represent the school locally, state-wide, and nationally. The PAC provides ideas, suggestions, and recommendations to support improvement in the school, including strategies for improving parent-school relationships.
- PTA/PTO: The PTA/PTO complements what the PAC is doing by helping organize and run social parent-school events and parenting workshops; hosting baby-sitting for school events; and coordinating SLC conferences, uniform exchange and fundraising.
- Board of Friends (BOF): A BOF is a school's community advocate and provides input from individuals who are keenly interested in helping to integrate an innovative school into the life of the community. Each BOF should be composed of a range of community leaders and others, including business people, leaders in the arts, public officials, representatives from local associations or groups, and others. The BOF is informed by the principal or other designated persons about all matters that impact the school's role and function as an educational community. The BOF assumes an active role as advocate, ombudsman, advisor, and troubleshooter on matters of public significance. The BOF reviews school goals, sets a long-term agenda, and promotes the school's public image locally and nationally.

Current Partnerships

As a Lead Partner, we would look to create a supportive school environment where family involvement is a vital part of the learning process and will establish a philosophy of true partnership between school and family that leads to greater student achievement. Therefore, we envision an active role for parents in the governance and administration of the school to ensure that we not only meet the needs of the students, but also obtain feedback from parents on a regular basis on ways to strengthen the family-school partnership.

In addition to establishing strong family-school partnerships, the school would seek to reach out to external local and national organizations. As previously stated, a focused effort to engage a local unit of The 100 Black Men of America would be made. Other examples of potential organizations might include local universities, neighborhood associations, local businesses, Boys and Girls Club, YMCA, and Junior Achievement. Including a wide variety of partnerships would allow the school to complement the learning activities during the day with academic and extra-curricular programs after school and on weekends.

System-wide Strategies

Every effort will be made to assist in developing a school culture in which parents are expected to be physically present in the school not just for conferences, but also for important academic and social events. The partnership school will invite and support active participation from as many parents as possible, and will develop specific family events for this purpose. Parent orientation workshops will be held with a wide range of volunteer opportunities presented to parents. Volunteer opportunities gathered from a broad range of constituents will be offered as ways for parents to participate in the school community.

Working with the partnership school and existing strategies, EdisonLearning will guide coordination of current parent and community resources with potential new strategies that will positively impact achievement and school culture. For example, the Parent Advisory Committee (PAC) may be in existence, but not leveraged to create a Board of Friends (BOF). As a lead partner, EdisonLearning would provide implementation guidance to provide advocacy support for the school, outreach support for obtaining mentoring, coaching, tutoring resources and service opportunities.

Work Plan Requirement 3: Intervention Plan

Indicate the grade level grouping proposed to be addressed by the intervention model: elementary, middle, or high school. As appropriate, describe how the intervention plan will differ by grade level.

Describe any assumptions used for student enrollment at elementary, middle and high schools grade levels and how increases or decreases in the number of students enrolled will affect the proposed services to be provided.

List and address each of the “Transformation Criteria” in the order set forth in Appendix A, providing specific and comprehensive detail about how the applicant intends to address each criterion. If the applicant's intervention model does not address all of the “Transformation Criteria”, then describe how the applicant intends to work with the school district or another organization to effectively address the criterion or criteria missing from the applicant's model in a manner integrated with the applicant's services.

Work Plan Requirement 3: Intervention Plan; Transformation Criterion 1: School culture and climate

How the applicant intends to:

A. Establish a safe, orderly environment that is free from threat of physical harm and conducive to teaching, learning, and school wide programs and policies to help maintain this environment.

B. Create a climate of high expectations for success.

C. Clearly articulate the school's mission so that staff share an understanding of and commitment to the instructional goals, priorities, assessment procedures, and accountability.

D. Provide ongoing mechanisms for family and community engagement. Ensure that parents understand and support the school's basic mission and are given the opportunity to play an important role in helping the school to achieve this mission.

E. Provide wrap-around services for low-income students so educators can focus on teaching and learning while ensuring students’ social, emotional, and physical needs are met

Additional requirements from RFSP pages 21 to 23:

c. Physical Learning Environment: Describe how a school's physical learning environment will be used to fulfill the vision and goals for the intervention model, and how the Lead Partner proposes to address facility needs.

Indicate whether the Lead Partner intends to implement a "Restart Model." Under a Restart Model, the Lead Partner would close the school and re-open it under the Lead Partner's management. A Restart school must admit, within the grade it serves, any former student who wishes to attend.

Provide a detailed description of all subcontractors and partnership organizations that the Lead Partner will use in the implementation of its program and the process used for their selection. Provide evidence that the applicant has carefully vetted the partners and programs, obtained reasonable assurance of their efficacy, and only targeted program elements that further the objectives of the Intervention Plan.

EdisonLearning will work with elementary, middle school or high school students. Ideally, we could work with a cluster of schools at the same level either within one district or in several districts within the same region. Enrollment numbers do not affect our implementation model as much as the number of schools.

In the Partnership School model, attention will be paid to setting high expectations for all learners and ensuring that all staff embraces the school's mission and vision. Partnership School leadership training provides national support for local programs designed to enhance environments conducive to learning.

Growth in student achievement is impossible to achieve without a supportive culture that is orderly and equitable for all students. To accomplish this, the on-site Partnership School Achievement Team collaborates with the school to provide all staff extensive training that supports school leadership in techniques to establish an orderly environment conducive to learning. School leadership is supported in thoughtful and careful planning prior to school opening with a practical student management plan. The student management plan can consist of an innovative Code of Conduct, positive behavioral expectations, and a discipline code coupled with a positive incentive system. Experience has shown that the student management plan has the greatest impact when implemented and consistently supported by all staff every day. Schools receive resources including training and on-site support to put in place a culture of high expectations and engagement that offers students an equitable and nurturing environment in which they can learn. The EdisonLearning Student Management Handbook provides schools with the recommended tools, templates and best practices to put in place a student management plan that addresses discipline procedures.

Climate of High Expectations

A nurturing learning environment that is conducive to achievement is a vital part of all great K-12 schools. That means setting high expectations, engaging and motivating students, and providing them with strong support. A school culture that promotes student achievement is not something that just happens—it is the product of careful, well-planned organization and imbedded support that reflects the school's values and goals.

The partnership organizational model creates closely knit, effective learning communities within the school, supported by a schedule and implementation plan that complements and reinforces the school's curriculum and achievement goals. The structure emphasizes small groups and individual student attention, and also helps teachers improve their effectiveness by setting aside time each day for planning and professional development.

Within the partnership schools, cultural issues that affect student learning are addressed directly. Partnership schools are offered a culture of aspiration and engagement specifically geared to success after high school in a college bound or post secondary environment. Setting high expectations for all students, and providing resources for a K-12, college, or workplace readiness aspiration program is especially important for ensuring student success. This program is designed to present the academic content, support and resources to teach all students that college is possible, appropriate, and can be affordable. The collaboration with the school and the community around college and workplace readiness provides a culture of commitment to the students and families well beyond school years.

By showing students from the earliest grades how college attendance relates to work force opportunities, and providing the information and community resources needed, the drop out rates can be reduced on a practical level and achievement celebrated. The structural model offered to partnership schools supports this program daily by encouraging a teacher-mentor relationship as students learn in teams, small grade level houses, and small academies. Working with the same teachers for several years allows for a strong bond, where student strengths are recognized, acknowledged and encouraged toward the college and post secondary level. EdisonLearning believes it is critical to begin working with students in elementary school on college readiness and awareness in order to have a significant impact on drop-out rates in high school.

Specific School Climate Support for Grades 9-12 Only

The EdisonLearning High School Learning Environment Framework assists schools in achieving their vision – wherein interactions among students and adults are respectful, students are eagerly engaged in learning, there is order and safety, and students are achieving at levels that prepare them for college – in a culture that reinforces academic expectations and is supported by positive student behavior. In order to achieve this vision, high schools must focus on adults' and students' belief systems, not just on strategies, policies, and structures. While high school teachers must be well-versed in their content, that cannot be their only focus. The foundation for a positive high school culture rests on the integration of academic and behavior approaches that address the student as a whole person. Teachers need to be highly effective in providing a rigorous curriculum in their content area(s) to ensure high school graduation and college admission for all students and also be well versed in best practice related to providing the encouragement and support needed for student success in high school. They, and their administrators and other staff, must be skilled in supporting students in multiple ways. Through this support of and belief from caring adults, student efficacy will be built and students will have deep-seated beliefs in their own capabilities.

The learning environment in a Partnership School model high school sets the foundation for a strong culture of achievement, based on a philosophy of building strong character and self-responsibility in all students. Training modules for the high school learning

environment as well as the EdisonLearning Partnership School Student Management Handbook are based on the following guiding principles:

Climate: There is a focus on culture and context for learning, in addition to the quality of curriculum and instruction.

- The learning environment is structured in a way that allows for active learning, participation, and growing independence, while maintaining safety and personal responsibility.
- Academic learning and character development are seen as a common endeavor, not separate.
- Students feel safe and supported in order to take risks and immerse themselves in learning opportunities.
- Students are supported by a positive incentive system that motivates and encourages both academic and personal growth and focuses on rights and responsibilities.
- The goal of redirection of student behavior and discipline is to change behavior and promote personal growth among students.
- The school is a community of learners, guided by a set of core values, where students are challenged to grow academically and personally and are supported by teachers, administrators, parents, and community members. Values are lived and shared, not just talked about.
- Students and adults embrace being a part of the school community.

Instruction and Curriculum: There is a focus on teaching and instructional approaches that emphasize challenge, relevance, contribution, engagement, and high expectations.

- Standards for academic success are clear, rigorous, and measurable for all students, and enable all students to graduate from high school and be successful in college.
- There is an academic culture which requires students' best efforts daily, expects all students to succeed, and supports their efforts to do so.
- Adults in the school recognize that students learn differently based on different learning styles, backgrounds and gender, and require a variety of learning opportunities that account for their differences.
- Students access challenging, relevant, and engaging learning experiences through a variety of instructional techniques, including active learning, inquiry-based teaching, and project-based learning approaches.

Connections: There is a focus on personalizing learning for students and connecting them to a wide variety of people, places, and learning opportunities.

- Each student is known and supported.
- Students feel connected to other people (within the school, in the broader community, through networks, and role models) and learning opportunities; feel capable of learning and growing as a student and as a person; and contribute to the learning environment to benefit the whole.
- Adolescent-aged students are maturing into adulthood but are often unsure of what it is to behave and communicate as an adult. High school students benefit from the

modeling of appropriate adult behavior, building positive relationships with adults, and opportunities that provide practice navigating the adult world.

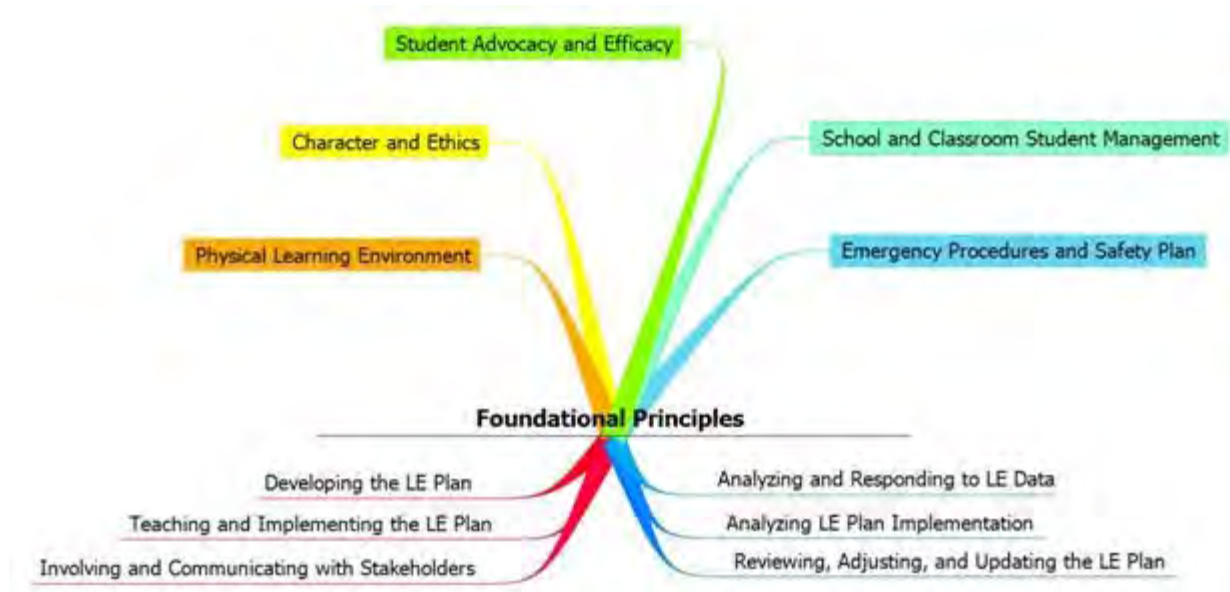
Engagement: There is a focus on engaging students in both the process of learning and the process of school improvement.

- Students play a role in the democracy and discipline system of the school, allowing them to make decisions about their own behavior and to lead others in making positive decisions.

The High School Learning Environment Introduction and Planning Training Module given to partnership schools covers the following areas:

- An Inspiring Culture of Achievement and Aspiration Overview
- EdisonLearning High School Learning Environment Framework Overview
- Foundational Principles
 - Mission and Vision
 - College *NEXT!*
 - Student Voice and Contribution
 - Guiding Principles
- EdisonLearning High School Learning Environment Handbook
- EdisonLearning High School Learning Environment Guidelines
- EdisonLearning High School Learning Environment Plan
- Planning for Your School's Learning Environment

The program also includes a Physical Environment module. The purpose of the Physical Environment module is to help schools develop an effective and supportive physical learning environment for high school students. First, the module focuses on a review of the essential elements of a high school physical environment, including physical space, print environment, and critical postings. Next, participants are asked to establish common expectations for their school's physical learning environment. Then participants will assess the current physical environment of their school and develop their action steps in their school's Learning Environment Plan.



College NEXT!

Edison Learning's College *NEXT!* component has been enhanced to provide students and their parents the supports needed for a student to qualify for and be successful at a four-year college of his or her choice. Though it is currently only developed for Grades 9 through 12, it will also be available for Grades K through 8 within 12 months.

Through emphasis on increasing rigor, relevance and personalization, this program assists partnership schools in creating a college-going culture and in launching a cohesive college awareness and preparation effort. The key components include the use of the College Readiness Standards (ACT and College Board) as well as The College Board's PSAT Early Testing Program to inform AP (Advanced Placement) potential. The program has led to a significant increase in high school student enrollment in AP programs. Nationwide statistics demonstrate that currently, less than 15% of all 9th graders who start high school will complete a college degree within 9 years. For students from traditionally underserved populations in low income-communities or who are the first in their families to attend college, the barriers are even greater and less than 10% of those high school freshmen will graduate from college within 9 years. Multiple studies conclude that early awareness, planning, preparation, and intervention are critical to addressing this substantial anomaly in high schools today. Causal factors of low-income students failing to gain college admission include: inadequate preparation for standardized college entrance exams, lack of rigorous high school coursework, poor level of awareness and planning for college and career exploration, and lack of support in the college and financial aid application process.

To overcome the hurdles outlined above and ensure that every student is prepared for college, a college-bound culture must permeate every aspect of the school's learning environment. A key first step includes school leadership teams working to create a vision, mission and learning environment that reflect the belief that all students can attend college and will be effectively prepared for success in college upon graduation. In addition, school

teams will make sure that a program is in place to establish a college-bound culture for all students starting in the 9th grade.

Our work includes EdisonLearning's *College Aspiration Program*, a strategy to engage high school students early in the concept that higher education is a desirable—and achievable—option for each. The Program itself includes professional development, research materials, resources, and training for all high school administrators and teachers.

School Mission and Staff Commitment

The Partnership School's mission is to provide students with a rigorous college prep program emphasizing the core disciplines of reading-language arts, mathematics, science and social science. This type of school culture is based on the principle that all children can and will learn to high expectations with a dedicated staff of educators who work together in a "no-excuses" environment. Trust, accountability, and a focused, child-first attitude prevails. EdisonLearning's core values (Wisdom, Justice, Courage, Compassion, Hope, Respect, Responsibility, and Integrity) are the foundation for this culture. As a Lead Partner, we would work with schools to incorporate these universal values and ensure they are taught, modeled, and practiced by all staff members.

Our commitment to success is also embodied in our data-driven approach to academic and operational performance. This is supported by the Benchmark Assessment System, which provides monthly formative assessment results in reading and math for teachers and administrators to monitor progress toward end-of-year standards in a timely enough manner to make real-time course adjustments as necessary.

Family and Community Engagement

The Partnership School model puts a premium on family and community and includes this research in the rigorous, fact-based Diagnostic. The first step is determining the current school strengths of communication with families for individual student reports, school events, attendance at reporting conferences and parent organizations, and the degree the school has a presence in the community.

With the model's emphasis on the importance of family and community support, samples of multiple channels of communication have been developed as examples to create systems for each school. An example of such is an EdisonLearning school in Colorado that uses a high-quality parent back-to-school brochure containing the current school theme, and A-Z information for the upcoming school year. This school excels in getting high attendance at its innovative parent events throughout the year. The staff's methods for overcoming obstacles for getting high family attendance are shared with on-site Partnership School Achievement Teams in other district/schools to assist in determining the best means for multiple communications for that area.

Partnership School partners have access to EdisonLearning's Parent and Community Engagement Resource Kit containing multiple school-proven, research-based methods for engaging parents in student learning. This information has been presented, and well received, at national educational conferences and the on-site Partnership School Achievement Team will provide district/school with these effective methods.

The on-site Partnership School Achievement Team also assists the school in creating plans to provide all families with information about ISAT, PSAT, and district assessments. Using multiple proven techniques from partner schools allows the team both practical and innovative ideas for sharing this important information in a manner that families can not only understand, but use and embrace.

The Partnership School model is guided to adherence to state and federal regulations for securing critical student data for appropriate use while maintaining privacy protections. Edison's legal department and special education department provides guidance and training on maintaining student information systems with integrity.

Wrap-around Services

The mission of the Family and Student Support Team (FASST) is to ensure that no child "falls through the cracks." It is an intervention strategy available for **all** students in a partnership school who are having problems that are interfering with their ability to achieve in school. FASST is an intervention process to address barriers to learning. These barriers can be academic, social-emotional, behavioral and/or a crisis situation. FASST creates solutions for individual students by coordinating efforts between the school and family, and social service agencies, when appropriate. The FASST process begins as teachers collaborate with parents/guardians as soon as a concern has been identified.

The process becomes broader and more formalized as these home/classroom interventions have been attempted, but the documentation of performance or behavior shows that the child is still not making acceptable gains. Additional FASST steps identify resources and interventions outside of the classroom to assist the student. These resources could include school-based intervention, more support for parent/guardian involvement, and services available in the community. Throughout the process, FASST focuses on being preventative, proactive and solution-focused. When these added interventions and supports do not result in appropriate gains, the referral moves to the Core FASST team.

The Core FASST team then determines an appropriate course of action for the student. When this team determines that an evaluation for special education is warranted, the referral for an evaluation for special education, consistent with IDEA and state regulations, is initiated. All the steps of the FASST process, including the documentation of interventions and strategies that were attempted, make up the pre-referral information necessary for a school based referral.

In addition to the action plan outlined above for wrap around services, the FASST team can also support and coordinate the implementation of a school-wide Response to Intervention (RTI) model.

Both educators and families are concerned when children experience difficulty learning in school. In the past, when a child struggled with foundation skills, the child was often referred for an evaluation to determine if they qualified for special services. Recent federal laws have changed the focus to addressing learning problems before a child or a group of children has great difficulty. This proactive approach eliminates a "wait to fail" situation, as

children's learning needs are addressed promptly, and within their general education setting. Federal law, No Child Left Behind (2001), and Response to Intervention (RTI), emphasize high quality, research-based instruction and interventions, and the need to hold schools accountable for the progress of all students in meeting grade level standards. Response to Intervention (RTI) is a multi-tier approach with early identification and support for students with learning needs. Tier I in RTI begins with high-quality instruction of essential skills and strategies provided by qualified teachers; differentiated to meet student needs based on assessment results, in the general education classroom. Students who do not progress with regular instruction are provided with Tier II interventions at increasing levels of intensity to accelerate their rate of learning. These interventions are provided in small group settings with focused curriculum. Students who continue to show too little progress are provided individualized, intensive, interventions at the Tier III level. (Definition from RTI Action Network)

Physical Learning Environment

Please note: Per the parameters in the IL Partnership Zone RFSP, EdisonLearning does not intend to implement a "Restart Model," and does not intend to use the aid of any subcontractors or partnership organizations to implement its program. All of the program components outlined in this and the other Transformation Criteria are offered regardless of student enrollment numbers. We have the experience and tools to do a full "Restart Model" but it would require specific negotiation with each school and/or districts and be subject to additional cost beyond the services described in this request. Because EdisonLearning does not intend to implement a "Restart Model" we would work with the existing facility to implement all program components.

Work Plan Requirement 3: Intervention Plan;
Transformation Criterion 2: Developing teacher and school leader effectiveness.

How the applicant intends to:

A. Designate a principal or other school-level leader who will act as an instructional leader. Depending on the intervention model, the "school-level leader" may be a principal designated by the district, a leader working under the direction of a Lead Partner, or a person hired by the Lead Partner.

The model must either:

- Replace the principal who led the school prior to commencement of the transformation model; or*
- Use a fair and consistent method to evaluate the effectiveness of the existing principal and determine whether the principal can serve as the instructional leader for the intervention.*

B. Over the course of the intervention, the school must make a transition to a distributed leadership model with a highly capable leadership team working to build a cohesive, professional teaching culture. The plan for a distributed leadership team must include the school-level leader and teachers with augmented school roles.

C. In coordination with the Lead Partner, the district and school-level leader must use evaluations that are based in significant measure on student growth:

- to improve teachers' and school leaders' performance;*
- identify and reward effective performance; and*
- identify and address ineffective performance.*

D. Provide relevant, ongoing, high-quality job-embedded professional development.

E. Implement strategies designed to recruit, place, and retain high-quality staff, including intensive induction and mentoring support for teachers.

Additional requirements from RFSP pages 21 to 23:

b. Leadership, Staffing, and Professional Development:

i. Describe the qualifications for the leadership team.

For models that do not include Lead Partner selection of the principal, the proposal must describe how the Lead Partner will work with the district and, as applicable, other organizations to:

- If applicable, use a fair and consistent method to determine the effectiveness of the existing principal and whether the principal can serve as the instructional leader for the intervention; and*
- If a new principal will be hired, identify and hire a proposed principal candidate for each school at the earliest possible stage in the process.*

ii. If applicable, describe the fair and consistent method that will be used by the leadership team to evaluate staff members' ability to effectively participate in the intervention model, and ensure that staff members make a concerted choice to work at the school. For models that do not include Lead Partner evaluation of staff, the proposal must describe how the Lead Partner will work with the district and, as applicable, other organizations to conduct such an evaluation.

iii. Describe how the leadership team will collaborate with the faculty to set academic goals, develop and implement the curriculum, assess progress in meeting goals, and hold each other accountable for meeting such goals.

iv. Describe the staffing model for the program, including all academic and nonacademic personnel, and the number and types of positions, and discuss the process to be used to assign staff based on the needs identified and the qualifications staff possess.

v. Provide a comprehensive, school-level organizational chart showing lines of authority among school leadership staff (i.e., principal/instructional leader and other key leaders) and staff member and faculty.

vi. Detail plans to offer performance-based incentives to attract, retain, and reward staff who are directly tied to the program's mission, student achievement, performance indicators, and growth.

vii. Describe how the weekly and annual work schedule for teachers will provide adequate time for intensive professional development and regular, frequent faculty meetings to discuss individual student progress and school wide efforts. Provide a three-year outline of the professional development to be offered and the process to assess the training needs of staff on an ongoing basis.

viii. Provide a tentative calendar/schedule that illustrates the allocation of time for professional development. Include the process that will be used to design, evaluate and improve professional development offered and ensure participation by all faculty and staff, as applicable.

Please note: EdisonLearning is prepared to serve as a Lead Partner that will either replace an existing partner school's principal or use consistent and fair methods to evaluate an existing principal. We have partnerships in our current portfolio of schools that fall under both of these categories. Responses to the questions in this section are presented with the understanding that we would always customize our role based on the needs of the partnership zone client, diagnostic results, and budgetary mandates.

High-achieving schools have strong leaders that promote accountability, teamwork and academic excellence. Leading the way, there must be a principal who is an effective

instructional leader, as well as a good manager of people. Doing the job well is an enormous challenge, requiring an individual who possesses a deep understanding of the school's curriculum and the aptitude to recognize quality instruction, while having the managerial skills necessary to develop a high-quality staff and a safe, positive school culture that is focused on achievement.

The Partnership School Leadership Development Program provides school leaders with the resources and customized support they need to grow professionally and develop the skills they need to become strong instructional leaders of high-achieving schools. These include:

- **Proven Leadership Models.** At the core of the *Partnership School* Leadership Development program is a model of distributed leadership with strong instructional leadership from a principal supported by a highly-effective leadership team. This model is the key to creating a leadership structure that will plan and drive the work needed to improve student achievement and developing professional environment within your school with clear roles, responsibilities and accountability. Research-based frameworks and rubrics that reflect the best practices and key attributes of strong leaders provide a foundation for personal growth plans that will guide the program's implementation.
- **National Leadership Team Training.** A week-long national EdisonLearning Leadership Team Training conference brings new principals and leadership team members together to help them solidify their goals and work effectively as a team. A wide variety of workshops and training sessions provide venues in which leadership teams learn about creating an inspiring culture and building the vision for their schools. The teams receive in-depth training and support while they work collaboratively on achievement planning, student management, and team building in anticipation of their first year as Partnership Schools.
- **National Principal Conferences.** Partnership School principals attend national EdisonLearning Leadership Development Academy (ELDA) conferences, where they attend sessions on a variety of topics on effective leadership and management delivered by experts in the field. In addition to attending training sessions and workshops, principals meet other instructional leaders from across the country, sharing best practices and learning from others' experiences.
- **Continuing Local/On-Site Support.** The Partnership School Leadership Development program provides principals and their leadership teams with ongoing, local training and on-site mentoring and peer-coaching that targets individual areas of need and builds on training received at the national conferences. An on-site Partnership Achievement Team works closely with principals and their leadership teams to review and analyze achievement data, monitor progress toward the school's goals, and provide the training and consulting they need to continue their professional development. With strong leaders at the helm, schools are well positioned to become high-achieving centers of academic excellence.

Even the highest quality teachers need solid support from school leaders who work to establish the achievement-focused school culture essential to their success. Quality of principal leadership is demonstrated to correlate directly with student achievement; principals who are inspiring instructional leaders and strong managers of people and systems are significantly more likely to run schools that produce high-achieving students.

The Leadership Development program helps existing school principals become strong instructional leaders who have a positive impact on their teachers and students. Like the teacher development process, it combines dedicated professional development tools and training with on-site support and consultation from the Partnership School Achievement Team. Additionally, interaction with other school leaders at regional and national conferences gives principals the opportunity to share information and best practices.

I. Leadership Development

Vision and Framework

In high-performing schools, effective principals relentlessly pursue an ambitious school vision of high academic achievement and strong character development for all students. EdisonLearning Partnership School principals will assume five key roles to achieve this vision: Instructional Leader, Organizational Leader, Culture Builder, Site Manager, and Collaborative Partner. Each role comes with specific responsibilities that research shows are correlated to increased student achievement.

This component consists of two developmental tools that focus on the five key leadership roles: the *EdisonLearning Leadership Rubric* and the *Self-Appraisal and Personal Leadership Development Plan*. The purpose of this component is to help existing principals understand what highly effective principals do, learn to reflect on their own practices in relation to best practices, set goals for personal leadership development, and identify related strategies and support needed. The on-site achievement team, primarily the VPES, will use the leadership rubric and development plan as the foundation for coaching of principals, individually and regionally, in helping them hone their leadership skills. The rubric will be used as the foundation for all PD and coaching for principals. Topics for monthly principals' meetings and sessions at the EdisonLearning Leadership Development Academies (ELDAs) will be tied directly to the leadership roles outlined in the rubric.

Through implementation of this component, student achievement and the leadership capacity of existing principals will improve by:

- Principals becoming exemplary instructional leaders, builders of school culture, organizational leaders, site managers, and collaborative partners based on an understanding of best practice.
- Principals becoming reflective practitioners and engaging in the cycle of reflective practice, which continuously flows from goal setting to action to reflection.
- Principals becoming continuous learners, growing over time from performance level to performance level, and ultimately performing at a Proficient or Exemplary level in all five leadership roles.
- On-site achievement teams providing targeted support to principals, individually and in groups, based on principals' current performance levels and goals in each leadership

role. The principal leadership development tools help EdisonLearning determine the type and nature of support that needs to be provided to a particular principal and region, and also provide consistent foundational tools to be used for national trainings.

EdisonLearning Leadership Rubric

In high performing schools, effective principals relentlessly pursue an ambitious school vision of high academic achievement and strong character development for all students. EdisonLearning Partnership School principals will assume five key roles to achieve this vision. Each role comes with specific responsibilities that research shows are correlated to increased student achievement.

- Instructional Leader
- Organizational Leader
- Culture Builder
- Site Manager
- Collaborative Partner

The EdisonLearning Leadership Rubric is a developmental framework organized around the five leadership roles that is intended as a professional development tool, to enable principals to reflect on their practices, place themselves on the continua of the various leadership performance levels, and work collaboratively with their achievement support team to grow in the professional execution of their responsibilities. On the following pages, the EdisonLearning Leadership Rubric describes the responsibilities and associated job performances for each of the five leadership roles. Each leadership role is organized around top-level performance standards, under which the specific responsibilities associated with that standard are broken down into a set of criteria for Initial, Developing, Proficient, and Exemplary performance levels. The skills in each level build upon one another, from the Initial level to the Exemplary level. The EdisonLearning Leadership Rubric works hand-in-hand with the Self -Appraisal and Personal Leadership Development Plan. The principal and his/her achievement support team will work together to review the EdisonLearning Leadership Rubric (attached as **Appendix 4 [REDACTED]**), to outline baseline performance ratings and goals using the Self-Appraisal and Personal Leadership Development Plan, and to determine related strategies and support. Reflective progress reviews will be held at mid-year and the end of the year.

Personal Leadership Development Plan

- **The Self-Appraisal and Personal Leadership Development Plan** for EdisonLearning Principals is a professional development tool that works hand-in-hand with the EdisonLearning Leadership Rubric to assist EdisonLearning partner principals in reflecting on and planning for their growth as leaders in five leadership roles: Instructional Leader, Organizational Leader, Culture Builder, Site Manager, and Collaborative Partner. The Self-Appraisal and Personal Leadership Development Plan assists the principal and his/her achievement support team in the cycle of reflective practice, which continuously flows from goal setting to action to reflection.
- **The EdisonLearning Leadership Rubric** is a developmental framework that specifically describes the responsibilities and associated job performances for each

of the five leadership roles. The EdisonLearning Leadership Rubric is designed as a professional development tool to enable principals to place themselves on the continua of the various leadership performances and to work with their achievement support to grow in the professional execution of their responsibilities. Each leadership role is organized around top-level performance standards, under which the specific responsibilities associated with that standard are defined as a set of criteria for Initial, Developing, Proficient, and Exemplary performance levels. The skills in each level build upon one another, starting with the Initial level.

Principals should refer to the EdisonLearning Leadership Rubric as they reflect on their performance in each of the leadership roles and as they develop goals to guide them in their growth as leaders. A member of each principal's achievement support team will work with the principal to reflect on the practices outlined in the EdisonLearning Leadership Rubric, determine priorities, and develop goals, expected outcomes, and related strategies. Note that the fifth role, Collaborative Partner, lays the foundation for a successful collaborative partnership in raising student achievement. The Collaborative Partner role is intended to outline the expectations for an effective collaborative partnership between EdisonLearning and the principal and does not need to be used to set personal development goals.

The principal and his/her designated achievement support team member will work together at the beginning of the first year of the partnership to review the EdisonLearning Leadership Rubric, to outline baseline performance ratings and goals using the Self-Appraisal and Personal Leadership Development Plan for EdisonLearning Partnership School Principals, and to determine related strategies and support. Reflective progress reviews, including a reflection on current performance ratings and goals, will be held at mid-year and the end of the year. Goals can be added, deleted, or modified as the principal's needs change. At the review at the end of the first year, goals will be established for the first half of the following year. The principal should update the goals as needed based on any student achievement data that is received during the summer.

When completing the Self-Appraisal and Personal Leadership Development Plan for EdisonLearning Partnership School Principals, the Principal and VPES work together on a quarterly basis to determine the Current Performance Level for the principal for each of the five areas described above. An example of one area (Instructional Leader) is shown below:

Instructional Leader

- Recognizes and promotes excellent teaching; identifies and works to improve the quality of instruction
- Identifies the strengths and needs of instructional staff, monitors their performance, and provides consistent feedback as part of supervision.
- Recruits and hires highly promising teachers

- Builds and nurtures leadership capacity in leadership team, teachers, and students
- Engages the instructional staff in implementing standards based instruction and assessment programs
- Ensures that teachers and other staff have high-quality, research-based professional development necessary to implement programs and monitor student progress
- Promotes a school-wide process for collecting and analyzing student data to improve instruction continuously, monitor program implementation, and positively impact student academic achievement.

Current Performance Level for Instructional Leader (please select one):

- ☐ Exemplary
- ☐ Proficient
- ☐ Developing
- ☐ Initial

Comments:

Shown below is an example of the principal's personal development goals, established collaboratively with the VPES, based on practices outlined on the EdisonLearning Leadership Rubric and the current performance level ratings. These goals will guide the support provided by the Partnership School Achievement Team. The goals and expectations can be updated throughout the year to reflect new learning, new data, and as a result of your participation is EdisonLearning Leadership Development Academies (Summer and Fall ELDAs), as well as local and regional EdisonLearning Partnership School meetings and trainings.

My Goals

Outline your personal leadership development goals for the year collaboratively with your achievement support team member, based on the practices outlined in sections I through IV on the Edison Alliance Leadership Rubric. These goals and expectations can be updated throughout the year to reflect new learning, new data, and as a result of your participation is Edison Leadership Development Academies (Summer, Fall and Spring ELDAs), as well as local and regional Edison Alliance meetings and trainings.

Goals	Expected Outcomes	Strategies

Principal Evaluation

Partnership School principals will be supported and evaluated using EdisonLearning's Performance Management System for principals. The Performance Management System is designed to support principals as they execute the five leadership roles of Instructional Leader, Organizational Leader, Culture Builder, Site Manager and Edison Executive, and measures their progress and success in achieving their annual achievement and professional growth goals.

Performance management is an ongoing, reflective process that uses various tools and strategies to support principal growth and success. The process begins before the start of each school year with a review of the previous year's performance results, including the extent to which achievement and professional goals were reached, self-reflection, the results from the VPES and Principal performance assessment using the EdisonLearning Leadership Rubric, and the results from a research-based 360-degree tool that measures the effectiveness of observed principal behaviors. From these findings, performance and professional growth goals for the coming year are set, and strategies to achieve these are identified and captured.

Throughout the year the principal is actively involved in ongoing professional development, peer group activities and action research activities that are aligned with his/her performance and professional growth goals. This may include attending conferences such as the EdisonLearning Leadership Development Academy, participating in webinars, or receiving on-site training from the VPES or curriculum specialist.

Every other month, the principal meets with the VPES to review progress being made towards goal achievement. Both the principal and VPES complete the Bi-monthly Leadership Review form (**Appendix 4 [REDACTED]**) and discuss their results. Discussion also focuses on what the principal has done since the last meeting to move forward in meeting goals, what challenges s/he has faced in achieving goals, and what alternate or additional plans can be made to support the principal in achieving those goals. Ongoing monitoring and feedback is critical to supporting the principal's success. If necessary the goals are adjusted at the time of the January bi-monthly review.

Towards the end of the academic year, the summative review between the VPES and principal takes place. This formal review, completed by the VPES, provides a final snapshot of the extent to which the principal has accomplished the goals that were laid out, and becomes the basis for the next year's goal setting, assuming the principal is returning to the position.

Please refer to **Appendix 4 [REDACTED]** for an example of the principal performance goals and principal development goal templates which are part of our evaluation process, but could be adjusted to meet specific district needs as well as the bi-monthly review form which provides a structured way of using the leadership rubric on an every-other-month basis to look at principal development.

II. Teacher Development

There is increasing evidence that teacher effectiveness is the single most powerful determinant of student achievement. EdisonLearning helps develop great teachers, building skills in classroom management, student support, curriculum, and instruction. Specific areas for professional growth are targeted using tools that allow teachers to self-reflect and school leaders to observe and assess teacher performance. On-site training, coaching, and mentoring, along with off-site training at local or regional academies, provide the support and development that teachers need to meet the goals of the program. The Partnership School Achievement Team provides hands-on support throughout the school year to continuously develop teachers and to foster skills and attitudes that will provide benefits over the long term

Great instruction is the engine that powers student achievement. For this reason, teacher development is a central component of the Partnership School model. From improving subject matter knowledge and understanding state standards to strengthening classroom management techniques and disciplinary skills, EdisonLearning provides teachers with proven instructional tools as well as a professional development program that meets their individual growth needs.

Personalized Professional Development

Teachers have different strengths and weaknesses, which is why EdisonLearning offers teachers a personalized training and support program that meets their individual needs. An on-site Achievement Team consisting of general achievement and curriculum and instruction specialists works with school leaders to develop personal growth plans for teachers based on EdisonLearning’s research-based frameworks for highly effective teaching. The Team then provides focused coaching and mentoring for teachers that targets their identified growth areas.

In addition to focused one-on-one support, teachers also receive training on implementing the key program components and on school-wide areas of need identified through an initial EdisonLearning Diagnostic. These site-based professional development sessions provide a balance of skills, theory, and practical implementation techniques to build effectiveness rapidly. Topics include training on the Benchmark Assessment System, analyzing student data as well as creating a positive learning environment, student management, and differentiating instruction.

Through the Partnership School model, teachers will be given the training and resources they need to become masters of instruction, ensuring that gains made during the relationship continue long after it comes to an end.

Vision and Framework

The EdisonLearning Partnership School teacher development component is comprised of tools and support that focus on improving teacher quality. *The EdisonLearning Teacher Quality Framework* (see chart below), organized around six core beliefs, identifies what effective teachers do, believe, and know. *The EdisonLearning Professional Growth Plan for Teachers* helps teachers reflect on their own practices in relation to the core beliefs, set goals for their own development, and identify related strategies and support needed.

EdisonLearning Teacher Development: Core Beliefs Summary

Core Belief 1: Teachers demonstrate commitment to the development of all students and work relentlessly to meet their needs.	Core Belief 2: Teachers establish a positive and inclusive environment that makes students feel valued, motivated and supported in their learning.	Core Belief 3: Teachers plan intentionally and responsively to create quality instructional experiences for their students.

1A. Teacher practice is informed by their appreciation of the intellectual, socio-emotional, ethical and physical development of their students.	2A. Teachers are sensitive to student differences but treat students equitably and respectfully regardless of their backgrounds.	3A. Teachers establish ambitious, feasible and measurable learning goals to promote student understanding and application of content and performance standards.
1B. Teachers create meaningful relationships with students in an effort to understand their abilities, aspirations, motivations and values to ensure greater levels of student success.	2B. Teachers use procedures and routines to increase student involvement, ownership and responsibility in the classroom.	3B. Teachers base their instructional planning on systematic assessment and on-going observation of student learning.
1C. Teachers initiate positive, multi-dimensional relationships with parents and other caregivers to provide a supportive environment that leads to student success.	2C. Teachers model respectful language and attentive conversation to support both behavioral and academic learning.	3C. Teachers select, adjust and create appropriate core and supplemental instructional resources to support student learning.
	2D. Teachers take responsibility for teaching, supporting and enforcing expectations for appropriate student behavior throughout the school community.	3D. Teachers plan each lesson to ensure that instruction time is strikingly productive and individual students' needs are catered for.

EdisonLearning Teacher Development: Core Beliefs Summary

Core Belief 4: Teachers execute instructional experiences effectively and responsively to maximize student learning and understanding.	Core Belief 5: Teachers draw on their content and pedagogical knowledge to create multiple paths to student learning.	Core Belief 6: Teachers commit to continuous improvement of their professional practice and bring dignity to teaching because they are responsible for student learning and outcomes.
4A. Teachers regularly use a variety of instructional groupings and strategies that align to instructional goals, educational tasks and content.	5A. Teachers have a broad and deep knowledge of their subject area and use this knowledge to determine academic goals and plan their instruction and assessment.	6A. Teachers think systematically about their practice, learn from their experience, and seek feedback to help reflect upon and refine their professional

		identities.
4B. Teachers intentionally use questions, inquiry, and feedback to encourage students to explore issues and topics in greater depth and ensure higher levels of understanding.	5B. Teachers have a solid base of pedagogical and human development knowledge, and use it to select multiple teaching resources and methods that enrich student experiences with the content.	6B. Teachers take responsibility for their own professional growth by keeping abreast of professional opportunities, research and application in the field of teaching and learning.
4C. Teachers execute lesson plans deftly and demonstrate flexibility and insight during instruction by modifying classroom plans and activities in response to student needs.	5C. Teachers are adept at drawing out relationships and integrating ideas within and across different disciplines to create holistic and multi-disciplinary understandings of subjects.	6C. Teachers actively participate in collaborative endeavors <u>within</u> the learning community in school to design and improve the educational experiences for all students.
4D. Teachers employ procedures and routines to manage the class so that learning time is maximized to achieve intended goals.		6D. Teachers actively participate in collaborative endeavors with members of the community <u>outside</u> the school to design and improve the educational experiences for all students.

EdisonLearning also provides *The Power of Teaching* program for principals and teachers. The tools and extensive training sessions designed to assist and guide principals when observing classroom instruction and providing feedback as well as for teachers on how to understand and apply this feedback to their daily instruction is a critical part of our teacher development program. *Power of Teaching* is a research-based program that is designed to raise the quality of instruction for all teachers and a critical component of the teacher and leader development program. The program centers around the *Power of Teaching* observation tool and associated professional development opportunities. The *Power of Teaching* tool is a collection of effective teaching behaviors which research suggests have a strong, positive impact on student learning. The *Power of Teaching* is a means to look for—and engage in—teaching practices that are: research-established, and *Causal* of (rather than simply *correlative* to) learning. These practices—or behaviors—are organized into 6 domains, or “Power Sources.” The *Power of Teaching* Domains are:

- Section 1 – Engaging & Focusing Minds
 - 1.0 Neurology of Learning
 - 2.0 Pacing & Productivity for Learning
 - 3.0 Transitions, Processes & Endings for Learning
- Section 2 – Managing Learners for Learning
 - 4.0 On-Task Learning
 - 5.0 Differentiated Teaching for Accelerated Learning

– 6.0 Aligned Expectations to Macro Organization

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How is this different than traditional classroom observation and feedback systems?

While these behaviors are not new, we now have them gathered together and can use them as a tool to “power up” our teaching. *Power of Teaching* can be used to identify and highlight these key behaviors as well help instructional leaders know what they look like and what they sound like. Powered up teaching will raise student achievement. Powered up teaching will improve job satisfaction. Most of teacher observation and feedback has focused on the *what* of teaching: curriculum, standards, assessment. *Power of Teaching* will enable us to also focus on the *how* of teaching, how to deliver effective instruction. This tool ensures we focus on teaching *ing* quality, which research indicates is the strongest driver of student success in the classroom. After observing instruction throughout the school we will begin helping them apply the knowledge by working with instructional staff to improve their understanding of and increase their use of these effective behaviors. An instructional leader visits classrooms for 20 – 30 minutes during which time s/he will record the frequency of these behaviors during a lesson.

Power of Teaching also identifies what it terms as “ineffective behaviors.” These are not bad, but they aren’t good either. The goal: Increase the effective and decrease the ineffective. How will we increase effective behaviors?

Atlantic Research Partners		Power of Teaching		Engaging & Focusing Minds		
SOURCE	INEFFECTIVE	TOTAL	NUMBER	NUMBER	TOTAL	EFFECTIVE
1.0 Neurology of Learning	1.1 Negative Reinforcing Voice Timber	4			1	1.1 Positive Reinforcing Voice Timber
	1.2 Ineffective Voice/Monotone-Grating	1			3	1.2 Effective Voice: Volume/Projection
	1.3 Questioning w/Insufficient Wait Time	2			4	1.3 Questioning/Sufficient wait time
	1.4 Harsh/No Redirection to Incorrect Responses	1			1	1.4 Effectively Guided Wrong Answers
	1.5 Indifferent Engagement of Students	2			0	1.5 Application with Real-World Relevance
	1.6 Use of General Praise	6			1	1.6 Applied Specific Academic Praise
	2.1 Missed Opportunity to Adjustment Pacing					2.1 Use of Differentiated Pacing

The recorded frequency of behaviors will be converted into a ratio of ineffective vs. effective behaviors, calculated for each source. (In the example above, 16 ineffective to 10 effective = 48% effective.) Instructional leaders then work with teachers to identify professional growth needs to improve the quality of teaching throughout the school, based on identified areas of opportunity. The *Power of Teaching* will then be directly tied to teacher professional development to ensure that all teachers understand that using the *Power of Teaching* tool is only the first step to improving teaching quality. The quality of instruction will only continue to improve if instructional leaders then use the information they have to help teachers take their teaching to the next level. As new and expert teachers understand their own opportunities for improvement, they can work with leaders to develop personalized professional development plans that will meet their individual growth needs.

The EdisonLearning teacher development component positively impacts student achievement by improving of the quality of teaching. The tools help improve teacher quality by identifying where teachers in the school are currently performing, outlining where they need to be performing, and developing support plans to assist their growth. Along with assessing individual teachers, the tools identify the strengths and weaknesses of the

school as a whole. They provide information necessary for EdisonLearning to understand current teacher performance levels in order to provide targeted support and professional development. This component assists the regional team in reviewing and aligning needs of the school with training resources, and helps the school leadership teams create a customized professional development calendar (see **Appendix 5 [REDACTED]** for a sample) designed to improve school culture and teacher quality.

Teacher Evaluation

The teacher evaluation process is completed annually for all instructional staff within the school building. The process begins in the fall, when teachers complete the EdisonLearning Goal Setting and Evaluation form. This form asks each teacher to work with their team members as well as the principal to identify specific goals in each of five critical areas:

- Curriculum, Instruction and Assessment
- Learning Environment
- Family Partnership
- Technology
- Student Achievement

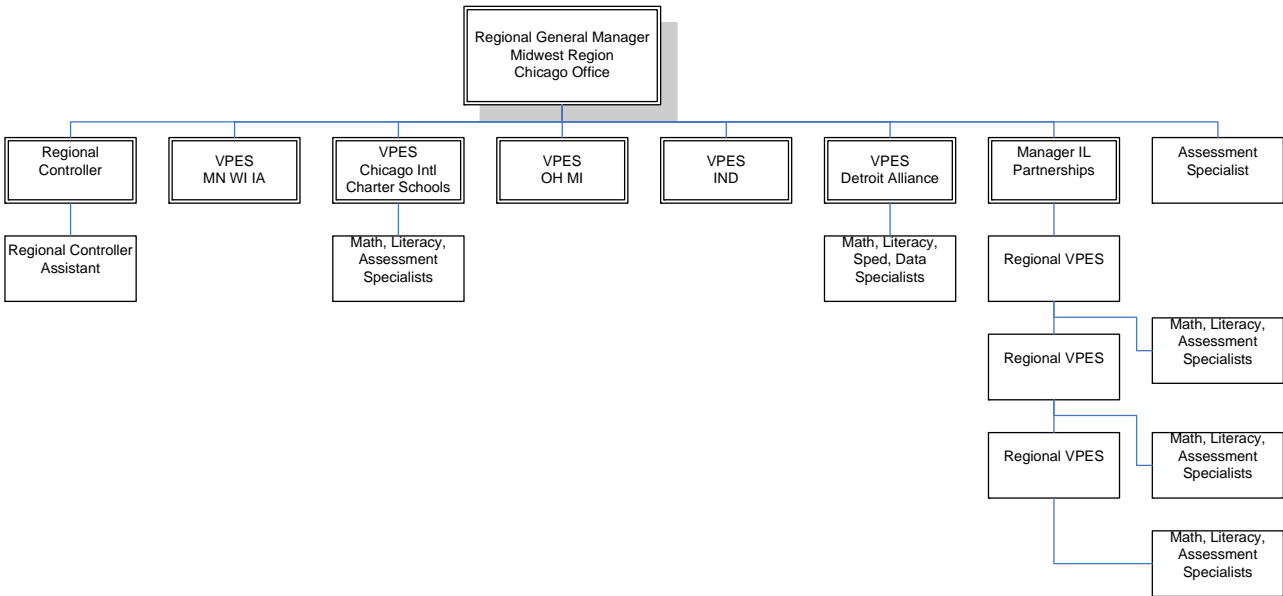
Goals are set by the end of the first month of school (but no later than October). Teachers are responsible for tracking their progress against goals, creating a portfolio of evidence of their success in working toward goal achievement.

In addition, during the course of the school year, the principal will conduct several classroom observations. The exact number will be dependent upon the teacher – newer teachers, or those with support needs are likely to have more observations than experienced or master teachers. The principal will complete the Teacher Performance Appraisal Classroom Observation form, and will have a meeting with the teacher after the observation to discuss what was observed, provide feedback and revise the teachers goals and professional development plan if necessary.

In April, the teacher will complete the self-evaluation section of the Goal Setting & Evaluation Form, submitting the completed document along with evidence of successful completion of the goals. The principal will use the data from the observations, the Teacher's Goal Setting and Self-Assessment portfolio, as well as data related to the teacher's academic success, attitude and teamwork, to make a final evaluation for that teacher. Based on the evaluation results, the teacher may be asked to return for another school year, or identified as a non-renewing teacher.

Partnership School Achievement Team

EdisonLearning brings outstanding support to any partnership zone school relationship. A strong Midwest Regional Team is currently in place.. The organizational chart below exhibits the regional team with many of our partnerships already in existence in Illinois. Job descriptions for regional team members are provided following the organizational chart.



Regional Support

The Regional General Manager (RGM) oversees and coordinates the on-site Partnership School Achievement Team’s efforts, serves as the primary district liaison, and is responsible for progress reporting and for client deliverables.

Illinois’s current RGM brings an impressive 12-year history with EdisonLearning and has transformed the most challenging, academically low-performing schools into high-achieving schools in their districts. Mary Stafford is an expert at integrating all of the EdisonLearning design elements to create a school culture focused on achievement, and she has a proven track record in delivering on EdisonLearning’s five points of accountability: Student Achievement, Design Implementation, Financial Management, Client Satisfaction, and Operational Excellence. She has a deep understanding of curriculum and unequivocally uses data to drive instruction. She has spent more than 15 years developing talent, building site capacity, delivering on-site professional development and modeling best practices. Her greatest asset is her ability to identify key barriers to academic achievement and to take immediate corrective action that results in strong academic performance. Her region consistently meets annual performance targets in all areas of accountability. She reports directly to EdisonLearning’s Chief Education Officer.

The Vice Presidents of Education Services (VPES) are generally former principals who have demonstrated high academic performance within challenging schools as well as the ability to motivate and develop fellow administrators and teachers. Similarly, Partnership School Reading and Math Specialists have been not only highly proficient lead teachers, but have demonstrated an ability to mentor and coach other teachers. Moreover, all VPES and Reading and Math Specialists excel in the areas of leadership development, standards-based education, the use of data to drive instruction and decision-making, and student support. Team members bring additional areas of expertise to Partnership School relationships based on their personal experience. The VPES reports to Illinois' RGM described above.

The Assessment Specialist provides professional development support on the Benchmark Assessment System to school staff members. The Assessment Specialist will deliver specific training modules to school staff members as well as monitor and review school performance and participation on monthly Benchmark assessments. In addition to providing on-site professional development training, the Assessment Specialist will work in collaboration with the regional VPES to ensure that district goals are aligned with recent achievement results, that each school has measurable actions to reach those goals, and that plans include effective means for monitoring the completion and impact of those actions.

National Support

In addition to the regional and statewide support, EdisonLearning provides national expertise and resources to the field teams. Several of these key positions are detailed below

The Nationwide ELL Director—EdisonLearning has retained the services of Dr. Edna Vega, who previously served as a New York City superintendent, led New York City's ELL programs (serving over 160,000 ELL students speaking over 140 different languages), and subsequently served at The College Board. Dr. Vega will be providing EdisonLearning's Partnership School and other schools nationwide guidance and leadership on all ELL issues. Her first priority is to visit each site to ensure—not only compliance with federal requirements—but also that the most appropriate educational services are being provided in the most effective manner to ELL students at each site.

The Nationwide Executive Director of High School Programs—EdisonLearning has taken a proactive stance to provide the most effective academic and holistic solutions for its urban high schools. It has retained the services of M. Scott Flowers to serve as National Executive Director of High School Programs, and to lead high school reform for each EdisonLearning high school Partnership School site. His extensive work in complex urban high schools includes establishment of best practices for: (i) measurably increasing student achievement, (ii) organizing effective learning environments, (iii) ensuring thorough data analysis, (iv) master scheduling, and (v) creating a culture of college readiness—and ultimate college success (a key objective of College NEXT!, EdisonLearning's college aspirations program described more fully above).

Interventions/Remediation—Multiple interventions for students performing substantially below grade level are part of the EdisonLearning Partnership School model—these include substantive professional development for teachers and administrators, and methods designed to help individual students develop strategies to cope with high school text, and develop basic reading skills to scaffold to higher levels of comprehension. EdisonLearning has retained multiple **Achievement Specialists** to assist in core academic areas.

Representative skills, knowledge and experience of an **Achievement Specialist** include:

- Developing and implementing school and/or district-wide improvement plans
- Supporting the development of the school vision and instructional standards
- Supporting district and school leadership development by providing system-wide and individual leadership support through administrator training and individual support visits
- Working in collaboration with the administrative team to identify exemplary teachers, develop support options for struggling teachers, and enhance the instructional program
- Working closely with school and district administrators to review and analyze data
- Conducting regular classroom visits and meetings with leadership team to assess attainment of goals
- Providing ELL and Special Education support and training for general population teachers, ELL and Special Education teachers and coordinators, and district administrators.

Representative skills, knowledge and experience of **Math Specialist/Reading Specialist** include:

- Assisting school staff to improve district- and/or school-wide Math instruction/reading and language arts instruction
- Supporting standards-based instruction by correlating the Math/Reading materials to Illinois Content Standards and providing teachers with guidance to meet standards through curriculum companion guides
- Providing pedagogical support to teachers through discussions, analysis of Math/Reading program, co-teaching and modeling of lessons
- Facilitating monthly coordinator meetings to provide professional development and opportunities for exchanging of ideas among schools
- Facilitating Math/Reading Teachers to analyze and respond to benchmark results
- Developing Math/Reading Coordinators as teacher leaders

Please refer to **Appendix 6** for the resume of Mary Stafford, the current Illinois Regional General Manager. Upon request, we can also provide resumes of the EdisonLearning regional Vice President of Education Services as well as national specialists generally engaged in support of partner schools and districts.

Teacher and Staff Recruitment

Please note: EdisonLearning is prepared to serve as a Lead Partner that will either recruit school staff or to simply support existing staff recruitment procedures. We have partnerships in our current portfolio of schools that fall under both of these categories.

Responses to the questions in this section are presented with the understanding that we would always customize our role based on the needs of the partnership zone client, diagnostic results, and budgetary mandates.

EdisonLearning's human resource department and each partnership school Principal will actively seek highly qualified and certified teachers with experience and a proven track record of successfully working in turnaround settings. EdisonLearning will strive to find teachers who model the highest academic standards and who most effectively can support the mission of the school. EdisonLearning will recruit teachers who meet the "highly qualified" standard, who are certified by the state of Illinois and/or those candidates who are in a program completing the necessary tasks to meet the "highly qualified" standards in a timely manner.

EdisonLearning will conduct reference checks, employment verifications and background checks (to include verification of teaching credentials for instructional staff) on all personnel to ensure legal requirements and the children's safety are met. Each teacher will work as a team member, sharing common planning, professional development, curriculum design, and teaching responsibilities. Teachers will administer different forms of student assessments, communicate with parents and other team members about student progress, and plan for further instruction. They will be reflective about their own practice and act as a coach for their team members when necessary. Teachers will work to integrate technology into their teaching and professional activities.

The Ideal Teacher Will:

- Implement school and district policies and procedures;
- Implement EdisonLearning and Partnership School performance standards;
- Collaborate with house team on curriculum and student needs;
- Create and work toward ongoing communication with parents;
- Work on curriculum development, in addition to implementation;
- Integrate technology into instructional program and demonstrate professional use;
- Serve on at least one building-level committee;
- Act as a coach to other teachers on the team in areas of personal expertise; and
- Mentor a tutor or resident, as needed

Teacher Requirements

- BA, BS degree, preferably in a subject area (i.e., mathematics, chemistry, literature, history, etc.)
- Appropriate teacher certification
- At least two years of classroom experience with a satisfactory rating
- Willingness to specialize in a subject area
- Positive recommendations from several individuals who know the candidate well
- A coherent, high-quality essay written in response to a question

Additional EdisonLearning-Specific Teacher Qualifications

- Positive ratings by three partnership school interviewers during the selection process: the principal, the lead teacher on the team, and other teachers in the school. Interviewers will look for subject area knowledge, ability to work as a team, familiarity with different instructional approaches and philosophies of learning, interest or expertise in technology, enthusiasm for the EdisonLearning design, etc.
- Successful demonstration of teaching techniques and classroom management skills (i.e., creative instructional strategies, articulate communication of information, positive interactions with students, and overall organization of learning environment), as seen during a classroom observation by a partnership principal

EdisonLearning's Human Resources department will work closely with partnership school administrators to support recruitment, selection, and hiring of school personnel. The school will benefit from the support of a professional human resources staff that is familiar with the needs and challenges of staffing underperforming schools with qualified personnel.

All candidates will be phone-screened using standard EdisonLearning questions which were created to quickly assess "highly qualified" status and pertinent information about a candidate's background. The candidates will also take the Haberman Star Teacher Pre-Screener. Research has shown a strong relationship between responses to items on the Star Teacher Pre-Screener and effective teaching of children from high-poverty areas. All candidates will be interviewed by a panel of interviewers including administrators, staff members and EdisonLearning human resources employees. In situations or under circumstances that warrant it, teachers may be asked to complete a demonstration lesson in the classroom to allow the interview team to see how a candidate interacts with each school's specific population of students.

Any recruitment support for Special Education and English Language Learner (ELL) staffers will also follow the procedures described above. These staffers will be recruited based on the population of students enrolled in the school with special education needs to oversee the special education program and ensure compliance. Based on the population of students needing ELL services, the appropriate number of teachers and paraprofessionals will be recruited. They will be certified to teach English as a Second Language or will be working toward that certification until completed.

Work Plan Requirement 3: Intervention Plan; Transformation Criterion 3: Comprehensive instructional reform strategies

How the applicant intends to:

A. Use data to identify and implement comprehensive, research-based, instructional programs that are vertically aligned from one grade to the next as well as aligned with the Illinois Learning Standards. The instructional programs must include:

- development and use of frequent formative assessments permitting rapid-time analysis, feedback, and targeted instruction;***
- other data-driven instructional systems and strategies.***

B. Differentiate instruction to meet students' needs, including personalized academic and non-academic support services.

C. Integrate all programs that have an impact on instruction:

- Identify all state, district, and school-level instructional and professional development programs;***
- Determine whether each program will be eliminated or integrated with the intervention model; and***
- Ensure all remaining and new programs directly align with the objectives and structure of the intervention model.***

Additional requirements from pages 21 to 23 of the RFSP:

a. Educational Program: Provide a detailed description of the proposed curriculum and assessment program, which must address all of the comprehensive instructional reform strategies contained in Appendix A; define clear expectations for student learning (i.e., essential knowledge and skills); be reflective of best practices; and include:

i. how the program will serve the needs of all enrolled students, including students with disabilities, English language learners (ELL), and homeless students and include detail about:

- how the program will provide students with disabilities a free, appropriate public education in the least restrictive environment;***
- how the program will meet the needs of students in at-risk situations, including but not limited to low achievement, poverty, behavioral issues, truancy, drugs, pregnancy, and emotional issues; and***
- how the proposed program will identify and meet the needs of ELL students, including curriculum and instructional program/practices to accommodate this group;***

ii. the school calendar (number of days) and school day (hours of instruction) necessary to support the proposed educational program;

iii. how the curriculum will be designed to challenge and meet the needs of each student, reflect a commitment to equity and demonstrate an appreciation of diversity;

iv. how the applicant will coordinate and ensure ready access to instructional technology, information and media services, and materials necessary for effective instruction;

v. the specific tactics and activities that will support attainment of a school culture and climate conducive to high expectations and student learning, including school wide student discipline policies integral to the program; and

vi. how the program will address student transitions throughout the P-20 spectrum. For elementary schools, this effort must include a focus on establishing early learning programs for underserved areas and populations. Discuss how intervention models in elementary schools will be integrated with high school interventions, and vice versa. For high schools, discuss the partnerships to be formed with community college districts and colleges and universities to address barriers to postsecondary access.

Every component of the Partnership School model is specifically customized to align with Illinois Standards. A key tool used to promote, monitor and evaluate standards based curriculum is the Companion Guides. (See **Appendix 7 [REDACTED]** for a sample.) Companion Guides link district/school curricula in English and math with Illinois standards and skills. Companion Guides contain opportunities for embedding, curriculum resources, and assessment evidence to assist a school staff in analyzing the essential knowledge and skills by grade and content area. Because the Companion Guides analyze and provide guidance to teachers, in an easy-to-use format on the particular grade level skills and knowledge that are required in English and Math, teachers appreciate the implications for classroom instruction and plan and prepare accordingly while the district is able to take a broader view to review and revise curriculum selections. This is a key component of our model and ensures a rigorous academic program for all students.

Moreover, the Companion Guides provide teachers with strategies for teaching the Illinois standards and grade level skills and for differentiating the instruction to meet the various skill levels of their students. In addition, because these guides are so clearly written and designed they act as instruments for active discussion, promotion, and articulation of curriculum across schools and grade levels at the school leadership and classroom teacher levels.

As with every aspect of the *Partnership* program, the initial Curriculum work begins with the Diagnostic during which the Diagnostic team assesses, among other things, site-based instructional leadership, the rigor of classroom instruction, alignment to state standards, curriculum coherence and vertical alignment, and the research basis for curriculum choices. The Diagnostic Report identifies gaps in district and/or school curriculum, and might also include suggestions for new curriculum if existing materials are found to be

lacking. In this way, each school is assisted in determining the quality and rigor of its academic program as well as in obtaining information on the implementation of the curriculum. These reports provide evidence to begin a dialogue on what is needed to promote and support curriculum within schools and across grade levels.

In short, the Diagnostic provides a jumping off point for the creation of a school-wide standards-based system for curriculum and assessment that specifically addresses the school's particular needs. Because the Curriculum section of the Diagnostic focuses on research-based programs and teacher use of curriculum frameworks, the Diagnostic provides crucial information for a school as to essential knowledge and skills for each content area and each grade level. All aspects of this close examination of each school are aimed at working with leadership to provide a standards-based system for each school and district. Following the Diagnostic and the examination of the specific reports, the Partnership School Achievement team supports individual school needs with intensive professional development and consulting support that can include the following elements:

Standards Based Instruction

- Assistance in adopting curriculum that is research based and aligned to state standards
- Work with /school administration to analyze skills and knowledge by content area and grade-level
- Professional Development at EdisonLearning national conferences for administrators on implementing standards-based curriculum
- Training on the use of curriculum management tools, such as EdisonLearning's Companion Guides or other tools being used by schools
- Customized, needs-based training for teachers, including modeling lessons, around such topics as differentiating instruction to address varying student skill levels, classroom management, unwrapping standards in order to align and embed instruction.

Effective Implementation and Monitoring

- On-site support for school administrators on conducting intentional walkthroughs and classroom observation for the purpose of improving the quality of classroom curriculum and instruction
- Weekly and monthly training and support through curriculum coordinator and leadership team meetings on curriculum articulation across schools and grade-levels
- Training on the use of student assessments, such as the EdisonLearning's Benchmark Assessment System or other similar tools being used by schools, and the data provided by such assessments to improve the quality of instruction within the classroom
- Providing coaching and mentoring for all teachers and additional individual support to selected teachers
- Providing training and support for Special Education and English Language Learner teachers
- Content area training and support for Reading and Math teachers

As mentioned above, another key component of the Partnership School curriculum support is a formative assessment system that allows for ongoing monitoring of the implementation of selected curriculum. A quality formative assessment system should be tied to Illinois state standards, provide instructional guidance, and be administered with sufficient frequency to allow teachers to adjust instruction as they determine student skill retention on items frequently assessed. With those elements in place, the implementation of curriculum can be monitored on a regular basis and supported with data showing skill acquisition.

Student Assessments for School and Student Accountability

The Partnership School design strongly supports the use of data to drive instruction and decision-making within schools and across districts. With this focus, the Partnership School program includes EdisonLearning's renowned Benchmark Assessment System and delivers expertise in effectively using assessment data to drive achievement.

Benchmark Assessments are electronic, interim assessments given to students in the academic disciplines of reading and mathematics. Benchmark Assessments are derived from comprehensive research aligning their content with the Illinois state standards for grades 2-8 as well as standards from the American College Test (ACT) for grades 9-11. Each monthly assessment is designed to be administered within a single class period. Tests are automatically scored and results are instantly accessible by teachers and students. The variety of reports provides a powerful and immediate assessment of class and individual student strengths and weaknesses.

From an EdisonLearning standpoint, a primary purpose of conducting assessments is for the sake of performing interventions. Our assessments are purposely designed to enable teachers and school leaders to intervene, as necessary, in the normal planned course of instruction. For this reason, we conduct our assessments on a monthly basis. Experience shows that this frequency enables teachers to effectively and efficiently assess, analyze, intervene, reflect and adjust interventions.

In general there are certain ways that the Benchmark Assessment System can link directly to interventions:

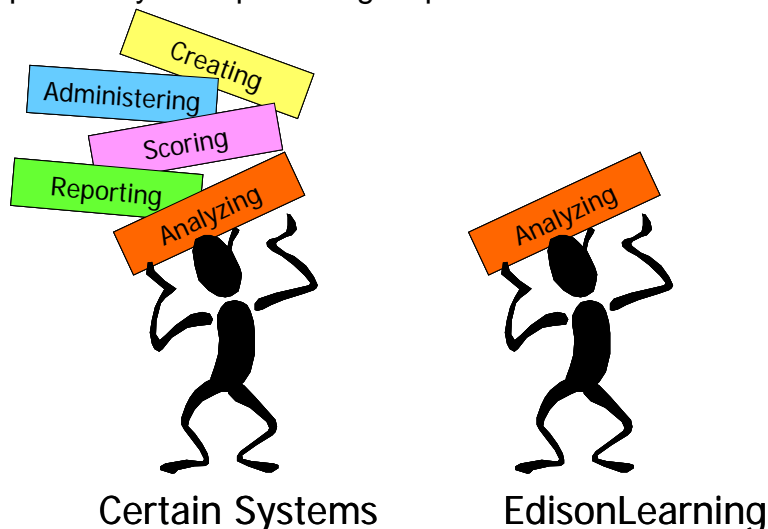
- Reports and embedded analytics for teachers
- Professional Development

Reporting and Analytics

EdisonLearning, responsible for instruction within hundreds of schools (in addition to being an achievement partner to districts), has unparalleled experience in developing pragmatic tools for effective instruction and interventions. While we are formative assessment software developers, we are not simply software developers hoping our system has met some important district, school or teachers needs. We experience and know these needs firsthand. We also reflect in our system what we hear from supporting our district clients. Consequently, the Reports in our system are the best, most targeted, tools for selecting interventions—developed and improved upon over

the years in direct response to the feedback we have received from teachers and schools.

A key step in the process of linking assessments to interventions is to efficiently analyze the data to determine proper interventions. Reflecting the reality of time being a scarce resource in the classroom, the following diagram represents a key design point of the Benchmark Assessment System. We've eliminated the tedious and potentially error-producing steps involved in other formative assessment systems. The



value of the system is in its direct path to formative assessment analysis and intervention.

In our experience, a key step between assessments and intervention is analysis. Some intervention steps are self-evident (meaning little to no “analysis” is required) through select reports within the system. Other interventions might require

more sophisticated analysis and discussion of the data amongst teachers and school leaders.

As such, EdisonLearning has embedded tools in the Benchmark System’s reports that link raw student assessment to actionable interventions in the classroom that address particular areas of need. For instance, in the Benchmark Student Report by Student (**Appendix 8 [REDACTED]**), the circled questions indicate areas within the “Number Sense,” “Measurement,” and “Data Collection, Analysis, Probability and Statistics” strands where students need additional instruction, re-teaching or other interventions. In the next screen shot, you see that by rolling over the question, the teacher also receives information regarding the specific skill—in this case, Constructing, Organizing and Reading Date—that the question tested, providing further information that would drive classroom instruction.

In addition to these tools that are embedded in the Benchmark Systems reporting functions, EdisonLearning provides the Curriculum Companion Guides, which provide teachers with information relating to “Target Skills,” “Understanding the Skill,” and “Teaching the Skill” for a particular standard. EdisonLearning’s current product roadmap calls for complete integration of the Benchmark Assessment System and the Curriculum Companion Guides over the course of the next two years.

Other Reports and Analytics

Above we described how tools embedded in the Benchmark System (along with Companion Guides) can be used for one type of analysis – in this case, a question/strand/skill analysis – to drive interventions at the classroom level.

Additional reports on the system enable other types of intervention actions to take place based on the particular needs that teachers or administrators want to address. For instance, if a teacher or administrator wants to identify students in particular who are struggling—as opposed to subject areas in which most students are struggling—they could use the “Low Student Scores” report (see **Appendix 9 [REDACTED]**) that lists the students who score below a particular threshold on an assessment and may require individual intervention or tutoring. Although, in this sample, the threshold is set at 50%, this could be adjusted based on teacher and or administrator need. Similarly, a “High Student Score” report provides information on students who perform above a particular threshold and may require more challenging content in order to meet their potential.

The Benchmark System is also able to provide longitudinal data by grade and subject, which can inform administrators’ decisions regarding professional development or other interventions for students and/or teachers. Teachers and administrators can dive deeper into the longitudinal data getting down to the student level (see attached screen shot), or to the strand/skill level by class. These powerful tools ultimately enable teachers and administrators to determine effective interventions that address the particular needs identified by the System’s analysis.

Professional Development

Professional Development is another key, and complementary, tool with respect to selecting interventions. We provide professional development to support the launch and ongoing administration of the Benchmark Assessment System. We also provide next-level support to teachers and administrators to further analyze the results and patterns of formative assessments beyond what is self-evident from reports themselves. An example of an intervention that might result from our PD tool is using the Achievement Reports Selector for purposes of managing NCLB and AYP requirements.

From a PD standpoint, we might work with a principal to develop a strategy and plan to manage achievement of AYP. We provide PD that shows a principal how to understand threshold points, historical growth expectations, percentage/number of students within threshold ranges and possible targeted intervention strategies with teachers and students.

The key to ensuring that Benchmarks have the greatest impact on student achievement is the role of professional development, in particular the training provided by the on-site Partnership School Achievement Team. Partnership School Achievement team members are veteran educators who bring deep educational experience and practical insight to their support efforts—all linked to improving achievement. The team helps schools facilitate productive data-driven conversations; connect district resources to school-based needs to find solutions to teaching and learning problems that are determined from the data-driven system. For schools implementing the EdisonLearning Benchmark Assessment System™, training support is front-loaded in order to ensure a strong launch and the development of local capacity to drive Benchmarks support in subsequent years. Thereafter, the on-site Partnership School Achievement Team provides continuous ongoing training to

administrators, teachers, and technology and student information system personnel on using the benchmark system, generating reports and analyzing the data.

Once the assessment data is in hand, driving student achievement requires managing that data so that educators can make informed, data-driven decisions. A quality formative assessment will need to provide data in a format that is useful to school leadership and most of all, classroom teachers. With that in mind, the Benchmark Assessment System compiles data into dynamic reports, giving schools the ability to track the academic and operational data crucial to running successful schools. The data format provided to teachers is timely, useful, and provides information that directly connects to improving students' classroom performance.

Benchmarks allow users to drill down from class-level results to student-level results through a simple point-and-click interface. Rather than creating static reports with no interaction, the system responds immediately to a user's needs. Looking at a report, a teacher can click on any student name to drill down to an individual student's performance by strand and skill level, or access a report that, for each question, displays strand and skill information, the percentage of students choosing each answer choice, and which choice is correct. Teachers are taught how to drill down to the level of individual questions to see what percentage of their students selected each answer choice. By evaluating individual items, they can adjust their instruction.

To ensure that data are analyzed and used to improve classroom instruction, data are tracked not only from month-to-month but also over the course of the entire year. Longitudinal reports permit teachers and administrators to examine trends from which to make data-driven decisions.

Student Discipline and Classroom Management

As previously outlined in Transformation Criterion 1 ("School culture and climate") in the Partnership School model emphasizes high expectations for all learners and ensuring that all staff embraces the school's mission and vision. Partnership School model leadership training provides national support for local programs designed to enhance environments conducive to learning.

Growth in student achievement is impossible to achieve without a supportive culture that is orderly and equitable for all students. To accomplish this, the on-site Partnership School Achievement Team collaborates with the school to provide all staff extensive training that supports school leadership in techniques to establish an orderly environment conducive to learning. School leadership is supported in thoughtful and careful planning prior to school opening with a practical student management plan. The student management plan can consist of an innovative Code of Conduct, positive behavioral expectations, and a discipline code coupled with a positive incentive system. Experience has shown that the student management plan has the greatest impact when implemented and consistently supported by all staff every day. Schools receive resources including training and on-site support to put in place a culture of high expectations and engagement that offers students an equitable and nurturing environment in which they can learn. The EdisonLearning Student Management Handbook provides schools with the recommended tools, templates

and best practices to put in place a student management plan that addresses discipline procedures.

School Calendar

Please refer to **Appendix 10** for a sample of one type of Illinois Partnership School calendar. The type of calendar structure necessary to support the Partnership School model will vary with each school and according to factors including district and state calendar requirements; size of the student population; student grade span; size of teaching staff; district professional development requirements; state instructional time requirements; and more.

Curriculum and Diversity

The Partnership School model's curriculum offerings will also vary depending on the structure of each partnership agreement. In cases where a partnership school requests that EdisonLearning control curriculum selection, we will do so after conducting a thorough Diagnostic and with an eye toward celebrating the diversity of the school's student population. In cases where a partnership school requests that EdisonLearning uses its existing curriculum, we will make recommendations or changes regarding the curriculum's appreciation of diversity after the Diagnostic process is carried out.

Disabled Students, Homeless Students, and ELLs

EdisonLearning will comply with all local, state, and federal mandates for disabled, homeless and ELL students. The actual implementation process will be determined based on the Partnership Zone agreement.

Instructional Technology

EdisonLearning will apply its expertise and experience with integrating technology into the classroom according to the parameters of the official Partnership Zone agreement. In other partnerships, we manage all aspects of the technology program including technology-enhanced Library Media Centers, computer labs, classroom computers, and Student Information Systems. This type of implementation model is available, but will likely not fall under the parameters of the official Partnership Zone agreement.

**Work Plan Requirement 3: Intervention Plan;
Transformation Criterion 4: Extending learning time.
*How the applicant intends to:***

A. Provide more time for students to learn core academic content by:

- ***expanding the school day, the school week, or the school year;***
- ***increasing instructional time for core academic subjects during the school day; and***
- ***allocating a significant amount of classroom time to instruction in the essential skills.***

B. Provide more time for teachers to collaborate.

C. Provide more time for enrichment activities for students.

Depending on the exact configuration of the partnership zone school agreement, EdisonLearning has a proven model to address each of the sub points in Transformation Criterion 4. An essential feature of EdisonLearning's school design is the schedule model that supports the academic, operational, and professional development imperatives of the design. By offering a longer school day, professional collaboration, options for remediation and acceleration, and increased instructional time in the core areas become a reality. One scheduling example could be to offer an 8 hour school day. The 8 hour day allows for two special subjects daily for students and ensures one daily team professional development period and one personal planning period for each teacher. The longer school day creates increased flexibility for the core content areas at every grade level. Examples could include Reading for 90 minutes for students in K-5 with an additional 45 minutes of daily writing-language arts. English-Language Arts could be a combined 90 minutes a day in grades 6-12. Math could be implemented daily for 60 minutes in K-5, 45 minutes daily 6-12, or a 90 minute block schedule with Science in HS. As a lead partner, EdisonLearning brings expertise in various scheduling models to guide and enhance current school design or create a completely new model depending on the needs of the partnership zone school.

In addition to scheduling guidance, EdisonLearning offers an organizational model which creates smaller learning communities. Academies, clusters of grades, and Houses, teams of teachers linked to particular groups of students create a small school environment within the larger school. In our baseline model, K-2 would be a Primary Academy, 3-5 Elementary Academy, 6-8 Junior Academy, and 9-12 Senior and Collegiate Academy. Logical variations based on school configuration could be created. Academies are then organized into houses of cross-grade teams of 4-6 teachers with a lead teacher for each house. Each house team shares common responsibility for a cohort of students. This provides a three year experience where students are supported academically and socially by teachers and peers who know them, their families, and are fully invested in their success.

EdisonLearning brings expertise in various scheduling and school design models to guide and enhance current school design or create a completely new model depending on the needs of the partnership zone school.

Depending on the configuration of the partnership zone agreement and needs of the school, EdisonLearning may offer Learning Force, its proven, effective academic tutoring program.

Learning Force combines a strong research-based curriculum with professional development, sophisticated assessment, reporting, and comprehensive support. Learning Force supplies all of the teaching materials and support schools need, with fully developed, scripted, and timed lesson plans, including summaries and overviews of each lesson. In keeping with EdisonLearning's emphasis on individualized learning, it has flexibility built in to let teachers give those who require it extra practice and tailor the way the material is presented to meet the learning needs of every student.

Learning Force can accommodate the needs of any school district. EdisonLearning can serve as a "one-stop shop," running the program and providing full accountability as prescribed by SES mandates. Or we can scale it back so that schools can leverage their expertise and support while managing daily operations on their own, providing continuity of service after SES mandates are met, for less cost per-pupil.

Like all EdisonLearning offerings, Learning Force is based on a series of carefully designed building blocks that align with and promote the Four Cornerstones of highly effective schools: Top Talent; Culture of Engagement and Aspiration; Demanding Content and Customized Instruction; and Achievement-Driven Management.

Top Talent

Depending on each school's needs, EdisonLearning can either recruit and train top teachers for the school or train its existing pool of talent. EdisonLearning works with schools to determine the appropriate level and type of professional development for their staffs. In addition, together we can determine the level of support needed, bearing in mind teachers' needs and concerns, as well as time constraints.

Extensive initial training is part of the Learning Force professional development process, and it is backed up with ongoing support. Training includes in-person workshops that focus on relevant teaching techniques, classroom-based coaching, and modeling that provides practical scenarios and reference material. Other features of the program's sustained support include distance learning and community conference calls that let teachers learn from one another.

An important objective of EdisonLearning professional development is the building of professional capacity throughout a school district. Our train-the-trainer delivery model helps schools disperse knowledge amongst their teaching staffs more effectively to the benefit of children throughout their districts. These skills are useful outside the context of extended education; many teachers report carrying them into their daily classroom instruction.

Culture of Engagement and Aspiration

The core tutoring curriculum is an extension of the highly evolved EdisonLearning School Designs research-based curriculum, enhanced with a tight focus on foundational skills that drive student achievement and results. It is composed of Reading Force™ and Math Force™ which both include comprehensive, age-appropriate lesson plans that are designed to be easy to teach.

The curriculum and course schedules are aligned to all applicable state and federal standards and specifically targeted at frequently tested skills. The curriculum includes a variety of instructional methods, including modeling scripts that walk the teacher through each lesson, and engaging activities such as games, role-plays, puzzles, read-alouds, pantomimes, and graphics. Support materials include teacher handbooks, student workbooks, a classroom library, and math manipulatives that dovetail with the lesson plans.

Demanding Content and Customized Instruction

Learning Force is crafted to provide the ability to spark the interest and enthusiasm of students. The lessons are fun and engaging, making use of active learning and games to help students retain their newfound skills and foster an excitement for learning. With a low student/teacher ratio (typically 10:1), teachers have the opportunity to challenge each child to ensure that he or she is able to truly develop and learn.

The philosophy of targeted instruction that underlies EdisonLearning's offerings also helps you to engage your students and help them succeed far better than is possible with a more restrictive teaching approach. A unique aspect of Learning Force is the concept of "scaffolding," in which the teacher collaborates with students to bridge the gap between what they know and what they need to succeed. It's a way of customizing the learning experience, making sure the program helps children at all levels improve their reading and math skills.

Scaffolding is what gives Learning Force its critically important flexibility, enabling teachers to use a variety of techniques to step outside the limits of a conventional lesson plan. Techniques such as guided questioning, reinforcement, differentiated instructional methods, variable student group sizes, practical examples, connection strategies to develop reading comprehension, pacing, and graduated difficulty, are all included in, and fully supported by, the program.

Achievement-Driven Management

Properly conducted assessments of student progress, planning, and reporting are essential to an effective tutoring program, because they inform teachers about each child's specific needs as the program progresses. This lets the teacher focus on what's most important for that child on a regular basis. End-to-end assessment and planning is built into the Learning Force program.

Pre-and post-assessments are conducted to measure academic achievement, calibrated so that the same skills are tested to provide a valid measurement of skill gains. Individual achievement plans are created and presented in an easy-to-understand format to make them accessible to parents, teachers, and the school, and interim reports are prepared to

track progress. Finally, detailed summary reports covering grade-level skill growth and satisfaction of both teachers and parents are generated, to show the student's success to parents, teachers, principals, and district administrators.

Work Plan Requirement 3: Intervention Plan; Transformation Criterion 5: Providing operating flexibility

How the applicant intends to:

Give the school sufficient operating flexibility to implement fully a comprehensive approach to substantially improve student achievement outcomes. In particular, the school-level leader must have:

A. Authority to select and assign staff to the school;

B. Authority to control school calendar and scheduling; and

C. Control over financial resources necessary to implement the intervention model.

EdisonLearning's Partnership School model is designed to supplement—rather than supplant—the authority of each school's principal in order to enable him or her to make the operational decisions that are most likely to improve student achievement levels. These include decisions related to staffing, scheduling, and financial resources.

Work Plan Requirement 4: Building Capacity for Sustained Improvement

Describe how the Lead Partner intends to phase out the need for its services, so that full management of the school can be returned to the school district after a five-year period with adequate capacity to sustain the improvements and growth made over the course of the intervention.

If the applicant's proposal does not include a full phase-out of services in five years, the applicant must specifically identify any services that will continue after a five-year period.

The Partnership School model has two service levels to provide customers with the appropriate support, given each of their schools' needs. In general, ideal implementation (and pricing) of either service level requires a cluster of four or more schools, preferably schools within the same feeder system. Also, Partnership School Service Level I described in this RFPQ is the initial offering and entry point into a district – it allows us to establish our footprint and a local base of support and it also affords us the greatest chance for academic success. After we have worked for 3 years with schools using our comprehensive solution we can offer schools/districts a scaled-back service while still providing tools and design elements that provide support, add value and ultimately drive school change and student achievement. This option to reduce service level after the first 3 years allows schools/district the advantage of scaling back at the appropriate time and pace based on each schools success.

Partnership School Service Level I is a comprehensive solution that provides tools and design elements across all 4 cornerstones and is the most intensive in terms of on-site support, providing partnership schools with an on-site team consisting of a Vice President of Education Services and Reading and Math Curriculum Specialists. Ideally, the Partnership School contract would be for a term of 3 years – at the end of this term, schools have either improved and are ready to move on to Partnership School Service Level II. Service Level 11 was developed around the notion of building local site capacity throughout the 3 year comprehensive Service Level 1 phase and provides a seamless transition path for schools and/or districts who have embraced the new strategies and tools and desire more independence.

Partnership School Service Level II is different than Service Level I in the following ways:

- Support is focused more at the leadership level and less on direct intervention in the classroom in the form of teacher coaching and modeling of instruction
- Schools receive on-site support from a Vice President of Educational Services only
- Less support and tools in the area of Demanding Curriculum and Customized Instruction
- Modified and less intense diagnostic

Work Plan Requirement 5: Outcomes-Based Measurement Plan

Describe the process to be used to develop a five-year outcomes-based measurement plan for each school included, covering the planning period plus four years of intervention implementation. Define the realistic and aggressive outcomes that will be achieved at the end of a five-year period as the result of an intervention incorporating the "Transformation Criteria" (see Appendix A). Describe the measurable indicators of progress that will be used against those outcomes, which must address, but are not limited to:

- ***objective student achievement goals (at a minimum, results on the ISAT, PSAE and/or IAA for all students and disaggregated for each subgroup and number of students enrolled in advanced coursework);***
- ***school climate and culture;***
- ***teacher and principal effectiveness; and***
- ***building capacity for sustained improvement beyond the implementation period of the intervention.***

Also propose intermediate outcomes (six- to 24-month timeframes), measurable indicators, and design of how the Lead Partner, district, and stakeholders will:

- a. train school stakeholders on outcomes-based measurement approaches;***
- b. use results to evaluate the implementation of the intervention model; and***
- c. make necessary improvements and adjustments throughout the course of the intervention.***

Discuss how the applicant will implement an outcomes-based measurement plan and what resources are in place or will be in place to support this work.

Since the launch of our first four schools in 1995, EdisonLearning has been an advocate of data-driven decision-making. In fact, one of our Four Cornerstones is Achievement-Driven Management; we believe in and support gathering data, analyzing data, and responding to data to ensure success. This is not simply an exercise that we implement once a year—it is an ongoing and systemic approach to focusing on outcomes.

This focus on data and outcomes begins with a series of Diagnostic assessments. At the start of a partnership, we will provide an experienced team of educators to visit partnership sites and perform a comprehensive needs assessment based on an internally-devised rubric on the various aspects of school organization.

As part of the ongoing use of data, the Achievement Team also works with schools/districts to monitor progress toward achievement plan goals by conducting side-by-side school and classroom walkthroughs as well as through periodic one-on-one and small group meetings with school/district leaders. Some of the data captured from these interactions with schools and their leadership teams are captured in monthly client Dashboards.

The EdisonLearning Dashboard process is an adaptation of the Six Sigma business model focused on reaching improvement goals and relentless monitoring of continuous progress through the use of data and observation. The “critical to quality” metrics identified are

divided into three categories: Instructional Quality, Student/School Culture, and Customer Satisfaction. The Dashboard also includes monthly grade-level performance on the Mathematics and Reading Benchmarks Assessment System as compared to performance thresholds. This continuous focus on “critical to quality” metrics enables schools to effectively and efficiently monitor progress. (Please refer to **Appendix 2 [REDACTED]** for a sample Dashboard Report.)

Using this data, the Partnership School team works with school administrators in their weekly and/or monthly meetings to monitor progress against the improvement plan. In addition, the data also feed Dashboard Reports that will be used to guide improvement planning and drive a process for continuous improvement.

Transformation Criteria Outcomes

Without knowing which specific schools we will work with, and without having undergone the thorough Diagnostic process described above to determine the strengths and weaknesses of prospective partnership schools, it is difficult to define specific outcomes that would be relevant to their needs. However, our experience in working with schools in need of assistance provides some context for the outcomes we would set for our partners.

- Student Achievement: Each year, EdisonLearning recognizes partnership schools based on their academic performance year-over-year. These internal ratings are based on two important concepts: making Adequate Yearly Progress (AYP), and making significant gains on the relevant state assessment (in this case, the ISAT, PSAE, and appropriate alternate assessments). Our goals would be to make AYP in schools already doing so, and making AYP by the second year in schools not currently doing so. Secondly, we would expect our partner schools to be making gains greater than corresponding gains by the state, district, and comparable schools in the district (defined by similar demographics ethnicity-wise and socioeconomically). Finally, we expect partnership schools to increase their percentages of students enrolled in Advanced Placement (AP) courses by 5% each year.
- School Culture and Climate: EdisonLearning employs a leading national firm, Harris Interactive, to conduct annual surveys of the parents, staff, and students at its partnership schools on their satisfaction with various aspects of the school's operations. This comprehensive survey—topics include school atmosphere, facilities and equipment, communication, and curriculum and instruction—provides substantive data to confirm that each school is successfully serving its customers (parents, teachers, and students) and helping to identify areas for improvement. Our goals would be to increase satisfaction year-over-year until the levels exceed national average satisfaction levels by over 10%.
- Teacher and School Leader Effectiveness: Having worked with schools for almost 15 years, EdisonLearning understands that the single greatest impact on student performance is the quality of the teachers in the classroom, and the quality of the instructional leader(s) of the school. Over time, we have developed internal rubrics to measure both teacher and principal effectiveness. Some of that data appears on

monthly dashboards. Our goal would be that the overall teacher effectiveness ratings and principal effectiveness ratings against internal rubrics would increase year-over-year. (Sample principal evaluation rubrics are attached as **Appendix 4 [REDACTED]**.)

- Attendance: EdisonLearning recognizes the impact that student and teacher attendance have on the educational quality of a school. Our goals would be for schools to increase student and teacher attendance until both are over 95% for the year.
- Capacity-building: By the end of the contract term, EdisonLearning will have: defined an ongoing client Dashboard that each school can utilize in an ongoing manner with school leadership teams to drive improvement planning; built defined processes around monthly meetings, data collection activities, and data analysis around the Dashboard process; and trained leadership teams at all partnership schools in the Dashboard process so that after our partnership these schools can carry forward their focus on data-driven decision making.

Short-term and Intermediate Outcomes

As mentioned above, EdisonLearning has various measures that we analyze monthly to guide our work in schools. Much of this data can be used as short-term and ongoing measures of progress. Some of the data we would share with the state and our district partners on a quarterly or annual basis include the following:

- Professional Development: One of the strengths of the EdisonLearning support model is the amount of professional development (both on-site and virtual) we can offer our partner schools. Currently, we have several modules that we deliver to clients based on their needs. Some of the short-term and intermediate goals we would track and report on would be: the number of modules delivered to clients quarterly; the percentage of staff attending each professional development session; and the quality of the professional development sessions (as rated by attendees). Our goals would be to train 100% of staff on data-driven decision-making and similar outcomes-focused strategies, with at least 85% of attendees satisfied with the quality of the sessions.
- Evaluation of implementation: Diagnostics would occur at all sites within the first six months of partnership. Formal reports would be created for each site, and shared with the state and district partners. Secondly, a client dashboard will be created specific to our partners within six months of the start of the partnership. Results from the dashboard will be shared with the client on a quarterly basis. Our goal would be that 100% of partners receive diagnostics, and 100% of clients receive ongoing dashboard reporting of progress.

Work Plan Requirement 6: Nonoperational Support Functions

If applicable, describe any non-operational support functions that will be assumed by the applicant.

This is not applicable to our proposal.

Work Plan Requirement 7: Fiscal Status Reporting

Describe the plan for how the applicant will report on the fiscal status of the implementation to ISBE and the school district.

The Partnership School model does not include budget management services such as line item authority or control over school budgets. EdisonLearning's fees for services are based on per-building fees; consequently there will be no budget line item reporting. EdisonLearning will fully cooperate with any financial reporting requests made from IBSE while acknowledging that this Partnership School model does not include line item authority.

5. DEMONSTRATED RECORD OF EFFECTIVENESS

Provide a comprehensive description of each of the following, providing evidence of the applicant's past success in meeting the requirements of the RFSP under conditions comparable to those likely to be encountered in the district(s) where the applicant may work.

- a. The track record of the strategies proposed in the Lead Partner proposal or Supporting Partner proposal, the research basis for the strategies proposed and how these strategies are designed to assist school districts with their school improvement efforts;*
- b. Specific examples of the applicant's effectiveness in academic improvement in underperforming schools, reinforced by data; and*

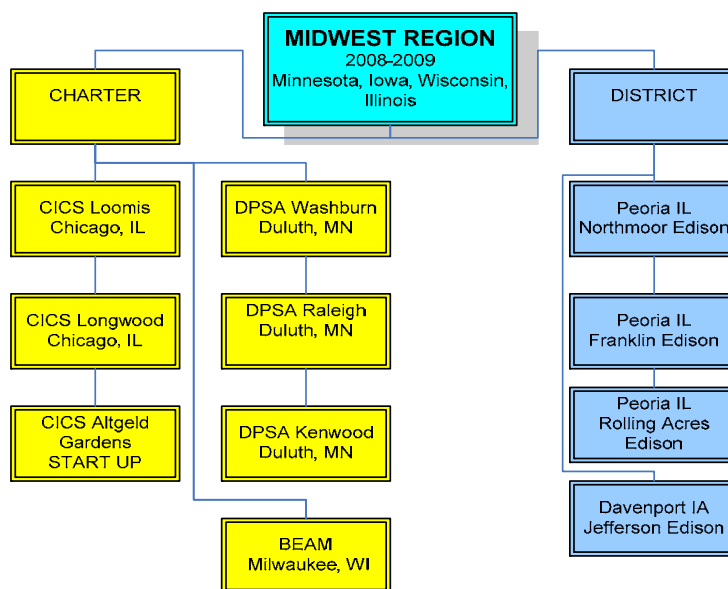
As the nation's largest public school partner, EdisonLearning is highly experienced in successfully partnering with school districts to improve the academic performance of individual schools and students. Currently, we serve more than 350,000 students across our service lines—more than 63,000 students attend school in one of 120 EdisonLearning partnership schools; 115,000 students benefit from the achievement solutions of our Tungsten Learning division; 54,000 students are served through our summer school extended learning programs; and more than 6,700 students are served by our supplemental education services program. In the United Kingdom, some 40,000 students attend schools that partner with EdisonLearning. In total, EdisonLearning has over 514 partners in 24 states and the UK.

Client Success in Increasing Student Achievement

Since 1995, EdisonLearning has partnered with school districts across the country to assist them in meeting student achievement goals. Since the 2001 passage of No Child Left Behind (NCLB), one of school districts' primary achievement goals is to ensure that all students and schools are making appropriate progress. Throughout its history, EdisonLearning has had the opportunity to partner with numerous clients having diverse student bodies, we largely serve clients in high-minority, low-income settings – in fact, the average school in an EdisonLearning partnership is 87% minority and 65% socioeconomically disadvantaged. However, regardless of the environments in which we have been asked to work—large, small, suburban and rural communities—EdisonLearning has been able to make a difference in improving educational outcomes for children. Public records, including multiple EdisonLearning Annual Reports on School Performance over a period of years, along with independent reports (including a notable RAND Corporation report released in 2005), confirm that schools partnering with EdisonLearning have improved their students' academic performance over time. The American Institute for Research (AIR) stated in a 2006 report that EdisonLearning was the most thoroughly researched comprehensive school reform organization in the country. The evidence of our effectiveness in serving public schools is well-documented.

The following information will focus on EdisonLearning managed schools in the Midwest, and specifically Illinois, to enable a better understanding of the benefits specific to the proposed Partnership Zone RFP.

During the 2008-2009 school year the Midwest Region included managed schools in Minnesota, Wisconsin, Iowa and Illinois as depicted below. In addition, 82 Chicago Public Schools use EdisonLearning's after school SES programs.

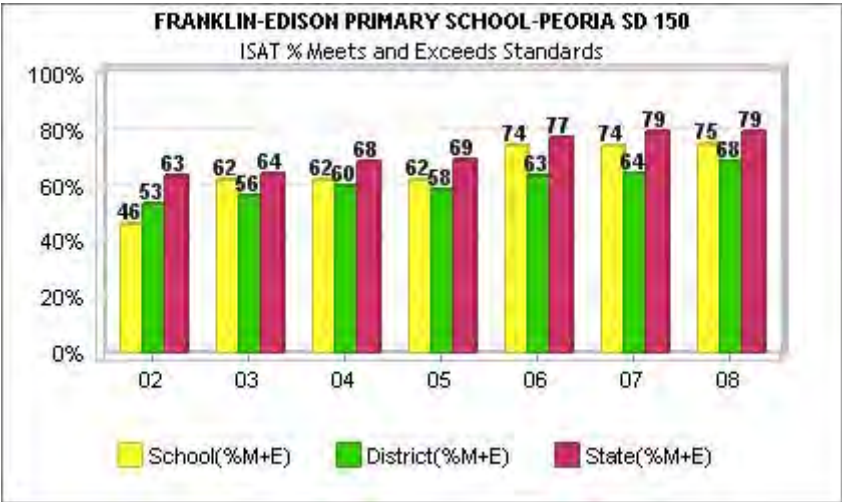
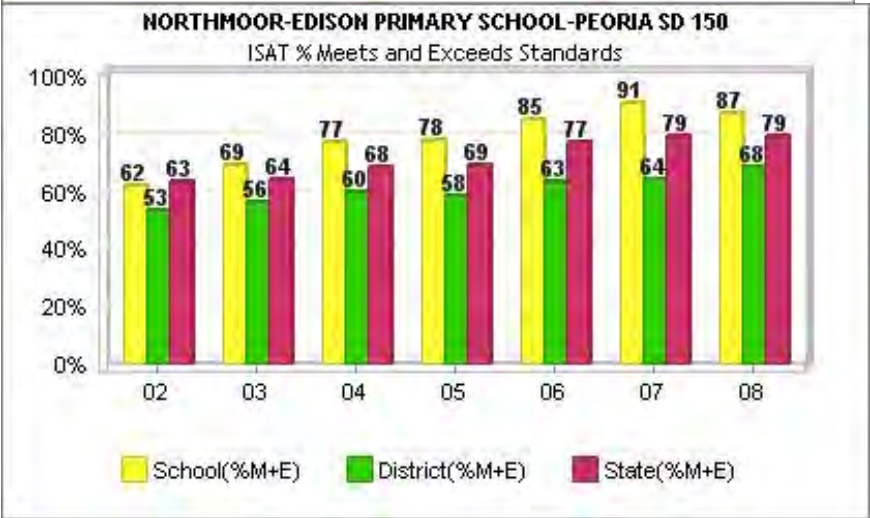
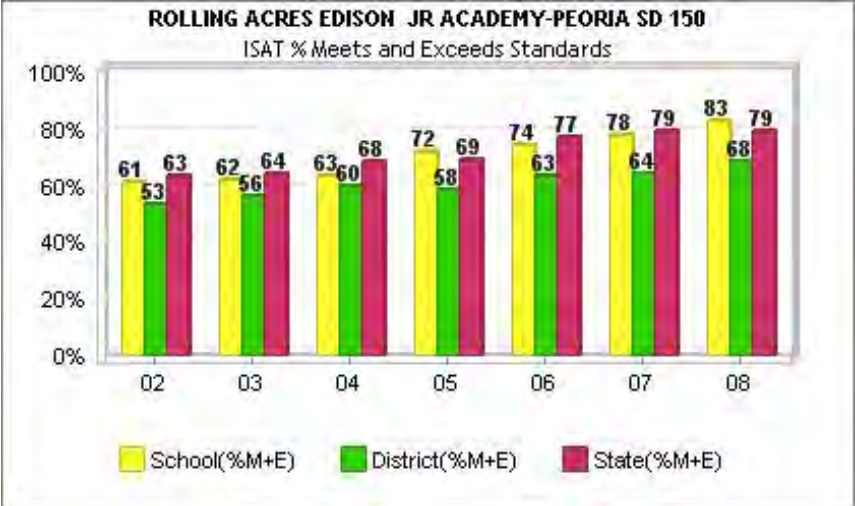


The schools in the chart above are among the highest performing in EdisonLearning's portfolio in terms of both academic outcomes and satisfaction measures. Their special accomplishments during the past year are numerous:

- Peoria Franklin Edison won the ISBE Spotlight Award.
- Peoria Northmoor Edison received an NCLB Blue Ribbon.
- Duluth Kenwood Edison won a Minnesota Department of Education Spotlight Award.
- Longwood received a 5-year accreditation from AdvancEd (formerly North Central).
- Longwood's mentoring program was referenced in the NAPCS Issue Brief *The Color of Success*.
- Longwood's graduation rates were highlighted by the Illinois Policy Institute.

EdisonLearning partnership schools in Illinois have consistently outperformed similar schools on academic measures and have demonstrated gains that exceed both the state and the district in which they are located. The following graphs depict school performance in relation to state and district performance. The images below illustrate EdisonLearning's ability to drive long-term, sustainable growth for all students as desired by RCSI.

EdisonLearning Partnership with Peoria IL District 150



c. Specific examples of applicant's successes in establishing partnerships within the community and how those partnerships assisted school improvement efforts. The applicant must also provide the names and contact information for five references in schools and/or districts in which the applicant has operated in a similar capacity. These references must include administrators in at least three districts with whom ISBE staff can speak.

Any of the following references for EdisonLearning may be contacted in person:

Annette Gurley
Chief Academic Officer
Area 3 – Chicago Public Schools
1900 N. Austin
Chicago, IL 60639
(773) 535-584
agurley@cps.k12.il.us

Dr. Elizabeth Purvis
Executive Director
Chicago International Charter School
228 S. Wabash Ave.
Suite 500
Chicago, IL 60604
(312) 651-5000
bpurvis@chicagointl.org

Dr. Ken Hinton
Superintendent
Peoria Public Schools
3202 N. Wisconsin Ave.
Peoria, IL 61603
(309) 672-580
ken.hinton@psd150.org

Dr. Elaine Takenaka
Educational Consultant, HI Department of Education
(808) 203-5520
Elaine_takenaka@notes.k12.hi.us

Ms. Sharon Nakagawa
Administrator Special Programs Management Section
HI Department of Education
(808) 203-5520
Sharon_nakagawa@notes.k12.hi.us

Applicants proposing to serve as Lead Partners should complete the Existing Performance Data worksheet attached as Appendix E or provide similar data in a format that permits an analysis of the applicant's record of effectiveness.

The Statement of Work on RFSP page 14 states that as an alternative to completing the worksheet included as a sample in Appendix E potential partners may “provide similar data in a format that permits an analysis of the applicant's record of effectiveness.” Because of EdisonLearning’s extensive history and the number of schools with whom we work, the Existing Performance Data worksheet in Appendix E would have proven unwieldy.

However, as a similar format as a record of effectiveness, we have enclosed the most recent Annual Report on School Performance as **Appendix 11**. A copy of the RAND report on EdisonLearning can be found at: <http://www.rand.org/pubs/monographs/MG351/>.

6. FISCAL AND MANAGEMENT CAPABILITIES

Provide evidence of sufficient fiscal and management capacity to undertake all activities described in the Lead Partner proposal and/or Supporting Partner proposal, as applicable. The description must address each of the following.

a. A description of the contractor's organization.

EdisonLearning works with educators and communities to improve public schools and boost student performance.

Our expertise and the value we bring to clients results from over 17 years of experience not only servicing but operating public schools in collaboration with districts, boards, and other authorities with whom we partner. EdisonLearning is the only education company that works hand-in-hand with thousands of principals, teachers and families, every day. We understand what it takes to make a difference for every student because we do it ourselves, from curriculum choices to professional development, from staff recruitment to student behavior, from community relations to enrollment, from compliance to technology.

EdisonLearning's real-world experience and practical knowledge is complemented by a research-based philosophy based on the Four Cornerstones™ of highly effective schools. The Four Cornerstones are the foundation underneath every service that we offer:

- Top talent
- Culture of engagement and aspiration
- Demanding content and customized instruction
- Achievement-driven management

In the 2008-2009 school year, EdisonLearning will serve over 350,000 students in 24 states and the United Kingdom, through 120 school partnerships and in programs that are provided in hundreds of additional buildings. With our educator partners, we provide an extensive portfolio of academic services that inspires students to think, learn, and succeed.

b. The specific legal entity that will undertake the services described in the Lead Partner proposal and/or Supporting Partner proposal.

This described legal entity is EdisonLearning, Inc.

c. The qualifications of staff who will manage implementation of the activities described in the Lead Partner proposal and/or Supporting Partner proposal, as applicable. Include resumes.

As previously described under Work Plan Section 3, Transformation Criterion 2 (Developing teacher and school leader effectiveness), following are general descriptions of the roles and qualifications of Partnership School field team members.

The Regional General Manager (RGM) oversees and coordinates the on-site Partnership School Achievement Team's efforts, serves as the primary district liaison, and is responsible for progress reporting and for client deliverables.

Illinois's current RGM brings an impressive 12-year history with EdisonLearning and has transformed the most challenging, academically low-performing schools into high-achieving

schools in their districts. Mary Stafford is an expert at integrating all of the EdisonLearning design elements to create a school culture focused on achievement, and she has a proven track record in delivering on EdisonLearning's five points of accountability: Student Achievement, Design Implementation, Financial Management, Client Satisfaction, and Operational Excellence. She has a deep understanding of curriculum and unequivocally uses data to drive instruction. She has spent more than 15 years developing talent, building site capacity, delivering on-site professional development and modeling best practices. Her greatest asset is her ability to identify key barriers to academic achievement and to take immediate corrective action that results in strong academic performance. Her region consistently meets annual performance targets in all areas of accountability. She reports directly to EdisonLearning's Chief Education Officer.

The Vice Presidents of Education Services (VPES) are generally former principals who have demonstrated high academic performance within challenging schools as well as the ability to motivate and develop fellow administrators and teachers. Similarly, Partnership School Reading and Math Specialists have been not only highly proficient lead teachers, but have demonstrated an ability to mentor and coach other teachers. Moreover, all VPES and Reading and Math Specialists excel in the areas of leadership development, standards-based education, the use of data to drive instruction and decision-making, and student support. Team members bring additional areas of expertise to Partnership School relationships based on their personal experience. The VPES reports to Michigan's RGM described above.

The Assessment Specialist provides professional development support on the Benchmark Assessment System to school staff members. The Assessment Specialist will deliver specific training modules to school staff members as well as monitor and review school performance and participation on monthly Benchmark assessments. In addition to providing on-site professional development training, the Assessment Specialist will work in collaboration with the regional VPES to ensure that district goals are aligned with recent achievement results, that each school has measurable actions to reach those goals, and that plans include effective means for monitoring the completion and impact of those actions.

The Nationwide ELL Director—EdisonLearning has retained the services of Dr. Edna Vega, who previously served as a New York City superintendent, led New York City's ELL programs (serving over 160,000 ELL students speaking over 140 different languages), and subsequently served at The College Board. Dr. Vega will be providing EdisonLearning's Partnership School and other schools nationwide guidance and leadership on all ELL issues. Her first priority is to visit each site to ensure—not only compliance with federal requirements—but also that the most appropriate educational services are being provided in the most effective manner to ELL students at each site.

The Nationwide Executive Director of High School Programs—EdisonLearning has taken a proactive stance to provide the most effective academic and holistic solutions for its urban high schools. It has retained the services of M. Scott Flowers to serve as National Executive Director of High School Programs, and to lead high school reform for each EdisonLearning high school Partnership School site. His extensive work in complex urban high schools includes establishment of best practices for: (i) measurably increasing

student achievement, (ii) organizing effective learning environments, (iii) ensuring thorough data analysis, (iv) master scheduling, and (v) creating a culture of college readiness—and ultimate college success (a key objective of College NEXT!, EdisonLearning's college aspirations program described more fully above).

Interventions/Remediation—

Multiple interventions for students performing substantially below grade level are part of the EdisonLearning Partnership School model—these include substantive professional development for teachers and administrators, and methods designed to help individual students develop strategies to cope with high school text, and develop basic reading skills to scaffold to higher levels of comprehension. EdisonLearning has retained multiple **Achievement Specialists** to assist in core academic areas.

Representative skills, knowledge and experience of an **Achievement Specialist** include:

- Developing and implementing school and/or district-wide improvement plans
- Supporting the development of the school vision and instructional standards
- Supporting district and school leadership development by providing system-wide and individual leadership support through administrator training and individual support visits
- Working in collaboration with the administrative team to identify exemplary teachers, develop support options for struggling teachers, and enhance the instructional program
- Working closely with school and district administrators to review and analyze data
- Conducting regular classroom visits and meetings with leadership team to assess attainment of goals
- Providing ELL and Special Education support and training for general population teachers, ELL and Special Education teachers and coordinators, and district administrators.

Representative skills, knowledge and experience of **Math Specialist/Reading Specialist** include:

- Assisting school staff to improve district- and/or school-wide Math instruction/reading and language arts instruction
- Supporting standards-based instruction by correlating the Math/Reading materials to Illinois Content Standards and providing teachers with guidance to meet standards through curriculum companion guides
- Providing pedagogical support to teachers through discussions, analysis of Math/Reading program, co-teaching and modeling of lessons
- Facilitating monthly coordinator meetings to provide professional development and opportunities for exchanging of ideas among schools
- Facilitating Math/Reading Teachers to analyze and respond to benchmark results
- Developing Math/Reading Coordinators as teacher leaders

Please refer to **Appendix 6** for the resume of Mary Stafford, the current Illinois Regional General Manager. Upon request, we can also provide resumes of the EdisonLearning regional Vice President of Education Services as well as national specialists generally engaged in support of partner schools and districts.

d. Evidence that the applicant has adequate financial, organizational, and technical resources to administer implementation of the proposed program in the districts indicated in the proposal. This evidence must include (but need not be limited to):

- A description of the applicant's plan for developing organizational capacity to implement the activities specified in its Lead Partner proposal and/or Supporting Partner proposal in all potential districts;***

From opening a Chicago office on North Michigan Avenue in March 2008 to deploying a dedicated four-person Chicago team to work with four Area Three schools, EdisonLearning has made a long-term investment in expanding its collaboration with Illinois stakeholders. EdisonLearning has enjoyed a nearly decade-long relationship with the Chicago Public Schools' Office of New Schools through its management of Chicago International Charter School's (CICS) Longwood campus. In October 2007, Edison Learning's relationship with ONS expanded when CICS was awarded an early childhood campus currently named CICS Loomis. CICS selected EdisonLearning to manage Loomis, a dedicated pre-K–2 campus that opened in September 2008.

It is difficult to generalize EdisonLearning's support to schools because this support is customized to each school's context. However, EdisonLearning's support can be grouped into two broad categories: direct site support and indirect site (national) support.

Direct site supports include:

- Achievement: A Vice President of Educational Services (VPES) would spend nearly one week per month providing support for the Partnership School model, including ongoing management of personal development, to the school leader.
- Operational and Management: EdisonLearning's current Illinois Regional General Manager, Mary Stafford, and the VPES are responsible for assisting the building leaders and their leadership teams in accessing EdisonLearning corporate resources.
- Achievement Management Systems: EdisonLearning's Benchmarks Assessment System will be deployed in each partnership school. In addition to the use of the monthly benchmark assessments in ELA and math, elements of the achievement management system include the weekly achievement reviews completed by lead teachers.
- Professional Development: All staff of the Partnership Zone schools will receive dedicated EdisonLearning professional development based on the EdisonLearning School Design, including the school organization, and integration of data analysis into classroom instruction. (For example, does the data indicate challenges with pacing?) This professional development will be delivered on- and off-site.
- Technology: This includes maintenance and upkeep of the formative assessment system.
- Special Education: This refers to delivery of rich instruction focused on inclusion that is compliant with local, state and federal regulations.

Indirect site supports include:

- Talent Recruitment: EdisonLearning will work with building leaders to recruit members of their teaching staff—specifically, key members of the school leadership team.
- Assessment: EdisonLearning’s assessment team will work with the school’s staff to interpret monthly formative assessment data, results on the Illinois high stakes test and other student performance information. This team is responsible for reviewing the Harris Surveys of the school’s various stakeholders, such as parents, teaching staff and students.

• ***Completed federal tax returns (or the equivalent for nonprofit entities) for the two most recent years;***

Please refer to **Appendix 12 [REDACTED]** for summary pages from EdisonLearning’s tax returns for fiscal years 2007 and 2008. Expanded versions of these tax returns can be provided upon request.

• ***Either an audit report or audited financial statements completed within two years prior to submission of the proposal;***

• ***Evidence of sufficient financial capacity to operate for up to six months prior to receiving payment from the contracting school district;***

Please refer to **Appendix 13 [REDACTED]** for EdisonLearning’s latest financial statements from PriceWaterhouseCoopers. At the time of proposal submission, the company is still waiting for similar financial statements for FY08. These may be provided upon request as soon as they are received.

e. The auditing process that will be used by the applicant, and the frequency at which it will occur; and

EdisonLearning Inc. conducts an annual corporate audit with PricewaterhouseCoopers. The partnership described in this document does not include budget management services but EdisonLearning Inc. agrees to provide auditable documentation of services provided to each district if requested. EdisonLearning’s financial information is stored in an accounting system, Lawson, and can be maintained for the required time period after the date of final payment under districts’ agreements.

f. Proof of legal authority to conduct business in Illinois.

Please refer to **Appendix 14** for EdisonLearning’s Illinois Business Authorization.

7. EXCEPTIONS TO THE RFSP

If ISBE contracts directly with a pre-qualified Leading or Supporting Partner, then the Lead or Supporting Partner is subject to the contractual terms and provisions set forth in Appendix F and Attachment 10. Therefore each applicant's proposal must clearly identify suggested exceptions if any, to the contractual terms and provisions.

Suggested exceptions to requirements and contract modifications, while allowed, are discouraged. ISBE is under no obligation to accept exceptions or modifications suggested by the bidder (or any subcontractors), and any exceptions or modifications will affect ISBE's evaluation of the proposal and may result in rejection. If the bidder (or any subcontractors) does wish to suggest exceptions or modifications, then all such exceptions or modifications must be submitted with the proposal. Failure to resolve exceptions to the contractual terms within three (3) business days from ISBE's first contact with the bidder regarding the exceptions may preclude ISBE's further consideration of the bidder's proposal.

EdisonLearning proposes that the following exceptions are made to the Contractual Terms and Provisions (Appendix F) within the Illinois Partnership Zones RFSP:

1. Para. 6c): Strike last sentence. The resulting text would read:
 “c) License to Embedded Software. Except as otherwise specifically set forth in the Proposal, (i) the Agreement conveys no ownership rights to ISBE with respect to Embedded Software, and (ii) ISBE is granted a paid-up, world-wide, perpetual, nonexclusive license to use the Embedded Software strictly as an integral part of, and in conjunction with, ISBE's use of the Custom Work Product and for no other purpose. ~~Any use of embedded software must have the prior written approval of ISBE.~~”
2. Para. 8: In first sentence, replace “which are” with “which the parties mutually agree to be”. The resulting text would read:
 “**Correction of Deficient Services**. Prior to the expiration of the Term, the Contractor shall, at its earliest opportunity and its sole cost and expense, correct any Services ~~which are~~ which the parties mutually agree to be defective or deficient or otherwise contain or reflect errors or omissions.”
3. Para. 9a): change “10 days” to “90 days”. The resulting text would read:
 “a) Termination for Convenience: ISBE may terminate this Agreement upon ~~40~~ 90 days written notice to the Contractor. Such notice shall be sent to the address set forth for notice by over-night delivery or certified mail, return receipt requested. In the event of such notice of termination from ISBE to the Contractor, the Contractor shall have the right to perform all Services scheduled to be performed during the period covered by such notice and to be fully and fairly compensated therefore. ISBE shall have the right to receive so much of the work product as has been created by the Contractor through the effective date of the notice of termination, and may, at its election,

procure such work as may be necessary to complete the Services from other contractors.”

4. Para. 9b) 5: Add “material” before “breach”. The resulting text would read:
“5. The material breach of any representation, certification or warranty made by the Contractor herein or Contractor’s failure to comply with any other provision of this Agreement; or,”
5. Para. 10: Add to the end of the last sentence “as a result of use of the Contractor’s Custom Work Product, Embedded Software and/or Generic Components.” The resulting text would read:
“**10. Indemnification.** To the fullest extent permitted by law, the Contractor agrees to indemnify, defend and hold harmless ISBE, the State of Illinois, and their respective agents, officers and employees from and against any and all claims, demands, suits, liabilities, injuries (personal or bodily), property damage, causes of action, losses, costs, expenses, damages or penalties, including, without limitation, reasonable defense costs, reasonable legal fees, and the reasonable value of time spent by the Attorney General’s Office, arising or resulting from, or occasioned by or in connection with (i) any bodily injury or property damage resulting or arising from any act or omission to act (whether negligent, willful, wrongful or otherwise) by the Contractor, its subcontractors, anyone directly or indirectly employed by them or anyone for whose acts they may be liable; (ii) failure by the Contractor or its subcontractors to comply with any Laws applicable to the performance of the Services; (iii) any breach of this Agreement, including, without limitation, any representation or warranty provided by the Contractor herein; or (iv) any infringement of any copyright, trademark, patent or other intellectual property right as a result of use of the Contractor’s Custom Work Product, Embedded Software and/or Generic Components.”

8. CONTRACTS WITH ISBE

The proposal must include a list of all contracts (including contract numbers) that the contractor has had with the State Board of Education during the past five years (do not include contracts with public entities such as ROEs, schools, etc.).

While within the past five years EdisonLearning, Inc. has entered into contracts with various Illinois city Boards of Education (including Chicago, Springfield, Peoria, and DeKalb) as well as individual school Boards and school districts, it has not yet held a contract with the Illinois State Board of Education.

APPENDIX 1: SAMPLE DIAGNOSTIC REPORT

[REDACTED]

APPENDIX 2: SAMPLE DASHBOARD REPORT

[REDACTED]

APPENDIX 3: SAMPLE DIAGNOSTIC MATERIALS

[REDACTED]

APPENDIX 4: SAMPLE EDISONLEARNING LEADERSHIP RUBRICS

[REDACTED]

APPENDIX 5: SAMPLE PD CALENDAR

[REDACTED]

APPENDIX 6: RESUME OF REGIONAL GENERAL MANAGER

Resume of Regional General Manager

MARY STAFFORD

PRESENT POSITION: Regional Vice President
Edison Schools

EDUCATION: University of Minnesota
BA, Early Childhood Education
M Ed Equivalent, Training and Organizational Development
Ed D, Education Policy & Admin
(All but dissertation complete)

CREDENTIALS Superintendent License, State of Minnesota
Principal License, Grades K-12, State of Minnesota

PROFESSIONAL BACKGROUND:

2006 – Present EDISON SCHOOLS

Regional General Manager

Report to the Chief Operating Officer. Responsible for the financial, operational, and academic performance of all Edison Products within the Midwest region. Including: District Partnership Schools, Charter Schools, Alliance Partnership Schools, Newton Learning (SES) and Tungsten (assessment only) Districts.

Responsibilities include:

Client Relationship Management

Perform integral role in developing the regional and national operational strategy, including prioritization of goals for field operations and refinement of the business model to lead to long-term profitable, sustainable, and capital efficient growth.

Lead contact on determining and addressing client needs and the fulfillment of contractual requirements.

Build/maintain client relationships (i.e. Board leadership, superintendents, authorizers, community leadership, political leaders, etc.) Address and resolve major issues and policies affecting regional customers. Implement company-wide strategies for enrollment, marketing, facilities management, etc. in order to enhance regional business prospects.

Build/maintain client relationships (i.e. Board leadership, superintendents, authorizers, community leadership, political leaders, etc.) Address and resolve major issues and policies affecting regional customers. Implement company-wide strategies for enrollment, marketing, facilities management, etc. in order to enhance regional business prospects.

Financial/ Budgetary/ Legal Management

Monitor regional performance and drive operating performance to deliver projected P&L results across all sites within region and create contingency plans as needed; ensure budgetary compliance for all contracts in the assigned region.

Optimize current business results, strengthen the field operation's overall management capabilities and ensure continuity and smooth succession in all key areas of site management in the assigned region.

Ensure compliance with legal, client and corporate requirements and act as steward of Edison assets. (e.g., invested capital - curriculum, technology, FFE; intellectual property; human resources) Execution of capital planning (facilities.)

Act as lead for team on contract renewals/expansions for region.

Oversee regional office (staffing, policies and procedures, etc.)

Attract, train, manage and retain staff within the region (i.e. Regional Controller, Education Vice Presidents, Site Operating Managers, Principals, Program Managers and all site-based staffing.)

Achievement Management

Responsible for regional achievement results and consistent implementation of the Edison school design.

Accomplishments

Financial/Growth: consistently met or exceeded financial targets; significant expansion and development of high priority relationships.

Achievement: consistently drives superior achievement results for students within the context of the Edison design.

Satisfaction: consistently exceeds stakeholder satisfaction; satisfaction results double that of traditional public schools and exceeding Edison averages.

Operational Excellence: known for ability to demand and deliver operational excellence.

2001 – 2005
EDISON SCHOOLS

Regional Vice President

Reported to the President of the Charter Division. Responsible for the financial, operational, and academic performance of all Edison charter schools in the Midwest region. Responsibilities included: Student Achievement & Design Implementation; Financial Management; Human Resources Management.

Direct Reports included: Principals/Exec Directors; Area Financial Manager; Achievement VP.

1997- 2001
DULUTH PUBLIC SCHOOLS ACADEMY
An Edison Partnership School

Head of Schools

Founding Director of K-8 Public Charter School – the first in Duluth and at the time Minnesota's largest.

1993-1997
DULUTH PUBLIC SCHOOLS

1997
Interim Superintendent

1993-1996

Assistant Superintendent, Human & Community Resources

Provided leadership for all matters related to the district's human resources and community relations functions.

1990-1993
DULUTH TECHNICAL COLLEGE

Dean

1979-1988
UNIVERSITY OF MINNESOTA

Assistant Director, Student Support Services
Personnel Specialist/Compensation
Employment Representative

APPENDIX 7: SAMPLE COMPANION GUIDES

[REDACTED]

APPENDIX 8: SAMPLE BENCHMARK STUDENT REPORT BY STUDENT

[REDACTED]

APPENDIX 9: SAMPLE LOW SCORE BENCHMARKS REPORT

[REDACTED]

APPENDIX 10: SAMPLE SCHOOL CALENDAR

**CICS-LONGWOOD CAMPUS
2008-2009
SCHOOL CALENDAR**

August					January				
Mon	Tues	Wed	Thurs	Fri	Mon	Tues	Wed	Thurs	Fri
				1				#1	#2
4	5	6	7	8	5	6	7	8	9
11	12	13	14	15	12	13	14	15	**16
18	19	20	21	22	#19	20	21	**22	**23
25	26	27	28	29	26	27	28	29	30
September					February				
#1	2	3	4	5	Mon	Tues	Wed	Thurs	Fri
8	9	10	11	12	2	3	4	5	6
15	16	17	18	19	9	10	11	#12	13
22	23	24	25	26	#16	17	18	19	20
29	30				23	24	25	26	27
October					March				
		1	2	3	#2	3	4	5	6
6	7	8	9	10	9	10	11	12	13
#13	14	15	16	17	16	17	18	19	20
20	21	22	23	**24	23	24	25	26	**27
27	28	29	**30	31	30	31			
November					April				
3	4	5	6	7			1	**2	3
10	#11	12	13	14	#6	#7	#8	#9	#10
17	18	19	20	21	13	14	15	16	17
24	25	**26	#27	#28	20	21	22	23	24
					27	28	29	30	
December					May				
1	2	3	4	5	4	5	6	7	8
8	9	10	11	12	11	12	13	14	15
15	16	17	18	**19	18	19	20	21	**22
#22	#23	#24	#25	#26	#25	26	27	28	29
#29	#30	#31							
					June				
					1	2	3	4	5
					8	9	10	11	**12
					15	16	17	18	19

Total Number of Student Days 192
Classes Begin – August 18th
Holidays 2008-2009
#No School

September 1 st - Labor Day		December 22 nd -
January 2 nd - Winter Break	April 6 th - 10 th – Spring Break	
October 13 th - Columbus Day		January 19 th - M.
L. King's Birthday	May 25 th – Memorial Day	
November 11 th - Veteran's Day		February 12 th –
Lincoln's Birthday		
November 27 th /28 th - Thanksgiving Holiday		February 19 th –
President's Birthday		

Professional Development/In-Service Days
 Student Learning Contract Conferences
 **Half Days – 11:30 Dismissal

October 24th – End of Quarter/Professional Development
 January 22nd & 23rd – Student Learning Contracts
 October 30th – Student Learning Contracts
 March 27th – End of 3rd Quarter/Professional Development
 November 26th – In-Service
 April 2nd – Student Learning Contracts
 December 19th – Professional Development
 May 22nd – Professional Development
 January 16th – End of 2nd Quarter/Professional Development
 June 12th – End of 4th Quarter

APPENDIX 11: ANNUAL REPORT ON SCHOOL PERFORMANCE

The enclosed Annual Report documents the performance of all Edison Schools through the 2005-06 school year (the most current year of publicly-reported data). The report demonstrates the significant gains shown by Edison Schools across the country over time. Edison implements a comprehensive school design consistently in every relationship; the program proposed in the Intercultural School is not materially different from the model used in the schools documented in the enclosed Annual Report.

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EXECUTIVE SUMMARY

*"It is today we must create the world
of the future."*

— Eleanor Roosevelt

The most active period of school reform in U.S. history has occurred since the publication of the federal government's landmark study, *A Nation at Risk* in 1983. The nation's policy makers and public and private education providers have worked like never before to raise academic standards, to reduce classroom size, to examine the quality and certification levels of classroom teachers, to hold schools accountable on high stakes testing, and to provide much needed financial resources that will help improve public schools and boost student achievement.

Edison Schools has been an active participant in this transformation of America's schools, since our founding in 1992. From 1992–1995, Edison Schools invested heavily in educational R&D to identify the best practices and most effective school models. This significant investment of time, money, and resources culminated in the creation and launch of the Edison School Design, our comprehensive school reform model. Edison launched our first four schools in the fall of 1995 in partnership with three school districts and a charter board. Since that time, Edison Schools has become one of the nation's largest charter school management organizations at a time when the charter school movement grew from slightly more than 200 charter schools in 1995 to more than 3,600 charters operating nationwide today. In 2002, the School Reform Commission of the School District of Philadelphia asked Edison Schools to manage 20 schools in one of the largest-scale education reform initiatives in the nation's history. In fall 2003,

Edison Schools made international news with the announcement of five schools opening in Essex County, United Kingdom. Today, Edison Schools is the largest private provider of educational services in the country. For the 2006–2007 school year, Edison Schools Inc. served approximately 285,000 public school students in 19 states across the country (plus the District of Columbia) and in the UK through its whole school management partnerships with districts and charter schools; summer, after-school, and SES programs; and achievement management solutions for school districts.

Throughout this period of growth and expansion, the essential constant remains Edison Schools' vision to provide a world-class education for every child. Edison Schools' pursues this goal by partnering with communities across the country and in the U.K. Big cities, small towns, charter boards, administrators, parents, and concerned citizens have embraced Edison Schools' mission and vision, resulting in innovative schools and cutting edge educational products, services, and solutions that make a difference in the lives, opportunities, and futures of young people, educators, and school communities.

As this system has grown, so, too, has Edison Schools' record of performance in opening schools; implementing a comprehensive school design; satisfying parents, teachers, and partners; and, most important, raising student achievement. Because Edison's newest schools have yet to post achievement results, this report highlights the performance of whole school management partnerships that were open through the end of the 2005–2006 school year. The record is a strong one:

- On criterion-referenced tests—tests that gauge the ability of students to achieve specified state standards, and the type of test used by states to hold schools accountable under No Child Left Behind (NCLB), the federal law governing the

funding and governance of public schools passed in 2002—the percentage of students in Edison Schools achieving standards has increased by an average of 12.92 percentage points in reading and 23.04 percentage points in math from the 2001–2002 school year to the 2005–2006 school year. This four-year rate of gain is more than twice the gain rates of the states and districts where these schools are located.

- Edison Schools’ rates of gain over the past four years are larger than the rates of gain in comparable public schools in the states in which Edison schools are located, by statistically significant amounts. When comparing gains across states where proficiency can be easier or harder to achieve depending on individual state standards, these differences can be accounted for in another way. By converting each score to a standard, or z-score, differences (discrepancies) in the difficulty of reaching proficiency are effectively eliminated. Each score is measured in standard deviation units relative to the local average score, placing the scores of all schools on equal footing. Comparing the gain in z-scores of Edison schools to thousands of schools with similar demographic and performance characteristics shows Edison schools with z-score differences over comparable schools of 0.062 standard deviations in reading and 0.018 standard deviations in math from the 2004–2005 school year to the 2005–2006 school year, by 0.131 standard deviations in reading and 0.208 standard deviations in math from the 2003–2004 school year to the 2005–2006 school year, by 0.127 standard deviations in reading and 0.264 standard deviations in math from the 2002–2003 school year to the 2005–2006 school year, and by 0.222 standard deviations in reading and 0.501 standard deviations in math from the 2001–2002 school year to the 2005–2006 school

year. Researchers generally view differences of 0.20 standard deviation or higher as important.

- Parents continue to be very satisfied with the Edison schools that their children attend. The levels of satisfaction have been well above national averages for ten consecutive years. Of the 87 percent of Edison parents who responded to surveys, 56 percent rated their school an “A” compared to the 26 percent of parents nationwide who rated their child’s school an “A” according to an independent Gallup survey.
- Edison teachers register a high level of satisfaction with their careers. On average, 88 percent of Edison teachers who responded to the survey rated their level of career satisfaction as an “A” or “B,” with “A” being the most popular grade. This level of satisfaction is 32 percent higher than the reported level of satisfaction of teachers nationwide, according to an independent survey.

ABOUT THIS REPORT

The purpose of this report, the ninth in an annual series, is to provide a consolidated and transparent public record of the performance of Edison partnership schools. In every contract, Edison agrees to provide each of our partners with exhaustive information about the operation, achievement, and outcomes of our local partnership school(s). Edison Schools is also required by charter school laws to report on our partnership schools. Edison Schools is strictly accountable to our local partners for implementing the Edison School Design; inspiring high levels of satisfaction among parents, students, and school staff; and raising student achievement.

More than obligation, however, motivates Edison Schools to carefully document the performance of our schools. As the nation’s largest private provider of public education services, Edison Schools is a significant

force in a broader movement to improve public education, and we believe it is our responsibility to take part in the national dialogue on this vital issue. Some of Edison Schools' partners are charter boards; other partners are school districts that have contracted with us to run one or more school(s); and still other partners are districts utilizing particular segments and/or services of Edison Schools' intellectual property. With this varied and vast experience in serving and supporting public schools, Edison Schools can provide useful information about the effects of public-private partnerships on American education. We believe it is essential that the public understand how such partnerships can impact schooling, teaching, and learning.

This report includes student performance information on every Edison school under a whole school management partnership or Edison Alliance partnership as of the end of the 2005–2006 school year. This report does not include results from schools that have partnered with Edison Schools for other education services such as summer school services, after-school services, and Edison UK, etc. As these newer educational services attain sufficient trend data, future reports will document these results.

The achievement data used in this report is publicly available on the websites of most state departments of education. We note our public data sources for all academic data in Appendix D (p. 27). The individual school profiles report the achievement history of each school from the year the school came under partnership with Edison Schools through the completion of the 2005–2006 academic year. In instances where the state has changed its test of record, baseline data from the first year of the new assessment is included. The analyses in this report cover only those Edison schools that have posted test scores for at least two distinct points in time. The rules for calculating achievement trends and selecting schools for inclusion in the various analyses in this report are thoroughly detailed in the Appendices.

RAISING STUDENT ACHIEVEMENT

The primary goal of education reform is to substantially improve student learning. To keep up with our fast-changing world and an increasingly global economy, students need to learn more—often much more—than they have in the past. Given the passage of No Child Left Behind and the increasingly high standards that America holds for its students, this is truer than ever. Edison Schools tracks every student's progress carefully against initial levels of performance and relative to high ultimate standards. Every quarter parents receive detailed, annotated reports on student performance as judged by teachers against Edison Schools' high academic standards. These Student Learning Contracts (SLC's) help ensure that teachers inspire and expect the most from their students. Monthly Edison Benchmark Assessments, our on-line, electronic assessment system, help teachers monitor and track ongoing student achievement.

Edison Schools also measures student progress using external assessments. Under NCLB, states are required to assess students with criterion-referenced tests, assessments that measure mastery of state or national standards. Given the increasing importance of these assessments to federal and local authorities, these results provide another measure of how students are faring in Edison Schools.

MEASURING ACHIEVEMENT

Generally speaking, student achievement can be measured in two ways. One examines achievement relative to external standards or norms—for example, what state standards dictate that every fourth grader should know, or how the average fourth grader nationwide performs. The other method of measurement is looking at achievement levels relative to past performance—for example, whether a student masters more state standards as a fifth grader than as a fourth grader, or whether a student compares better to students

nationwide as a fifth grader than as a fourth grader. Both kinds of measurement are important--the first measures the objective level of student achievement, the second gauges improvement or trend.

Edison Schools cares about both measures, but our focus in these reports has primarily been on the second: improvement or trend. Most of the schools in which Edison Schools works have had traditionally low levels of achievement. Edison Schools is often asked to work in schools and communities for the precise reason that achievement has stubbornly resisted efforts at improvement. Edison Schools' partnership with the state of Maryland, for example, began in 2000 with the reconstitution of three of the lowest-performing schools in Baltimore. More recently, Edison Schools partnered with the School District of Philadelphia to work in 20 of the lowest performing schools in the district. Edison schools generally begin at levels well below relative state standards and those of other public schools in their communities--that is why the more meaningful measure of achievement in Edison schools is not the level of achievement, but rather the amount and rate of improvement. At least in an Edison school's initial years, absolute scores are likely to be at lower levels, reflecting the unsatisfactory performance Edison Schools has been hired to correct. The more appropriate measure of achievement for Edison schools, then, is improvement or trend.

REFINING AND DEFINING MEASURES

As in past Annual Reports on School Performance, the analyses in this report focus on individual schools as the basic unit of analysis. The school-level trends or improvements summarized in this report are based on the test scores recorded in the individual school profiles section. We have primarily focused on trends that best illuminate whether individual students are making academic progress toward meeting the standards for which the school is accountable. This focus

has led to a number of important analytical decisions (detailed further in Appendix A):

(1) We track student progress using the external assessment(s) mandated by the state or local authorities to which our schools are primarily accountable under NCLB. Edison Schools elects to administer nationally norm-referenced standardized tests in many schools to help educators diagnose student needs and corroborate the results of external assessments. Those elective tests are not part of this analysis of achievement. In a few cases, districts require nationally norm-referenced tests for the same reasons that Edison Schools uses them electively. These tests are not part of the districts' or Edison Schools' official record of accountability. For that reason those results are not included in these achievement analyses. As a result of the increased importance of state assessments, the only results used in this report are from assessments used by states to determine Adequate Yearly Progress (AYP) status under NCLB federal law.

(2) We begin measuring achievement improvements or trends with a baseline administration of the relevant assessment at each Edison school. In prior Annual Reports, we defined baseline as the first administration of the relevant assessment in the first year of each school's partnership with Edison. That policy minimized potential issues common in the startup implementation of comprehensive school reform models. For example, schools often changed their enrollments dramatically after Edison Schools was hired (increased enrollment in previously under-enrolled schools was common); Edison schools are generally schools of choice, and enrollment often changed as families opted in or out of the new program. If enrollments change, comparisons of test scores before and after the introduction of Edison Schools can be potentially misleading comparisons of different students. In prior reports, then, the only exceptions to the policy were in

individual cases where enrollment changes had been documented to be minimal. In more recent years, however, it has been the norm, and not the exception, that enrollment changes have been minimal.

Going forward, we define baseline scores as the achievement scores from the year immediately prior to the launch of an Edison partnership school, (rather than using data from the first year of partnership as baseline scores), except in those cases where enrollment changes can be documented as significant.

(3) Achievement trends can be created by following the progress of the same students from grade level to grade level or by following different students' performances at the same grade level. The former approach is known as same cohort analysis; the latter is known as successive cohort analysis. As trends increase in length, same cohorts are composed of increasingly different students—through student mobility—and lose their analytical advantage. While Edison schools generally have moderate student mobility levels, some have high mobility, undermining long-term same-cohort analyses. Successive cohorts ensure that progress at every tested grade level is measured. Finally, on criterion-referenced assessments, unless the grade level assessments have been suitably scaled, comparing sequential grade scores may not be meaningful. Thus, all analyses in this report rely solely on successive cohorts of scores.

(4) Analyses in prior Annual Reports have focused on annualized gains from a school's first year under Edison Schools' management through the most recent reporting of scores. We developed this approach to allow us to compare schools of differing vintages—schools vary from one to ten years in partnership with Edison Schools—with a common metric, and also to convey the accumulated progress of Edison schools over time. As has been the practice for the last several Annual Reports, this report does not include annual-

ized gains, as recent changes in state assessments throughout the nation have made what was once a meaningful concept unworkable. Most state assessments have undergone massive changes over the past four years in response to NCLB. Some states have changed their assessment of record, switched subjects from one grade level to another, or reconfigured thresholds of proficiency, to cite a few examples. These changes make it impossible to compile lengthy trends of the same assessment in many states. In addition, as a result of these myriad changes, we have schools in which we have worked for numerous years that have valid trends of extremely varying lengths. For example, schools in which we have worked for five years might have five years of comparable data, or only four years of data, or even just one year. It would be misleading to have annualized gain rates for schools in which we have worked for the same number of years based on trends of widely varying lengths.

In response to these issues, all of the analyses in this report focus on one-year gains (scores from the 2004–2005 school year compared to scores from the 2005–2006 school year), two-year gains (scores from the 2003–2004 school year compared to scores from the 2005–2006 school year), three-year gains (scores from the 2002–2003 school year compared to scores from the 2005–2006 school year), and four-year gains (scores from the 2001–2002 school year compared to scores from the 2005–2006 school year).

SUBSTANTIAL GAINS

Under NCLB, criterion-referenced tests (or a norm-referenced assessment with criterion-leveled reporting) must be used by states to measure AYP. Scoring criteria for these tests place students in one of several categories of achievement, such as below basic, basic, proficient, and advanced. State accountability systems generally set expectations for increasing the percentage of students who are proficient or higher. The

EXHIBIT 1: System-wide Average One-Year, Two-Year, Three-Year, and Four-Year Achievement Gains by Subject Area

	Reading	Mathematics
Average gain in percentage proficient (one year)	1.80	2.61
Average gain in percentage proficient (two year)	3.72	9.39
Average gain in percentage proficient (three year)	9.55	16.91
Average gain in percentage proficient (four year)	12.92	23.04

Note: The counts for Edison schools included in this analysis were 86 cases for the one-year gains, 71 cases for the two-year gains, 56 cases for the three-year gains, and 31 cases for the four-year gains.

improvements in student achievement at Edison Schools on these sorts of assessments have been substantial. **Exhibit 1** summarizes this progress.

At the level of proficient or higher, Edison Schools posted an average gain of 1.80 percentage points in reading and 2.61 in math from the 2004–2005 school year through the 2005–2006 school year. At the level of proficient or higher, Edison Schools’ average two-year rate of gain was 3.72 percentage points in reading and 9.39 points in math; Edison Schools’ average three-year rate of gain was 9.55 percentage points in reading and 16.91 in math; and Edison Schools’ average four-year rate of gain was 12.92 percentage points in reading and 23.04 in math. The magnitude of these gains is especially remarkable when viewed in the context of a comparison against the states and districts in which Edison schools are located. **Exhibit 2** illustrates this comparison. Edison schools are clearly improving at rates well above local norms.

Magnitude is an important way of contextualizing increases in student achievement. Since the passage of NCLB, states have implemented various changes to their state assessments in order to comply with federal regulations regarding accountability testing. These changes to the assessments, to the scoring and reporting methodology, and sometimes to the underlying

state standards themselves may effect the year-to-year movement of scores. Measuring the impact of a national reform program across multiple states presents a potential problem, as each state is free under NCLB to create its own academic standards, write its own tests, and set its own levels of proficiency. If states differ by significant amounts in their gain rates, comparing or averaging the gains of schools across different states may be misleading. In this context, the fact that the average magnitude of Edison’s long-term gains are two times the gain rates of local states and districts is even more significant, especially given the historically low-performance record of many of the schools where Edison Schools is working. To close the gap between low-performing schools and their local counterparts, schools must perform at gain rates above local comparisons—doubling them is a promising start.

Edison schools’ gains in math are slightly higher than gains in reading, though the districts and states in which Edison schools are located also posted higher gains in math than in reading (see Exhibit 2). The difference in gains between reading and math is not an indication of Edison Schools’ inability to bring about improvement in one subject area when compared to another. This can be seen in the fact that the magnitude of the gains compared to district and state rates of gain are of equal size, respectively, in both math and

EXHIBIT 2: System-wide Average Achievement Gains Versus School Districts and States Where Edison Schools Are Located by Subject Area

READING

	1-YEAR GAINS	2-YEAR GAINS	3-YEAR GAINS	4-YEAR GAINS
Edison	1.80	3.72	9.55	12.92
District	1.22	3.07	6.10	5.49
State	1.38	3.42	7.98	5.55

MATHEMATICS

	1-YEAR GAINS	2-YEAR GAINS	3-YEAR GAINS	4-YEAR GAINS
Edison	2.61	9.39	16.91	23.04
District	1.80	7.09	11.79	11.41
State	1.54	7.94	14.04	11.34

Note: The counts for the number of schools in this analysis were 86 cases in the one-year gains, 71 cases in the two-year gains, 56 cases in the three-year gains, and 31 cases in the four-year gains.

reading. The difference in gains between subjects actually reflects a national trend. NAEP results in reading from 1992 through 2005 show only minimal improvement in reading over a decade (in grade 4, a gain in proficiency from 29 percent to 31 percent), whereas NAEP gains in math from 1992 through 2005 show substantial improvement (in grade 4, an average gain in proficiency from 18 percent to 36 percent). The important takeaway is that significant progress relative to local norms was made in both subject areas at Edison schools over the past four years.

The solid rates of gain in student proficiency across all Edison schools are encouraging for Edison Schools as a system. With approximately 61,000 students attending our managed schools in 2005–06, Edison Schools is similar in size and makeup to a

major urban school system. At this scale, many school systems often struggle to promote achievement growth. The improved achievement in Edison Schools, as the system has grown from a few schools to more than 100 schools, suggests that effective teaching and learning may benefit from the support and systems that a larger scale makes possible.

HISTORICAL GAINS BY COMPARISON SCHOOLS

Making comparisons between Edison schools and other public schools is a complicated endeavor. The most appropriate comparisons would match Edison schools as closely as possible with schools not managed by Edison Schools. This would allow any dif-

ferences in student achievement to be attributed to the efforts of Edison and the comparison schools, and not to complicating factors such as student background, student turnover, and student selection (or “selection bias”). Controlling for these variables would make clear that if Edison schools outperformed other comparable schools, the difference could be attributed to the strength of Edison Schools’ program, but the data to permit such controlled comparisons are not uniformly available.

Even if the data were available, the statistical analysis is complicated. Many of Edison Schools’ clients hire us not only to improve a particular school or set of schools, but also to stimulate competition with other local schools, inspiring district-wide improvement. In other words, the hoped-for impact in hiring Edison Schools would be achievement gains at all local schools (Edison and non-Edison). Edison Schools’ desired impact would be to effect similar gains in all area schools. If there are positive differences between Edison schools’ gains and those posted by other comparable local public schools, they provide *prima facie* evidence that Edison Schools is having a positive impact, over and above the improvements that may be happening in public schools more broadly.

Edison’s *Fifth Annual Report on School Performance* was the first to attempt a comparison analysis. The results were positive. Edison Schools’ annualized rate of gain from 1995–2002 was two-and-a-half times the annualized rates of gain of comparable local public schools: annualized gains of 3.5 percentage points for Edison schools compared to 1.4 percentage points for comparable schools (see *Fifth Annual Report on School Performance*). Numbers reported in the Sixth, Seventh, and Eighth Annual Reports were also quite positive—one-year and two-year gain rates exceeding comparable schools’ rates by statistically significant margins.

In the fall of 2005, after a five-year examination of Edison Schools, the RAND Corporation released

an historic report. This report is the first thorough and methodologically appropriate analysis of private management of public schools. As the report itself notes after examining all of the available “studies” conducted on Edison Schools by various organizations, “none of the existing studies have produced results that are both comprehensive and methodologically persuasive” (page 15, RAND, 2005).

In addition to providing valuable insights, the RAND analysis provided further information regarding Edison schools’ performances against a wide sample of comparable schools. RAND reported results on two different analyses. One analysis (year zero analysis) examined Edison schools’ performances against comparable schools using a pre-Edison baseline; this analysis, however, excludes a look at most of Edison’s charter schools as well as a few other schools which do not have pre-Edison baseline scores. The second analysis, which was the year one analysis, encompasses a far more complete set of Edison schools. The results of this analysis provide more evidence of Edison Schools’ effectiveness in improving student learning. The year-one analysis shows that given time, Edison schools outperformed comparable schools in subsequent years. As the report states: “Nevertheless, these varied results provide considerable guidance about the range of possible effects. In absolute terms, Edison schools are making gains: Average rates of proficiency in Edison schools improve as schools gain experience with Edison. In relative terms, Edison schools also improve: On average, gains of Edison schools during the first three years of Edison operation do not exceed the gains of matched comparison schools, but Edison results improve in years four and five. Although the specific trajectories vary in different analyses, all analyses indicate that the performance of Edison schools improves as the schools gain experience with Edison.” (page xxviii–xxvix, RAND, 2005)

RECENT GAINS BY COMPARISON SCHOOLS

The historical evidence of Edison schools' progress against comparable schools is clear: with the passage of time, Edison schools on average improve their achievement more than schools with comparable students and academic baselines. But what does the more recent data suggest? Here we examine the progress of all Edison schools over the past four academic years, 2001–2002 through 2005–2006, in comparison to schools with similar student populations and starting points.

The first step in this analysis is to identify all of the schools that are comparable to every Edison school in each state. Comparability is defined by several criteria:

1. The percentage of the student body eligible for free or reduced-price lunch at a comparison school fell within plus or minus 10 percent of the Edison school's population.
2. The percentage of the student body comprised by students of African American or Hispanic descent at a comparison school fell within plus or minus 10 percent of the Edison school's population.
3. The comparison school had recorded test scores for all of the same grades and over the same period of time that the Edison school had recorded test scores.
4. In the baseline year of the period being examined the school's proficient and advanced rate on the state test was within plus or minus 10 percent of the Edison school's performance rate.

A school that fits all four of the above characteristics was deemed a "comparable school." All of the schools deemed comparable to any given Edison school had their data averaged together to create one composite "school" that was used in the analysis.

Because high stakes tests differ in various ways across states, especially in degree of difficulty, it is a challenge to compare the assessment results of schools in one state to those in another. Some way

must be found to place different state tests on a common scale. One way suggested by RAND to accomplish this, and that was used in a slightly different form by Edison Schools in past annual reports, is to employ z-scores. A z-score measures distance above or below an observed average, according to a distribution measured in terms of standard deviation units. Standard deviation is a common way to describe any distribution's spread of observations around its average. It provides a meaningful way to describe any set of distributions, such as different state test scores, using the same terms. In this analysis, state test scores for Edison schools and comparable schools, measured as percentages of students proficient or above, are converted to z-scores. Thus, each school score is measured by the number of standard deviation units that it above or below the state average.

The analysis takes one additional step to measure achievement. Once the z-scores for each school and each year are calculated, the difference in z-scores between adjacent years is calculated. The differences represent gains in achievement, as opposed to levels. As in the rest of this annual report, the focus is appropriately on improvement in achievement or value-added to achievement, by Edison schools or comparable schools. The resulting difference in z-scores measures improvement by comparing where each school lies in its distribution of comparable schools each year: if it has moved farther up the distribution, it has improved more than the rest, and vice versa.

The analysis summarized in **Exhibit 3a** reports on the estimates of the model used, and for four periods of improvement—one-, two-, three-, and four-year gains. The one-year gains examine results from the 2004–05 school year compared to those from the 2005–06 school year; the two-year gains compare 2003–04 results to those in 2005–06; the three-year gains compare results from 2002–03 to those in 2005–06; and the four-year gains compare results from 2001–02 to those in 2005–06. The models rep-

EXHIBIT 3a: Comparable Schools Regression Analysis

READING

		Constant	B Coefficient	Standard Error	t-statistic	Significance
ONE-YEAR EDISON GAINS	Model 1	-0.080	0.062	0.056	1.098	0.2750
TWO-YEAR EDISON GAINS	Model 1	0.256	0.131	0.078	1.682	0.0962
THREE-YEAR EDISON GAINS	Model 1	-0.189	0.127	0.074	1.720	0.0897
FOUR-YEAR EDISON GAINS	Model 1	-0.166	0.222	0.090	2.456	0.0190

MATHEMATICS

		Constant	B Coefficient	Standard Error	t-statistic	Significance
ONE-YEAR EDISON GAINS	Model 1	-0.049	0.018	0.061	0.300	0.7651
TWO-YEAR EDISON GAINS	Model 1	0.252	0.208	0.101	2.049	0.0435
THREE-YEAR EDISON GAINS	Model 1	-0.038	0.264	0.087	3.052	0.00327
FOUR-YEAR EDISON GAINS	Model 1	-0.184	0.501	0.104	4.799	0.0000

resent different “fixed effect” controls for other factors that might influence achievement but are not controlled by the selection of comparable schools.

The model used in this report tests the Edison Schools’ effect for each school against only the comparables chosen for them. It does this by means of a dummy variable for each Edison school and comparable pair. The model includes the Edison Schools’ effect and separate dummy variables for each Edison school and its associated comparable schools. The hypothesis here is that each set of matched schools might have unique influences that should not be attributed to Edison schools or to comparable schools. The model was also estimated with variables for free and reduced-price lunch status as well as race and ethnicity. Most of the results from these second-

ary models were non-significant. Complete results for these secondary models are summarized in Exhibit 3b. All models were estimated with ordinary least squares regression. For simplicity, only the Edison Schools’ effect is reported in Exhibits 3a and 3b.

The results in Exhibit 3a and 3b are remarkably straightforward and consistent. The statistics of interest are the “b coefficient” and the significance level. The b coefficient tells, in standard deviation units, how much the gains of Edison school’s exceed on average the gains of comparable schools. The significance level provides the probability that the coefficient is not different from zero—or in lay terms, is “statistically significant.” Generally speaking, education interventions that measure 0.20 standard deviations or more are considered noteworthy. Interventions that reach a

EXHIBIT 3b: Comparable Schools Regression Analysis

READING

		Constant	B Coefficient	Standard Error	t-statistic	Significance
ONE-YEAR EDISON GAINS	Model 1	1.683	0.094	0.054	1.727	0.0875
	FRL		-1.787	1.806	-0.990	0.3249
	Race		-0.045	0.052	-0.873	0.3847
TWO-YEAR EDISON GAINS	Model 1	7.122	0.106	0.072	1.476	0.1439
	FRL		-7.517	2.484	-3.025	0.0033
	Race		0.026	0.064	0.403	0.6881
THREE-YEAR EDISON GAINS	Model 1	7.209	0.073	0.073	0.996	0.3228
	FRL		-7.603	2.521	-3.016	0.0036
	Race		0.019	0.060	0.322	0.7482
THREE-YEAR EDISON GAINS	Model 1	4.790	0.186	0.092	2.017	0.0516
	FRL		-5.096	2.965	-1.719	0.0947
	Race		0.015	0.055	0.274	0.7859

MATHEMATICS

		Constant	B Coefficient	Standard Error	t-statistic	Significance
ONE-YEAR EDISON GAINS	Model 1	-1.332	0.022	0.061	0.365	0.7158
	FRL		1.370	2.005	0.683	0.4963
	Race		-0.054	0.068	-0.790	0.4314
TWO-YEAR EDISON GAINS	Model 1	4.635	0.196	0.101	1.931	0.0568
	FRL		-4.749	3.418	-1.390	0.1683
	Race		-0.100	0.105	-0.955	0.3423
THREE-YEAR EDISON GAINS	Model 1	8.528	0.219	0.082	2.661	0.0096
	FRL		-8.693	2.710	-3.208	0.0020
	Race		-0.100	0.077	-1.294	0.1999
THREE-YEAR EDISON GAINS	Model 1	9.423	0.453	0.097	4.674	0.0000
	FRL		-9.795	3.437	-2.849	0.0072
	Race		-0.066	0.066	-0.992	0.3278

half standard deviation are important. The results displayed in Exhibit 3a can be summarized as follows:

1. In both math and reading Edison Schools has a positive effect on achievement gains relative to comparable schools.
2. In both math and reading the Edison Schools' effect grows larger and more significant over time.
3. In reading, the one-year gain is only 0.06 standard deviations and not significant by conventional standards (significance levels not greater than 0.10). The

two-year and three-year reading gains are slightly higher and somewhat significant. Over a four-year period, however, Edison schools' gains clearly outstrip comparable schools' gains by over .22 standard deviations and are extremely significant.

4. In math, Edison schools' relative gains are even stronger. The one-year gain difference is only 0.02 standard deviations and not significant. But by year two, the difference has jumped to 0.21 standard deviations and is clearly significant. Over a four-year period, the Edison Schools' advantage over comparable schools is a half standard deviation and unquestionably significant.

While Edison schools have made substantial nominal gains versus district and state averages over each of the last four-year periods, as documented earlier in this report, the gains reported here may be the most meaningful. The results in Exhibit 3a and 3b describe how much better Edison schools perform than they would be predicted to do if left on their own. In both reading and math the results show that, all things being equal, schools working with Edison Schools do gain more. In reading and math these positive effects grow from merely positive to significant over a few years of time.

EDISON IN HAWAII

Under the skilled leadership of Superintendent Patricia Hamamoto, in fall 2005, the school district of Hawaii entered into a relationship with several Education Management Organizations (EMOs), including Edison Schools. The EMOs were tasked with supporting the efforts of schools specifically chosen for their historical performance challenges, especially as related to failure to make AYP under NCLB.

Hawaii is unique geographically, culturally, and structurally to name a few of the complexities and challenges that are not inherent in Edison Schools' relationships with other state and district partners.

Geographically, Hawaii's separation from the continental United States complicates travel; Edison Schools' support teams need to be island-based; and training conferences need to be conveniently located. Culturally, the rich diversity of languages and social norms requires Edison Schools' support teams to immerse themselves in local traditions to ensure that their support was and is effective. Structurally, the state of Hawaii is one unified school district divided into autonomous zones, or complex areas, which requires strong relationship-building and more extensive communication between Edison Schools and our local partners.

After only one year of partnership, the reform process appears to be progressing smoothly. During the summer of 2006, Hawaii State Assessment (HSA) scores were released—four of the seven schools working with us made AYP for the first time; and Edison Schools was the only EMO whose partnership schools accomplished this feat. One-year gains in reading proficiency across all grades and across all schools was more than 7 percentage points; one-year gains in mathematics proficiency across all grades and across all schools was more than 11 percentage points. One Hawaiian principal, reflecting on his school's successful year remarked that this year the staff had assistance from Edison Schools, which ended up being a tremendous asset. "It was the one component that pushed us over the hump," asserted Principal Gerald Teramae of William P. Jarrett Middle School. The gains made by all of the schools in which Edison partnered with the state of Hawaii reflect the promise and fulfillment of the ideal of private support for public education. Edison Schools is extremely proud to be part of this education reform success story.

CUSTOMER SATISFACTION

Edison Schools believes that customer satisfaction is crucial to improving achievement and creating a successful school. Customer satisfaction is not important

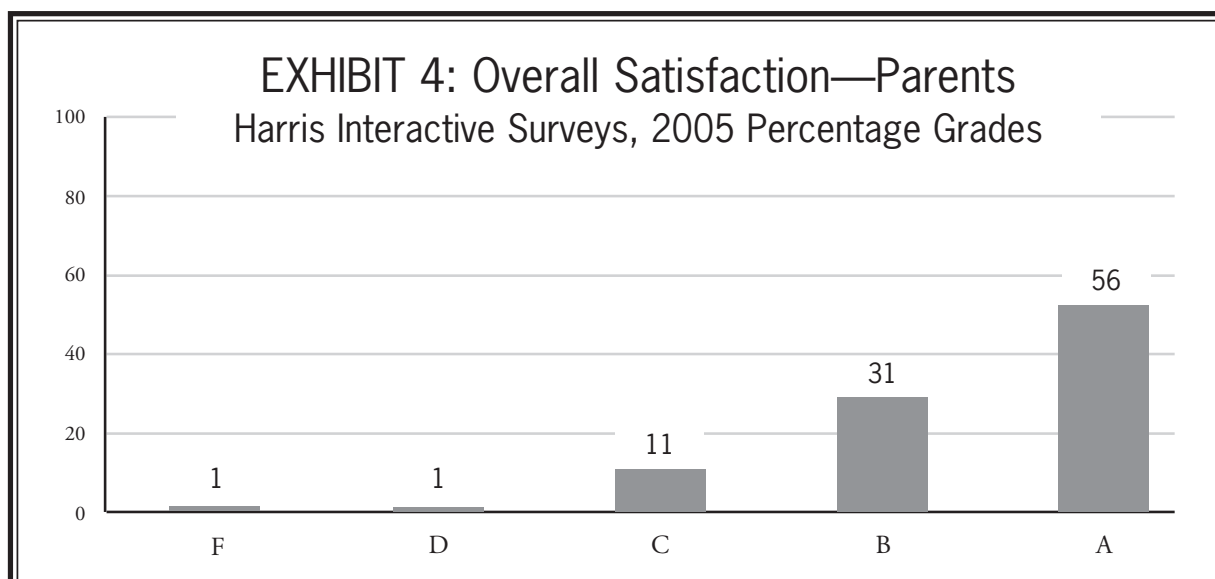
merely in its own right; it is important because students learn most when parents are positively engaged in their school; when teachers are fulfilled by their work in the classroom; and when students appreciate and enjoy their school experience. Edison schools have been focused on and successful in satisfying their various customers. Each year, Edison Schools commissions Harris Interactive to survey parents, students (in grades 3 and above), and teachers in every one of our schools. Harris Interactive is one of the nation's leaders in helping schools and other enterprises understand their customers and improve their levels of satisfaction. Harris Interactive independently analyzes the results of its surveys and provides schools with extensive diagnoses of what needs to be done to improve customer satisfaction. A few of the overall summary measures from these reports provide clear measures of overall satisfaction levels at Edison schools.

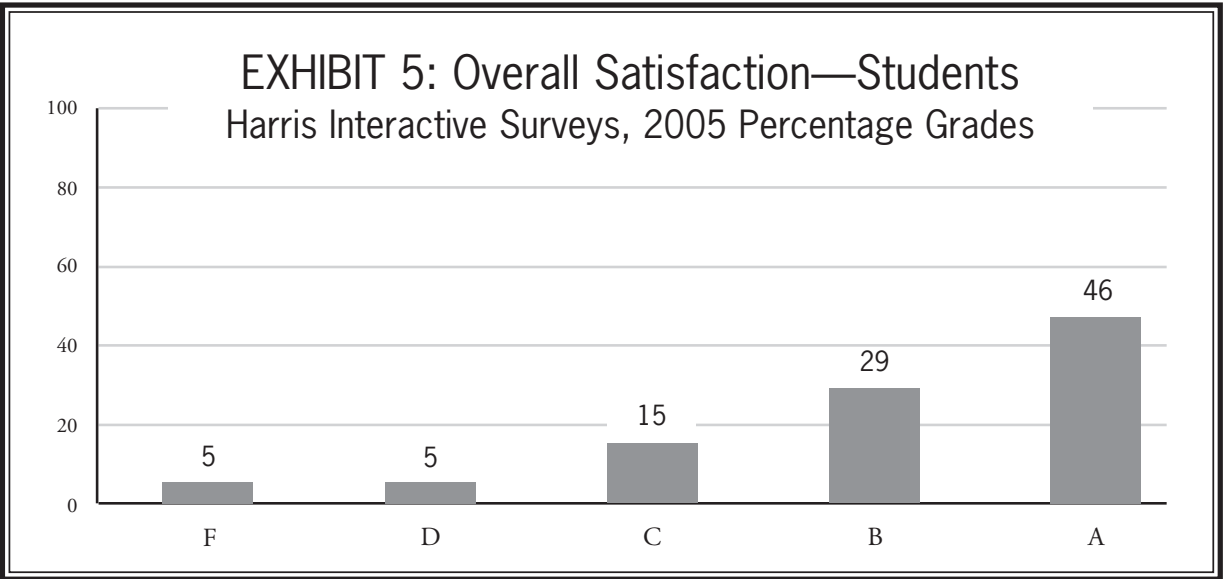
PARENT SATISFACTION

Exhibit 4 presents the summary satisfaction “grades” given to Edison schools by parents during the 2005–2006 school year. Parents were asked to complete an anonymous survey about their child’s school experience, including one item that asks them to assess the school using letter grades—an “A” for excellent through

an “F” for failure. More than 12,500 parents completed surveys for the 2005–2006 academic year. The findings were impressive, for the eleventh consecutive year parents are overwhelmingly satisfied with their Edison schools. A slight majority of more than 56 percent gave their school an “A,” and more than 31 percent gave their school a “B,” for a total of 87 percent of parents giving their school an “A” or a “B.” This figure is slightly above the same figure from the 2004–2005 school year (86 percent of parents rating their school an “A” or a “B”).

A point of comparison is useful here. According to an annual Gallup poll, in a similar survey of public school parents nationwide, only 64 percent of parents rated their child’s school an “A” or a “B.” What is even more striking is that more than twice as many parents gave their Edison school an “A” grade (56 percent of parents) compared to the national average of only 26 percent. Not only are most Edison parents satisfied, many are extremely satisfied with Edison Schools’ level of service to their children’s schools. It is also interesting to note that whereas Edison Schools’ level of parent satisfaction increased from the 2004–2005 school year (86 percent of parents rating their school an “A” or a “B”) to the 2005–2006 school year (87 percent of parents rating their school an “A” or a “B”), the level of parent satisfaction nationally is actually decreasing—69 per-





cent of parents rated the school their child attends an “A” or a “B” in the 2004–2005 school year, declining to 64 percent in the 2005–2006 school year.

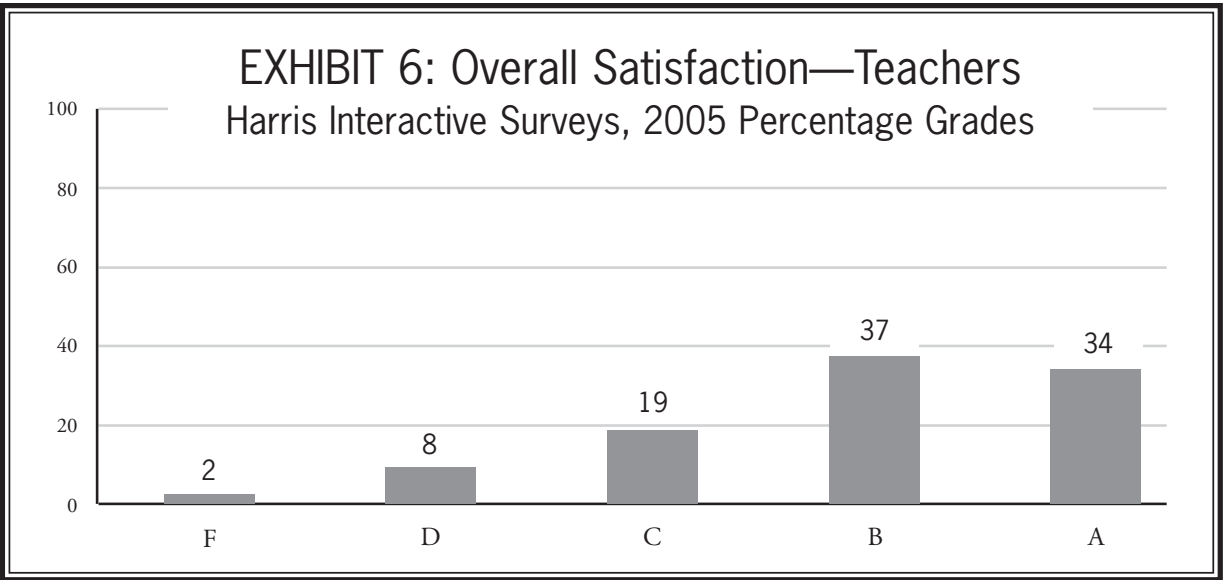
STUDENT SATISFACTION

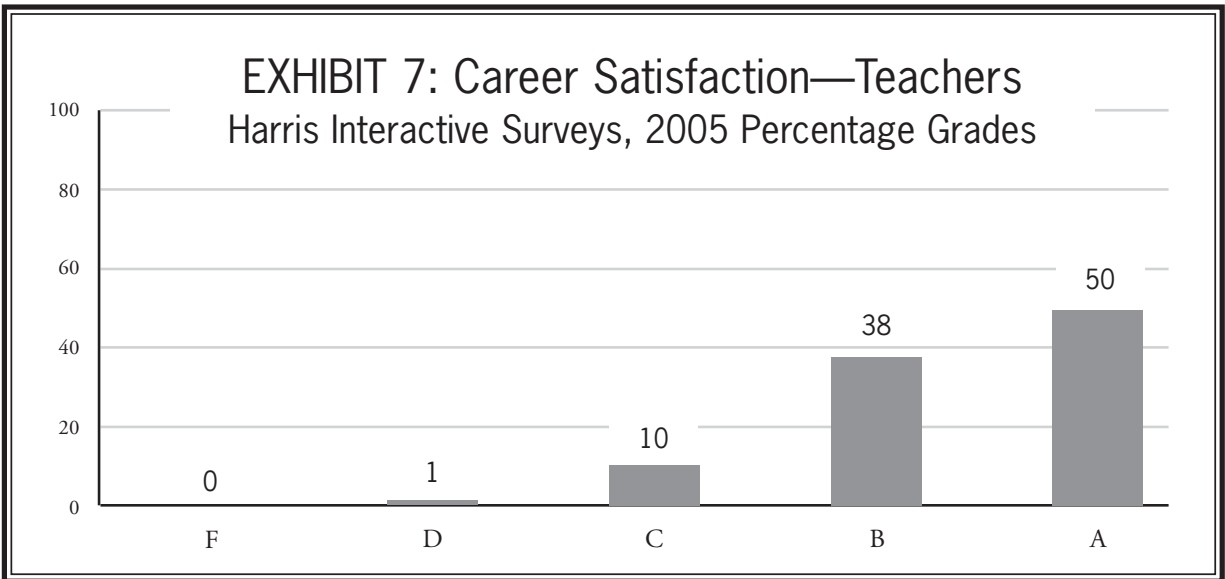
Exhibit 5 provides satisfaction data for Edison students in grades 3 and higher. Almost 18,000 students completed surveys for the 2005–2006 academic year. The response patterns for students are nearly the same as those for parents. An “A” is the most common grade awarded by students, and approximately 75 percent of Edison students awarded their school an “A” or a “B.” Many Edison Schools’ students have a

longer school day and school year, neither of which holds instant appeal for young people. In addition, many Edison schools serve students who are relatively disadvantaged and ordinarily not highly satisfied with their schools—so these scores are encouraging. As with parent satisfaction levels, the satisfaction figure for students is slightly above the same figure from the 2004–2005 school year (73 percent of students rating their school an “A” or a “B”).

TEACHER SATISFACTION

Harris Interactive also surveys teachers, and the results are summarized in **Exhibit 6**. Teachers rate schools





somewhat lower than parents and students do. The majority of teachers—71 percent—grade their Edison schools an “A” or a “B.” Unlike the results for parents and students, the most popular grade for teachers is a “B.” This is not an indication of dissatisfaction—teachers generally rate their schools more critically than do parents or students. Non-Edison teachers across the country surveyed by Harris Interactive also most often rated their schools with a “B.” Given the challenging situations in which Edison Schools’ teachers ordinarily work (Edison teachers must master a challenging school design, often working a longer school day and year, at schools with a history of low performance, etc), the satisfaction levels of Edison Schools’ teachers should be considered somewhat better than expectations. As with parent and student satisfaction levels, the satisfaction figure for teachers is higher (quite a bit higher) than the same figure from past years (64 percent of teachers rating their school an “A” or a “B” for the 2004–05 academic year).

The Harris surveys also probe a teacher’s career satisfaction at an Edison school, as illustrated in **Exhibit 7**. The results are extremely encouraging—of the 2,000+ teachers who completed surveys, 88 percent rated their levels of career satisfaction as an “A” or a “B.” As a point of comparison, Harris Interactive conducts an annual survey for MetLife, the MetLife

Survey of the American Teacher. In 2006, results from this survey showed that only 56 percent of teachers nationwide were very satisfied with their careers at their (then current) schools. One of the ten fundamental components of the Edison School Design is providing teachers with a professional environment, and these results offer compelling evidence of the effectiveness of this commitment to treating teachers with a high level of professionalism.

CONCLUSION

Benjamin Franklin famously remarked: “An investment in knowledge always pays the best interest.” For the past decade, Edison Schools has been at the forefront of education reform, combining the resources and ingenuity of private industry with the experience and enduring commitment of public education in a manner that has benefited hundreds of thousands of students. As this report has shown, where Edison Schools has been given the opportunity to change things for the better, the results have been palpable—strong improvements in student learning and highly satisfied clients, parents, teachers, and students. We will build on this success to continue making a difference in the future of public education.

APPENDIX A: REFINING AND DEFINING MEASURES

(1) General note on counting schools: During the 2005-06 academic year, Edison Schools served approximately 330,000 students with school partnerships and programs in 25 states across the country. As stated earlier, this report looks at Edison Schools managed partnerships and Alliance partnerships which comprise 101 sites (Edison's K-8 schools are organized into two schools—elementary schools and junior academies). For assessment purposes most K-8 schools are measured by the same state assessments, producing one set of scores, and counted as one site. Therefore, these 101 school sites are the basis of this report's analyses.

(2) All of the gain scores cited throughout this report are one-year, two-year, three-year, and four-year rates of gain. As this report states, Edison focuses on the school as the smallest unit of analysis and measurement. The “score” that represents an individual school in the subsequent analyses is a summative average across all tested grade levels. The scores are not weighted either by grade levels tested, number of years under an Edison partnership, or number of students tested. One-year rates of gain compare scores from the 2004–2005 school year to the same scores by subject and by grade level in the 2005–2006 school year; two-year rates of gain compare scores from the 2003–2004 school year to the same scores by subject and by grade level in the 2005–2006 school year; three-year rates of gain compare scores from the 2002–2003 school year to the same scores by subject and by grade level in the 2005–2006 school year; and four-year rates of gain compare scores from the 2001–2002 school year to the same scores by subject and by grade level in the 2005–2006 school year. In addition, two-year rates of gain do not include any scores from tests that were not in existence in both the 2003–2004 school year and the 2005–2006 school year; three-year rates of gain do not include any scores from tests that were not in existence in both the 2002–2003 school year and the 2005–2006 school year; and four-year rates of gain do not include any scores from tests that were not in existence in both the 2001–2002 school year and the 2005–2006 school year.

Note: The school performance data displayed on the individual school profile pages have been rounded to the nearest whole number; all analyses included in this report make use of the actual number rather than rounded numbers.

(3) The school performance data displayed on the individual school profile pages represent publicly available achievement data for all grades and in all subject areas from the school's primary means of accountability as of April 1, 2007 (data released or revised after this date are not included in this report). “Primary means of accountability” as defined by this report are the state-mandated assessment(s) used to determine Adequate Yearly Progress (AYP) status under No Child Left Behind (NCLB). In some cases, a school may have two primary means of accountability, as determined by its individual contract and accountability plan. An example of this is Harriet Tubman Charter School (New York City, NY). New York City Public Schools administers a district test for citywide accountability. The state of New York, however, mandates that the New York State Testing Program (NYSTP) be used for AYP accountability. Only results on the NYSTP are included in this report as the relevant analysis, however, because NYSTP results are the only measure used by the state in relation to NCLB. All of the websites from which the scores in this report were taken are listed on page 27.

(4) In prior reports, we included the rates of gain at our high schools in all relevant analyses because all of our high schools participated in state-mandated assessments and posted official scores. Concerns about including high schools in these analyses were raised, however, because the high school assessments were minimum competency assessments rather than grade-level content assessments. This means that the definition of “proficiency” at the high school level is not comparable with the definition of proficiency at the elementary and middle school levels. That is why high schools’ scores were excluded from all analyses in this report. Schools thusly excluded from the analyses in this report are detailed individually in Appendix B (page 22).

(5) In disaggregating the data by subject area, we have been consistent with our policy of using state policies tied to NCLB to make practical decisions in examining the data. For example, some states use separate assessments for reading and language arts, while others combine both of these areas into an aggregate English Language Arts (ELA) category. In determining which scores to include in the reading disaggregation, should a state use separate assessments in reading and language arts, we include the subjects that were used by the state to make AYP determinations. Thus, if a state separately assessed reading and language arts, but only used reading in its AYP determination, language arts scores were not then included in our reading disaggregation; however, if a state used both subjects in its calculations of AYP, both subjects would then be included in the summary rollups.

According to this policy, scores for Charles R. Drew Charter School in Atlanta used in the reading disaggregation include both reading and ELA since the state of Georgia uses both sets of scores in its AYP determinations. In Michigan, schools receive scores for reading, writing, and ELA (which is a composite score that includes both reading and writing). Since ELA is the official score used by the state of Michigan in AYP determination, all Michigan scores used in our analyses reflect the ELA results and not separate reading and writing scores. In Wisconsin, schools are assessed in both reading and ELA, but only reading is used by the state of Wisconsin in its AYP determination. Therefore, only reading scores from the Business and Economics Academy of Milwaukee are used in our subject area disaggregation.

(6) In order to calculate the state and district averages in Exhibit 2, we compared district and state scores for the same time frame and grade span as the corresponding Edison school. Thus, for a K–6 Edison school in California open from fall 2000 to spring 2004, we examined the average K–6 scores for the state and district from fall 2000 to spring 2004. Summative averages for the states and districts would be an average of one-year, two-year, and three-year gains (and calculated in a similar way as to how Edison’s individual gain rates are determined). This resulted in states contributing to the summative state averages in direct proportion to the number of Edison schools in that state. We believe this is consistent with our treatment of each school site as the individual unit of analysis. It also creates a more comparable average, accounting for different grade configurations and start-up years. In keeping with the calculation of Edison’s averages, state and district averages include successive cohort gains.

APPENDIX B: EDISON SCHOOL SITES 2005–2006

Table B.1 summarizes the inclusion and exclusion in the analyses of this report for all schools involved in an Edison Schools managed partnership or an Edison Alliance partnership during the 2005–06 school year.

Reasons for exclusions are included in the footnotes at the end of the table.

School Name	City	State	1 Year	2 Year	3 Year	4 Year
Edison Brentwood Academy	East Palo Alto	CA	E1	E1	E1	E1
Edison Charter Academy	San Francisco	CA	I	I	I	I
Edison McNair Academy	East Palo Alto	CA	I	I	I	I
Edison-Bethune Charter Academy	Fresno	CA	I	I	I	I
Feaster-Edison Charter School	Chula Vista	CA	I	I	I	I
Phillips-Edison Partnership School	Napa	CA	I	I	I	I
San Jose-Edison Academy	West Covina	CA	I1	I1	I1	I1
Emerson-Edison Partnership School	Colorado Springs	CO	I	I	I	I
Omar D. Blair (formerly Green Valley Ranch)	Denver	CO	I*	E2	E2	E2
Roosevelt-Edison Charter School	Colorado Springs	CO	I	I	I	I
Wyatt-Edison Charter School	Denver	CO	I1	I1	I1	I1
Friendship Public Charter—Blow Pierce Campus	Washington	DC	I	I	I	E3
Friendship Public Charter—Woodson Campus	Washington	DC	I	I	I	E3
Friendship Public Charter—Chamberlain Campus	Washington	DC	I	I	I	E3
Friendship Public Charter—Woodridge Campus	Washington	DC	I	I	I	E3
Thomas A. Edison Charter School	Wilmington	DE	E4	E4	E4	E4
Charles R. Drew Charter School	Atlanta	GA	I1	I1	I1	I1
Sanford B. Dole Intermediate School	Honolulu	HI	I2	E2	E2	E2
Central Middle School	Honolulu	HI	I2	E2	E2	E2
William Paul Jarrett Middle School	Honolulu	HI	I2	E2	E2	E2
Palolo Elementary School	Honolulu	HI	I2	E2	E2	E2
'Aiea Elementary School	Honolulu	HI	I2	E2	E2	E2
Pa'ia Elementary School	Paia	HI	E5	E2	E2	E2
Kahului Elementary School	Kahului	HI	I2	E2	E2	E2
Jefferson-Edison Elementary School	Davenport	IA	E3	E3	E3	E3
Franklin-Edison School	Peoria	IL	I	I	I	I
Loucks Edison Junior Academy	Peoria	IL	I	I	I	I
Northmoor-Edison School	Peoria	IL	I	I	I	I
Rolling Acres Edison	Peoria	IL	I	I	I	I
Chicago International Charter School—Longwood	Chicago	IL	E6	E6	E6	E6
Jeremiah Gray-Edison Elementary School	Indianapolis	IN	I	I	I	E2
Rosa Parks-Edison Elementary School	Indianapolis	IN	I	I	E2	E2
Christel House Academy	Indianapolis	IN	I	E2	E2	E2
Gilmor-Edison Elementary School	Baltimore	MD	I	I	I	E3
Furman Templeton Elementary	Baltimore	MD	I	I	I	E3
Montebello-Edison Elementary School	Baltimore	MD	I	I	I	E3
YMCA Service Learning Academy	Detroit	MI	I1	I1	I1	I*,1

School Name	City	State	1 Year	2 Year	3 Year	4 Year
Edison-Oakland Public School Academy	Ferndale	MI	I	I	I	I*
Ben Ross Public School Academy	Warren	MI	I	E2	E2	E2
Kenwood-Edison Charter School	Duluth	MN	I	I	I	I
Raleigh-Edison Academy	Duluth	MN	I	I	I	I
Washburn-Edison Junior Academy	Duluth	MN	I*	I*	E3	E3
Allen-Edison Village School	Kansas City	MO	I	I	I	E3
Derrick Thomas Academy	Kansas City	MO	I	I	I	E3
Confluence Academies	St. Louis	MO	I3	E2	E2	E2
Ann Lynch Elementary	Las Vegas	NV	I	I	I	I
Cahlan Elementary	N. Las Vegas	NV	I*	I*	I*	I*
Charles I. West Middle School	Las Vegas	NV	I	I	E1	E1
Crestwood ElementarySchool	Las Vegas	NV	I	I	I	I
John S. Park Elementary	Las Vegas	NV	I	I	I	I
Lincoln Elementary	N. Las Vegas	NV	I	I	I	I
Ronnow Elementary	Las Vegas	NV	I	I	I	I
The Riverhead Charter School	Calverton	NY	I	I	I	I
Harriet Tubman Charter School - Learn Now	Bronx	NY	I	I	I	I
New Covenant Charter School	Albany	NY	I	I	I	I
Stepping Stone Academy Charter School	Buffalo	NY	I*	I*	I*	I*
Charter School for Applied Technologies	Buffalo	NY	I	I	I*	I*
Dayton View Academy	Dayton	OH	I1	I1	I1	I1
The Dayton Academy	Dayton	OH	I1	I1	I1	I1
Alcorn Elementary School	Philadelphia	PA	I1	I1	I1	E2
Anderson Elementary School	Philadelphia	PA	I	I	I	E2
Barratt Middle School	Philadelphia	PA	I	I	I	E2
Comegys Elementary School	Philadelphia	PA	I	I	I	E2
Gillespie Middle School	Philadelphia	PA	E1	E1	E1	E2
Harrity Elementary School	Philadelphia	PA	I	I	I	E2
Hartranft Elementary School	Philadelphia	PA	E2	E2	E2	E2
Huey Elementary School	Philadelphia	PA	E2	E2	E2	E2
Kelley Elementary School	Philadelphia	PA	I	I	I	E2
Kenderton Elementary School	Philadelphia	PA	I1	I1	I1	E2
Locke Elementary School	Philadelphia	PA	I	I	I	E2
Ludlow Elementary School	Philadelphia	PA	I1	I1	I1	E2
Morton-McMichael Elementary School	Philadelphia	PA	I1	I1	I1	E2
Munoz-Marin Elementary School	Philadelphia	PA	I1	I1	I1	E2
Penn Treaty Middle School	Philadelphia	PA	I	I	I	E2
Potter-Thomas Elementary School	Philadelphia	PA	I1	I1	I1	E2
Shaw Middle School	Philadelphia	PA	I	I	I	E2
Stetson Middle School	Philadelphia	PA	I	I	I	E2
Stoddart-Fleisher Middle School	Philadelphia	PA	E1	E1	E1	E2
Sulzberger Middle School	Philadelphia	PA	I	I	I	E2
Tilden Middle School	Philadelphia	PA	I	I	I	E2
Waring Elementary School	Philadelphia	PA	I	I	I	E2
Renaissance Advantage Charter School	Philadelphia	PA	I1	E2	E2	E2
Renaissance Acad. of Pittsburgh Alternative of Hope	Pittsburgh	PA	E5	E5	E2	E2

School Name	City	State	1 Year	2 Year	3 Year	4 Year
Lincoln-Edison Charter School	York	PA	I	I	I	I
The Renaissance Academy-Edison Charter School	Phoenixville	PA	E5	E5	E5	E5
Mariana Bracetti Academy Charter School	Philadelphia	PA	I*	I*	I*	I*
Allendale-Fairfax High School	Fairfax	SC	E7	E7	E2	E2
Allendale Elementary	Allendale	SC	I2	I2	E2	E2
Allendale-Fairfax Middle	Fairfax	SC	I2	I2	E2	E2
Baptist Hill High School	Hollywood	SC	E7	E7	E2	E2
Blaney Elementary School	Hollywood	SC	I2	I2	E2	E2
Brentwood Middle School	N.Charleston	SC	E5	E5	E2	E2
E.B. Ellington Elementary School	Ravenel	SC	I2	I2	E2	E2
Fairfax Elementary	Fairfax	SC	I2	I2	E2	E2
Jane Edwards Elementary School	Edisto Island	SC	I1,2	I1,2	E2	E2
Minnie Hughes Elementary School	Hollywood	SC	I2	I2	E2	E2
R D Schroder Middle School	Hollywood	SC	I2	I2	E2	E2
Rivers Middle School	Charleston	SC	E1	E1	E2	E2
Sanders-Clyde Elementary School	Charleston	SC	I2	I2	E2	E2
Milwaukee Academy of Science	Milwaukee	WI	E4	E4	E4	E4
Business and Economics Academy of Milwaukee	Milwaukee	WI	I1	I*	I*	I*

I = Included in the indicated analysis in both reading and mathematics; I* = Included in the indicated analysis in only one subject or one grade span (one subject not tested that year, data not available, or data for comparable schools not available); I1 = School broken into two schools (grades 3-5 and 6-8) for analysis; I2 = Included, using Y0 as baseline year; I3 = Included, using data for two campuses reported together; E1 = Excluded from indicated analysis because school (or tested grades) did not exist; E2 = Excluded from indicated analysis because school not under Edison relationship during indicated timeframe; E3 = Excluded from indicated analysis because data not publicly available by April 1, 2007; E4 = Excluded from indicated analysis because contract issues prevented Edison from providing; E5 = Excluded from indicated analysis because no available comparable schools or comparable schools data; E6 = Excluded from indicated analysis because CICS-Longwood data cannot be separated from other CICS multiple-campus data reported by state of Illinois; E7 = High schools excluded from all analyses (explained in Appendix A).

APPENDIX C: Z-SCORE ANALYSIS

(1) As explained earlier in the report (page 13), we use a regression analysis to estimate a fixed effects model that will isolate the Edison effect, holding constant factors of race, poverty, and baseline scores. For this analysis, it was necessary to choose a group of comparison schools for each Edison school. In this, we are following roughly in the footsteps of the RAND report on Edison Schools—“Inspiration, Perspiration and Time”—released in October 2005.

To find comparable schools, Edison used data downloaded from the National Center for Education Statistics (NCES), which listed data for all of the schools within those states where Edison schools are located. We then applied a blind sort that listed all schools within each state that fell within a +/- 10 percent band around the local Edison school's free and reduced-price lunch (FRL) percentage; AND that fell within a +/- 10 percent band around the local Edison school's percentage of African-American and Hispanic students, for the most recent year of data available from NCES; AND whose baseline score was within a +/- 10 percent band of the average baseline score posted by the local Edison school.

For example, if Edison school A had an FRL percentage of 60 percent and an African-American and Hispanic percentage of 70 percent and an average baseline score of 30 percent proficient or advanced, we considered a school in state A comparable if their FRL fell between 50–70 percent AND if their African-American and Hispanic percentage fell between 60–80 percent AND whose average baseline score fell between 20–40 percent proficient or advanced.

(2) The model used in this report tests the Edison effect for each school against only the comparables chosen for them. It does this by means of a dummy variable for each Edison and comparable pair. Looking at the beta coefficient on the Edison Schools variable across years, we can see a consistently growing effect, which indicates that on average, Edison gains outpace comparable school gains even in the short run, although those gains are only distinguishable as statistically significant after a few years.

(3) The regression estimates in the model did not control for ethnicity or socioeconomic factors outside of their construction through choice of comparable schools. However, we have run the fixed-effects model controlling for those factors, which have proved to be intermittently significant and are therefore reported separately.

(4) One difference between Edison School's methodology and RAND's lies in the way in which comparable schools are chosen vis a vis baseline scores. RAND chose its comparable schools by taking all schools that were within 5 percentile points of the targeted Edison school in the percentile ranking of the entire state's distribution of scores. The analyses presented in this report used a simple +/-10% band around the Edison school's baseline score, rather than a percentile ranking by distribution. The method used by Edison Schools in this report introduces the potential that the level of comparability of the comparable schools might vary across states depending on how big the standard deviations of their scores.

(5) A second difference between Edison Schools' methodology and RAND's is that this report only examines the past four years of results (Spring 2002 through Spring 2006) rather than extending the analysis to each school's first year with Edison; the focus of this report was strictly on recent results. Considering the changes many state assessments have undergone in the past three years, we believe this focus is appropriate.

(6) In the terminology of the Rand analysis, our regressions worked off of a baseline year of either 2002, or the first year of a school's operation under the Edison Schools model, whichever came later. The sole exception to this rule was for our district partners, for whom we used a baseline year of the year prior to Edison School's involvement.

APPENDIX D: PUBLIC SOURCES FOR ALL ACADEMIC DATA

CALIFORNIA

- http://star.cde.ca.gov/star2006/CA2006Access_Database_Partial.zip
- http://star6.cde.ca.gov/star2005/ResearchFiles/CA2005Access_Database_Partial.zip
- http://star6.cde.ca.gov/star2004/ResearchFiles/CA2004Access_Database_Partial.zip
- http://star6.cde.ca.gov/star2003/ResearchFiles/CA2003Access_Database_Partial.zip
- <http://star.cde.ca.gov/star2002/help/ResearchMDB.asp>

COLORADO

- http://www.cde.state.co.us/cdeassess/documents/csap/2006/CSAP06_RD_DS.xls
- http://www.cde.state.co.us/cdeassess/documents/csap/2006/CSAP06_MA_DS.xls
- http://www.cde.state.co.us/cdeassess/documents/csap/2005/CSAP05_RD_DS.xls
- http://www.cde.state.co.us/cdeassess/documents/csap/2005/CSAP05_MA_DS.xls
- http://www.cde.state.co.us/cdeassess/documents/csap/2004/CSAP04_RD4-10_DS.xls
- http://www.cde.state.co.us/cdeassess/documents/csap/2004/CSAP04_RD3update_DS.xls
- http://www.cde.state.co.us/cdeassess/documents/csap/2004/CSAP04_MA_DS.xls
- http://www.cde.state.co.us/cdeassess/documents/csap/2003/CSAP03_RD4-10_DS.xls
- http://www.cde.state.co.us/cdeassess/documents/csap/2003/CSAP03_LE3update_DS.xls
- http://www.cde.state.co.us/cdeassess/documents/csap/2003/CSAP03_MA_DS.xls
- http://www.cde.state.co.us/cdeassess/documents/csap/2002/CSAP02_RD_DS.xls
- http://www.cde.state.co.us/cdeassess/documents/csap/2002/CSAP02_MA_DS.xls

DISTRICT OF COLUMBIA

- <http://webb.k12.dc.us/NCLB/schoolsSummaryReports.asp>

DELAWARE

- <http://dstp.doe.k12.de.us/DSTPMart/SummaryStep1.asp>

GEORGIA

- <http://reportcard2006.gaosa.org/k12/cDLS5.aspx>
- <http://reportcard2005.gaosa.org/k12/cDLS5.aspx>
- <http://reportcard2004.gaosa.org/k12/cDLS5.aspx>
- <http://reportcard2003.gaosa.org/k12/Schools.asp?Action=ShowSchools&ID=ALL:ALL>
- <http://reportcard2002.gaosa.org/k12/Schools.asp?Action=ShowSchools&ID=ALL:ALL>

HAWAII

- <http://arch.k12.hi.us/PDFs/nclb/2006/HSA.SAT06-All.School-Public.pdf>
- <http://arch.k12.hi.us/school/trends/trends.html>

ILLINOIS

- <http://www.isbe.net/research/zip/rc06.zip>
- http://www.isbe.net/research/xls/peformance_results_04-05.xls
- <http://www.isbe.net/research/xls/school04.xls>
- http://www.isbe.net/research/xls/selected_rc_variables.xls

INDIANA

- <http://mustang.doe.state.in.us/SAS/sas2.cfm?type=s&tab=istep&already=>

MARYLAND

- http://www.mdreportcard.org/rawdata/msa_2006.zip
- http://www.mdreportcard.org/rawdata/msa_2005.zip
- http://www.mdreportcard.org/rawdata/msa_2004.zip
- http://www.mdreportcard.org/rawdata/msa_2003.zip
- <http://www.mdreportcard.org/rawdata/WEB2002.ZIP>

MICHIGAN

- http://www.michigan.gov/mde/0,1607,7-140-22709_31168_31530---,00.html

MINNESOTA

- http://education.state.mn.us/MDE/Data/Data_Downloads/Accountability_Data/Assessment_MCA_II/MCA_II_Excel_files/index.html

MISSOURI

- http://dese.mo.gov/schooldata/ftp/MAP_School.xls

NEVADA

- By request from the Nevada DOE, aggregated results can be found at <http://www.nevadareportcard.com/>

NEW YORK

- <http://www.emsc.nysed.gov/irts/ela-math/>
- <http://www.emsc.nysed.gov/repcrd2005/database/guide.shtml>
- <http://www.emsc.nysed.gov/repcrd2004/database/guide.shtml>
- <http://www.emsc.nysed.gov/repcrdfall2003/database/guide.html>
- <http://www.emsc.nysed.gov/repcrd2003/database/guide.html>

OHIO

- http://ilrc.ode.state.oh.us/Downloads/2006/0506_LRC_building.xls
- http://ilrc.ode.state.oh.us/Downloads/2005/0405_LRC_building.xls
- http://ilrc.ode.state.oh.us/Downloads/2004/0304_LRC_building.xls
- http://ilrc.ode.state.oh.us/Downloads/2003B/0203B_LRC_building.xls
- <http://ilrc.ode.state.oh.us/downloads/2003/bldngbase0102adj.xls>

PENNSYLVANIA

- http://www.paayp.com/state_report.html

SOUTH CAROLINA

- <http://ed.sc.gov/topics/researchandstats/schoolreportcard/2006/data/>
- <http://ed.sc.gov/topics/researchandstats/schoolreportcard/2005/data/>
- <http://ed.sc.gov/topics/researchandstats/schoolreportcard/2004/data/>
- <http://ed.sc.gov/topics/researchandstats/schoolreportcard/2003/data/>
- <http://ed.sc.gov/topics/researchandstats/schoolreportcard/2002/data/>

WISCONSIN

- <http://dpi.state.wi.us/oea/kcrawdat.html>

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A GENERAL NOTE ON INDIVIDUAL SCHOOLS REPORTS CHARTS:

Due to rounding, some gains and/or “proficient and above” numbers may not seemingly be reflective of the numbers you would obtain by adding and/or subtracting the numbers displayed in the charts.

EDISON-BETHUNE CHARTER ACADEMY

SCHOOL PROFILE (2005–2006)

1616 S. Fruit St., Fresno, CA 93706

(559) 457-2530

- ✓ Established in 1999
- ✓ Serving grades K–6
- ✓ Type of Partnership: District Charter
- ✓ Enrollment: 628

STUDENT PROFILE (2005–2006)

- ✓ Ethnicity:
 - African American—42%
 - Caucasian—2%
 - Hispanic—52%
 - Other—4%
- ✓ Program Participation:
 - LEP—32%
 - Special Education—3%
 - Free/Reduced Lunch—100%

California Standards Test (CST) - Edison-Bethune Charter Academy

Percent Proficient or Advanced (Spring 2001-2006)

		English Language Arts						Gain		Mathematics					Gain	
		Spring 01	Spring 02	Spring 03	Spring 04	Spring 05	Spring 06	1 yr	Multi yr	Spring 02	Spring 03	Spring 04	Spring 05	Spring 06	1 yr	Multi yr
Grade 2	Performance Level	1	0	3	2	1	3			4	10	2	15	13		
	Advanced	7	6	14	4	14	9			11	21	26	19	24		
	Proficient	28	24	25	22	20	25			27	30	11	20	23		
	Basic	33	26	29	39	35	31			34	25	42	39	24		
	Below Basic	32	44	28	31	30	31			23	15	19	8	15		
	Far Below Basic	8	6	17	6	15	13	-2	5	15	31	28	34	37	3	22
Grade 3	Performance Level	0	0	1	0	1	5			4	5	9	8	19		
	Advanced	6	8	7	8	7	7			10	13	16	21	13		
	Proficient	14	25	29	25	24	19			19	33	24	25	18		
	Basic	33	38	30	29	33	29			45	31	39	34	45		
	Below Basic	47	29	32	38	35	39			22	19	12	12	5		
	Far Below Basic	6	8	8	8	8	13	5	7	14	18	25	29	32	3	18
Grade 4	Performance Level	1	1	5	2	4	4			1	2	2	12	15		
	Advanced	7	8	15	8	18	18			9	9	11	18	14		
	Proficient	25	36	33	33	30	41			33	21	21	20	32		
	Basic	29	43	36	34	31	18			45	51	56	36	27		
	Below Basic	37	13	10	24	17	20			12	17	10	15	12		
	Far Below Basic	8	9	20	10	22	21	-1	13	10	11	13	30	29	-1	19
Grade 5	Performance Level	0	4	3	9	1	3			0	3	4	7	7		
	Advanced	4	5	14	15	17	11			5	13	12	17	19		
	Proficient	32	29	26	31	33	31			13	26	28	19	21		
	Basic	33	45	34	29	26	30			51	32	44	23	37		
	Below Basic	31	16	23	17	23	25			31	25	13	34	16		
	Far Below Basic	4	9	17	24	18	14	-4	10	5	16	16	24	26	2	21
Grade 6	Performance Level	0	0	4	1	7	3			1	4	4	7	6		
	Advanced	7	9	5	18	11	18			11	4	16	15	17		
	Proficient	36	31	22	32	40	23			24	18	22	28	15		
	Basic	30	22	31	26	31	23			41	53	40	35	49		
	Below Basic	27	38	38	23	10	33			24	22	18	15	14		
	Far Below Basic	7	9	9	19	18	22	4	15	12	8	20	22	23	1	11
Grade 5	Performance Level	0	0	0												
	Advanced	5	8	10												
	Proficient	25	39	39												
	Basic	44	34	28												
	Below Basic	26	19	23												
	Far Below Basic	5	8	10	2	10										

EDISON BRENTWOOD ACADEMY

SCHOOL PROFILE (2005–2006)

2086 Clarke St., East Palo Alto, CA 94303

(650) 329-2800, ext. 108

- ✓ Established in 1998
- ✓ Serving grades K–3
- ✓ Type of Partnership: District Charter
- ✓ Enrollment: 428

STUDENT PROFILE (2005–2006)

- ✓ Ethnicity:
 - African American—9%
 - Caucasian—0%
 - Hispanic—80%
 - Other—11%
- ✓ Program Participation:
 - LEP—7%
 - Special Education—5%
 - Free/Reduced Lunch—83%

California Standards Test (CST) - Edison-Brentwood Academy

Percent Proficient or Advanced (Spring 2001–2006)

Grade 2		English Language Arts						Gain		Mathematics						Gain	
		Performance Level	Spring 01	Spring 02	Spring 03	Spring 04	Spring 05	Spring 06	1 yr	Multi yr	Spring 02	Spring 03	Spring 04	Spring 05	Spring 06	1 yr	Multi yr
		Advanced	4	0	2	4	6	5			2	5	12	30	20		
		Proficient	19	5	8	14	24	22			7	19	25	24	28		
		Basic	27	20	29	30	43	33			32	27	32	27	27		
		Below Basic	32	37	31	33	16	25			37	38	25	14	17		
		Far Below Basic	18	39	31	20	10	15			21	12	5	4	9		
		Proficient or Advanced	23	5	10	18	30	27	-3	4	9	24	37	54	48	-6	39
Grade 3		English Language Arts						Gain		Mathematics						Gain	
		Performance Level	Spring 01	Spring 02	Spring 03	Spring 04	Spring 05	Spring 06	1 yr	Multi yr	Spring 02	Spring 03	Spring 04	Spring 05	Spring 06	1 yr	Multi yr
		Advanced	2	3	1	2	3	9			3	4	5	13	28		
		Proficient	10	11	10	5	9	22			20	27	15	32	29		
		Basic	30	27	35	32	30	41			29	23	33	21	26		
		Below Basic	34	35	26	27	33	17			34	37	37	28	13		
		Far Below Basic	24	25	29	34	25	11			15	9	10	6	3		
		Proficient or Advanced	12	14	11	7	12	31	19	19	23	31	20	45	57	12	34

EDISON CHARTER ACADEMY

SCHOOL PROFILE (2005–2006)

3531 22nd St., San Francisco, CA 94114
(415) 970-3330

- ✓ Established in 1998
- ✓ Serving grades K–6
- ✓ Type of Partnership: State Charter
- ✓ Enrollment: 427

STUDENT PROFILE (2005–2006)

- ✓ Ethnicity:
 - African American—27%
 - Caucasian—3%
 - Hispanic—63%
 - Other—7%
- ✓ Program Participation:
 - LEP—59%
 - Special Education—5%
 - Free/Reduced Lunch—89%

California Standards Test (CST) - Edison Charter Academy																	
Percent Proficient or Advanced (Spring 2001-2006)																	
Grade 2		English Language Arts						Gain		Mathematics						Gain	
	Performance Level	Spring 01	Spring 02	Spring 03	Spring 04	Spring 05	Spring 06	1 yr	Multi yr	Spring 02	Spring 03	Spring 04	Spring 05	Spring 06	1 yr	Multi yr	
	Advanced	0	3	8	9	3	8			6	13	18	21	31			
	Proficient	9	11	22	21	31	31			26	39	30	35	49			
	Basic	20	32	23	43	29	38			29	25	32	21	13			
	Below Basic	36	31	34	21	22	18			32	23	18	18	8			
	Far Below Basic	36	22	14	5	15	5			7	0	2	5	0			
	Proficient or Advanced	9	14	30	30	34	39	5	30	32	52	48	56	80	24	48	
Grade 3		English Language Arts						Gain		Mathematics						Gain	
	Performance Level	Spring 01	Spring 02	Spring 03	Spring 04	Spring 05	Spring 06	1 yr	Multi yr	Spring 02	Spring 03	Spring 04	Spring 05	Spring 06	1 yr	Multi yr	
	Advanced	1	3	7	3	5	3			3	16	3	14	20			
	Proficient	11	10	21	13	26	23			12	24	22	38	28			
	Basic	19	21	38	32	43	40			22	33	36	28	26			
	Below Basic	33	33	19	32	19	20			31	20	36	16	19			
	Far Below Basic	36	33	15	21	7	15			32	7	3	5	7			
	Proficient or Advanced	12	13	28	16	31	26	-5	14	15	40	25	52	48	-4	33	
Grade 4		English Language Arts						Gain		Mathematics						Gain	
	Performance Level	Spring 01	Spring 02	Spring 03	Spring 04	Spring 05	Spring 06	1 yr	Multi yr	Spring 02	Spring 03	Spring 04	Spring 05	Spring 06	1 yr	Multi yr	
	Advanced	3	1	5	9	6	15			1	6	6	24	16			
	Proficient	13	13	25	24	27	38			10	15	23	24	29			
	Basic	34	35	31	43	43	33			26	29	36	24	31			
	Below Basic	31	30	28	16	14	15			41	40	31	24	22			
	Far Below Basic	20	20	12	8	10	0			21	9	5	5	2			
	Proficient or Advanced	16	14	30	33	33	53	20	37	11	21	29	48	45	-3	34	
Grade 5		English Language Arts						Gain		Mathematics						Gain	
	Performance Level	Spring 01	Spring 02	Spring 03	Spring 04	Spring 05	Spring 06	1 yr	Multi yr	Spring 02	Spring 03	Spring 04	Spring 05	Spring 06	1 yr	Multi yr	
	Advanced	3	4	2	6	8	7			1	5	3	6	11			
	Proficient	5	15	19	21	22	25			35	19	18	14	14			
	Basic	42	46	46	40	41	40			24	35	23	31	37			
	Below Basic	30	22	18	21	15	25			30	26	47	35	30			
	Far Below Basic	20	13	14	11	13	4			10	15	10	14	9			
	Proficient or Advanced	8	19	21	27	30	32	2	24	36	24	21	20	25	5	-11	
Grade 6		English Language Arts						Gain		Mathematics						Gain	
	Performance Level	Spring 01	Spring 02	Spring 03	Spring 04	Spring 05	Spring 06	1 yr	Multi yr	Spring 02	Spring 03	Spring 04	Spring 05	Spring 06	1 yr	Multi yr	
	Advanced	n/a	n/a	n/a	n/a	4	7			n/a	n/a	n/a	0	7			
	Proficient	n/a	n/a	n/a	n/a	18	24			n/a	n/a	n/a	18	29			
	Basic	n/a	n/a	n/a	n/a	36	47			n/a	n/a	n/a	43	21			
	Below Basic	n/a	n/a	n/a	n/a	32	15			n/a	n/a	n/a	25	37			
	Far Below Basic	n/a	n/a	n/a	n/a	11	7			n/a	n/a	n/a	14	6			
	Proficient or Advanced	n/a	n/a	n/a	n/a	22	31	9	n/a	n/a	n/a	n/a	18	36	18	n/a	
Grade 7		English Language Arts						Gain		Mathematics						Gain	
	Performance Level	Spring 01	Spring 02	Spring 03	Spring 04	Spring 05	Spring 06	1 yr	Multi yr	Spring 02	Spring 03	Spring 04	Spring 05	Spring 06	1 yr	Multi yr	
	Advanced	n/a	n/a	n/a	n/a	n/a	14			n/a	n/a	n/a	n/a	3			
	Proficient	n/a	n/a	n/a	n/a	n/a	17			n/a	n/a	n/a	n/a	31			
	Basic	n/a	n/a	n/a	n/a	n/a	45			n/a	n/a	n/a	n/a	28			
	Below Basic	n/a	n/a	n/a	n/a	n/a	21			n/a	n/a	n/a	n/a	31			
	Far Below Basic	n/a	n/a	n/a	n/a	n/a	3			n/a	n/a	n/a	n/a	7			
	Proficient or Advanced	n/a	n/a	n/a	n/a	n/a	31	n/a	n/a	n/a	n/a	n/a	n/a	34	n/a	n/a	
Grade 8		Science						Gain									
	Performance Level	Spring 01	Spring 02	Spring 03	Spring 04	Spring 05	Spring 06	1 yr	Multi yr								
	Advanced	n/a	n/a	n/a	0	1	0										
	Proficient	n/a	n/a	n/a	10	12	12										
	Basic	n/a	n/a	n/a	37	40	39										
	Below Basic	n/a	n/a	n/a	45	29	39										
	Proficient or Advanced	n/a	n/a	n/a	10	13	12	-1	2								

EDISON MCNAIR ACADEMY

SCHOOL PROFILE (2005–2006)

2033 Pulgas Ave., East Palo Alto, CA 94303

(650) 329-2888

- ✓ Established in 1998
- ✓ Serving grades 4–8
- ✓ Type of Partnership: District Charter
- ✓ Enrollment: 514

STUDENT PROFILE (2005–2006)

- ✓ Ethnicity:
 - African American—13%
 - Caucasian—1%
 - Hispanic—75%
 - Other—11%
- ✓ Program Participation:
 - LEP—18%
 - Special Education—7%
 - Free/Reduced Lunch—83%

California Standards Test (CST) - Edison-McNair Academy																			
Percent Proficient or Advanced (Spring 2001-2006)																			
Grade 4		English Language Arts						Gain		Mathematics						Gain			
	Performance Level	Spring 01	Spring 02	Spring 03	Spring 04	Spring 05	Spring 06	1 yr	Multi yr	Spring 02	Spring 03	Spring 04	Spring 05	Spring 06	1 yr	Multi yr			
	Advanced	0	4	9	2	6	6			2	25	11	14	15					
	Proficient	3	12	21	17	23	19			19	23	23	18	26					
	Basic	24	28	45	32	21	34			24	27	21	19	21					
	Below Basic	33	32	20	38	35	22			44	17	41	36	24					
	Far Below Basic	41	23	6	12	16	18			11	7	5	13	14					
	Proficient or Advanced	3	16	30	19	29	25	-4	22	21	48	34	32	41	9	20			
Grade 5		English Language Arts						Gain		Mathematics						Gain			
	Performance Level	Spring 01	Spring 02	Spring 03	Spring 04	Spring 05	Spring 06	1 yr	Multi yr	Spring 02	Spring 03	Spring 04	Spring 05	Spring 06	1 yr	Multi yr			
	Advanced	0	0	1	7	1	5			1	5	11	6	9					
	Proficient	2	6	15	16	16	21			8	19	30	16	20					
	Basic	29	34	35	34	38	26			28	32	33	23	23					
	Below Basic	32	40	32	30	23	25			49	35	24	33	32					
	Far Below Basic	37	21	17	12	22	24			15	10	2	23	16					
	Proficient or Advanced	2	6	16	23	17	26	9	24	9	24	41	22	29	7	20			
Grade 6		English Language Arts						Gain		Mathematics						Gain			
	Performance Level	Spring 01	Spring 02	Spring 03	Spring 04	Spring 05	Spring 06	1 yr	Multi yr	Spring 02	Spring 03	Spring 04	Spring 05	Spring 06	1 yr	Multi yr			
	Advanced	0	0	2	3	2	1			0	2	3	4	1					
	Proficient	3	4	11	12	13	15			5	17	9	23	15					
	Basic	23	30	31	38	43	30			22	21	32	29	22					
	Below Basic	43	35	32	33	21	31			57	47	48	31	43					
	Far Below Basic	30	31	24	15	20	23			15	13	8	13	20					
	Proficient or Advanced	3	4	13	15	15	16	1	13	5	19	12	27	16	-11	11			
Grade 7		English Language Arts						Gain		Mathematics						Gain			
	Performance Level	Spring 01	Spring 02	Spring 03	Spring 04	Spring 05	Spring 06	1 yr	Multi yr	Spring 02	Spring 03	Spring 04	Spring 05	Spring 06	1 yr	Multi yr			
	Advanced	0	1	1	3	5	6			0	0	2	7	8					
	Proficient	5	7	11	8	14	32			1	8	16	12	34					
	Basic	31	25	29	40	35	36			25	28	18	34	29					
	Below Basic	37	26	31	20	30	18			49	37	50	38	25					
	Far Below Basic	26	41	28	28	16	9			25	28	14	9	5					
	Proficient or Advanced	5	8	12	11	19	38	19	33	1	8	18	19	42	23	41			
Grade 8		English Language Arts						Gain		Algebra I						Gain			
	Performance Level	Spring 01	Spring 02	Spring 03	Spring 04	Spring 05	Spring 06	1 yr	Multi yr	Spring 02	Spring 03	Spring 04	Spring 05	Spring 06	1 yr	Multi yr			
	Advanced	0	1	1	1	1	6			1	0	0	1	21					
	Proficient	6	10	8	9	13	15			3	0	5	4	41					
	Basic	28	30	27	42	35	39			14	5	21	23	16					
	Below Basic	26	41	41	26	26	30			52	48	53	40	11					
	Far Below Basic	40	18	23	21	26	10			30	47	21	32	10					
	Proficient or Advanced	n/a	11	9	10	14	21	7	10	4	0	5	5	62	57	58			
Grade 5		Science			Gain		Grade 8										Gain		
	Performance Level	Spring 04	Spring 05	Spring 06	1 yr	Multi yr													
	Advanced	1	0	1															
	Proficient	4	4	8															
	Basic	45	41	36															
	Below Basic	37	36	33															
	Far Below Basic	13	18	22															
	Proficient or Advanced	5	4	9	5	4													
Grade 8		History Social Science				Gain		Grade 8										Gain	
	Performance Level	Spring 03	Spring 04	Spring 05	Spring 06	1 yr	Multi yr												
	Advanced	1	0	0	4														
	Proficient	2	6	5	6														
	Basic	30	38	22	28														
	Below Basic	43	28	33	31														
	Far Below Basic	24	28	40	31														
	Proficient or Advanced	3	6	5	10	5	7												

FEASTER-EDISON CHARTER SCHOOL

SCHOOL PROFILE (2005–2006)

670 Flower St., Chula Vista, CA 91910

(619) 422-8397

- ✓ Established in 1997
- ✓ Serving grades K–6
- ✓ Type of Partnership: District Charter
- ✓ Enrollment: 1106

STUDENT PROFILE (2005–2006)

- ✓ Ethnicity:
 - African American—5%
 - Caucasian—5%
 - Hispanic—82%
 - Other—8%
- ✓ Program Participation:
 - LEP—48%
 - Special Education—1%
 - Free/Reduced Lunch—100%

California Standards Test (CST) - Feaster-Edison Charter School																	
Percent Proficient or Advanced (Spring 2001-2006)																	
Grade 2	Performance Level	Spring 01	Spring 02	Spring 03	Spring 04	Spring 05	Spring 06	Gain		Mathematics						Gain	
								1 yr	Multi yr	Spring 02	Spring 03	Spring 04	Spring 05	Spring 06		1 yr	Multi yr
	Advanced	3	3	5	4	9	14			7	13	15	36	35			
	Proficient	15	14	16	21	24	26			27	36	30	28	30			
	Basic	32	28	38	25	27	29			26	19	33	22	18			
	Below Basic	26	27	24	33	22	18			31	23	19	11	12			
	Far Below Basic	24	28	16	17	19	14			9	9	3	2	5			
	Proficient or Advanced	18	17	21	25	33	40	7	22	34	49	45	64	65	1	31	
Grade 3	Performance Level	Spring 01	Spring 02	Spring 03	Spring 04	Spring 05	Spring 06	Gain		Mathematics						Gain	
								1 yr	Multi yr	Spring 02	Spring 03	Spring 04	Spring 05	Spring 06		1 yr	Multi yr
	Advanced	1	3	5	5	7	13			3	14	19	34	33			
	Proficient	10	11	21	20	19	19			20	26	30	30	31			
	Basic	25	27	32	29	36	31			30	35	23	18	19			
	Below Basic	36	29	24	25	23	21			29	18	24	17	13			
	Far Below Basic	28	30	18	21	16	16			17	7	3	1	3			
	Proficient or Advanced	11	14	26	25	26	32	6	21	23	40	49	64	64	0	41	
Grade 4	Performance Level	Spring 01	Spring 02	Spring 03	Spring 04	Spring 05	Spring 06	Gain		Mathematics						Gain	
								1 yr	Multi yr	Spring 02	Spring 03	Spring 04	Spring 05	Spring 06		1 yr	Multi yr
	Advanced	3	3	8	13	19	21			3	15	20	30	27			
	Proficient	11	16	19	22	25	25			16	22	25	22	27			
	Basic	32	39	37	27	33	33			26	26	25	21	19			
	Below Basic	30	25	25	23	11	13			44	28	25	21	20			
	Far Below Basic	25	17	11	14	12	7			11	9	6	5	6			
	Proficient or Advanced	14	19	27	35	44	46	2	32	19	37	45	52	54	2	35	
Grade 5	Performance Level	Spring 01	Spring 02	Spring 03	Spring 04	Spring 05	Spring 06	Gain		Mathematics						Gain	
								1 yr	Multi yr	Spring 02	Spring 03	Spring 04	Spring 05	Spring 06		1 yr	Multi yr
	Advanced	2	1	3	5	9	19			1	8	6	24	38			
	Proficient	15	16	22	19	27	25			16	20	28	29	22			
	Basic	42	38	40	31	37	33			27	30	31	20	16			
	Below Basic	26	35	21	25	10	11			43	30	24	16	16			
	Far Below Basic	15	9	13	20	17	12			13	12	11	11	7			
	Proficient or Advanced	17	17	25	24	36	44	8	27	17	28	34	53	60	7	43	
Grade 6	Performance Level	Spring 01	Spring 02	Spring 03	Spring 04	Spring 05	Spring 06	Gain		Mathematics						Gain	
								1 yr	Multi yr	Spring 02	Spring 03	Spring 04	Spring 05	Spring 06		1 yr	Multi yr
	Advanced	0	3	6	6	2	12			4	2	7	6	17			
	Proficient	20	16	19	17	16	31			15	21	21	26	34			
	Basic	35	43	44	46	48	26			28	34	33	33	20			
	Below Basic	22	22	21	24	21	18			43	37	34	26	21			
	Far Below Basic	22	16	11	8	12	13			9	6	5	9	8			
	Proficient or Advanced	20	19	25	23	18	43	25	23	19	23	28	32	51	19	32	
Grade 5	Performance Level	Science			Gain												
		Spring 04	Spring 05	Spring 06	1 yr	Multi yr											
	Advanced	1	2	5													
	Proficient	14	18	23													
	Basic	40	45	43													
	Below Basic	30	26	19													
	Far Below Basic	15	9	10													
	Proficient or Advanced	15	20	28	8	13											

PHILLIPS-EDISON PARTNERSHIP SCHOOL

SCHOOL PROFILE (2005–2006)

1210 Shetler Ave., Napa, CA 94559

(707) 253-3481

- ✓ Established in 1998
- ✓ Serving grades K–6
- ✓ Type of Partnership: District Charter
- ✓ Enrollment: 558

STUDENT PROFILE (2005–2006)

- ✓ Ethnicity:
 - African American—0%
 - Caucasian—21%
 - Hispanic—71%
 - Other—8%
- ✓ Program Participation:
 - LEP—49%
 - Special Education—13%
 - Free/Reduced Lunch—78%

California Standards Test (CST) - Phillips-Edison Partnership School																
Percent Proficient or Advanced (Spring 2001-2006)																
Grade 2		English Language Arts						Gain		Mathematics					Gain	
	Performance Level	Spring 01	Spring 02	Spring 03	Spring 04	Spring 05	Spring 06	1 yr	Multi yr	Spring 02	Spring 03	Spring 04	Spring 05	Spring 06	1 yr	Multi yr
	Advanced	17	1	8	8	1	7			10	19	6	10	17		
	Proficient	13	20	15	9	14	21			23	28	28	23	21		
	Basic	31	30	39	32	26	26			32	15	28	34	20		
	Below Basic	23	28	24	23	32	22			26	33	28	29	31		
	Far Below Basic	15	20	15	28	26	24			9	5	10	4	11		
Proficient or Advanced	30	21	23	17	15	28	13	-2	33	47	34	33	38	5	5	
Grade 3		English Language Arts						Gain		Mathematics					Gain	
	Performance Level	Spring 01	Spring 02	Spring 03	Spring 04	Spring 05	Spring 06	1 yr	Multi yr	Spring 02	Spring 03	Spring 04	Spring 05	Spring 06	1 yr	Multi yr
	Advanced	5	9	1	1	5	3			10	14	15	7	19		
	Proficient	17	16	21	17	12	18			19	25	22	27	25		
	Basic	31	29	40	40	25	36			23	35	30	21	30		
	Below Basic	17	21	24	18	26	23			28	20	27	37	19		
	Far Below Basic	29	26	14	24	33	21			20	6	6	8	6		
Proficient or Advanced	22	25	22	18	17	21	4	-1	29	39	37	34	44	10	15	
Grade 4		English Language Arts						Gain		Mathematics					Gain	
	Performance Level	Spring 01	Spring 02	Spring 03	Spring 04	Spring 05	Spring 06	1 yr	Multi yr	Spring 02	Spring 03	Spring 04	Spring 05	Spring 06	1 yr	Multi yr
	Advanced	1	7	12	7	11	15			1	15	11	9	10		
	Proficient	20	21	22	32	29	12			11	21	25	18	16		
	Basic	26	32	32	39	37	38			34	24	34	36	27		
	Below Basic	34	21	23	20	16	20			35	27	29	26	38		
	Far Below Basic	18	20	11	2	7	15			18	13	1	12	9		
Proficient or Advanced	21	28	34	39	40	27	-13	6	12	36	36	27	26	-1	14	
Grade 5		English Language Arts						Gain		Mathematics					Gain	
	Performance Level	Spring 01	Spring 02	Spring 03	Spring 04	Spring 05	Spring 06	1 yr	Multi yr	Spring 02	Spring 03	Spring 04	Spring 05	Spring 06	1 yr	Multi yr
	Advanced	15	1	6	13	11	13			0	4	10	16	24		
	Proficient	23	19	22	28	32	25			12	29	31	41	29		
	Basic	31	34	38	26	36	38			33	23	28	26	22		
	Below Basic	17	24	21	19	17	15			47	27	18	14	17		
	Far Below Basic	15	22	13	15	5	9			8	17	13	3	8		
Proficient or Advanced	38	20	28	41	43	38	-5	0	12	33	41	57	53	-4	41	
Grade 6		English Language Arts						Gain		Mathematics					Gain	
	Performance Level	Spring 01	Spring 02	Spring 03	Spring 04	Spring 05	Spring 06	1 yr	Multi yr	Spring 02	Spring 03	Spring 04	Spring 05	Spring 06	1 yr	Multi yr
	Advanced	6	13	8	5	13	19			9	6	4	11	10		
	Proficient	27	25	23	16	25	25			24	17	28	20	32		
	Basic	35	28	32	58	32	37			26	36	33	17	30		
	Below Basic	15	16	24	9	17	13			34	37	25	29	22		
	Far Below Basic	16	17	13	12	13	6			8	5	11	13	6		
Proficient or Advanced	33	38	31	21	38	44	6	11	33	23	32	31	42	11	9	
Grade 5		Science		Gain												
	Performance Level	Spring 04	Spring 05	Spring 06	1 yr	Multi yr										
	Advanced	1	5	3												
	Proficient	20	20	31												
	Basic	41	46	43												
	Below Basic	29	24	17												
	Far Below Basic	9	5	6												
Proficient or Advanced	21	25	34	9	13											

SAN JOSE-EDISON ACADEMY

SCHOOL PROFILE (2005–2006)

1500 Francisquito, West Covina, CA 91791

(626) 918-6575

- ✓ Established in 1998
- ✓ Serving grades K–8
- ✓ Type of Partnership: District Charter
- ✓ Enrollment: 1159

STUDENT PROFILE (2005–2006)

- ✓ Ethnicity:
 - African American—5%
 - Caucasian—9%
 - Hispanic—67%
 - Other—19%
- ✓ Program Participation:
 - LEP—2%
 - Special Education—3%
 - Free/Reduced Lunch—40%

California Standards Test (CST) - San Jose-Edison Academy																
Percent Proficient or Advanced (Spring 2001-2006)																
Grade 2	Performance Level	Spring 01	Spring 02	Spring 03	Spring 04	Spring 05	Spring 06	Gain		Mathematics					Gain	
								1 yr	Multi yr	Spring 02	Spring 03	Spring 04	Spring 05	Spring 06	1 yr	Multi yr
	Advanced	10	22	19	24	33	42			51	56	46	61	64		
	Proficient	33	44	46	29	33	35			32	28	36	25	24		
	Basic	31	21	24	35	24	16			12	13	15	13	11		
	Below Basic	21	10	8	10	8	7			5	1	3	2	1		
	Far Below Basic	5	3	3	2	2	1			1	3	0	0	0		
	Proficient or Advanced	43	66	65	53	66	77	11	34	83	84	82	86	88	2	5
Grade 3	Performance Level	Spring 01	Spring 02	Spring 03	Spring 04	Spring 05	Spring 06	Gain		Mathematics					Gain	
								1 yr	Multi yr	Spring 02	Spring 03	Spring 04	Spring 05	Spring 06	1 yr	Multi yr
	Advanced	14	13	23	18	23	35			16	53	50	49	63		
	Proficient	37	32	35	40	27	32			33	25	23	33	22		
	Basic	26	33	28	31	41	28			35	15	21	15	10		
	Below Basic	16	18	8	9	10	6			13	6	6	3	6		
	Far Below Basic	7	4	6	2	0	0			3	1	0	0	0		
	Proficient or Advanced	51	45	58	58	50	67	17	16	49	78	73	82	85	3	36
Grade 4	Performance Level	Spring 01	Spring 02	Spring 03	Spring 04	Spring 05	Spring 06	Gain		Mathematics					Gain	
								1 yr	Multi yr	Spring 02	Spring 03	Spring 04	Spring 05	Spring 06	1 yr	Multi yr
	Advanced	8	23	18	38	35	47			18	24	35	45	37		
	Proficient	30	32	39	21	40	30			34	23	29	21	36		
	Basic	36	25	26	27	21	19			28	31	22	24	16		
	Below Basic	24	15	14	10	4	3			16	21	13	10	10		
	Far Below Basic	2	5	3	4	1	1			4	1	1	1	1		
	Proficient or Advanced	38	55	57	59	75	77	2	39	52	47	64	66	73	7	21
Grade 5	Performance Level	Spring 01	Spring 02	Spring 03	Spring 04	Spring 05	Spring 06	Gain		Mathematics					Gain	
								1 yr	Multi yr	Spring 02	Spring 03	Spring 04	Spring 05	Spring 06	1 yr	Multi yr
	Advanced	6	7	11	15	32	32			9	21	15	44	51		
	Proficient	20	22	35	34	35	33			17	34	34	27	21		
	Basic	48	49	36	35	24	28			38	20	33	17	18		
	Below Basic	21	19	15	11	4	6			32	22	15	7	9		
	Far Below Basic	5	3	3	4	5	1			4	3	3	4	1		
	Proficient or Advanced	26	29	46	49	67	65	-2	39	26	55	49	71	72	1	46
Grade 6	Performance Level	Spring 01	Spring 02	Spring 03	Spring 04	Spring 05	Spring 06	Gain		Mathematics					Gain	
								1 yr	Multi yr	Spring 02	Spring 03	Spring 04	Spring 05	Spring 06	1 yr	Multi yr
	Advanced	5	9	13	26	18	36			14	9	28	24	42		
	Proficient	22	25	29	34	35	31			19	36	32	39	27		
	Basic	48	39	41	29	29	25			36	37	22	18	20		
	Below Basic	18	17	11	8	14	4			27	17	16	14	8		
	Far Below Basic	7	10	6	3	5	4			5	2	2	4	3		
	Proficient or Advanced	27	34	42	60	53	67	14	40	33	45	60	63	69	6	36
Grade 7	Performance Level	Spring 01	Spring 02	Spring 03	Spring 04	Spring 05	Spring 06	Gain		Mathematics					Gain	
								1 yr	Multi yr	Spring 02	Spring 03	Spring 04	Spring 05	Spring 06	1 yr	Multi yr
	Advanced	5	6	13	15	27	34			5	12	20	35	37		
	Proficient	29	27	31	33	35	33			31	28	31	30	34		
	Basic	44	46	33	38	28	27			38	36	34	21	14		
	Below Basic	14	19	17	13	9	5			23	20	14	15	15		
	Far Below Basic	8	2	5	1	1	1			3	4	1	0	1		
	Proficient or Advanced	34	33	44	48	62	67	5	33	36	40	51	65	71	6	35

SAN JOSE-EDISON ACADEMY CONTINUED

Grade 8		English Language Arts						Gain		Algebra						Gain	
	Performance Level	Spring 01	Spring 02	Spring 03	Spring 04	Spring 05	Spring 06	1 yr	Multi yr	Spring 02	Spring 03	Spring 04	Spring 05	Spring 06	1 yr	Multi yr	
	Advanced	n/a	5	9	14	21	41			0	2	12	11	26			
	Proficient	n/a	36	28	28	36	25			11	22	22	28	26			
	Basic	n/a	43	43	35	31	28			38	40	24	34	29			
	Below Basic	n/a	11	17	14	11	4			41	27	32	23	14			
	Far Below Basic	n/a	6	3	9	1	1			10	9	10	5	5			
	Proficient or Advanced	n/a	41	37	42	57	66	9	25	11	24	34	39	52	13	41	
Grade 5		Science			Gain			Grade 8	Science					Gain			
	Performance Level	Spring 04	Spring 05	Spring 06	1 yr	Multi yr			Spring 02	Spring 03	Spring 04	Spring 05	Spring 06	1 yr	Multi yr		
	Advanced	2	15	7									31				
	Proficient	34	34	38									30				
	Basic	43	35	40									29				
	Below Basic	18	12	12									9				
	Far Below Basic	3	4	2									1				
	Proficient or Advanced	36	49	45	-4	9			n/a	n/a	n/a	n/a	61	n/s	n/a		
Grade 8		History Social Science				Gain											
	Performance Level	Spring 03	Spring 04	Spring 05	Spring 06	1 yr	Multi yr										
	Advanced	5	7	15	33												
	Proficient	25	20	29	24												
	Basic	35	35	31	27												
	Below Basic	21	20	19	12												
	Far Below Basic	14	17	6	4												
	Proficient or Advanced	30	27	44	57	13	27										

EMERSON-EDISON PARTNERSHIP SCHOOL

SCHOOL PROFILE (2005–2006)

4220 E. Pikes Peak Ave., Colorado Springs,
CO 80909; (719) 570-7822

- ✓ Established in 1997
- ✓ Serving grades 6–8
- ✓ Type of Partnership: District Charter
- ✓ Enrollment: 421

STUDENT PROFILE (2005–2006)

- ✓ Ethnicity:
 - African American—15%
 - Caucasian—27%
 - Hispanic—54%
 - Other—4%
- ✓ Program Participation
 - LEP—11%
 - Special Education—12%
 - Free/Reduced Lunch—85%

Colorado Student Assessment Program (CSAP) - Emerson-Edison Partnership School											
Percentage of students at each Performance Level (Spring 1999-2006)											
		Reading								Gain	
		Spring 99	Spring 00	Spring 01	Spring 02	Spring 03	Spring 04	Spring 05	Spring 06	1 yr	Multi yr
Grade 6	Unsatisfactory			31	23	27	22	32	34		
	Partially Proficient			38	32	35	35	27	27		
	Proficient			29	38	34	28	33	36		
	Advanced			1	1	1	1	1	4		
	No Score			1	6	2	15	8	0		
	Proficient or Above	n/a	n/a	30	39	35	29	34	39	5	9
Grade 7	Unsatisfactory	25	25	24	25	30	24	32	34		
	Partially Proficient	28	28	35	28	29	27	35	26		
	Proficient	37	39	36	38	35	39	27	37		
	Advanced	2	1	3	2	1	1	1	3		
	No Score	9	6	2	7	5	10	6	0		
	Proficient or Above	39	40	39	40	36	40	28	39	11	0
Grade 8	Unsatisfactory			27	16	23	21	33	24		
	Partially Proficient			31	35	28	31	26	36		
	Proficient			38	39	41	42	33	39		
	Advanced			2	1	6	2	1	1		
	No Score			1	8	2	4	7	0		
	Proficient or Above	n/a	n/a	40	40	47	44	34	40	6	0
		Writing								Gain	
		Spring 99	Spring 00	Spring 01	Spring 02	Spring 03	Spring 04	Spring 05	Spring 06	1 yr	Multi yr
Grade 6	Unsatisfactory				18	18	3	13	16		
	Partially Proficient				56	56	19	50	53		
	Proficient				19	23	3	28	27		
	Advanced				0	1	0	0	2		
	No Score				7	1	76	8	2		
	Proficient or Above	n/a	n/a	n/a	19	24	3	28	29	1	10
Grade 7	Unsatisfactory	9	11	11	4	10	9	10	15		
	Partially Proficient	56	49	53	60	56	49	63	62		
	Proficient	14	27	25	25	32	29	19	22		
	Advanced	1	3	1	3	2	3	1	1		
	No Score	19	10	10	8	0	10	7	0		
	Proficient or Above	15	30	26	28	34	32	20	23	3	8
Grade 8	Unsatisfactory				8	11	9	11	12		
	Partially Proficient				64	62	57	54	67		
	Proficient				20	24	29	27	20		
	Advanced				0	2	1	1	1		
	No Score				8	2	4	7	0		
	Proficient or Above	n/a	n/a	n/a	20	26	30	28	21	-7	1

EMERSON-EDISON PARTNERSHIP SCHOOL CONTINUED

		Mathematics								Gain	
		Spring 99	Spring 00	Spring 01	Spring 02	Spring 03	Spring 04	Spring 05	Spring 06	1 yr	Multi yr
Grade 6	Unsatisfactory				28	49	31	26	34		
	Partially Proficient				37	31	33	37	37		
	Proficient				25	14	27	23	20		
	Advanced				3	5	4	6	10		
	No Score				7	1	6	8	0		
	Proficient or Above	n/a	n/a	n/a	28	19	31	29	29	0	1
Grade 7	Unsatisfactory				29	30	37	27	36		
	Partially Proficient				42	45	33	44	44		
	Proficient				18	19	15	16	14		
	Advanced				2	5	5	6	6		
	No Score				8	2	10	6	0		
	Proficient or Above	n/a	n/a	n/a	20	24	20	22	20	-2	0
Grade 8	Unsatisfactory		57	53	52	44	37	31	41		
	Partially Proficient		27	27	26	33	31	36	32		
	Proficient		7	15	12	16	21	15	18		
	Advanced		1	3	2	4	8	11	10		
	No Score		7	1	7	3	4	7	0		
	Proficient or Above	n/a	8	18	14	20	29	26	28	2	20
		Science								Gain	
		Spring 99	Spring 00	Spring 01	Spring 02	Spring 03	Spring 04	Spring 05	Spring 06	1 yr	Multi yr
Grade 8	Unsatisfactory		56	52	42	37	34	48	39		
	Partially Proficient		20	29	34	35	33	26	37		
	Proficient		15	18	16	26	28	19	20		
	Advanced		0	0	1	0	0	0	1		
	No Score		15	1	7	2	4	7	3		
	Proficient or Above	n/a	15	18	17	26	28	19	21	2	6

OMAR D. BLAIR SCHOOL

SCHOOL PROFILE (2005–2006)

4905 Cathay St., Denver CO 80249

303-371-9570

- ✓ Established in 2004
- ✓ Serving grades K–8
- ✓ Type of Partnership: District Charter
- ✓ Enrollment: 760

STUDENT PROFILE (2005–2006)

✓ Ethnicity:

- African American—43%
- Caucasian—22%
- Hispanic—30%
- Other—5%

✓ Program Participation:

- LEP—4%
- Special Education—9%
- Free/Reduced Lunch—27%

Colorado Student Assessment Program (CSAP) - Omar D. Blair Charter School													
Percentage of students at each Performance Level (Spring 2005- 2006)													
		Reading		Gain	Writing		Gain	Math		Gain	Science		Gain
		Spring 05	Spring 06	1 yr	Spring 05	Spring 06	1 yr	Spring 05	Spring 06	1 yr	Spring 05	Spring 06	1 yr
Grade 3	Unsatisfactory	10	16		5	4		8	6				
	Partially Proficient	22	22		36	46		35	30				
	Proficient	66	58		51	43		44	44				
	Advanced	0	4		8	7		13	20				
	No Score	2	0		0	0		0	0				
	Proficient or Above	66	62	-4	59	51	-8	57	64	7	n/a	n/a	n/a
Grade 4	Unsatisfactory	24	13		14	5		15	14				
	Partially Proficient	32	23		55	46		36	23				
	Proficient	44	63		31	42		42	30				
	Advanced	0	1		0	4		7	32				
	No Score	0	0		0	4		0	1				
	Proficient or Above	44	65	21	31	46	15	49	62	13	n/a	n/a	n/a
Grade 5	Unsatisfactory	10	8		2	5		16	19			33	
	Partially Proficient	26	25		54	49		42	26			45	
	Proficient	63	63		40	38		30	39			21	
	Advanced	1	5		2	9		12	16			1	
	No Score	0	0		1	0		0	0			0	
	Proficient or Above	64	68	4	42	46	4	42	55	13	n/a	23	n/a
Grade 6	Unsatisfactory	13	5		8	4		20	20				
	Partially Proficient	31	31		40	51		37	43				
	Proficient	55	61		52	41		37	28				
	Advanced	0	3		0	4		5	9				
	No Score	0	0		0	0		0	0				
	Proficient or Above	55	64	9	52	45	-7	42	37	-5	n/a	n/a	n/a
Grade 7	Unsatisfactory	35	15		12	9		32	46				
	Partially Proficient	29	35		58	57		45	37				
	Proficient	36	51		29	28		17	14				
	Advanced	0	0		1	2		6	4				
	No Score	0	0		0	4		0	0				
	Proficient or Above	36	51	15	30	31	1	23	17	-6	n/a	n/a	n/a
Grade 8	Unsatisfactory	26	21		18	6		60	39		56	41	
	Partially Proficient	35	28		56	61		26	32		29	31	
	Proficient	38	46		21	32		12	25		15	27	
	Advanced	1	4		6	1		1	3		0	0	
	No Score	0	0		0	0		0	0		0	1	
	Proficient or Above	39	51	12	27	34	7	13	28	15	15	27	12

ROOSEVELT-EDISON CHARTER SCHOOL

SCHOOL PROFILE (2005–2006)

205 S. Byron Dr., Colorado Springs, CO

80910; (719) 637-0311

✓ Established in 1996

✓ Serving grades K–5

✓ Type of Partnership: District Charter

✓ Enrollment: 618

STUDENT PROFILE (2005–2006)

✓ Ethnicity:

• African American—19%

• Caucasian—20%

• Hispanic—59%

• Other—2%

✓ Program Participation:

• LEP—32%

• Special Education—9%

• Free/Reduced Lunch—83%

Colorado Student Assessment Program (CSAP) - Roosevelt-Edison Charter School

Percentage of students at each Performance Level (Spring 1997-2006)

		Reading										Gain	
		Spring 97	Spring 98	Spring 99	Spring 00	Spring 01	Spring 02	Spring 03	Spring 04	Spring 05	Spring 06	1 yr	Multi yr
Grade 3	Unsatisfactory		29	21	13	20	19	25	15	18	19		
	Partially Proficient		23	30	34	32	27	32	28	40	40		
	Proficient		41	47	45	44	49	41	37	31	40		
	Advanced		3	2	4	5	3	2	3	0	2		
	No Score		3	0	4	0	3	0	16	11	0		
	Proficient or Above	n/a	44	49	49	49	52	43	40	31	42	11	-2
Grade 4	Unsatisfactory	29	36	31	26	22	32	18	18	23	16		
	Partially Proficient	26	34	33	31	44	34	32	33	30	35		
	Proficient	42	29	35	40	32	32	49	34	38	47		
	Advanced	1	1	2	2	1	2	1	1	1	1		
	No Score	2	1	0	1	1	0	0	14	8	0		
	Proficient or Above	43	30	37	42	33	34	50	35	39	49	10	6
Grade 5	Unsatisfactory					9	29	26	24	27	23		
	Partially Proficient					26	34	27	19	23	25		
	Proficient					55	34	43	48	39	48		
	Advanced					10	4	3	2	5	4		
	No Score					0	0	2	7	6	0		
	Proficient or Above	n/a	n/a	n/a	n/a	65	38	46	50	44	52	8	-13
		Writing										Gain	
		Spring 97	Spring 98	Spring 99	Spring 00	Spring 01	Spring 02	Spring 03	Spring 04	Spring 05	Spring 06	1 yr	Multi yr
Grade 3	Unsatisfactory						23	28	14	8	6		
	Partially Proficient						49	46	42	57	60		
	Proficient						27	21	20	23	32		
	Advanced						0	5	6	2	1		
	No Score						1	0	18	10	0		
	Proficient or Above	n/a	n/a	n/a	n/a	n/a	27	26	26	25	33	8	6
Grade 4	Unsatisfactory	37	23	19	17	14	25	15	9	8	15		
	Partially Proficient	34	50	50	57	60	54	43	40	49	54		
	Proficient	24	16	23	23	23	21	42	34	29	31		
	Advanced	1	7	3	2	2	0	0	2	6	0		
	No Score	4	3	4	0	1	0	0	14	8	0		
	Proficient or Above	25	23	26	25	25	21	42	36	35	31	-4	6
Grade 5	Unsatisfactory						15	11	10	3	6		
	Partially Proficient						59	52	42	52	52		
	Proficient						22	33	35	35	25		
	Advanced						4	2	6	5	5		
	No Score						0	2	7	6	0		
	Proficient or Above	n/a	n/a	n/a	n/a	n/a	26	35	41	40	30	-10	4

ROOSEVELT-EDISON CHARTER SCHOOL CONTINUED

		Math										Gain	
		Spring 97	Spring 98	Spring 99	Spring 00	Spring 01	Spring 02	Spring 03	Spring 04	Spring 05	Spring 06	1 yr	Multi yr
Grade 3	Unsatisfactory									15	11		
	Partially Proficient									25	40		
	Proficient									36	38		
	Advanced									15	11		
	No Score									9	0		
	Proficient or Above	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	51	49	-2	n/a
Grade 4	Unsatisfactory									18	20		
	Partially Proficient									25	26		
	Proficient									39	42		
	Advanced									19	12		
	No Score									8	0		
	Proficient or Above	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	58	54	-4	n/a
Grade 5	Unsatisfactory					16	26	21	22	12	12		
	Partially Proficient					32	44	36	28	30	29		
	Proficient					32	19	33	33	30	40		
	Advanced					20	9	7	12	21	19		
	No Score					0	2	2	6	6	0		
	Proficient or Above	n/a	n/a	n/a	n/a	52	28	40	45	51	59	8	7
		Science										Gain	
		Spring 97	Spring 98	Spring 99	Spring 00	Spring 01	Spring 02	Spring 03	Spring 04	Spring 05	Spring 06	1 yr	Multi yr
Grade 5	Unsatisfactory										38		
	Partially Proficient										40		
	Proficient										21		
	Advanced										1		
	No Score										0		
	Proficient or Above	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	22	n/a	n/a

WYATT-EDISON CHARTER SCHOOL

SCHOOL PROFILE (2005–2006)

3620 Franklin St., Denver, CO 80205

(303) 292-5515

- ✓ Established in 1998
- ✓ Serving grades K–8
- ✓ Type of Partnership: Independent Charter
- ✓ Enrollment: 677

STUDENT PROFILE (2005–2006)

- ✓ Ethnicity:
 - African American—38%
 - Caucasian—2%
 - Hispanic—59%
 - Other—1%
- ✓ Program Participation:
 - LEP—57%
 - Special Education—7%
 - Free/Reduced Lunch—89%

Colorado Student Assessment Program (CSAP) - Wyatt-Edison Charter School											
Percentage of students at each Performance Level (Spring 1999-2006)											
		Reading								Gain	
		Spring 99	Spring 00	Spring 01	Spring 02	Spring 03	Spring 04	Spring 05	Spring 06	1 yr	Multi yr
Grade 3	Unsatisfactory	33	21	19	23	7	27	23	18		
	Partially Proficient	33	31	29	31	42	32	38	32		
	Proficient	21	40	43	45	44	41	39	49		
	Advanced	0	0	0	0	1	0	1	1		
	No Score	12	8	9	1	6	0	0	0		
	Proficient or Above	21	40	43	45	45	41	40	50	10	29
Grade 4	Unsatisfactory	51	29	23	31	23	26	26	20		
	Partially Proficient	28	26	26	30	42	42	29	41		
	Proficient	16	25	39	36	34	31	43	39		
	Advanced	0	0	5	1	1	1	2	0		
	No Score	6	20	8	1	0	0	0	0		
	Proficient or Above	16	25	44	37	35	32	45	39	-6	23
Grade 5	Unsatisfactory			28	21	22	23	16	18		
	Partially Proficient			31	29	28	32	32	32		
	Proficient			33	44	49	44	49	49		
	Advanced			1	3	1	1	3	1		
	No Score			7	3	0	0	0	0		
	Proficient or Above	n/a	n/a	34	47	50	45	52	50	-2	16
Grade 6	Unsatisfactory			32	26	11	12	20	21		
	Partially Proficient			40	28	42	33	32	28		
	Proficient			22	40	42	50	47	49		
	Advanced			0	2	2	5	2	2		
	No Score			7	4	4	0	0	0		
	Proficient or Above	n/a	n/a	22	42	44	55	49	51	2	29
Grade 7	Unsatisfactory		37	32	28	21	23	27	22		
	Partially Proficient		27	38	31	43	38	36	42		
	Proficient		37	26	30	33	38	36	35		
	Advanced		0	0	4	0	2	2	2		
	No Score		0	4	7	3	0	0	0		
	Proficient or Above	n/a	37	26	34	33	40	38	37	-1	0
Grade 8	Unsatisfactory			23	18	16	14	22	24		
	Partially Proficient			35	53	34	39	41	39		
	Proficient			42	29	41	46	37	35		
	Advanced			0	0	7	0	0	2		
	No Score			0	0	2	0	0	0		
	Proficient or Above	n/a	n/a	42	29	48	46	37	37	0	-5

WYATT-EDISON CHARTER SCHOOL CONTINUED

Colorado Student Assessment Program (CSAP) - Wyatt-Edison Charter School											
Percentage of students at each Performance Level (Spring 1999-2006)											
		Reading								Gain	
		Spring 99	Spring 00	Spring 01	Spring 02	Spring 03	Spring 04	Spring 05	Spring 06	1 yr	Multi yr
Grade 3	Unsatisfactory	33	21	19	23	7	27	23	18		
	Partially Proficient	33	31	29	31	42	32	38	32		
	Proficient	21	40	43	45	44	41	39	49		
	Advanced	0	0	0	0	1	0	1	1		
	No Score	12	8	9	1	6	0	0	0		
	Proficient or Above	21	40	43	45	45	41	40	50	10	29
Grade 4	Unsatisfactory	51	29	23	31	23	26	26	20		
	Partially Proficient	28	26	26	30	42	42	29	41		
	Proficient	16	25	39	36	34	31	43	39		
	Advanced	0	0	5	1	1	1	2	0		
	No Score	6	20	8	1	0	0	0	0		
	Proficient or Above	16	25	44	37	35	32	45	39	-6	23
Grade 5	Unsatisfactory			28	21	22	23	16	18		
	Partially Proficient			31	29	28	32	32	32		
	Proficient			33	44	49	44	49	49		
	Advanced			1	3	1	1	3	1		
	No Score			7	3	0	0	0	0		
	Proficient or Above	n/a	n/a	34	47	50	45	52	50	-2	16
Grade 6	Unsatisfactory			32	26	11	12	20	21		
	Partially Proficient			40	28	42	33	32	28		
	Proficient			22	40	42	50	47	49		
	Advanced			0	2	2	5	2	2		
	No Score			7	4	4	0	0	0		
	Proficient or Above	n/a	n/a	22	42	44	55	49	51	2	29
Grade 7	Unsatisfactory		37	32	28	21	23	27	22		
	Partially Proficient		27	38	31	43	38	36	42		
	Proficient		37	26	30	33	38	36	35		
	Advanced		0	0	4	0	2	2	2		
	No Score		0	4	7	3	0	0	0		
	Proficient or Above	n/a	37	26	34	33	40	38	37	-1	0
Grade 8	Unsatisfactory			23	18	16	14	22	24		
	Partially Proficient			35	53	34	39	41	39		
	Proficient			42	29	41	46	37	35		
	Advanced			0	0	7	0	0	2		
	No Score			0	0	2	0	0	0		
	Proficient or Above	n/a	n/a	42	29	48	46	37	37	0	-5

WYATT-EDISON CHARTER SCHOOL CONTINUED

		Mathematics						Gain	
		Spring 01	Spring 02	Spring 03	Spring 04	Spring 05	Spring 06	1 yr	Multi yr
Grade 3	Unsatisfactory					14	18		
	Partially Proficient					44	48		
	Proficient					40	32		
	Advanced					3	3		
	No Score					0	0		
	Proficient or Above	n/a	n/a	n/a	n/a	43	34	n/a	n/a
Grade 4	Unsatisfactory					19	14		
	Partially Proficient					41	40		
	Proficient					31	36		
	Advanced					10	10		
	No Score					0	0		
	Proficient or Above	n/a	n/a	n/a	n/a	41	46	n/a	n/a
Grade 5	Unsatisfactory	19	24	38	27	21	20		
	Partially Proficient	44	36	36	47	27	39		
	Proficient	21	29	18	21	35	30		
	Advanced	8	6	8	5	17	11		
	No Score	7	6	0	0	0	0		
	Proficient or Above	29	35	26	26	52	41	-11	12
Grade 6	Unsatisfactory		41	25	28	28	31		
	Partially Proficient		37	40	37	30	38		
	Proficient		17	24	32	32	26		
	Advanced		1	7	3	10	5		
	No Score		4	4	0	0	0		
	Proficient or Above	n/a	18	31	35	42	31	-11	13
Grade 7	Unsatisfactory		59	24	21	36	40		
	Partially Proficient		20	48	47	45	40		
	Proficient		9	21	28	13	18		
	Advanced		4	5	4	7	2		
	No Score		7	3	0	0	0		
	Proficient or Above	n/a	13	26	32	20	20	0	7
Grade 8	Unsatisfactory	52	71	41	42	29	39		
	Partially Proficient	29	21	34	37	34	33		
	Proficient	16	5	16	14	34	22		
	Advanced	3	3	7	7	3	7		
	No Score	0	0	2	0	0	0		
	Proficient or Above	19	8	23	21	37	28	-9	9
		Science						Gain	
		Spring 01	Spring 02	Spring 03	Spring 04	Spring 05	Spring 06	1 yr	Multi yr
Grade 5	Unsatisfactory						41		
	Partially Proficient						50		
	Proficient						8		
	Advanced						1		
	No Score						0		
	Proficient or Above	n/a	n/a	n/a	n/a	n/a	9	n/a	n/a
Grade 8	Unsatisfactory	58	68	48	48	43	52		
	Partially Proficient	32	26	27	38	40	28		
	Proficient	10	5	23	14	17	20		
	Advanced	0	0	0	0	0	0		
	No Score	0	0	2	0	0	0		
	Proficient or Above	10	5	23	14	17	20	3	10

FRIENDSHIP PUBLIC CHARTER SCHOOL BLOW PIERCE

SCHOOL PROFILE (2005–2006)

725 19th St. NE, Washington, DC 20002

(202) 572-1070

- ✓ Established in 1999
- ✓ Serving grades 6–8
- ✓ Type of Partnership: Independent Charter
- ✓ Enrollment: 707

STUDENT PROFILE (2005–2006)

- ✓ Ethnicity:
 - African American—100%
 - Caucasian—0%
 - Hispanic—0%
 - Other—0%
- ✓ Program Participation:
 - LEP—0%
 - Special Education—12%
 - Free/Reduced Lunch—66%

Stanford Achievement Test Series, Ninth Edition - Blow Pierce

Percent Proficient and above (Spring 2000-2005)

Grade	Level	Reading						Gain		Mathematics						Gain	
		Spring 00	Spring 01	Spring 02	Spring 03	Spring 04	Spring 05	1 yr	Multi yr	Spring 00	Spring 01	Spring 02	Spring 03	Spring 04	Spring 05	1 yr	Multi yr
6	Below Basic	35	23	18	20	15	28			63	57	55	43	27	29		
	Basic	54	63	61	61	60	50			31	30	35	35	40	39		
	Proficient	11	14	20	19	23	20			6	11	9	18	28	26		
	Advanced	0	0	1	0	1	2			0	2	1	3	5	6		
	Proficient and Above	11	14	21	19	24	22	-2	11	6	13	10	21	33	32	-1	26
7	Below Basic	32	31	21	25	18	27			83	74	61	64	51	45		
	Basic	57	53	58	52	57	55			16	21	30	28	35	38		
	Proficient	11	15	20	22	24	18			1	5	7	8	13	15		
	Advanced	0	1	1	1	1	1			0	0	1	0	1	2		
	Proficient and Above	11	16	21	23	25	19	-6	8	1	5	8	8	14	17	3	16
8	Below Basic	28	25	22	18	11	13			75	83	59	53	51	41		
	Basic	52	59	53	53	64	59			22	16	36	37	39	42		
	Proficient	19	15	24	28	25	25			3	1	5	9	10	17		
	Advanced	1	0	1	2	0	3			0	0	0	0	0	0		
	Proficient and Above	20	15	25	30	25	28	3	8	3	1	5	9	10	17	7	14

Stanford Achievement Test Series, Ninth Edition - Blow Pierce

Percent Proficient and above (Spring 2000-2005)

Grade	Level	Reading						Gain		Mathematics						Gain	
		Spring 00	Spring 01	Spring 02	Spring 03	Spring 04	Spring 05	1 yr	Multi yr	Spring 00	Spring 01	Spring 02	Spring 03	Spring 04	Spring 05	1 yr	Multi yr
6	Below Basic	35	23	18	20	15	28			63	57	55	43	27	29		
	Basic	54	63	61	61	60	50			31	30	35	35	40	39		
	Proficient	11	14	20	19	23	20			6	11	9	18	28	26		
	Advanced	0	0	1	0	1	2			0	2	1	3	5	6		
	Basic and Above	65	77	82	80	84	72	-12	7	37	43	45	56	73	71	-2	34
7	Below Basic	32	31	21	25	18	27			83	74	61	64	51	45		
	Basic	57	53	58	52	57	55			16	21	30	28	35	38		
	Proficient	11	15	20	22	24	18			1	5	7	8	13	15		
	Advanced	0	1	1	1	1	1			0	0	1	0	1	2		
	Basic and Above	68	69	79	75	82	74	-8	6	17	26	38	36	49	55	6	38
8	Below Basic	28	25	22	18	11	13			75	83	59	53	51	41		
	Basic	52	59	53	53	64	59			22	16	36	37	39	42		
	Proficient	19	15	24	28	25	25			3	1	5	9	10	17		
	Advanced	1	0	1	2	0	3			0	0	0	0	0	0		
	Basic and Above	72	74	78	83	89	87	-2	15	25	17	41	46	49	59	10	34

FRIENDSHIP PUBLIC CHARTER SCHOOL CHAMBERLAIN

SCHOOL PROFILE (2005–2006)

1345 Potomac Ave. SE, Washington, DC

20003; (202) 547-5800

- ✓ Established in 1998
- ✓ Serving grades K–5
- ✓ Type of Partnership: Independent Charter
- ✓ Enrollment: 705

STUDENT PROFILE (2005–2006)

- ✓ Ethnicity:
 - African American—100%
 - Caucasian—0%
 - Hispanic—0%
 - Other—0%
- ✓ Program Participation:
 - LEP—0%
 - Special Education—7%
 - Free/Reduced Lunch—71%

Stanford Achievement Test Series, Ninth Edition - Chamberlain										
Percent PROFICIENT and above (Spring 1999-2005)										
Grade	Level	Reading							Gain	
		Spring 99	Spring 00	Spring 01	Spring 02	Spring 03	Spring 04	Spring 05	1 yr	Multi yr
1	Below Basic	16	16	5	7	5	6	3		
	Basic	64	57	52	28	30	29	33		
	Proficient	17	22	35	45	36	49	48		
	Advanced	3	4	8	20	30	16	16		
	Proficient and Above	20	26	43	65	66	65	64	-1	44
2	Below Basic	28	36	30	7	12	5	13		
	Basic	50	45	46	45	48	41	38		
	Proficient	20	18	21	34	36	39	42		
	Advanced	2	1	3	14	4	14	7		
	Proficient and Above	22	19	24	48	40	53	49	-4	27
3	Below Basic	39	29	33	8	10	13	6		
	Basic	34	43	41	40	39	41	29		
	Proficient	22	21	24	45	37	33	33		
	Advanced	5	7	3	7	14	13	32		
	Proficient and Above	27	28	27	52	51	46	65	19	38
4	Below Basic	35	28	32	16	15	11	13		
	Basic	40	45	47	57	49	49	39		
	Proficient	23	19	17	24	28	34	30		
	Advanced	2	7	5	3	9	6	18		
	Proficient and Above	25	26	22	27	37	40	48	8	23
5	Below Basic	35	20	17	12	16	10	12		
	Basic	52	58	61	58	44	45	49		
	Proficient	12	19	20	25	35	36	33		
	Advanced	2	3	2	5	4	8	6		
	Proficient and Above	14	22	22	30	39	44	39	-5	25
Grade	Level	Mathematics							Gain	
		Spring 99	Spring 00	Spring 01	Spring 02	Spring 03	Spring 04	Spring 05	1 yr	Multi yr
1	Below Basic	19	15	10	7	6	10	6		
	Basic	55	53	50	33	40	44	49		
	Proficient	24	29	35	47	28	35	38		
	Advanced	2	3	5	13	26	10	7		
	Proficient and Above	26	32	40	60	54	45	45	0	19
2	Below Basic	24	20	34	10	15	7	11		
	Basic	42	50	38	36	41	36	33		
	Proficient	30	29	25	33	39	47	46		
	Advanced	4	2	3	22	6	10	11		
	Proficient and Above	34	31	28	55	45	57	57	0	23
3	Below Basic	36	18	28	9	13	12	9		
	Basic	39	51	48	48	43	43	39		
	Proficient	22	26	20	32	36	34	36		
	Advanced	3	5	3	11	8	11	17		
	Proficient and Above	25	31	23	43	44	45	53	8	28
4	Below Basic	45	39	36	23	27	12	14		
	Basic	38	30	39	45	35	38	38		
	Proficient	17	28	18	22	32	38	30		
	Advanced	1	3	8	11	6	12	18		
	Proficient and Above	18	31	26	33	38	50	48	-2	30
5	Below Basic	53	42	36	23	21	12	22		
	Basic	36	44	34	42	35	40	36		
	Proficient	9	14	26	25	32	41	35		
	Advanced	2	0	4	11	12	7	7		
	Proficient and Above	11	14	30	36	44	48	42	-6	31

FRIENDSHIP PUBLIC CHARTER SCHOOL CHAMBERLAIN CONTINUED

Stanford Achievement Test Series, Ninth Edition - Chamberlain										
Percent BASIC and above (Spring 1999-2005)										
Grade	Level	Reading							Gain	
		Spring 99	Spring 00	Spring 01	Spring 02	Spring 03	Spring 04	Spring 05	1 yr	Multi yr
1	Below Basic	16	16	5	7	5	6	3	3	13
	Basic	64	57	52	28	30	29	33		
	Proficient	17	22	35	45	36	49	48		
	Advanced	3	4	8	20	30	16	16		
	Basic and Above	84	83	95	93	96	94	97		
2	Below Basic	28	36	30	7	12	5	13	-7	15
	Basic	50	45	46	45	48	41	38		
	Proficient	20	18	21	34	36	39	42		
	Advanced	2	1	3	14	4	14	7		
	Basic and Above	72	64	70	93	88	94	87		
3	Below Basic	39	29	33	8	10	13	6	7	33
	Basic	34	43	41	40	39	41	29		
	Proficient	22	21	24	45	37	33	33		
	Advanced	5	7	3	7	14	13	32		
	Basic and Above	61	71	68	92	90	87	94		
4	Below Basic	35	28	32	16	15	11	13	-2	22
	Basic	40	45	47	57	49	49	39		
	Proficient	23	19	17	24	28	34	30		
	Advanced	2	7	5	3	9	6	18		
	Basic and Above	65	71	69	84	86	89	87		
5	Below Basic	35	20	17	12	16	10	12	-1	22
	Basic	52	58	61	58	44	45	49		
	Proficient	12	19	20	25	35	36	33		
	Advanced	2	3	2	5	4	8	6		
	Basic and Above	66	80	83	88	83	89	88		
Grade	Level	Mathematics							Gain	
		Spring 99	Spring 00	Spring 01	Spring 02	Spring 03	Spring 04	Spring 05	1 yr	Multi yr
1	Below Basic	19	15	10	7	6	10	6	5	13
	Basic	55	53	50	33	40	44	49		
	Proficient	24	29	35	47	28	35	38		
	Advanced	2	3	5	13	26	10	7		
	Basic and Above	81	85	90	93	94	89	94		
2	Below Basic	24	20	34	10	15	7	11	-3	14
	Basic	42	50	38	36	41	36	33		
	Proficient	30	29	25	33	39	47	46		
	Advanced	4	2	3	22	6	10	11		
	Basic and Above	76	81	66	91	86	93	90		
3	Below Basic	36	18	28	9	13	12	9	4	28
	Basic	39	51	48	48	43	43	39		
	Proficient	22	26	20	32	36	34	36		
	Advanced	3	5	3	11	8	11	17		
	Basic and Above	64	82	71	91	87	88	92		
4	Below Basic	45	39	36	23	27	12	14	-2	30
	Basic	38	30	39	45	35	38	38		
	Proficient	17	28	18	22	32	38	30		
	Advanced	1	3	8	11	6	12	18		
	Basic and Above	56	61	65	78	73	88	86		
5	Below Basic	53	42	36	23	21	12	22	-10	31
	Basic	36	44	34	42	35	40	36		
	Proficient	9	14	26	25	32	41	35		
	Advanced	2	0	4	11	12	7	7		
	Basic and Above	47	58	64	78	79	88	78		

FRIENDSHIP PUBLIC CHARTER SCHOOL WOODRIDGE

SCHOOL PROFILE (2005–2006)

2959 Carlton Ave. NE, Washington, DC

20018; (202) 635-6500

- ✓ Established in 1998
- ✓ Serving grades K–6
- ✓ Type of Partnership: Independent Charter
- ✓ Enrollment: 434

STUDENT PROFILE (2005–2006)

- ✓ Ethnicity:
 - African American—99%
 - Caucasian—0%
 - Hispanic—1%
 - Other—0%
- ✓ Program Participation:
 - LEP—0%
 - Special Education—11%
 - Free/Reduced Lunch—63%

Stanford Achievement Test Series, Ninth Edition - Woodridge										
Percent Proficient and above (Spring 1999-2005)										
Grade	Level	Reading							Gain	
		Spring 99	Spring 00	Spring 01	Spring 02	Spring 03	Spring 04	Spring 05	1 yr	Multi yr
1	Below Basic	23	7	3	4	11	11	10		
	Basic	52	41	45	26	43	11	33		
	Proficient	18	34	37	40	35	47	38		
	Advanced	8	18	15	30	11	32	18		
	Proficient and Above	26	52	52	70	46	79	56	-23	30
2	Below Basic	47	23	26	20	12	15	20		
	Basic	37	48	48	48	41	51	56		
	Proficient	16	28	23	28	31	26	22		
	Advanced	0	1	3	3	16	9	2		
	Proficient and Above	16	29	26	31	47	35	24	-11	8
3	Below Basic	53	23	19	22	27	24			
	Basic	36	50	40	42	46	39			
	Proficient	10	17	39	25	20	28			
	Advanced	0	10	1	11	7	9			
	Proficient and Above	10	27	40	36	27	37	n/a	n/a	n/a
4	Below Basic	39	24	30	14	24	17	30		
	Basic	45	52	40	46	37	59	47		
	Proficient	16	22	25	36	35	17	22		
	Advanced	0	1	5	4	5	6	2		
	Proficient and Above	16	23	30	40	40	23	24	1	8
5	Below Basic	28	27	17	32	16	25			
	Basic	65	47	71	42	51	49			
	Proficient	5	22	12	24	32	24			
	Advanced	3	4	0	3	1	2			
	Proficient and Above	8	26	12	27	33	26	n/a	n/a	n/a
6	Below Basic							20		
	Basic							60		
	Proficient							20		
	Advanced							0		
	Proficient and Above	n/a	n/a	n/a	n/a	n/a	n/a	20	n/a	n/a
Grade	Level	Mathematics							Gain	
		Spring 99	Spring 00	Spring 01	Spring 02	Spring 03	Spring 04	Spring 05	1 yr	Multi yr
1	Below Basic	16	3	4	0	10	8	11		
	Basic	49	44	44	37	44	28	42		
	Proficient	32	37	39	37	28	51	37		
	Advanced	3	15	13	26	18	13	11		
	Proficient and Above	35	52	52	63	46	64	48	-16	13
2	Below Basic	43	16	30	12	10	19	13		
	Basic	39	35	39	38	26	35	43		
	Proficient	16	44	27	38	48	33	35		
	Advanced	2	5	4	11	16	13	9		
	Proficient and Above	18	49	31	49	64	46	44	-2	26
3	Below Basic	71	46	42	9	25	24			
	Basic	22	27	39	57	45	35			
	Proficient	7	23	16	28	25	30			
	Advanced	0	4	3	6	5	11			
	Proficient and Above	7	27	19	34	30	41	n/a	n/a	n/a
4	Below Basic	39	35	35	15	20	25	25		
	Basic	39	49	43	41	43	44	41		
	Proficient	17	14	20	37	34	25	33		
	Advanced	5	1	2	7	3	6	2		
	Proficient and Above	22	15	22	44	37	31	35	4	13
5	Below Basic	63	53	60	48	29	24			
	Basic	30	24	32	39	32	45			
	Proficient	7	20	8	11	32	29			
	Advanced	0	4	0	2	7	2			
	Proficient and Above	7	24	8	13	39	31	n/a	n/a	n/a
6	Below Basic							41		
	Basic							37		
	Proficient							20		
	Advanced							2		
	Proficient and Above	n/a	n/a	n/a	n/a	n/a	n/a	22	n/a	n/a

FRIENDSHIP PUBLIC CHARTER SCHOOL WOODRIDGE CONTINUED

Stanford Achievement Test Series, Ninth Edition - Woodridge										
Percent Basic and above (Spring 1999-2005)										
Grade	Level	Reading							Gain	
		Spring 99	Spring 00	Spring 01	Spring 02	Spring 03	Spring 04	Spring 05	1 yr	Multi yr
1	Below Basic	23	7	3	4	11	11	10		
	Basic	52	41	45	26	43	11	33		
	Proficient	18	34	37	40	35	47	38		
	Advanced	8	18	15	30	11	32	18		
	Basic and Above	78	93	97	96	89	90	89	-1	11
2	Below Basic	47	23	26	20	12	15	20		
	Basic	37	48	48	48	41	51	56		
	Proficient	16	28	23	28	31	26	22		
	Advanced	0	1	3	3	16	9	2		
	Basic and Above	53	77	74	79	88	86	80	-6	27
3	Below Basic	53	23	19	22	27	24	24		
	Basic	36	50	40	42	46	39	39		
	Proficient	10	17	39	25	20	28	28		
	Advanced	0	10	1	11	7	9	9		
	Basic and Above	46	77	80	78	73	76	76	0	30
4	Below Basic	39	24	30	14	24	17	30		
	Basic	45	52	40	46	37	59	47		
	Proficient	16	22	25	36	35	17	22		
	Advanced	0	1	5	4	5	6	2		
	Basic and Above	61	75	70	86	77	82	71	-11	10
5	Below Basic	28	27	17	32	16	25	25		
	Basic	65	47	71	42	51	49	49		
	Proficient	5	22	12	24	32	24	24		
	Advanced	3	4	0	3	1	2	2		
	Basic and Above	73	73	83	69	84	75	75	0	2
6	Below Basic							20		
	Basic							60		
	Proficient							20		
	Advanced							0		
	Basic and Above	n/a	n/a	n/a	n/a	n/a	n/a	80	n/a	n/a
Grade	Level	Mathematics							Gain	
		Spring 99	Spring 00	Spring 01	Spring 02	Spring 03	Spring 04	Spring 05	1 yr	Multi yr
1	Below Basic	16	3	4	0	10	8	11		
	Basic	49	44	44	37	44	28	42		
	Proficient	32	37	39	37	28	51	37		
	Advanced	3	15	13	26	18	13	11		
	Basic and Above	84	96	96	100	90	92	90	-2	6
2	Below Basic	43	16	30	12	10	19	13		
	Basic	39	35	39	38	26	35	43		
	Proficient	16	44	27	38	48	33	35		
	Advanced	2	5	4	11	16	13	9		
	Basic and Above	57	84	70	87	90	81	87	6	30
3	Below Basic	71	46	42	9	25	24	24		
	Basic	22	27	39	57	45	35	35		
	Proficient	7	23	16	28	25	30	30		
	Advanced	0	4	3	6	5	11	11		
	Basic and Above	29	54	58	91	75	76	76	0	47
4	Below Basic	39	35	35	15	20	25	25		
	Basic	39	49	43	41	43	44	41		
	Proficient	17	14	20	37	34	25	33		
	Advanced	5	1	2	7	3	6	2		
	Basic and Above	61	64	65	85	80	75	76	1	15
5	Below Basic	63	53	60	48	29	24	24		
	Basic	30	24	32	39	32	45	45		
	Proficient	7	20	8	11	32	29	29		
	Advanced	0	4	0	2	7	2	2		
	Basic and Above	37	48	40	52	71	76	76	0	39
6	Below Basic							41		
	Basic							37		
	Proficient							20		
	Advanced							2		
	Basic and Above	n/a	n/a	n/a	n/a	n/a	n/a	59	n/a	n/a

FRIENDSHIP SENIOR ACADEMY CARTER G. WOODSON

SCHOOL PROFILE (2005–2006)

4095 Minnesota Ave. NE, Washington, DC

20019; (202) 396-5500

✓ Established in 2000

✓ Serving grades 9–12

✓ Type of Partnership: Independent Charter

✓ Enrollment: 1170

STUDENT PROFILE (2005–2006)

✓ Ethnicity:

• African American—100%

• Caucasian—0%

• Hispanic—0%

• Other—0%

✓ Program Participation:

• LEP—0%

• Special Education—10%

• Free/Reduced Lunch—76%

Stanford Achievement Test Series, Ninth Edition - Woodson

Percent Proficient and above (Spring 2001-2005)

Grade	Level	Reading					Gain		Mathematics					Gain	
		Spring 01	Spring 02	Spring 03	Spring 04	Spring 05	1 yr	Multi yr	Spring 01	Spring 02	Spring 03	Spring 04	Spring 05	1 yr	Multi yr
9	Below Basic	36	39	43	33	19			66	77	50	34	31		
	Basic	56	55	53	59	54			31	21	38	46	48		
	Proficient	7	5	4	8	26			3	2	12	20	19		
	Advanced	0	1	0	0	1			0	0	0	0	3		
	Proficient and Above	7	6	4	8	27	19	20	3	2	12	20	22	2	19
10	Below Basic	45	48	52	48	46			82	94	76	62	67		
	Basic	36	44	43	42	46			15	6	22	29	24		
	Proficient	15	8	5	10	8			3	0	1	8	8		
	Advanced	4	0	0	0	0			0	0	0	1	0		
	Proficient and Above	19	8	5	10	8	-2	-11	3	0	1	9	8	-1	5
11	Below Basic	n/a	56	53	47	41			n/a	93	79	77	78		
	Basic	n/a	35	40	47	44			n/a	8	20	19	13		
	Proficient	n/a	9	6	6	14			n/a	0	1	3	8		
	Advanced	n/a	0	2	0	1			n/a	0	0	1	1		
	Proficient and Above	n/a	9	8	6	15	9	6	n/a	0	1	4	9	5	9

Stanford Achievement Test Series, Ninth Edition - Woodson

Percent Basic and Above (Spring 2001-2005)

Grade	Level	Reading					Gain		Mathematics					Gain	
		Spring 01	Spring 02	Spring 03	Spring 04	Spring 05	1 yr	Multi yr	Spring 01	Spring 02	Spring 03	Spring 04	Spring 05	1 yr	Multi yr
9	Below Basic	36	39	43	33	19			66	77	50	34	31		
	Basic	56	55	53	59	54			31	21	38	46	48		
	Proficient	7	5	4	8	26			3	2	12	20	19		
	Advanced	0	1	0	0	1			0	0	0	0	3		
	Basic and Above	63	61	57	67	81	14	18	34	23	50	66	70	4	36
10	Below Basic	45	48	52	48	46			82	94	76	62	67		
	Basic	36	44	43	42	46			15	6	22	29	24		
	Proficient	15	8	5	10	8			3	0	1	8	8		
	Advanced	4	0	0	0	0			0	0	0	1	0		
	Basic and Above	55	52	48	52	54	2	-1	18	6	23	38	32	-6	14
11	Below Basic	n/a	56	53	47	41			n/a	93	79	77	78		
	Basic	n/a	35	40	47	44			n/a	8	20	19	13		
	Proficient	n/a	9	6	6	14			n/a	0	1	3	8		
	Advanced	n/a	0	2	0	1			n/a	0	0	1	1		
	Basic and Above	n/a	44	48	53	59	6	15	n/a	8	21	23	22	-1	14

CHARLES R. DREW CHARTER SCHOOL

SCHOOL PROFILE (2005–2006)

301 East Lake Blvd., Atlanta, GA 30317

(404) 687-0001

- ✓ Established in 2000
- ✓ Serving grades K–8
- ✓ Type of Partnership: Independent Charter
- ✓ Enrollment: 785

STUDENT PROFILE (2005–2006)

- ✓ Ethnicity:
 - African American—98%
 - Caucasian—0%
 - Hispanic—0%
 - Other—2%
- ✓ Program Participation:
 - LEP—0%
 - Special Education—14%
 - Free/Reduced Lunch—88%

Criterion Referenced Competency Test (CRCT) - Charles R. Drew Charter School															
Percent Meeting and Exceeding Standards (Spring 2002-2006)															
Grade	Performance Level	Reading					Gain		English/Language Arts						
		Spring 02	Spring 03	Spring 04	Spring 05	Spring 06	1 yr	Multi yr	Spring 02	Spring 03	Spring 04	Spring 05	Spring 06	1 yr	Multi yr
Grade 1	Level I (Does Not Meet)	34		8	3	20			29		23	14	22		
	Level II (Meets)	49		77	68	54			60		63	52	67		
	Level III (Exceeds)	17		15	30	26			11		14	34	11		
	Level II and Above	66	n/a	92	98	80	-18	14	71	n/a	77	86	78	-8	7
Grade 2	Level I (Does Not Meet)	26		10	7	5			31		10	6	8		
	Level II (Meets)	51		52	19	47			62		65	31	71		
	Level III (Exceeds)	23		38	74	48			7		25	63	22		
	Level II and Above	74	n/a	90	93	95	2	21	69	n/a	90	94	93	-1	24
Grade 3	Level I (Does Not Meet)	40		19	17	37			37		26	18	33		
	Level II (Meets)	45		64	51	52			53		58	68	57		
	Level III (Exceeds)	15		17	32	10			9		16	14	10		
	Level II and Above	60	n/a	81	83	62	-21	2	62	n/a	74	82	67	-15	5
Grade 4	Level I (Does Not Meet)	48	33	42	19	29			44	43	35	26	32		
	Level II (Meets)	44	45	35	55	51			53	49	52	58	48		
	Level III (Exceeds)	8	21	23	26	20			3	8	13	16	21		
	Level II and Above	52	66	58	81	71	-10	19	56	57	65	74	69	-5	13
Grade 5	Level I (Does Not Meet)	30		27	13	28			30		22	13	29		
	Level II (Meets)	54		48	62	64			64		69	75	60		
	Level III (Exceeds)	16		25	25	8			6		9	13	11		
	Level II and Above	70	n/a	73	87	72	-15	2	70	n/a	78	88	71	-17	1
Grade 6	Level I (Does Not Meet)	27	21	28	15	13			46	43	32	24	24		
	Level II (Meets)	48	44	46	49	71			45	45	57	60	69		
	Level III (Exceeds)	24	35	26	36	16			8	12	12	15	6		
	Level II and Above	72	79	72	85	87	2	15	53	57	69	75	75	0	22
Grade 7	Level I (Does Not Meet)	n/a		22	11	22			n/a		28	15	16		
	Level II (Meets)	n/a		56	53	70			n/a		65	67	65		
	Level III (Exceeds)	n/a		21	35	9			n/a		7	18	19		
	Level II and Above	n/a	n/a	77	88	79	-9	2	n/a	n/a	72	85	84	-1	12
Grade 8	Level I (Does Not Meet)	n/a		27	20	8			n/a		26	24	11		
	Level II (Meets)	n/a		35	29	82			n/a		58	60	67		
	Level III (Exceeds)	n/a		38	52	10			n/a		16	16	22		
	Level II and Above	n/a	n/a	73	81	92	11	19	n/a	n/a	74	76	89	13	n/a

CHARLES R. DREW CHARTER SCHOOL CONTINUED

Grade	Performance Level	Social Studies					Gain		Science					Gain	
		Spring 02	Spring 03	Spring 04	Spring 05	Spring 06	1 yr	Multi yr	Spring 02	Spring 03	Spring 04	Spring 05	Spring 06	1 yr	Multi yr
Grade 3	Level I (Does Not Meet)	46		23	21	24			51		40	31	30		
	Level II (Meets)	53		72	75	70			49		59	64	70		
	Level III (Exceeds)	1		5	4	6			0		1	5	0		
	Level II and Above	54	n/a	77	79	76	-3	22	49	n/a	60	69	70	1	21
Grade 4	Level I (Does Not Meet)	48		23	24	17			52		27	28	20		
	Level II (Meets)	51		75	75	83			48		71	72	76		
	Level III (Exceeds)	1		1	1	0			0		1	0	5		
	Level II and Above	52	n/a	76	76	83	7	31	48	n/a	72	72	81	9	33
Grade 5	Level I (Does Not Meet)	37		17	9	18			38		26	19	14		
	Level II (Meets)	63		79	87	78			61		73	81	84		
	Level III (Exceeds)	0		4	4	5			1		1	0	2		
	Level II and Above	63	n/a	83	91	83	-8	20	62	n/a	74	81	86	5	24
Grade 6	Level I (Does Not Meet)	37		23	26	23			29		26	29	62		
	Level II (Meets)	61		76	66	73			71		72	67	36		
	Level III (Exceeds)	2		1	8	3			0		2	3	2		
	Level II and Above	63	n/a	77	74	76	2	13	71	n/a	74	70	38	-32	-33
Grade 7	Level I (Does Not Meet)			24	15	24					42	19	51		
	Level II (Meets)			73	77	65					57	81	43		
	Level III (Exceeds)			3	8	12					1	0	6		
	Level II and Above	n/a	n/a	76	85	77	-8	1	n/a	n/a	58	81	49	-32	-9
Grade 8	Level I (Does Not Meet)			15	16	10					35	32	24		
	Level II (Meets)			73	70	81					65	66	76		
	Level III (Exceeds)			12	14	10					0	2	0		
	Level II and Above	n/a	n/a	85	84	91	7	6	n/a	n/a	65	68	76	8	11

'AIEA ELEMENTARY SCHOOL

SCHOOL PROFILE (2005–2006)

99-370 Moanalua Rd., Honolulu, HI 96701

(808) 483-7200

- ✓ Established in 2005
- ✓ Serving grades K–6
- ✓ Type of Partnership: Alliance Partnership
- ✓ Enrollment: 390

STUDENT PROFILE (2005–2006)

- ✓ Ethnicity:
 - African American—6%
 - Caucasian—3%
 - Hispanic—3%
 - Other—88%
- ✓ Program Participation:
 - LEP—26%
 - Special Education—14%
 - Free/Reduced Lunch—86%

Hawaii Content and Performance Standards - 'Aiea Elementary School							
Percent Meets and Exceeds (Spring 2005 - Spring 2006)							
		Reading		Gain	Mathematics		Gain
		Spring 2005	Spring 2006	1 yr	Spring 2005	Spring 2006	1 yr
Grade 3	Well Below	26	19		42	30	
	Approach	58	56		56	63	
	Meets	16	26		2	7	
	Exceeds	0	0		0	0	
	Average and Above	16	26	10	2	7	5
Grade 4	Well Below		19			47	
	Approach		56			47	
	Meets		24			6	
	Exceeds		0			0	
	Average and Above	n/a	24	n/a	n/a	6	n/a
Grade 5	Well Below	18	15		43	19	
	Approach	53	34		46	46	
	Meets	29	49		10	32	
	Exceeds	0	2		0	3	
	Average and Above	29	51	22	10	35	25
Grade 6	Well Below		13			16	
	Approach		45			65	
	Meets		41			19	
	Exceeds		0			0	
	Average and Above	n/a	41	n/a	n/a	19	n/a

CENTRAL MIDDLE SCHOOL

SCHOOL PROFILE (2005–2006)

1302 Queen Emma St., Honolulu, HI 96813

(808) 587-4400

- ✓ Established in 2005
- ✓ Serving grades 6–8
- ✓ Type of Partnership: Alliance Partnership
- ✓ Enrollment: 489

STUDENT PROFILE (2005–2006)

- ✓ Ethnicity:
 - African American—2%
 - Caucasian—1%
 - Hispanic—1%
 - Other—96%
- ✓ Program Participation:
 - LEP—23%
 - Special Education—11%
 - Free/Reduced Lunch—75%

Hawaii Content and Performance Standards - Central Middle School							
Percent Meets and Exceeds (Spring 2005 - Spring 2006)							
		Reading		Gain	Mathematics		Gain
		Spring 2005	Spring 2006	1 yr	Spring 2005	Spring 2006	1 yr
Grade 6	Well Below		27			32	
	Approach		53			54	
	Meets		18			14	
	Exceeds		2			0	
	Average and Above	na	20	n/a	n/a	14	n/a
Grade 7	Well Below		20			40	
	Approach		47			44	
	Meets		32			14	
	Exceeds		2			1	
	Average and Above	n/a	34	n/a	n/a	15	n/a
Grade 8	Well Below	32	22		46	31	
	Approach	45	40		45	48	
	Meets	22	34		9	21	
	Exceeds	1	3		0	1	
	Average and Above	23	37	14	9	22	13

KAHULUI ELEMENTARY SCHOOL

SCHOOL PROFILE (2005–2006)

410 South Hina Ave., Kahului, HI 96732

(808) 873-3055

- ✓ Established in 2005
- ✓ Serving grades K–5
- ✓ Type of Partnership: Alliance Partnership
- ✓ Enrollment: 865

STUDENT PROFILE (2005–2006)

- ✓ Ethnicity:
 - African American—0%
 - Caucasian—4%
 - Hispanic—3%
 - Other—93%
- ✓ Program Participation:
 - LEP—25%
 - Special Education—8%
 - Free/Reduced Lunch—51%

Hawaii Content and Performance Standards - Kahului Elementary School							
Percent Meets and Exceeds (Spring 2005 - Spring 2006)							
		Reading		Gain	Mathematics		Gain
		Spring 2005	Spring 2006	1 yr	Spring 2005	Spring 2006	1 yr
Grade 3	Well Below	5	8		26	13	
	Approach	55	48		60	58	
	Meets	40	41		12	27	
	Exceeds	0	3		2	2	
	Average and Above	40	44	4	14	29	15
Grade 4	Well Below		8			23	
	Approach		32			47	
	Meets		55			26	
	Exceeds		4			4	
	Average and Above	n/a	59	n/a	n/a	30	n/a
Grade 5	Well Below	13	17		19	20	
	Approach	34	36		61	60	
	Meets	51	45		16	17	
	Exceeds	2	2		4	2	
	Average and Above	53	47	-6	20	19	-1

PA'IA ELEMENTARY SCHOOL

SCHOOL PROFILE (2005–2006)

955 Baldwin Ave., Paia, HI 96779

(808) 579-2100

- ✓ Established in 2005
- ✓ Serving grades K–5
- ✓ Type of Partnership: Alliance Partnership
- ✓ Enrollment: 195

STUDENT PROFILE (2005–2006)

- ✓ Ethnicity:
 - African American—0%
 - Caucasian—7%
 - Hispanic—2%
 - Other—91%
- ✓ Program Participation:
 - LEP—3%
 - Special Education—5%
 - Free/Reduced Lunch—51%

Hawaii Content and Performance Standards - Pa'ia Elementary School							
Percent Meets and Exceeds (Spring 2005 - Spring 2006)							
		Reading		Gain	Mathematics		Gain
		Spring 2005	Spring 2006	1 yr	Spring 2005	Spring 2006	1 yr
Grade 3	Well Below	6	3		11	3	
	Approach	61	24		59	14	
	Meets	33	66		27	55	
	Exceeds	0	7		3	28	
	Meets & Exceeds	33	73	40	30	83	53
Grade 4	Well Below		3			6	
	Approach		15			42	
	Meets		64			52	
	Exceeds		18			0	
	Meets & Exceeds	n/a	82	n/a	n/a	52	n/a
Grade 5	Well Below	15	13		32	22	
	Approach	41	41		59	63	
	Meets	44	44		9	16	
	Exceeds	0	3		0	0	
	Meets & Exceeds	44	47	3	9	16	7

PALOLO ELEMENTARY SCHOOL

SCHOOL PROFILE (2005–2006)

2106 10th Ave., Honolulu, HI 96816

(808) 733-4700

- ✓ Established in 2005
- ✓ Serving grades K–5
- ✓ Type of Partnership: Alliance Partnership
- ✓ Enrollment: 262

STUDENT PROFILE (2005–2006)

- ✓ Ethnicity:
 - African American—0%
 - Caucasian—1%
 - Hispanic—1%
 - Other—98%
- ✓ Program Participation:
 - LEP—34%
 - Special Education—7%
 - Free/Reduced Lunch—94%

Hawaii Content and Performance Standards - Palolo Elementary School						
Percent Meets and Exceeds (Spring 2005 - Spring 2006)						
		Reading		Gain 1 yr	Mathematics	
		Spring 2005	Spring 2006		Spring 2005	Spring 2006
Grade 3	Well Below	16	18		33	20
	Approach	53	40		49	48
	Meets	29	40		18	28
	Exceeds	2	3		0	5
	Average and Above	31	43	12	18	33
Grade 4	Well Below		6			30
	Approach		51			54
	Meets		42			15
	Exceeds		2			2
	Average and Above	n/a	44	n/a	n/a	17
Grade 5	Well Below	12	31		42	35
	Approach	52	39		52	53
	Meets	36	29		6	12
	Exceeds	0	0		0	0
	Average and Above	36	29	-7	6	12

SANFORD B. DOLE INTERMEDIATE SCHOOL

SCHOOL PROFILE (2005–2006)

1804 Kamehameha IV Rd., Honolulu, HI
96819

(808) 832-3340

- ✓ Established in 2005
- ✓ Serving grades 6–8
- ✓ Type of Partnership: Alliance Partnership
- ✓ Enrollment: 769

STUDENT PROFILE (2005–2006)

- ✓ Ethnicity:
 - African American—1%
 - Caucasian—1%
 - Hispanic—1%
 - Other—97%
- ✓ Program Participation:
 - LEP—20%
 - Special Education—10%
 - Free/Reduced Lunch—66%

Hawaii Content and Performance Standards - Sanford B. Dole Intermediate School							
Percent Meets and Exceeds (Spring 2005 - Spring 2006)							
		Reading		Gain 1 yr	Mathematics		Gain 1 yr
		Spring 2005	Spring 2006		Spring 2005	Spring 2006	
Grade 6	Well Below		17			28	
	Approach		57			61	
	Meets		26			11	
	Exceeds		0			0	
	Average and Above	n/a	26		n/a	11	
Grade 7	Well Below		19			33	
	Approach		54			44	
	Meets		26			22	
	Exceeds		1			1	
	Average and Above	n/a	27		n/a	23	
Grade 8	Well Below	19	14		39	34	
	Approach	57	59		55	51	
	Meets	23	26		7	15	
	Exceeds	1	2		0	0	
	Average and Above	24	28		7	15	

WILLIAM PAUL JARRETT MIDDLE SCHOOL

SCHOOL PROFILE (2005–2006)

1903 Palolo Ave., Honolulu HI 96816

(808) 733-4888

- ✓ Established in 2005
- ✓ Serving grades 6–8
- ✓ Type of Partnership: Alliance Partnership
- ✓ Enrollment: 314

STUDENT PROFILE (2005–2006)

- ✓ Ethnicity:
 - African American—1%
 - Caucasian—3%
 - Hispanic—1%
 - Other—95%
- ✓ Program Participation:
 - LEP—11%
 - Special Education—17%
 - Free/Reduced Lunch—61%

Hawaii Content and Performance Standards - William Paul Jarrett Middle School							
Percent Meets and Exceeds (Spring 2005 - Spring 2006)							
		Reading		Gain	Mathematics		Gain
		Spring 2005	Spring 2006	1 yr	Spring 2005	Spring 2006	1 yr
Grade 6	Well Below		7			20	
	Approach		51			48	
	Meets		40			27	
	Exceeds		2			5	
	Average and Above	n/a	42	n/a	n/a	32	n/a
Grade 7	Well Below		10			20	
	Approach		40			41	
	Meets		47			35	
	Exceeds		3			4	
	Average and Above	n/a	50	n/a	n/a	39	n/a
Grade 8	Well Below	14	12		27	23	
	Approach	35	30		50	50	
	Meets	48	46		21	23	
	Exceeds	3	12		2	5	
	Average and Above	51	58	7	23	28	5

CHICAGO INTERNATIONAL CHARTER SCHOOL

SCHOOL PROFILE (2005–2006)

1309 W. 95th St., Chicago, IL 60643

(773) 239-1240

- ✓ Established in 1999
- ✓ Serving grades K–12
- ✓ Type of Partnership: District Charter
- ✓ Enrollment: 1440

STUDENT PROFILE (2005–2006)

- ✓ Ethnicity:
 - African American—99%
 - Caucasian—0%
 - Hispanic—1%
 - Other—0%
- ✓ Program Participation:
 - LEP—0%
 - Special Education—5%
 - Free/Reduced Lunch—71%

Illinois Standard Achievement Tests (ISAT) - Chicago International Charter School, Longwood Campus									
Percentage of students Meets and Exceeds Standards (Spring 2000-2006)									
	Reading							Gain	
	Spring 00	Spring 01	Spring 02	Spring 03	Spring 04	Spring 05	Spring 06	1 yr	Multi yr
Grade 3	38	41	36	46	59	62	60	-2	22
Grade 4	n/a	n/a	n/a	n/a	n/a	n/a	56	n/a	n/a
Grade 5	35	31	49	46	52	66	51	-15	16
Grade 6	n/a	n/a	n/a	n/a	n/a	n/a	67	n/a	n/a
Grade 7	n/a	n/a	n/a	n/a	n/a	n/a	66	n/a	n/a
Grade 8	62	44	71	61	65	72	76	4	14
	Mathematics							Gain	
	Spring 00	Spring 01	Spring 02	Spring 03	Spring 04	Spring 05	Spring 06	1 yr	Multi yr
Grade 3	62	59	78	76	92	87	78	-8	16
Grade 4	n/a	n/a	n/a	n/a	n/a	n/a	73	n/a	n/a
Grade 5	24	33	54	68	74	84	69	-15	45
Grade 6	n/a	n/a	n/a	n/a	n/a	n/a	74	n/a	n/a
Grade 7	n/a	n/a	n/a	n/a	n/a	n/a	71	n/a	n/a
Grade 8	12	9	16	39	45	53	78	25	66
	Science							Gain	
	Spring 00	Spring 01	Spring 02	Spring 03	Spring 04	Spring 05	Spring 06	1 yr	Multi yr
Grade 4	n/a	45	51	58	67	71	61	-10	16
Grade 7	n/a	18	48	49	74	69	75	6	57
	Social Studies							Gain	
	Spring 00	Spring 01	Spring 02	Spring 03	Spring 04	Spring 05	Spring 06	1 yr	Multi yr
Grade 4	n/a	36	49	61	60	n/a	n/a	n/a	n/a
Grade 7	n/a	38	39	34	47	n/a	n/a	n/a	n/a
	Writing							Gain	
	Spring 00	Spring 01	Spring 02	Spring 03	Spring 04	Spring 05	Spring 06	1 yr	Multi yr
Grade 3	25	51	50	60	83	n/a	n/a	n/a	n/a
Grade 5	45	65	64	80	73	n/a	n/a	n/a	n/a
Grade 8	54	65	77	70	93	n/a	n/a	n/a	n/a

FRANKLIN-EDISON SCHOOL

SCHOOL PROFILE (2005–2006)

807 W. Columbia Terrace, Peoria, IL 61606
(309) 682-2693

- ✓ Established in 1999
- ✓ Serving grades K–4
- ✓ Type of Partnership: District Contract
- ✓ Enrollment: 442

STUDENT PROFILE (2005–2006)

- ✓ Ethnicity:
 - African American—85%
 - Caucasian—11%
 - Hispanic—3%
 - Other—1%
- ✓ Program Participation:
 - LEP—2%
 - Special Education—15%
 - Free/Reduced Lunch—87%

Illinois Standard Achievement Tests (ISAT) - Franklin-Edison School										
Percentage of students at each Performance Level (Spring 2000-2006)										
Grade 3		Reading							Gain	
		Spring 00	Spring 01	Spring 02	Spring 03	Spring 04	Spring 05	Spring 06	1 yr	Multi yr
	Academic Warning	16	13	5	7	5	1	7		
Below Standards	61	58	47	37	33	40	26			
Meets Standards	17	25	44	46	56	41	51			
Exceeds Standards	6	3	5	10	7	18	16			
Meets/Exceeds Standards	23	28	49	56	63	59	67	8		
Grade 4	Academic Warning							1		
	Below Standards							41		
	Meets Standards							52		
	Exceeds Standards							6		
	Meets/Exceeds Standards	n/a	n/a	n/a	n/a	n/a	n/a	58		
Grade 4		Science							Gain	
		Spring 00	Spring 01	Spring 02	Spring 03	Spring 04	Spring 05	Spring 06	1 yr	Multi yr
	Academic Warning	1	7	17	5	7	7	2		
	Below Standards	66	48	50	40	48	47	30		
	Meets Standards	32	41	29	52	44	44	66		
	Exceeds Standards	1	4	4	3	2	2	2		
	Meets/Exceeds Standards	33	45	33	55	45	46	68		
		Social Studies							Gain	
		Spring 00	Spring 01	Spring 02	Spring 03	Spring 04	Spring 05	Spring 06	1 yr	Multi yr
	Academic Warning	30	16	20	4	8				
	Below Standards	40	59	60	37	56				
	Meets Standards	30	23	19	57	36				
Exceeds Standards	0	2	0	2	0					
Meets/Exceeds Standards	30	25	19	59	36	n/a	n/a	n/a		
Grade 3		Writing							Gain	
		Spring 00	Spring 01	Spring 02	Spring 03	Spring 04	Spring 05	Spring 06	1 yr	Multi yr
	Academic Warning	22	24	4	5	3				
	Below Standards	64	60	48	41	34				
	Meets Standards	15	16	45	52	62				
	Exceeds Standards	0	0	3	2	1				
	Meets/Exceeds Standards	15	16	48	55	63	n/a	n/a		
Grade 3		Mathematics							Gain	
		Spring 00	Spring 01	Spring 02	Spring 03	Spring 04	Spring 05	Spring 06	1 yr	Multi yr
	Academic Warning	49	12	7	2	3	1	5		
	Below Standards	35	42	19	20	15	18	8		
	Meets Standards	15	39	48	64	56	50	51		
	Exceeds Standards	1	6	27	14	26	31	36		
	Meets/Exceeds Standards	16	45	75	78	82	81	87		
Grade 4	Academic Warning							0		
	Below Standards							10		
	Meets Standards							73		
	Exceeds Standards							18		
	Meets/Exceeds Standards	n/a	n/a	n/a	n/a	n/a	n/a	91		

LOUCKS EDISON JUNIOR ACADEMY

SCHOOL PROFILE (2005–2006)

2503 N. University, Peoria, IL 61604

(309) 685-5677

- ✓ Established in 2000
- ✓ Serving grades 5–8
- ✓ Type of Partnership: District Contract
- ✓ Enrollment: 382

STUDENT PROFILE (2005–2006)

- ✓ Ethnicity:
 - African American—91%
 - Caucasian—6%
 - Hispanic—3%
 - Other—0%
- ✓ Program Participation:
 - LEP—0%
 - Special Education—15%
 - Free/Reduced Lunch—96%

Illinois Standard Achievement Tests (ISAT) - Loucks-Edison Jr Academy									
Percentage of students at each Performance Level (Spring 2001-2006)									
		Reading						Gain	
		Spring 01	Spring 02	Spring 03	Spring 04	Spring 05	Spring 06	1 yr	Multi yr
Grade 5	Academic Warning	1	4	1	3	7	3		
	Below Standards	65	63	62	58	66	63		
	Meets Standards	25	27	27	32	23	32		
	Exceeds Standards	9	6	10	8	4	1		
	Meets/Exceeds Standards	34	33	37	40	27	33	6	-1
Grade 6	Academic Warning						0		
	Below Standards						63		
	Meets Standards						36		
	Exceeds Standards						2		
	Meets/Exceeds Standards	n/a	n/a	n/a	n/a	n/a	38	n/a	n/a
Grade 7	Academic Warning	1	4	1	3	7	0		
	Below Standards	65	63	62	58	66	58		
	Meets Standards	25	27	27	32	23	40		
	Exceeds Standards	9	6	10	8	4	2		
	Meets/Exceeds Standards	34	33	37	40	27	42	15	8
Grade 8	Academic Warning	0	3	1	2	0	0		
	Below Standards	60	54	65	47	45	38		
	Meets Standards	40	39	32	48	51	61		
	Exceeds Standards	0	4	3	3	4	1		
	Meets/Exceeds Standards	40	43	34	51	55	63	8	23
Grade 7		Science						Gain	
		Spring 01	Spring 02	Spring 03	Spring 04	Spring 05	Spring 06	1 yr	Multi yr
	Academic Warning	31	25	12	10	21	16		
	Below Standards	31	26	26	14	30	26		
	Meets Standards	39	48	58	66	42	57		
	Exceeds Standards	0	1	5	10	6	1		
	Meets/Exceeds Standards	39	49	62	76	49	58	10	19
		Social Studies						Gain	
		Spring 01	Spring 02	Spring 03	Spring 04	Spring 05	Spring 06	1 yr	Multi yr
	Academic Warning	3	7	1	2				
	Below Standards	73	67	51	46				
	Meets Standards	23	26	48	48				
	Exceeds Standards	1	0	0	4				
	Meets/Exceeds Standards	24	26	48	52	n/a	n/a	n/a	n/a

LOUCKS EDISON JUNIOR ACADEMY CONTINUED

		Writing						Gain	
		Spring 01	Spring 02	Spring 03	Spring 04	Spring 05	Spring 06	1 yr	Multi yr
Grade 5	Academic Warning	7	2	1	5				
	Below Standards	46	42	32	20				
	Meets Standards	44	55	66	73				
	Exceeds Standards	3	1	1	1				
	Meets/Exceeds Standards	47	56	67	75	n/a	n/a	n/a	n/a
Grade 8	Academic Warning	9	14	9	7				
	Below Standards	63	57	50	40				
	Meets Standards	28	29	41	53				
	Exceeds Standards	0	0	0	0				
	Meets/Exceeds Standards	28	29	41	53	n/a	n/a	n/a	n/a
		Mathematics						Gain	
		Spring 01	Spring 02	Spring 03	Spring 04	Spring 05	Spring 06	1 yr	Multi yr
Grade 5	Academic Warning	9	6	0	3	5	0		
	Below Standards	47	51	38	28	52	48		
	Meets Standards	44	42	62	65	42	51		
	Exceeds Standards	0	1	1	5	1	1		
	Meets/Exceeds Standards	44	43	62	69	43	52	9	8
Grade 6	Academic Warning						1		
	Below Standards						51		
	Meets Standards						46		
	Exceeds Standards						2		
	Meets/Exceeds Standards	n/a	n/a	n/a	n/a	n/a	48	n/a	n/a
Grade 7	Academic Warning	9	6	0	3	5	6		
	Below Standards	47	51	38	28	52	48		
	Meets Standards	44	42	62	65	42	42		
	Exceeds Standards	0	1	1	5	1	4		
	Meets/Exceeds Standards	44	43	62	69	43	46	3	2
Grade 8	Academic Warning	0	3	1	2	0	2		
	Below Standards	60	54	65	47	45	35		
	Meets Standards	40	39	32	48	51	53		
	Exceeds Standards	0	4	3	3	4	9		
	Meets/Exceeds Standards	40	43	34	51	55	63	8	23

NORTHMOOR-EDISON SCHOOL

SCHOOL PROFILE (2005–2006)

1819 W. Northmoor Rd., Peoria, IL 61614

(309) 692-9481

- ✓ Established in 1999
- ✓ Serving grades K–4
- ✓ Type of Partnership: District Contract
- ✓ Enrollment: 439

STUDENT PROFILE (2005–2006)

- ✓ Ethnicity:
 - African American—41%
 - Caucasian—51%
 - Hispanic—3%
 - Other—5%
- ✓ Program Participation:
 - LEP—0%
 - Special Education—2%
 - Free/Reduced Lunch—42%

Illinois Standard Achievement Tests (ISAT) - Northmoor-Edison School										
Percentage of students at each Performance Level (Spring 2000-2006)										
		Reading						Gain		
		Spring 00	Spring 01	Spring 02	Spring 03	Spring 04	Spring 05	Spring 06	1 yr	Multi yr
Grade 3	Academic Warning	3	4	0	5	7	5	4		
	Below Standards	37	31	45	28	27	22	13		
	Meets Standards	37	48	41	38	34	49	47		
	Exceeds Standards	24	17	14	29	32	25	36		
	Meets/Exceeds Standards	61	65	55	67	67	74	83	9	22
Grade 4	Academic Warning							1		
	Below Standards							23		
	Meets Standards							39		
	Exceeds Standards							36		
	Meets/Exceeds Standards	n/a	n/a	n/a	n/a	n/a	n/a	76	n/a	n/a
		Science						Gain		
		Spring 00	Spring 01	Spring 02	Spring 03	Spring 04	Spring 05	Spring 06	1 yr	Multi yr
Grade 4	Academic Warning	0	3	5	4	4	7	0		
	Below Standards	33	25	31	31	17	16	18		
	Meets Standards	58	62	42	52	60	48	63		
	Exceeds Standards	9	10	22	13	19	28	19		
	Meets/Exceeds Standards	67	72	64	66	79	77	82	5	15
		Social Studies						Gain		
		Spring 00	Spring 01	Spring 02	Spring 03	Spring 04	Spring 05	Spring 06	1 yr	Multi yr
Grade 4	Academic Warning	8	4	8	7	9				
	Below Standards	30	30	24	26	16				
	Meets Standards	58	58	58	60	65				
	Exceeds Standards	4	7	10	7	11				
	Meets/Exceeds Standards	62	65	68	67	75	n/a	n/a	n/a	n/a
		Writing						Gain		
		Spring 00	Spring 01	Spring 02	Spring 03	Spring 04	Spring 05	Spring 06	1 yr	Multi yr
Grade 3	Academic Warning	7	0	9	4	3				
	Below Standards	43	37	45	39	32				
	Meets Standards	49	63	45	57	59				
	Exceeds Standards	0	0	2	0	5				
	Meets/Exceeds Standards	49	63	47	57	65	n/a	n/a	n/a	n/a
		Mathematics						Gain		
		Spring 00	Spring 01	Spring 02	Spring 03	Spring 04	Spring 05	Spring 06	1 yr	Multi yr
Grade 3	Academic Warning	15	4	1	5	5	2	1		
	Below Standards	21	21	23	9	9	14	3		
	Meets Standards	48	44	46	49	36	41	46		
	Exceeds Standards	16	32	30	38	51	43	51		
	Meets/Exceeds Standards	64	76	76	86	86	84	96	12	32
Grade 4	Academic Warning							0		
	Below Standards							12		
	Meets Standards							53		
	Exceeds Standards							35		
	Meets/Exceeds Standards	n/a	n/a	n/a	n/a	n/a	n/a	88	n/a	n/a

ROLLING ACRES JUNIOR ACADEMY

SCHOOL PROFILE (2005–2006)

5617 N. Merrimac Dr., Peoria, IL 61614

(309) 689-1100

- ✓ Established in 2001
- ✓ Serving grades 5–8
- ✓ Type of Partnership: District Contract
- ✓ Enrollment: 324

STUDENT PROFILE (2005–2006)

- ✓ Ethnicity:
 - African American—57%
 - Caucasian—36%
 - Hispanic—3%
 - Other—4%
- ✓ Program Participation:
 - LEP—0%
 - Special Education—10%
 - Free/Reduced Lunch—55%

Illinois Standard Achievement Tests (ISAT) - Rolling Acres Jr Academy															
Percentage of students at each Performance Level (Spring 2002-2006)															
		Reading					Gain		Mathematics					Gain	
		Spring 02	Spring 03	Spring 04	Spring 05	Spring 06	1 yr	Multi yr	Spring 02	Spring 03	Spring 04	Spring 05	Spring 06	1 yr	Multi yr
Grade 5	Academic Warning	1	0	4	1	0			5	1	0	1	0		
	Below Standards	37	32	51	39	33			36	27	38	13	17		
	Meets Standards	44	47	34	34	40			55	63	60	69	63		
	Exceeds Standards	18	21	12	26	28			5	9	3	17	20		
	Meets/Exceeds Standards	62	68	46	60	67	7	6	60	72	62	86	83	-4	23
Grade 6	Academic Warning					0							0		
	Below Standards					24							32		
	Meets Standards					50							57		
	Exceeds Standards					26							11		
	Meets/Exceeds Standards	n/a	n/a	n/a	n/a	76	n/a	n/a	n/a	n/a	n/a	n/a	68	n/a	n/a
Grade 7	Academic Warning					1							3		
	Below Standards					36							30		
	Meets Standards					61							60		
	Exceeds Standards					1							8		
	Meets/Exceeds Standards	n/a	n/a	n/a	n/a	62	n/a	n/a	n/a	n/a	n/a	n/a	68	n/a	n/a
Grade 8	Academic Warning	0	0	2	1	0			2	4	8	4	0		
	Below Standards	25	45	31	21	29			55	42	32	27	22		
	Meets Standards	70	52	61	67	64			40	38	41	51	49		
	Exceeds Standards	6	3	6	11	8			4	16	19	18	29		
	Meets/Exceeds Standards	76	55	67	78	71	-7	-4	43	54	60	69	78	10	35

ROLLING ACRES JUNIOR ACADEMY CONTINUED

		Science					Gain	
		Spring 02	Spring 03	Spring 04	Spring 05	Spring 06	1 yr	Multi yr
Grade 7	Academic Warning	5	9	9	12	4		
	Below Standards	19	18	10	19	20		
	Meets Standards	68	65	66	48	66		
	Exceeds Standards	9	8	16	21	11		
	Meets/Exceeds Standards	77	73	82	69	76	8	-1
		Social Studies					Gain	
		Spring 02	Spring 03	Spring 04	Spring 05	Spring 06	1 yr	Multi yr
	Academic Warning	0	3	3				
	Below Standards	39	49	35				
	Meets Standards	56	42	51				
	Exceeds Standards	5	6	11				
	Meets/Exceeds Standards	61	48	62	n/a	n/a	n/a	n/a
Grade 5		Writing					Gain	
		Spring 02	Spring 03	Spring 04	Spring 05	Spring 06	1 yr	Multi yr
	Academic Warning	5	4	7				
	Below Standards	53	49	37				
	Meets Standards	42	46	55				
	Exceeds Standards	0	1	1				
	Meets/Exceeds Standards	42	47	57	n/a	n/a	n/a	n/a
Grade 8	Academic Warning	0	6	2				
	Below Standards	26	28	26				
	Meets Standards	72	63	68				
	Exceeds Standards	2	3	4				
	Meets/Exceeds Standards	74	66	72	n/a	n/a	n/a	n/a

JEREMIAH GRAY-EDISON ELEMENTARY SCHOOL

SCHOOL PROFILE (2005–2006)

5225 Gray Road, Indianapolis, IN 46237

(317) 789-4300

- ✓ Established in 2002
- ✓ Serving grades K–5
- ✓ Type of Partnership: District Contract
- ✓ Enrollment: 655

STUDENT PROFILE (2005–2006)

- ✓ Ethnicity:
 - African American—5%
 - Caucasian—87%
 - Hispanic—5%
 - Other—3%
- ✓ Program Participation:
 - LEP—1%
 - Special Education—9%
 - Free/Reduced Lunch—31%

Indiana Statewide Testing for Educational Progress (ISTEP+) -Jeremiah-Gray Edison												
Percent passing (Fall 2003 - Fall 2005)												
Level	Grade 3											
	ELA				Gain		Math				Gain	
	Fall 02	Fall 03	Fall 04	Fall 05	1 yr	Multi	Fall 02	Fall 03	Fall 04	Fall 05	1 yr	Multi
% Not Pass	22	22	17	18			31	29	23	18		
% Pass	72	65	64	65			65	57	61	67		
% Pass Plus	5	13	16	18			4	14	15	16		
% Pass/Pass Plus	77	78	80	83	4	6	69	71	76	83	7	14
Level	Grade 4											
	ELA				Gain		Math				Gain	
	Fall 02	Fall 03	Fall 04	Fall 05	1 yr	Multi	Fall 02	Fall 03	Fall 04	Fall 05	1 yr	Multi
% Not Pass	n/a	26	18	21			n/a	27	8	20		
% Pass	n/a	55	63	62			n/a	50	62	48		
% Pass Plus	n/a	15	18	17			n/a	23	30	32		
% Pass/Pass Plus	n/a	70	82	79	-3	9	n/a	73	92	80	-12	7
Level	Grade 5											
	ELA				Gain		Math				Gain	
	Fall 02	Fall 03	Fall 04	Fall 05	1 yr	Multi	Fall 02	Fall 03	Fall 04	Fall 05	1 yr	Multi
% Not Pass	n/a	29	27	10			n/a	42	22	10		
% Pass	n/a	62	63	75			n/a	41	51	64		
% Pass Plus	n/a	8	9	15			n/a	16	27	26		
% Pass/Pass Plus	n/a	70	73	90	18	20	n/a	57	78	90	13	33
Level	Science				Gain							
	Fall 02	Fall 03	Fall 04	Fall 05	1 yr	Multi						
	Fall 02	Fall 03	Fall 04	Fall 05	1 yr	Multi						
% Not Pass	n/a	46	23	18								
% Pass	n/a	47	61	71								
% Pass Plus	n/a	7	14	10								
% Pass/Pass Plus	n/a	54	75	81	6	27						

Note: State data was not certified for Grade 4 and 5 for Fall 2003.

ROSA PARKS-EDISON ELEMENTARY SCHOOL

SCHOOL PROFILE (2005–2006)

7575 Wellingshire, Blvd., Indianapolis, IN

46217; (317) 789-2911

- ✓ Established in 2003
- ✓ Serving grades K–5
- ✓ Type of Partnership: District Contract
- ✓ Enrollment: 688

STUDENT PROFILE (2005–2006)

- ✓ Ethnicity:
 - African American—5%
 - Caucasian—86%
 - Hispanic—4%
 - Other—5%
- ✓ Program Participation:
 - LEP—3%
 - Special Education—6%
 - Free/Reduced Lunch—30%

Indiana Statewide Testing for Educational Progress (ISTEP+) - Rosa Parks										
Percent passing (Fall 2003 - Fall 2005)										
Level	Grade 3									
	ELA			Gain		Math			Gain	
	Fall 03	Fall 04	Fall 05	1 yr	Multi	Fall 03	Fall 04	Fall 05	1 yr	Multi
% Not Pass	31	23	24			49	23	31		
% Pass	64	56	57			47	64	54		
% Pass Plus	5	21	18			4	13	13		
% Pass/Pass Plus	69	77	75	-2	6	51	77	67	-10	16
Level	Grade 4									
	ELA			Gain		Math			Gain	
	Fall 03	Fall 04	Fall 05	1 yr	Multi	Fall 03	Fall 04	Fall 05	1 yr	Multi
% Not Pass	41	18	18			35	24	16		
% Pass	50	74	52			50	57	60		
% Pass Plus	7	8	30			13	18	24		
% Pass/Pass Plus	n/a	82	82	0	n/a	63	75	84	9	21
Level	Grade 5									
	ELA			Gain		Math			Gain	
	Fall 03	Fall 04	Fall 05	1 yr	Multi	Fall 03	Fall 04	Fall 05	1 yr	Multi
% Not Pass	31	25	15			30	26	16		
% Pass	58	65	70			55	54	60		
% Pass Plus	7	11	15			12	20	24		
% Pass/Pass Plus	n/a	76	85	9	n/a	67	74	84	10	17
Level	Science			Gain						
	Fall 03	Fall 04	Fall 05	1 yr	Multi					
	Fall 03	Fall 04	Fall 05	1 yr	Multi					
% Not Pass	38	30	29							
% Pass	50	64	62							
% Pass Plus	9	6	8							
% Pass/Pass Plus	59	70	70	0	11					

Note: State data was not certified for Grade 4 and 5 for Fall 2003.

JEFFERSON-EDISON ELEMENTARY SCHOOL

SCHOOL PROFILE (2005–2006)

1027 Marquette St., Davenport, IA 52804
(563) 322-3557

- ✓ Established in 1999
- ✓ Serving grades K–5
- ✓ Type of Partnership: District Contract
- ✓ Enrollment: 464

STUDENT PROFILE (2005–2006)

- ✓ Ethnicity:
 - African American—32%
 - Caucasian—25%
 - Hispanic—33%
 - Other—10%
- ✓ Program Participation:
 - LEP—0%
 - Special Education—15%
 - Free/Reduced Lunch—89%

Iowa Test of Basic Skills - Jefferson-Edison Elementary School										
Percentage of Students Proficient and Above (Fall 1999-Fall 2005)										
Grade 4	Performance Level	Reading Comprehension						Gain		
		Fall 99	Fall 00	Fall 01	Fall 02	Fall 03	Fall 04	Fall 05	1 Yr.	Multi Yr.
	High Performance	0	3	5	10	3	8	7		
	Intermediate Performance	16	23	32	24	50	47	35		
	Low Performance	84	74	63	66	47	44	58		
	Percent at Proficient Level (High and Intermediate)	16	26	37	34	53	56	42	-14	26
	Performance Level	Mathematics						Gain		
		Fall 99	Fall 00	Fall 01	Fall 02	Fall 03	Fall 04	Fall 05	1 Yr.	Multi Yr.
	High Performance	0	0	4	3	12	8	7		
	Intermediate Performance	30	31	36	48	34	61	36		
	Low Performance	70	69	60	48	54	30	57		
	Percent at Proficient Level (High and Intermediate)	30	31	40	52	46	69	43	-26	13
	Performance Level	Science						Gain		
		Fall 99	Fall 00	Fall 01	Fall 02	Fall 03	Fall 04	Fall 05	1 Yr.	Multi Yr.
	High Performance	0	1	2	2	3	3	3		
	Intermediate Performance	29	34	35	53	54	46	44		
	Low Performance	71	65	63	45	43	51	53		
	Percent at Proficient Level (High and Intermediate)	29	35	37	55	57	49	47	-1	18

FURMAN TEMPLETON ELEMENTARY SCHOOL

SCHOOL PROFILE (2005–2006)

1200 N. Pennsylvania Ave., Baltimore, MD

21217; (410) 462-9560

✓ Established in 2000

✓ Serving grades PreK–6

✓ Type of Partnership: State Partnership

✓ Enrollment: 685

STUDENT PROFILE (2005–2006)

✓ Ethnicity:

• African American—99%

• Caucasian—0%

• Hispanic—0%

• Other—1%

✓ Program Participation:

• LEP—0%

• Special Education—9%

• Free/Reduced Lunch—80%

Maryland School Assessment - Furman Templeton Elementary											
Percent of students proficient and advanced (Spring 2003-2006)											
Level	Reading										
	Grade 3				Gains		Grade 4			Gain	
	Spring 03	Spring 04	Spring 05	Spring 06	1 yr	Multi Yr.	Spring 04	Spring 05	Spring 06	1 yr	Multi Yr.
Basic	76	42	47	57			64	36	50		
Proficient	24	51	52	41			35	58	49		
Advanced	0	8	1	2			1	6	1		
Proficient and Advanced	24	58	53	44	-10	20	36	64	50	-14	14
Level	Reading										
	Grade 5				Gains		Grade 6			Gain	
	Spring 03	Spring 04	Spring 05	Spring 06	1 yr	Multi Yr.	Spring 04	Spring 05	Spring 06	1 yr	Multi Yr.
Basic	76	54	63	53			53	45	62		
Proficient	22	35	33	41			39	38	33		
Advanced	2	11	4	6			9	17	5		
Proficient and Advanced	24	47	37	47	10	23	48	55	38	-17	-10
Level	Mathematics										
	Grade 3				Gains		Grade 4			Gain	
	Spring 03	Spring 04	Spring 05	Spring 06	1 yr	Multi Yr.	Spring 04	Spring 05	Spring 06	1 yr	Multi Yr.
Basic	82	39	39	54			64	40	36		
Proficient	18	51	58	42			34	50	51		
Advanced	0	11	3	3			2	11	13		
Proficient and Advanced	18	61	61	46	-15	28	36	60	64	4	28
Level	Mathematics										
	Grade 5				Gains		Grade 6			Gain	
	Spring 03	Spring 04	Spring 05	Spring 06	1 yr	Multi Yr.	Spring 04	Spring 05	Spring 06	1 yr	Multi Yr.
Basic	87	44	63	44			58	47	67		
Proficient	13	50	36	52			36	50	33		
Advanced	0	6	1	5			6	3	0		
Proficient and Advanced	13	56	37	56	19	43	43	53	33	-20	-10

GILMOR-EDISON ELEMENTARY SCHOOL

SCHOOL PROFILE (2005–2006)

1311 N. Gilmor, Baltimore, MD 21217

(410) 462-2700

- ✓ Established in 2000
- ✓ Serving grades PreK–6
- ✓ Type of Partnership: State Partnership
- ✓ Enrollment: 535

STUDENT PROFILE (2005–2006)

- ✓ Ethnicity:
 - African American—100%
 - Caucasian—0%
 - Hispanic—0%
 - Other—0%
- ✓ Program Participation:
 - LEP—0%
 - Special Education—13%
 - Free/Reduced Lunch—87%

Maryland School Assessment - Gilmor-Edison Elementary School											
Percent of students proficient and advanced (Spring 2003-2006)											
Level	Reading										
	Grade 3				Gains		Grade 4			Gain	
	Spring 03	Spring 04	Spring 05	Spring 06	1 yr	Multi Yr.	Spring 04	Spring 05	Spring 06	1 yr	Multi Yr.
Basic	80	54	36	51			72	46	46		
Proficient	20	46	61	48			28	53	52		
Advanced	0	0	3	1			0	1	2		
Proficient and Advanced	20	46	64	49	-15	30	28	54	54	-1	25
Level	Reading										
	Grade 5				Gains		Grade 6			Gain	
	Spring 03	Spring 04	Spring 05	Spring 06	1 yr	Multi Yr.	Spring 04	Spring 05	Spring 06	1 yr	Multi Yr.
Basic	45	65	61	62			42	50	66		
Proficient	47	28	37	35			50	37	27		
Advanced	9	7	2	3			9	13	7		
Proficient and Advanced	55	35	39	38	-1	-18	59	50	34	-16	-25
Level	Mathematics										
	Grade 3				Gains		Grade 4			Gain	
	Spring 03	Spring 04	Spring 05	Spring 06	1 yr	Multi Yr.	Spring 04	Spring 05	Spring 06	1 yr	Multi Yr.
Basic	74	48	37	59			56	50	48		
Proficient	24	47	46	34			40	48	43		
Advanced	2	5	16	7			4	2	9		
Proficient and Advanced	26	52	63	41	-22	15	44	50	52	2	8
Level	Mathematics										
	Grade 5				Gains		Grade 6			Gain	
	Spring 03	Spring 04	Spring 05	Spring 06	1 yr	Multi Yr.	Spring 04	Spring 05	Spring 06	1 yr	Multi Yr.
Basic	65	44	59	53			55	47	70		
Proficient	33	55	38	47			39	50	30		
Advanced	2	1	3	0			6	3	0		
Proficient and Advanced	35	56	41	47	6	13	45	53	30	-23	-15

MONTEBELLO ELEMENTARY SCHOOL

SCHOOL PROFILE (2005–2006)

2040 E. 32nd St., Baltimore, MD 21218

(410) 235-4801

- ✓ Established in 2000
- ✓ Serving grades PreK–6
- ✓ Type of Partnership: State Partnership
- ✓ Enrollment: 945

STUDENT PROFILE (2005–2006)

- ✓ Ethnicity:
 - African American—99%
 - Caucasian—0%
 - Hispanic—1%
 - Other—0%
- ✓ Program Participation:
 - LEP—0%
 - Special Education—8%
 - Free/Reduced Lunch—75%

Maryland School Assessment - Montebello-Edison Elementary School											
Percent of students proficient and advanced (Spring 2003-2006)											
Level	Reading										
	Grade 3				Gains		Grade 4			Gain	
	Spring 03	Spring 04	Spring 05	Spring 06	1 yr	Multi Yr.	Spring 04	Spring 05	Spring 06	1 yr	Multi Yr.
Basic	52	18	31	19			35	41	41		
Proficient	46	70	62	73			60	50	54		
Advanced	3	12	7	8			5	9	5		
Proficient and Advanced	49	82	69	81	12	32	65	59	59	0	-6
Level	Mathematics										
	Grade 3				Gains		Grade 4			Gain	
	Spring 03	Spring 04	Spring 05	Spring 06	1 yr	Multi Yr.	Spring 04	Spring 05	Spring 06	1 yr	Multi Yr.
Basic	46	33	30	46			30	34	42		
Proficient	35	53	51	40			50	52	44		
Advanced	18	14	19	14			20	14	15		
Proficient and Advanced	54	67	70	54	-16	0	70	66	58	-8	-12
Level	Mathematics										
	Grade 3				Gains		Grade 4			Gain	
	Spring 03	Spring 04	Spring 05	Spring 06	1 yr	Multi Yr.	Spring 04	Spring 05	Spring 06	1 yr	Multi Yr.
Basic	46	29	29	29			46	42	26		
Proficient	47	61	55	67			49	46	56		
Advanced	7	10	16	5			5	12	18		
Proficient and Advanced	54	71	71	72	0	18	54	58	74	16	20
Level	Mathematics										
	Grade 5				Gains		Grade 6			Gain	
	Spring 03	Spring 04	Spring 05	Spring 06	1 yr	Multi Yr.	Spring 04	Spring 05	Spring 06	1 yr	Multi Yr.
Basic	57	31	29	53			44	37	45		
Proficient	41	62	66	41			47	51	47		
Advanced	2	7	6	6			9	13	9		
Proficient and Advanced	43	69	71	47	-24	4	56	63	55	-8	-1

BEN ROSS PUBLIC SCHOOL ACADEMY

SCHOOL PROFILE (2005–2006)

8525 Cole Rd., Warren, MI 48093

(586) 575-9418

- ✓ Established in 2004
- ✓ Serving grades K–8
- ✓ Type of Partnership: State Partnership
- ✓ Enrollment: 809

STUDENT PROFILE (2005–2006)

- ✓ Ethnicity:
 - African American—97%
 - Caucasian—3%
 - Hispanic—0%
 - Other—0%
- ✓ Program Participation:
 - LEP—0%
 - Special Education—6%
 - Free/Reduced Lunch—82%

Michigan Educational Assessment Program (MEAP) - Ben Ross Public School Academy						
Percent meeting and exceeding standards (Winter 2005- Fall 2005)						
Grade 3	English Language Arts		Gain		English Language Arts	
	Winter 05		Fall 05		1 year	
	Level 1 (Exceeded Standards)		1		0	
	Level 2 (Met Standards)		48		31	
	Level 3 (Basic Level)		47		49	
	Level 4 (Apprentice)		4		40	
	Met and Exceeded Standards		n/a		4	
			49		7	
			n/a		31	
					53	
					22	
	Mathematics		Gain		Mathematics	
	Winter 05		Fall 05		1 year	
	Level 1 (Exceeded Standards)		13		2	
	Level 2 (Met Standards)		48		41	
	Level 3 (Basic Level)		37		43	
	Level 4 (Apprentice)		3		33	
	Met and Exceeded Standards		n/a		15	
			61		17	
			n/a		44	
					6	
Grade 4	Reading		Gain		Reading	
	Winter 05		Fall 05		1 year	
	Level 1 (Exceeded Standards)		7		0	
	Level 2 (Met Standards)		63		7	
	Level 3 (Basic Level)		24		60	
	Level 4 (Apprentice)		6		60	
	Met and Exceeded Standards		n/a		36	
			70		25	
					4	
					8	
					60	
					7	
	Writing		Gain		Writing	
	Winter 05		Fall 05		1 year	
	Level 1 (Exceeded Standards)		0		0	
	Level 2 (Met Standards)		24		22	
	Level 3 (Basic Level)		61		40	
	Level 4 (Apprentice)		16		48	
	Met and Exceeded Standards		n/a		9	
			24		12	
					22	
					18	

BEN ROSS PUBLIC SCHOOL ACADEMY CONTINUED

	English Language Arts		Gain
	Winter 05	Fall 05	
Level 1 (Exceeded Standards)		0	
Level 2 (Met Standards)		46	
Level 3 (Basic Level)		49	
Level 4 (Apprentice)		5	
Met and Exceeded Standards	n/a	46	n/a
	Mathematics		Gain
	Winter 05	Fall 05	
Level 1 (Exceeded Standards)		4	
Level 2 (Met Standards)		26	
Level 3 (Basic Level)		55	
Level 4 (Apprentice)		15	
Met and Exceeded Standards	n/a	30	n/a
	Reading		Gain
	Winter 05	Fall 05	
Level 1 (Exceeded Standards)		3	
Level 2 (Met Standards)		63	
Level 3 (Basic Level)		27	
Level 4 (Apprentice)		8	
Met and Exceeded Standards	n/a	65	n/a
	Writing		Gain
	Winter 05	Fall 05	
Level 1 (Exceeded Standards)		0	
Level 2 (Met Standards)		38	
Level 3 (Basic Level)		57	
Level 4 (Apprentice)		5	
Met and Exceeded Standards	n/a	38	n/a
	Science		Gain
	Winter 05	Fall 05	
Level 1 (Exceeded Standards)	0	3	
Level 2 (Met Standards)	32	27	
Level 3 (Basic Level)	66	60	
Level 4 (Apprentice)	3	11	
Met and Exceeded Standards	32	30	n/a
	Social Studies		Gain
	Winter 05	Fall 05	
Level 1 (Exceeded Standards)	0		
Level 2 (Met Standards)	3		
Level 3 (Basic Level)	13		
Level 4 (Apprentice)	84		
Met and Exceeded Standards	3	n/a	n/a
	English Language Arts		Gain
	Winter 05	Fall 05	
Level 1 (Exceeded Standards)	0	1	
Level 2 (Met Standards)	37	51	
Level 3 (Basic Level)	47	37	
Level 4 (Apprentice)	16	11	
Met and Exceeded Standards	37	52	15
	Mathematics		Gain
	Winter 05	Fall 05	
Level 1 (Exceeded Standards)		4	
Level 2 (Met Standards)		21	
Level 3 (Basic Level)		54	
Level 4 (Apprentice)		20	
Met and Exceeded Standards	n/a	26	n/a
	Reading		Gain
	Winter 05	Fall 05	
Level 1 (Exceeded Standards)		2	
Level 2 (Met Standards)		40	
Level 3 (Basic Level)		23	
Level 4 (Apprentice)		35	
Met and Exceeded Standards	42	62	20
	Writing		Gain
	Winter 05	Fall 05	
Level 1 (Exceeded Standards)		0	
Level 2 (Met Standards)		46	
Level 3 (Basic Level)		49	
Level 4 (Apprentice)		5	
Met and Exceeded Standards	46	54	8

Grade 6

Grade 8

EDISON-OAKLAND PUBLIC SCHOOL ACADEMY

SCHOOL PROFILE (2005–2006)

22111 Woodward Ave., Ferndale, MI 48220
(248) 582-8191

- ✓ Established in 1999
- ✓ Serving grades K–6
- ✓ Type of Partnership: Independent Charter
- ✓ Enrollment: 805

STUDENT PROFILE (2005–2006)

- ✓ Ethnicity:
 - African American—97%
 - Caucasian—1%
 - Hispanic—0%
 - Other—2%
- ✓ Program Participation:
 - LEP—0%
 - Special Education—2%
 - Free/Reduced Lunch—58%

Michigan Educational Assessment Program (MEAP) - Edison-Oakland Public School Academy																	
Percent meeting and exceeding standards (Winter 2002- Fall 2005)																	
Grade 3		English Language Arts					Gain		Grade 4		English Language Arts					Gain	
		Winter 02	Winter 03	Winter 04	Winter 05	Fall 05	1 year	Multi			Winter 02	Winter 03	Winter 04	Winter 05	Fall 05	1 year	Multi
	Level 1 (Exceeded Standards)					6					0	1	2	4			
	Level 2 (Met Standards)					61					27	34	30	66			
	Level 3 (Basic Level)					26					50	49	62	25			
	Level 4 (Apprentice)					8					23	16	7	5			
	Met and Exceeded Standards	n/a	n/a	n/a	n/a	66	n/a	n/a			n/a	27	35	31	70	39	43
		Mathematics					Gain				Mathematics					Gain	
		Winter 02	Winter 03	Winter 04	Winter 05	Fall 05	1 year	Multi			Winter 02	Winter 03	Winter 04	Winter 05	Fall 05	1 year	Multi
	Level 1 (Exceeded Standards)					41					5	4	24	20	15		
	Level 2 (Met Standards)					46					25	31	34	35	52		
	Level 3 (Basic Level)					10					37	38	34	34	26		
	Level 4 (Apprentice)					3					33	27	8	11	8		
Met and Exceeded Standards	n/a	n/a	n/a	n/a	87	n/a	n/a		30	35	58	55	66	12	36		
	Reading					Gain			Reading					Gain			
	Winter 02	Winter 03	Winter 04	Winter 05	Fall 05	1 year	Multi		Winter 02	Winter 03	Winter 04	Winter 05	Fall 05	1 year	Multi		
Level 1 (Exceeded Standards)					16					5	7	10	14				
Level 2 (Met Standards)					63					43	52	45	60				
Level 3 (Basic Level)					14					32	30	42	19				
Level 4 (Apprentice)					6					19	12	3	7				
Met and Exceeded Standards	n/a	n/a	n/a	n/a	79	n/a	n/a		n/a	48	58	55	74	19	26		
	Writing					Gain			Writing					Gain			
	Winter 02	Winter 03	Winter 04	Winter 05	Fall 05	1 year	Multi		Winter 02	Winter 03	Winter 04	Winter 05	Fall 05	1 year	Multi		
Level 1 (Exceeded Standards)					1					0	0	1	3				
Level 2 (Met Standards)					46					26	27	24	49				
Level 3 (Basic Level)					42					58	61	63	43				
Level 4 (Apprentice)					12					16	13	13	5				
Met and Exceeded Standards	n/a	n/a	n/a	n/a	46	n/a	n/a		n/a	26	27	24	52	27	26		

EDISON-OAKLAND PUBLIC SCHOOL ACADEMY CONTINUED

	English Language Arts					Gain	
	Winter 02	Winter 03	Winter 04	Winter 05	Fall 05	1 year	Multi
Level 1 (Exceeded Standards)					2		
Level 2 (Met Standards)					53		
Level 3 (Basic Level)					41		
Level 4 (Apprentice)					4		
Met and Exceeded Standards	n/a	n/a	n/a	n/a	55	n/a	n/a
	Mathematics					Gain	
	Winter 02	Winter 03	Winter 04	Winter 05	Fall 05	1 year	Multi
Level 1 (Exceeded Standards)					22		
Level 2 (Met Standards)					33		
Level 3 (Basic Level)					35		
Level 4 (Apprentice)					10		
Met and Exceeded Standards	n/a	n/a	n/a	n/a	56	n/a	n/a
	Reading					Gain	
	Winter 02	Winter 03	Winter 04	Winter 05	Fall 05	1 year	Multi
Level 1 (Exceeded Standards)					7		
Level 2 (Met Standards)					55		
Level 3 (Basic Level)					28		
Level 4 (Apprentice)					10		
Met and Exceeded Standards	n/a	n/a	n/a	n/a	62	n/a	n/a
	Writing					Gain	
	Winter 02	Winter 03	Winter 04	Winter 05	Fall 05	1 year	Multi
Level 1 (Exceeded Standards)					2		
Level 2 (Met Standards)					54		
Level 3 (Basic Level)					38		
Level 4 (Apprentice)					6		
Met and Exceeded Standards	n/a	n/a	n/a	n/a	56	n/a	n/a
	Science					Gain	
	Winter 02	Winter 03	Winter 04	Winter 05	Fall 05	1 year	Multi
Level 1 (Exceeded Standards)	18	19	15	10	14		
Level 2 (Met Standards)	43	46	50	43	37		
Level 3 (Basic Level)	31	30	33	42	43		
Level 4 (Apprentice)	8	5	3	5	6		
Met and Exceeded Standards	61	65	64	54	52	-2	-9
	Social Studies					Gain	
	Winter 02	Winter 03	Winter 04	Winter 05	Fall 05	1 year	Multi
Level 1 (Exceeded Standards)	0	4	4	1			
Level 2 (Met Standards)	8	16	25	13			
Level 3 (Basic Level)	23	21	34	30			
Level 4 (Apprentice)	69	60	37	56			
Met and Exceeded Standards	8	19	29	14	n/a	n/a	n/a

Grade 6

	English Language Arts					Gain	
	Winter 02	Winter 03	Winter 04	Winter 05	Fall 05	1 year	Multi
					12		
					62		
					23		
					3		
	n/a	n/a	n/a	n/a	74	n/a	n/a
	Mathematics					Gain	
	Winter 02	Winter 03	Winter 04	Winter 05	Fall 05	1 year	Multi
					29		
					38		
					27		
					6		
	n/a	n/a	n/a	n/a	67	n/a	n/a
	Reading					Gain	
	Winter 02	Winter 03	Winter 04	Winter 05	Fall 05	1 year	Multi
					21		
					55		
					19		
					6		
	n/a	n/a	n/a	n/a	75	n/a	n/a
	Writing					Gain	
	Winter 02	Winter 03	Winter 04	Winter 05	Fall 05	1 year	Multi
					5		
					76		
					18		
					1		
	n/a	n/a	n/a	n/a	82	n/a	n/a
	Social Studies					Gain	
	Winter 02	Winter 03	Winter 04	Winter 05	Fall 05	1 year	Multi
					55		
					29		
					10		
					6		
	n/a	n/a	n/a	n/a	84	n/a	n/a

YMCA SERVICE LEARNING ACADEMY

SCHOOL PROFILE (2005–2006)

21605 West Seven Mile Rd., Detroit, MI
48219; (313) 541-7619

- ✓ Established in 1999
- ✓ Serving grades K–8
- ✓ Type of Partnership: Independent Charter
- ✓ Enrollment: 1119

STUDENT PROFILE (2005–2006)

- ✓ Ethnicity:
 - African American—100%
 - Caucasian—0%
 - Hispanic—0%
 - Other—0%
- ✓ Program Participation:
 - LEP—0%
 - Special Education—6%
 - Free/Reduced Lunch—76%

Michigan Educational Assessment Program (MEAP) - YMCA Service Learning Academy														
Percent meeting and exceeding standards (Winter 2002- Fall 2005)														
Grade 3		English Language Arts				Gain								
		Winter 02	Winter 03	Winter 04	Winter 05	Fall 05	1 year	Multi						
	Level 1 (Exceeded Standards)					5								
	Level 2 (Met Standards)					59								
	Level 3 (Basic Level)					29								
	Level 4 (Apprentice)					8								
	Met and Exceeded Standards	n/a	n/a	n/a	n/a	64	n/a	n/a						
		Mathematics				Gain								
		Winter 02	Winter 03	Winter 04	Winter 05	Fall 05	1 year	Multi						
	Level 1 (Exceeded Standards)					26								
Level 2 (Met Standards)					62									
Level 3 (Basic Level)					12									
Level 4 (Apprentice)					0									
Met and Exceeded Standards	n/a	n/a	n/a	n/a	88	n/a	n/a							
	Reading				Gain									
	Winter 02	Winter 03	Winter 04	Winter 05	Fall 05	1 year	Multi							
Level 1 (Exceeded Standards)					16									
Level 2 (Met Standards)					58									
Level 3 (Basic Level)					21									
Level 4 (Apprentice)					6									
Met and Exceeded Standards	n/a	n/a	n/a	n/a	73	n/a	n/a							
	Writing				Gain									
	Winter 02	Winter 03	Winter 04	Winter 05	Fall 05	1 year	Multi							
Level 1 (Exceeded Standards)					2									
Level 2 (Met Standards)					53									
Level 3 (Basic Level)					31									
Level 4 (Apprentice)					14									
Met and Exceeded Standards	n/a	n/a	n/a	n/a	56	n/a	n/a							
Grade 4		English Language Arts				Gain								
		Winter 02	Winter 03	Winter 04	Winter 05	Fall 05	1 year	Multi						
			0	1	1	1								
			25	52	41	57								
			55	37	55	37								
			20	10	4	6								
		n/a	25	53	42	58	16	33						
		Mathematics				Gain								
		Winter 02	Winter 03	Winter 04	Winter 05	Fall 05	1 year	Multi						
	3	8	34	8	14									
24	38	41	50	49										
37	35	16	32	29										
36	20	9	10	8										
26	45	75	58	64	6	37								
	Reading				Gain									
	Winter 02	Winter 03	Winter 04	Winter 05	Fall 05	1 year	Multi							
		5	4	5	11									
		42	64	60	58									
		31	22	30	24									
		21	11	5	8									
	n/a	48	68	65	68	3	21							
	Writing				Gain									
	Winter 02	Winter 03	Winter 04	Winter 05	Fall 05	1 year	Multi							
					0									
					24	44	33	31						
					63	50	60	60						
					13	7	7	9						
	n/a	24	44	33	31	-2	7							

YMCA SERVICE LEARNING ACADEMY CONTINUED

	English Language Arts					Gain	
	Winter 02	Winter 03	Winter 04	Winter 05	Fall 05	1 year	Multi
Level 1 (Exceeded Standards)					1		
Level 2 (Met Standards)					62		
Level 3 (Basic Level)					34		
Level 4 (Apprentice)					3		
Met and Exceeded Standards	n/a	n/a	n/a	n/a	63	n/a	n/a
	Mathematics					Gain	
	Winter 02	Winter 03	Winter 04	Winter 05	Fall 05	1 year	Multi
Level 1 (Exceeded Standards)					15		
Level 2 (Met Standards)					48		
Level 3 (Basic Level)					28		
Level 4 (Apprentice)					8		
Met and Exceeded Standards	n/a	n/a	n/a	n/a	64	n/a	n/a
	Reading					Gain	
	Winter 02	Winter 03	Winter 04	Winter 05	Fall 05	1 year	Multi
Level 1 (Exceeded Standards)					10		
Level 2 (Met Standards)					66		
Level 3 (Basic Level)					19		
Level 4 (Apprentice)					5		
Met and Exceeded Standards	n/a	n/a	n/a	n/a	76	n/a	n/a
	Writing					Gain	
	Winter 02	Winter 03	Winter 04	Winter 05	Fall 05	1 year	Multi
Level 1 (Exceeded Standards)					0		
Level 2 (Met Standards)					58		
Level 3 (Basic Level)					40		
Level 4 (Apprentice)					2		
Met and Exceeded Standards	n/a	n/a	n/a	n/a	58	n/a	n/a
	Science					Gain	
	Winter 02	Winter 03	Winter 04	Winter 05	Fall 05	1 year	Multi
Level 1 (Exceeded Standards)	4	34	28	0	5		
Level 2 (Met Standards)	29	32	47	9	48		
Level 3 (Basic Level)	55	27	21	14	42		
Level 4 (Apprentice)	12	7	4	77	6		
Met and Exceeded Standards	33	65	75	9	53	20	20
	Social Studies					Gain	
	Winter 02	Winter 03	Winter 04	Winter 05	Fall 05	1 year	Multi
Level 1 (Exceeded Standards)	0	2	0	0			
Level 2 (Met Standards)	1	11	14	9			
Level 3 (Basic Level)	9	25	25	14			
Level 4 (Apprentice)	90	62	61	77			
Met and Exceeded Standards	1	13	14	9	n/a	n/a	n/a

	English Language Arts					Gain	
	Winter 02	Winter 03	Winter 04	Winter 05	Fall 05	1 year	Multi
Level 1 (Exceeded Standards)					6		
Level 2 (Met Standards)					70		
Level 3 (Basic Level)					19		
Level 4 (Apprentice)					6		
Met and Exceeded Standards	n/a	41	52	58	75	17	35
	Mathematics					Gain	
	Winter 02	Winter 03	Winter 04	Winter 05	Fall 05	1 year	Multi
Level 1 (Exceeded Standards)					24		
Level 2 (Met Standards)					43		
Level 3 (Basic Level)					28		
Level 4 (Apprentice)					6		
Met and Exceeded Standards	n/a	n/a	n/a	n/a	67	n/a	n/a
	Reading					Gain	
	Winter 02	Winter 03	Winter 04	Winter 05	Fall 05	1 year	Multi
Level 1 (Exceeded Standards)					4		
Level 2 (Met Standards)					34		
Level 3 (Basic Level)					27		
Level 4 (Apprentice)					35		
Met and Exceeded Standards	n/a	38	53	61	72	11	34
	Writing					Gain	
	Winter 02	Winter 03	Winter 04	Winter 05	Fall 05	1 year	Multi
Level 1 (Exceeded Standards)					2		
Level 2 (Met Standards)					73		
Level 3 (Basic Level)					25		
Level 4 (Apprentice)					1		
Met and Exceeded Standards	n/a	75	48	55	77	22	2

	English Language Arts					Gain	
	Winter 02	Winter 03	Winter 04	Winter 05	Fall 05	1 year	Multi
Level 1 (Exceeded Standards)					11		
Level 2 (Met Standards)					69		
Level 3 (Basic Level)					15		
Level 4 (Apprentice)					5		
Met and Exceeded Standards	n/a	n/a	n/a	n/a	80	n/a	n/a
	Mathematics					Gain	
	Winter 02	Winter 03	Winter 04	Winter 05	Fall 05	1 year	Multi
Level 1 (Exceeded Standards)					36		
Level 2 (Met Standards)					38		
Level 3 (Basic Level)					21		
Level 4 (Apprentice)					5		
Met and Exceeded Standards	n/a	n/a	n/a	n/a	74	n/a	n/a
	Reading					Gain	
	Winter 02	Winter 03	Winter 04	Winter 05	Fall 05	1 year	Multi
Level 1 (Exceeded Standards)					16		
Level 2 (Met Standards)					63		
Level 3 (Basic Level)					15		
Level 4 (Apprentice)					7		
Met and Exceeded Standards	n/a	n/a	n/a	n/a	79	n/a	n/a
	Writing					Gain	
	Winter 02	Winter 03	Winter 04	Winter 05	Fall 05	1 year	Multi
Level 1 (Exceeded Standards)					13		
Level 2 (Met Standards)					68		
Level 3 (Basic Level)					19		
Level 4 (Apprentice)					1		
Met and Exceeded Standards	n/a	n/a	n/a	n/a	80	n/a	n/a
	Social Studies					Gain	
	Winter 02	Winter 03	Winter 04	Winter 05	Fall 05	1 year	Multi
Level 1 (Exceeded Standards)					35		
Level 2 (Met Standards)					46		
Level 3 (Basic Level)					13		
Level 4 (Apprentice)					6		
Met and Exceeded Standards	n/a	n/a	n/a	n/a	81	n/a	n/a

	English Language Arts					Gain	
	Winter 02	Winter 03	Winter 04	Winter 05	Fall 05	1 year	Multi
Level 1 (Exceeded Standards)					9		
Level 2 (Met Standards)					62		
Level 3 (Basic Level)					25		
Level 4 (Apprentice)					4		
Met and Exceeded Standards	n/a	n/a	n/a	n/a	71	n/a	n/a
	Mathematics					Gain	
	Winter 02	Winter 03	Winter 04	Winter 05	Fall 05	1 year	Multi
Level 1 (Exceeded Standards)	7	10	54	35	69		
Level 2 (Met Standards)	8	14	13	35	22		
Level 3 (Basic Level)	27	30	16	16	7		
Level 4 (Apprentice)	58	45	17	13	3		
Met and Exceeded Standards	15	24	67	70	91	21	76
	Reading					Gain	
	Winter 02	Winter 03	Winter 04	Winter 05	Fall 05	1 year	Multi
Level 1 (Exceeded Standards)					16		
Level 2 (Met Standards)					58		
Level 3 (Basic Level)					20		
Level 4 (Apprentice)					7		
Met and Exceeded Standards	n/a	n/a	n/a	n/a	74	n/a	n/a
	Writing					Gain	
	Winter 02	Winter 03	Winter 04	Winter 05	Fall 05	1 year	Multi
Level 1 (Exceeded Standards)					7		
Level 2 (Met Standards)					70		
Level 3 (Basic Level)					21		
Level 4 (Apprentice)					3		
Met and Exceeded Standards	n/a	n/a	n/a	n/a	77	n/a	n/a
	Social Studies					Gain	
	Winter 02	Winter 03	Winter 04	Winter 05	Fall 05	1 year	Multi
Level 1 (Exceeded Standards)	0	3	0	2			
Level 2 (Met Standards)	6	18	15	13			
Level 3 (Basic Level)	24	32	42	22			
Level 4 (Apprentice)	69	47	44	63			
Met and Exceeded Standards	6	21	15	15	n/a	n/a	n/a
	Science					Gain	
	Winter 02	Winter 03	Winter 04	Winter 05	Fall 05	1 year	Multi
Level 1 (Exceeded Standards)	1	2	3	1	21		
Level 2 (Met Standards)	29	25	41	31	56		
Level 3 (Basic Level)	40	49	41	51	18		
Level 4 (Apprentice)	29	24	15	17	5		
Met and Exceeded Standards	30	27	45	32	77	45	47

KENWOOD-EDISON CHARTER SCHOOL

SCHOOL PROFILE (2005–2006)

1750 Kenwood Ave., Duluth, MN 55811

(218) 728-9556

- ✓ Established in 1997
- ✓ Serving grades K–5
- ✓ Type of Partnership: District Charter
- ✓ Enrollment: 364

STUDENT PROFILE (2005–2006)

- ✓ Ethnicity:
 - African American—9%
 - Caucasian—59%
 - Hispanic—2%
 - Other—30%
- ✓ Program Participation:
 - LEP—0%
 - Special Education—13%
 - Free/Reduced Lunch—39%

Minnesota Comprehensive Assessment (MCA-II) - Kenwood Primary El. Academy		
Percentage of students at each performance level (Spring 2006)		
	Performance Level	Mathematics Spring 06
Grade 3	Does Not Meet the Standards	6
	Partially Meets the Standards	12
	Meets the Standards	55
	Exceeds the Standards	27
	Meets and Exceeds Standards	82
Grade 4	Does Not Meet the Standards	10
	Partially Meets the Standards	16
	Meets the Standards	51
	Exceeds the Standards	24
	Meets and Exceeds Standards	75
Grade 5	Does Not Meet the Standards	16
	Partially Meets the Standards	20
	Meets the Standards	41
	Exceeds the Standards	23
	Meets and Exceeds Standards	64
	Performance Level	Reading Spring 06
Grade 3	Does Not Meet the Standards	10
	Partially Meets the Standards	8
	Meets the Standards	24
	Exceeds the Standards	59
	Meets and Exceeds Standards	82
Grade 4	Does Not Meet the Standards	12
	Partially Meets the Standards	12
	Meets the Standards	29
	Exceeds the Standards	47
	Meets and Exceeds Standards	76
Grade 5	Does Not Meet the Standards	3
	Partially Meets the Standards	16
	Meets the Standards	36
	Exceeds the Standards	44
	Meets and Exceeds Standards	80
Note: Minnesota Comprehensive Assessment (MCA-II) performance levels where changed in 2006. All scores are baseline.		

RALEIGH-EDISON ACADEMY

SCHOOL PROFILE (2005–2006)

5905 Raleigh St., Duluth, MN 55807

(218) 628-0697

- ✓ Established in 1997
- ✓ Serving grades K–5
- ✓ Type of Partnership: District Charter
- ✓ Enrollment: 192

STUDENT PROFILE (2005–2006)

- ✓ Ethnicity:
 - African American—10%
 - Caucasian—88%
 - Hispanic—1%
 - Other—1%
- ✓ Program Participation:
 - LEP—0%
 - Special Education—14%
 - Free/Reduced Lunch—70%

Minnesota Comprehensive Assessment (MCA-II) - Raleigh-Edison Academy		
Percentage of students at each performance level (Spring 2006)		
	Performance Level	Mathematics Spring 06
Grade 3	Does Not Meet the Standards	7
	Partially Meets the Standards	29
	Meets the Standards	48
	Exceeds the Standards	17
	Meets and Exceeds Standards	64
Grade 4	Does Not Meet the Standards	22
	Partially Meets the Standards	4
	Meets the Standards	37
	Exceeds the Standards	37
	Meets and Exceeds Standards	74
Grade 5	Does Not Meet the Standards	31
	Partially Meets the Standards	22
	Meets the Standards	33
	Exceeds the Standards	14
	Meets and Exceeds Standards	47
	Performance Level	Reading Spring 06
Grade 3	Does Not Meet the Standards	7
	Partially Meets the Standards	21
	Meets the Standards	37
	Exceeds the Standards	35
	Meets and Exceeds Standards	72
Grade 4	Does Not Meet the Standards	15
	Partially Meets the Standards	7
	Meets the Standards	30
	Exceeds the Standards	48
	Meets and Exceeds Standards	78
Grade 5	Does Not Meet the Standards	22
	Partially Meets the Standards	8
	Meets the Standards	47
	Exceeds the Standards	22
	Meets and Exceeds Standards	69
Note: Minnesota Comprehensive Assessment (MCA-II) performance levels where changed in 2006. All scores are baseline.		

WASHBURN-EDISON JUNIOR ACADEMY

SCHOOL PROFILE (2005–2006)

201 W. Saint Andrews St., Duluth, MN

55803; (218) 723-2345

- ✓ Established in 1997
- ✓ Serving grades 6–8
- ✓ Type of Partnership: District Charter
- ✓ Enrollment: 217

STUDENT PROFILE (2005–2006)

- ✓ Ethnicity:
 - African American—8%
 - Caucasian—84%
 - Hispanic—1%
 - Other—6%
- ✓ Program Participation:
 - LEP—0%
 - Special Education—24%
 - Free/Reduced Lunch—48%

Minnesota Comprehensive Assessment (MCA-II) - Washburn-Edison Jr Academy		
Percentage of students at each performance level (Spring 2006)		
	Performance Level	Mathematics Spring 06
Grade 6	Does Not Meet the Standards	18
	Partially Meets the Standards	26
	Meets the Standards	38
	Exceeds the Standards	18
	Meets and Exceeds Standards	56
Grade 7	Does Not Meet the Standards	34
	Partially Meets the Standards	16
	Meets the Standards	30
	Exceeds the Standards	19
	Meets and Exceeds Standards	49
Grade 8	Does Not Meet the Standards	30
	Partially Meets the Standards	38
	Meets the Standards	30
	Exceeds the Standards	3
	Meets and Exceeds Standards	33
	Performance Level	Reading Spring 06
Grade 6	Does Not Meet the Standards	9
	Partially Meets the Standards	11
	Meets the Standards	39
	Exceeds the Standards	41
	Meets and Exceeds Standards	80
Grade 7	Does Not Meet the Standards	12
	Partially Meets the Standards	25
	Meets the Standards	31
	Exceeds the Standards	32
	Meets and Exceeds Standards	63
Grade 8	Does Not Meet the Standards	17
	Partially Meets the Standards	22
	Meets the Standards	38
	Exceeds the Standards	23
	Meets and Exceeds Standards	61
Note: Minnesota Comprehensive Assessment (MCA-II) performance levels were changed in 2006. All scores are baseline.		

ALLEN-EDISON VILLAGE SCHOOL

SCHOOL PROFILE (2005–2006)

706 W. 42nd St., Kansas City, MO 64111

(816) 931-0177

- ✓ Established in 1999
- ✓ Serving grades K–8
- ✓ Type of Partnership: Independent Charter
- ✓ Enrollment: 420

STUDENT PROFILE (2005–2006)

- ✓ Ethnicity:
 - African American—69%
 - Caucasian—6%
 - Hispanic—24%
 - Other—1%
- ✓ Program Participation:
 - LEP—4%
 - Special Education—12%
 - Free/Reduced Lunch—87%

Missouri Assessment Program (MAP) - Allen-Edison Village School			
Percentage of Students Proficient and Advanced (Spring 2006)			
		Communication Arts	Mathematics
		Spring 06	Spring 06
Grade 3	Below Basic	15	13
	Basic	52	54
	Proficient	20	26
	Advanced	13	7
	Proficient and Advanced	33	33
Grade 4		Communication Arts	Mathematics
		Spring 06	Spring 06
	Below Basic	13	10
	Basic	48	55
	Proficient	23	26
Grade 5	Advanced	16	10
	Proficient and Advanced	39	36
		Communication Arts	Mathematics
		Spring 06	Spring 06
	Below Basic	16	9
Grade 6	Basic	47	60
	Proficient	28	24
	Advanced	9	7
	Proficient and Advanced	37	31
Grade 7		Communication Arts	Mathematics
		Spring 06	Spring 06
	Below Basic	19	22
	Basic	66	58
	Proficient	12	19
Grade 8	Advanced	3	2
	Proficient and Advanced	15	20
		Communication Arts	Mathematics
		Spring 06	Spring 06
	Below Basic	16	14
Grade 8	Basic	57	56
	Proficient	19	25
	Advanced	8	5
	Proficient and Advanced	28	30
Grade 8		Communication Arts	Mathematics
		Spring 06	Spring 06
	Below Basic	9	26
	Basic	54	47
	Proficient	28	20
Grade 8	Advanced	9	7
	Proficient and Advanced	37	27

Note: Missouri Assessment Program (MAP) changed their performance levels in 2006. All scores are baseline

CONFLUENCE ACADEMY—OLD NORTH CAMPUS

SCHOOL PROFILE (2005–2006)

3017 North 13th St., St. Louis, MO 63107

(314) 241-1110

- ✓ Established in 2003
- ✓ Serving grades K–7
- ✓ Type of Partnership: Independent Charter
- ✓ Enrollment: 680

STUDENT PROFILE (2005–2006)

- ✓ Ethnicity:
 - African American—98%
 - Caucasian—1%
 - Hispanic—1%
 - Other—0%
- ✓ Program Participation:
 - LEP—0%
 - Special Education—9%
 - Free/Reduced Lunch—93%

Missouri Assessment Program (MAP) - Confluence Academy - Old North Campus			
Percentage of Students Proficient and Advanced (Spring 2006)			
Grade 3	Performance Level	Communication Arts Spring 06	Mathematics Spring 06
	Below Basic	30	15
	Basic	58	70
	Proficient	10	13
	Advanced	2	3
	Proficient and Advanced	12	15
Grade 4	Performance Level	Communication Arts Spring 06	Mathematics Spring 06
	Below Basic	28	19
	Basic	54	64
	Proficient	16	15
	Advanced	3	2
	Proficient and Advanced	19	17
Grade 5	Performance Level	Communication Arts Spring 06	Mathematics Spring 06
	Below Basic	16	14
	Basic	68	63
	Proficient	13	20
	Advanced	3	3
	Proficient and Advanced	16	23
Grade 6	Performance Level	Communication Arts Spring 06	Mathematics Spring 06
	Below Basic	24	23
	Basic	63	58
	Proficient	12	19
	Advanced	0	0
	Proficient and Advanced	12	19
Note: Missouri Assessment Program (MAP) changed their performance levels in 2006. All scores are baseline			

CONFLUENCE ACADEMY—WALNUT PARK CAMPUS

SCHOOL PROFILE (2005–2006)

5421 Thekla Ave., St. Louis, MO 63120

(314) 383-8900

- ✓ Established in 2004
- ✓ Serving grades K–7
- ✓ Type of Partnership: Independent Charter
- ✓ Enrollment: 659

STUDENT PROFILE (2005–2006)

- ✓ Ethnicity:
 - African American—99%
 - Caucasian—0%
 - Hispanic—0%
 - Other—1%
- ✓ Program Participation:
 - LEP—0%
 - Special Education—8%
 - Free/Reduced Lunch—95%

Missouri Assessment Program (MAP) - Confluence Academy - Walnut Park Campus			
Percentage of Students Proficient and Advanced (Spring 2006)			
Grade 3	Performance Level	Communication Arts	Mathematics
		Spring 06	Spring 06
	Below Basic	30	15
	Basic	58	70
	Proficient	10	13
	Advanced	2	3
	Proficient and Advanced	12	15
Grade 4	Performance Level	Communication Arts	Mathematics
		Spring 06	Spring 06
	Below Basic	28	19
	Basic	54	64
	Proficient	16	15
	Advanced	3	2
	Proficient and Advanced	19	17
Grade 5	Performance Level	Communication Arts	Mathematics
		Spring 06	Spring 06
	Below Basic	16	14
	Basic	68	63
	Proficient	13	20
	Advanced	3	3
	Proficient and Advanced	16	23
Grade 6	Performance Level	Communication Arts	Mathematics
		Spring 06	Spring 06
	Below Basic	24	23
	Basic	63	58
	Proficient	12	19
	Advanced	0	0
	Proficient and Advanced	12	19
Note: Missouri Assessment Program (MAP) changed their performance levels in 2006. All scores are baseline			

DERRICK THOMAS ACADEMY

SCHOOL PROFILE (2005–2006)

201 East Armour Blvd., Kansas City, MO

64111; (816) 531-7144

- ✓ Established in 2002
- ✓ Serving grades K–8
- ✓ Type of Partnership: Independent Charter
- ✓ Enrollment: 790

STUDENT PROFILE (2005–2006)

- ✓ Ethnicity:
 - African American—91%
 - Caucasian—2%
 - Hispanic—3%
 - Other—4%
- ✓ Program Participation:
 - LEP—1%
 - Special Education—11%
 - Free/Reduced Lunch—84%

Missouri Assessment Program (MAP) - Derrick Thomas Academy			
Percentage of Students Proficient and Advanced (Spring 2006)			
	Performance Level	Communication Arts	Mathematics
		Spring 06	Spring 06
Grade 3	Below Basic	44	48
	Basic	43	40
	Proficient	12	12
	Advanced	1	0
	Proficient and Advanced	13	12
Grade 4	Performance Level	Communication Arts	Mathematics
		Spring 06	Spring 06
	Below Basic	34	21
	Basic	54	69
	Proficient	10	9
Grade 5	Advanced	1	1
	Proficient and Advanced	11	10
	Performance Level	Communication Arts	Mathematics
		Spring 06	Spring 06
	Below Basic	21	19
Grade 6	Basic	59	60
	Proficient	19	16
	Advanced	2	5
	Proficient and Advanced	21	21
	Performance Level	Communication Arts	Mathematics
Grade 7		Spring 06	Spring 06
	Below Basic	35	39
	Basic	56	55
	Proficient	9	7
	Advanced	0	0
Grade 8	Proficient and Advanced	9	7
	Performance Level	Communication Arts	Mathematics
		Spring 06	Spring 06
	Below Basic	28	46
	Basic	56	46
Grade 8	Proficient	14	8
	Advanced	1	0
	Proficient and Advanced	15	8
	Performance Level	Communication Arts	Mathematics
		Spring 06	Spring 06
Grade 8	Below Basic	28	70
	Basic	60	23
	Proficient	10	5
	Advanced	3	1
	Proficient and Advanced	13	7

Note: Missouri Assessment Program (MAP) changed their performance levels in 2006. All scores are baseline

ANN T. LYNCH-EDISON ELEMENTARY SCHOOL

SCHOOL PROFILE (2005–2006)

4850 Kell Lane, Las Vegas, NV 89115

(702) 799-8820

- ✓ Established in 2001
- ✓ Serving grades K-5
- ✓ Type of Partnership: District Contract
- ✓ Enrollment: 940

STUDENT PROFILE (2005–2006)

- ✓ Ethnicity:
 - African American—14%
 - Caucasian—9%
 - Hispanic—73%
 - Other—4%
- ✓ Program Participation:
 - LEP—59%
 - Special Education—8%
 - Free/Reduced Lunch—100%

Nevada Criterion Referenced Test - Ann T. Lynch-Edison Elementary							
Percent Meets and Exceeds Standards (Spring 2002-2006)							
Grade 3							
Level	Mathematics					Gain	
	Spring 02	Spring 03	Spring 04	Spring 05	Spring 06	1 yr	Multi yr
1 (Developing)	35	31	19	22	17		
2 (Approaching)	40	47	51	41	44		
3 (Meeting)	18	14	16	19	23		
4 (Exceeding)	7	9	14	19	16		
Meets and Exceeds Standards	25	23	30	37	39	2	14
Level	Reading					Gain	
	Spring 02	Spring 03	Spring 04	Spring 05	Spring 06	1 yr	Multi yr
1 (Developing)	39	25	19	19	21		
2 (Approaching)	43	53	53	60	45		
3 (Meeting)	12	17	23	17	26		
4 (Exceeding)	6	6	5	4	8		
Meets and Exceeds Standards	18	23	28	20	34	14	16
Grade 5							
Level	Mathematics					Gain	
	Spring 02	Spring 03	Spring 04	Spring 05	Spring 06	1 yr	Multi yr
1 (Developing)	24	23	19	18	12		
2 (Approaching)	46	64	68	49	45		
3 (Meeting)	26	13	14	28	36		
4 (Exceeding)	4	1	0	5	7		
Meets and Exceeds Standards	30	14	14	33	43	9	12
Level	Science			Gain			
	Spring 04	Spring 05	Spring 06	1 yr	Multi yr		
1 (Developing)	23	27	18				
2 (Approaching)	61	54	55				
3 (Meeting)	13	18	24				
4 (Exceeding)	3	1	3				
Meets and Exceeds Standards	16	19	27	8	11		
Level	Reading					Gain	
	Spring 02	Spring 03	Spring 04	Spring 05	Spring 06	1 yr	Multi yr
1 (Developing)	21	27	25	23	25		
2 (Approaching)	48	52	59	54	50		
3 (Meeting)	24	21	15	20	23		
4 (Exceeding)	7	1	1	3	1		
Meets and Exceeds Standards	31	21	16	23	25	2	-6

CAHLAN-EDISON ELEMENTARY SCHOOL

SCHOOL PROFILE (2005–2006)

2801 Ft. Sumter Dr., N. Las Vegas, NV 89030
(702) 799-7103

- ✓ Established in 2001
- ✓ Serving grades K–5
- ✓ Type of Partnership: District Contract
- ✓ Enrollment: 827

STUDENT PROFILE (2005–2006)

- ✓ Ethnicity:
 - African American—9%
 - Caucasian—4%
 - Hispanic—86%
 - Other—1%
- ✓ Program Participation:
 - LEP—63%
 - Special Education—2%
 - Free/Reduced Lunch—100%

Nevada Criterion Referenced Test - Cahlan-Edison Elementary							
Percent meets and exceeds standards (Spring 2002-2006)							
Grade 3							
Level	Mathematics					Gain	
	Spring 02	Spring 03	Spring 04	Spring 05	Spring 06	1 yr	Multi yr
1 (Developing)	16	31	20	9	12		
2 (Approaching)	38	40	43	31	37		
3 (Meeting)	23	23	19	33	33		
4 (Exceeding)	23	6	18	27	18		
Meets and Exceeds Standards	46	29	37	60	51	-9	5
Level	Reading					Gain	
	Spring 02	Spring 03	Spring 04	Spring 05	Spring 06	1 yr	Multi yr
1 (Developing)	20	33	28	13	12		
2 (Approaching)	44	46	51	37	42		
3 (Meeting)	26	21	14	38	31		
4 (Exceeding)	10	1	7	13	15		
Meets and Exceeds Standards	36	21	21	50	46	-5	9
Grade 5							
Level	Mathematics					Gain	
	Spring 02	Spring 03	Spring 04	Spring 05	Spring 06	1 yr	Multi yr
1 (Developing)	12	12	16	8	6		
2 (Approaching)	49	53	45	38	36		
3 (Meeting)	34	29	32	38	40		
4 (Exceeding)	4	6	7	17	18		
Meets and Exceeds Standards	39	35	39	55	58	3	20
Level	Science			Gain			
	Spring 04	Spring 05	Spring 06	1 yr	Multi yr		
1 (Developing)	22	21	17				
2 (Approaching)	46	44	46				
3 (Meeting)	28	25	26				
4 (Exceeding)	4	10	11				
Meets and Exceeds Standards	33	35	37	2	5		
Level	Reading					Gain	
	Spring 02	Spring 03	Spring 04	Spring 05	Spring 06	1 yr	Multi yr
1 (Developing)	21	20	22	17	6		
2 (Approaching)	53	47	59	46	36		
3 (Meeting)	22	30	18	32	40		
4 (Exceeding)	4	3	1	5	18		
Meets and Exceeds Standards	26	33	20	37	58	21	32

CRESTWOOD-EDISON ELEMENTARY SCHOOL

SCHOOL PROFILE (2005–2006)

1300 Pauline Way, Las Vegas, NV 89014
(702) 799-7890

- ✓ Established in 2001
- ✓ Serving grades K–5
- ✓ Type of Partnership: District Contract
- ✓ Enrollment: 791

STUDENT PROFILE (2005–2006)

- ✓ Ethnicity:
 - African American—6%
 - Caucasian—14%
 - Hispanic—73%
 - Other—7%
- ✓ Program Participation:
 - LEP—27%
 - Special Education—4%
 - Free/Reduced Lunch—100%

Nevada Criterion Referenced Test - Crestwood-Edison Elementary							
Percent Meets and Exceeds Standards (Spring 2002-2006)							
Grade 3							
Level	Mathematics					Gain	
	Spring 02	Spring 03	Spring 04	Spring 05	Spring 06	1 yr	Multi yr
1 (Developing)	18	18	15	11	11		
2 (Approaching)	52	46	50	49	51		
3 (Meeting)	18	25	23	25	24		
4 (Exceeding)	12	11	12	15	14		
Meets and Exceeds Standards	30	36	35	40	38	-2	8
Level	Reading					Gain	
	Spring 02	Spring 03	Spring 04	Spring 05	Spring 06	1 yr	Multi yr
1 (Developing)	16	21	19	13	17		
2 (Approaching)	52	48	59	50	48		
3 (Meeting)	23	20	18	29	25		
4 (Exceeding)	9	11	4	8	10		
Meets and Exceeds Standards	32	31	22	37	36	-1	4
Grade 5							
Level	Mathematics					Gain	
	Spring 02	Spring 03	Spring 04	Spring 05	Spring 06	1 yr	Multi yr
1 (Developing)	11	4	9	9	10		
2 (Approaching)	49	41	38	49	30		
3 (Meeting)	30	44	43	33	57		
4 (Exceeding)	10	11	10	9	4		
Meets and Exceeds Standards	40	55	53	42	61	19	21
Level	Science			Gain			
	Spring 04	Spring 05	Spring 06	1 yr	Multi yr		
1 (Developing)	13	13	10				
2 (Approaching)	44	46	48				
3 (Meeting)	32	31	38				
4 (Exceeding)	11	10	5				
Meets and Exceeds Standards	43	42	42	1	42		
Level	Reading					Gain	
	Spring 02	Spring 03	Spring 04	Spring 05	Spring 06	1 yr	Multi yr
1 (Developing)	15	17	13	14	16		
2 (Approaching)	55	46	55	51	48		
3 (Meeting)	24	32	28	31	35		
4 (Exceeding)	6	5	4	3	1		
Meets and Exceeds Standards	30	36	32	35	36	2	6

JOHN S. PARK-EDISON ELEMENTARY SCHOOL

SCHOOL PROFILE (2005–2006)

931 Franklin Ave., Las Vegas, NV 89104

(702) 799-7904

- ✓ Established in 2001
- ✓ Serving grades K–5
- ✓ Type of Partnership: District Contract
- ✓ Enrollment: 820

STUDENT PROFILE (2005–2006)

- ✓ Ethnicity:
 - African American—11%
 - Caucasian—13%
 - Hispanic—69%
 - Other—7%
- ✓ Program Participation:
 - LEP—57%
 - Special Education—5%
 - Free/Reduced Lunch—100%

Nevada Criterion Referenced Test - John S. Park-Edison Elementary							
Percent meets and exceeds standards (Spring 2002-2006)							
Grade 3							
Level	Mathematics					Gain	
	Spring 02	Spring 03	Spring 04	Spring 05	Spring 06	1 yr	Multi yr
1 (Developing)	36	29	26	32	24		
2 (Approaching)	41	43	46	51	46		
3 (Meeting)	16	20	15	11	26		
4 (Exceeding)	8	9	13	6	5		
Meets and Exceeds Standards	23	28	28	17	30	13	7
Level	Reading					Gain	
	Spring 02	Spring 03	Spring 04	Spring 05	Spring 06	1 yr	Multi yr
1 (Developing)	31	24	28	35	27		
2 (Approaching)	53	50	50	47	41		
3 (Meeting)	11	15	19	12	23		
4 (Exceeding)	5	11	4	6	9		
Meets and Exceeds Standards	16	26	22	18	32	14	16
Grade 5							
Level	Mathematics					Gain	
	Spring 02	Spring 03	Spring 04	Spring 05	Spring 06	1 yr	Multi yr
1 (Developing)	25	14	12	14	8		
2 (Approaching)	44	50	56	41	40		
3 (Meeting)	24	29	29	38	34		
4 (Exceeding)	7	8	3	7	18		
Meets and Exceeds Standards	31	36	32	45	52	7	22
Level	Science			Gain			
	Spring 04	Spring 05	Spring 06	1 yr	Multi yr		
1 (Developing)	22	26	21				
2 (Approaching)	50	44	40				
3 (Meeting)	22	23	28				
4 (Exceeding)	7	8	11				
Meets and Exceeds Standards	29	31	39	8	10		
Level	Reading					Gain	
	Spring 02	Spring 03	Spring 04	Spring 05	Spring 06	1 yr	Multi yr
1 (Developing)	32	19	22	20	23		
2 (Approaching)	34	50	54	52	43		
3 (Meeting)	32	26	22	25	34		
4 (Exceeding)	2	4	3	3	1		
Meets and Exceeds Standards	34	30	25	28	35	7	1

LINCOLN-EDISON ELEMENTARY SCHOOL

SCHOOL PROFILE (2005–2006)

3010 Berg St., N. Las Vegas, NV 89030

(702) 799-7133

- ✓ Established in 2001
- ✓ Serving grades K–5
- ✓ Type of Partnership: District Contract
- ✓ Enrollment: 863

STUDENT PROFILE (2005–2006)

- ✓ Ethnicity:
 - African American—13%
 - Caucasian—4%
 - Hispanic—82%
 - Other—1%
- ✓ Program Participation:
 - LEP—63%
 - Special Education—7%
 - Free/Reduced Lunch—100%

Nevada Criterion Referenced Test - Lincoln-Edison Elementary							
Percent meets and exceeds standards (Spring 2002-2006)							
Grade 3							
Level	Mathematics					Gain	
	Spring 02	Spring 03	Spring 04	Spring 05	Spring 06	1 yr	Multi yr
1 (Developing)	33	23	25	17	14		
2 (Approaching)	42	50	53	54	54		
3 (Meeting)	19	20	12	22	25		
4 (Exceeding)	7	7	10	7	8		
Meets and Exceeds Standards	26	27	22	29	33	3	7
Level	Reading					Gain	
	Spring 02	Spring 03	Spring 04	Spring 05	Spring 06	1 yr	Multi yr
1 (Developing)	25	27	26	25	17		
2 (Approaching)	55	55	55	51	57		
3 (Meeting)	16	12	17	21	20		
4 (Exceeding)	4	6	2	3	6		
Meets and Exceeds Standards	20	18	19	24	26	3	6
Grade 5							
Level	Mathematics					Gain	
	Spring 02	Spring 03	Spring 04	Spring 05	Spring 06	1 yr	Multi yr
1 (Developing)	20	13	24	23	8		
2 (Approaching)	56	52	44	51	39		
3 (Meeting)	21	29	27	23	38		
4 (Exceeding)	3	7	5	4	16		
Meets and Exceeds Standards	24	36	32	27	54	27	29
Level	Science			Gain			
	Spring 04	Spring 05	Spring 06	1 yr	Multi yr		
1 (Developing)	30	25	18				
2 (Approaching)	40	54	48				
3 (Meeting)	25	18	28				
4 (Exceeding)	6	3	6				
Meets and Exceeds Standards	30	21	34	13	4		
Level	Reading					Gain	
	Spring 02	Spring 03	Spring 04	Spring 05	Spring 06	1 yr	Multi yr
1 (Developing)	19	14	29	31	19		
2 (Approaching)	59	64	48	51	47		
3 (Meeting)	20	18	22	18	31		
4 (Exceeding)	2	3	1	0	3		
Meets and Exceeds Standards	22	22	24	18	34	16	12

C. C. RONNOW-EDISON ELEMENTARY SCHOOL

SCHOOL PROFILE (2005–2006)

1100 Lena St., Las Vegas, NV 89101

(702) 799-7159

- ✓ Established in 2001
- ✓ Serving grades K–5
- ✓ Type of Partnership: District Contract
- ✓ Enrollment: 1021

STUDENT PROFILE (2005–2006)

- ✓ Ethnicity:
 - African American—6%
 - Caucasian—5%
 - Hispanic—86%
 - Other—3%
- ✓ Program Participation:
 - LEP—40%
 - Special Education—7%
 - Free/Reduced Lunch—100%

Nevada Criterion Referenced Test - C.C. Ronnow-Edison Elementary							
Percent meets and exceeds standards (Spring 2002-2006)							
Grade 3							
Level	Mathematics					Gain	
	Spring 02	Spring 03	Spring 04	Spring 05	Spring 06	1 yr	Multi yr
1 (Developing)	23	9	22	19	11		
2 (Approaching)	49	48	48	40	52		
3 (Meeting)	19	31	21	30	24		
4 (Exceeding)	10	11	9	11	14		
Meets and Exceeds Standards	28	42	30	41	38	-3	10
Level	Reading					Gain	
	Spring 02	Spring 03	Spring 04	Spring 05	Spring 06	1 yr	Multi yr
1 (Developing)	24	19	27	21	17		
2 (Approaching)	53	50	58	53	56		
3 (Meeting)	17	26	13	22	19		
4 (Exceeding)	5	5	3	4	8		
Meets and Exceeds Standards	23	31	16	26	27	0	4
Grade 5							
Level	Mathematics					Gain	
	Spring 02	Spring 03	Spring 04	Spring 05	Spring 06	1 yr	Multi yr
1 (Developing)	11	9	11	13	11		
2 (Approaching)	54	59	50	49	44		
3 (Meeting)	25	26	32	26	38		
4 (Exceeding)	9	6	7	12	8		
Meets and Exceeds Standards	34	32	39	38	45	7	11
Level	Science			Gain			
	Spring 04	Spring 05	Spring 06	1 yr	Multi yr		
1 (Developing)	13	17	28				
2 (Approaching)	53	53	45				
3 (Meeting)	28	23	22				
4 (Exceeding)	6	8	5				
Meets and Exceeds Standards	34	31	27	-4	-6		
Level	Reading					Gain	
	Spring 02	Spring 03	Spring 04	Spring 05	Spring 06	1 yr	Multi yr
1 (Developing)	22	23	20	21	18		
2 (Approaching)	53	61	62	60	65		
3 (Meeting)	23	16	18	20	16		
4 (Exceeding)	3	1	0	0	1		
Meets and Exceeds Standards	26	17	18	20	17	-3	-9

HARRIET TUBMAN CHARTER SCHOOL

SCHOOL PROFILE (2005–2006)

3565 Third Ave., Bronx, NY 10456

(718) 537-9912

- ✓ Established in 2001
- ✓ Serving grades K–5
- ✓ Type of Partnership: Independent Charter
- ✓ Enrollment: 325

STUDENT PROFILE (2005–2006)

- ✓ Ethnicity:
 - African American—94%
 - Caucasian—0%
 - Hispanic—6%
 - Other—0%
- ✓ Program Participation:
 - LEP—2%
 - Special Education—5%
 - Free/Reduced Lunch—67%

New York Statewide Testing Program - Harriet Tubman Charter School												
Grade 3 - English Language Arts (Spring 2006)							Grade 3 - Mathematics (Spring 2006)					
	Spring 03	Spring 04	Spring 05	Spring 06	1 yr	Multi yr	Spring 03	Spring 04	Spring 05	Spring 06	1 yr	Multi yr
Level IV				0						7		
Level III1				28						44		
Level II				53						35		
Level I				20						15		
Level III and Above	n/a	n/a	n/a	28	n/a	n/a	n/a	n/a	n/a	50	n/a	n/a
Grade 4 - English Language Arts (Spring 2003-2006)							Grade 4 - Mathematics (Spring 2003-2006)					
	Spring 03	Spring 04	Spring 05	Spring 06	1 yr	Multi yr	Spring 03	Spring 04	Spring 05	Spring 06	1 yr	Multi yr
Level IV	15	10	8	8			10	9	13	16		
Level III1	15	30	47	56			48	46	53	60		
Level II	45	20	39	28			29	27	32	16		
Level I	25	40	5	8			14	18	3	8		
Level III and Above	30	40	55	64	10	34	57	55	66	76	10	19
Grade 5 - English Language Arts (Spring 2006)							Grade 5 - Mathematics (Spring 2006)					
	Spring 03	Spring 04	Spring 05	Spring 06	1 yr	Multi yr	Spring 03	Spring 04	Spring 05	Spring 06	1 yr	Multi yr
Level IV				0						0		
Level III1				42						40		
Level II				40						24		
Level I				18						36		
Level III and Above	n/a	n/a	n/a	42	n/a	n/a	n/a	n/a	n/a	40	n/a	n/a
Grade 6 - English Language Arts (Spring 2006)							Grade 6 - Mathematics (Spring 2006)					
	Spring 03	Spring 04	Spring 05	Spring 06	1 yr	Multi yr	Spring 03	Spring 04	Spring 05	Spring 06	1 yr	Multi yr
Level IV				2						2		
Level III1				25						11		
Level II				52						39		
Level I				21						48		
Level III and Above	n/a	n/a	n/a	27	n/a	n/a	n/a	n/a	n/a	14	n/a	n/a
Grade 7 - English Language Arts (Spring 2006)							Grade 7 - Mathematics (Spring 2006)					
	Spring 03	Spring 04	Spring 05	Spring 06	1 yr	Multi yr	Spring 03	Spring 04	Spring 05	Spring 06	1 yr	Multi yr
Level IV				0						0		
Level III1				16						21		
Level II				74						42		
Level I				11						37		
Level III and Above	n/a	n/a	n/a	16	n/a	n/a	n/a	n/a	n/a	21	n/a	n/a
	Science											
	Spring 04	Spring 05	1 yr									
	Level IV	0										
	Level III1	36										
	Level II	36										
	Level I	27										
Level III and Above	36	n/a	n/a									

RIVERHEAD CHARTER SCHOOL

SCHOOL PROFILE (2005–2006)

36-85 Middle Country Rd., Calverton, NY

11933; (631) 369-5800

- ✓ Established in 2001
- ✓ Serving grades K–6
- ✓ Type of Partnership: Independent Charter
- ✓ Enrollment: 223

STUDENT PROFILE (2005–2006)

- ✓ Ethnicity:
 - African American—50%
 - Caucasian—35%
 - Hispanic—12%
 - Other—3%
- ✓ Program Participation:
 - LEP—3%
 - Special Education—12%
 - Free/Reduced Lunch—58%

New York Statewide Testing Program - Riverhead Charter School							
Grade 3 - English Language Arts (Spring 2006)							
	Spring 02	Spring 03	Spring 04	Spring 05	Spring 06	1 yr	Multi yr
Level IV					3		
Level III1					68		
Level II					18		
Level I					11		
Level III and Above	n/a	n/a	n/a	n/a	71	n/a	n/a
Grade 4 - English Language Arts (Spring 2002-2006)							
	Spring 02	Spring 03	Spring 04	Spring 05	Spring 06	1 yr	Multi yr
Level IV	7	9	4	5	3		
Level III1	29	46	42	58	32		
Level II	36	33	46	32	29		
Level I	29	12	8	5	35		
Level III and Above	36	55	46	63	35	-28	0
Grade 5 - English Language Arts (Spring 2006)							
	Spring 02	Spring 03	Spring 04	Spring 05	Spring 06	1 yr	Multi yr
Level IV					13		
Level III1					27		
Level II					47		
Level I					13		
Level III and Above	n/a	n/a	n/a	n/a	40	n/a	n/a
Grade 3 - Mathematics (Spring 2006)							
	Spring 02	Spring 03	Spring 04	Spring 05	Spring 06	1 yr	Multi yr
Level IV					31		
Level III1					49		
Level II					13		
Level I					8		
Level III and Above	n/a	n/a	n/a	n/a	80	n/a	n/a
Grade 4 - Mathematics (Spring 2002-2006)							
	Spring 02	Spring 03	Spring 04	Spring 05	Spring 06	1 yr	Multi yr
Level IV	15	16	9	16	6		
Level III1	15	44	48	63	35		
Level II	46	31	39	21	24		
Level I	23	9	4	0	35		
Level III and Above	31	59	57	79	41	-38	10
Grade 5 - Mathematics (Spring 2006)							
	Spring 02	Spring 03	Spring 04	Spring 05	Spring 06	1 yr	Multi yr
Level IV					7		
Level III1					33		
Level II					13		
Level I					47		
Level III and Above	n/a	n/a	n/a	n/a	40	n/a	n/a

STEPPING STONE ACADEMY CHARTER SCHOOL

SCHOOL PROFILE (2005–2006)

909 E. Ferry St., Buffalo, NY 14211

(716) 895-5766

- ✓ Established in 2001
- ✓ Serving grades K–8
- ✓ Type of Partnership: Independent Charter
- ✓ Enrollment: 619

STUDENT PROFILE (2005–2006)

- ✓ Ethnicity:
 - African American—98%
 - Caucasian—1%
 - Hispanic—1%
 - Other—0%
- ✓ Program Participation
 - LEP—0%
 - Special Education—14%
 - Free/Reduced Lunch—89%

New York Statewide Testing Program - Stepping Stone Academy Charter School														
Grade 3 - English Language Arts (Spring 2006)								Grade 3 - Mathematics (Spring 2006)						
	Spring 02	Spring 03	Spring 04	Spring 05	Spring 06	1 yr	Multi yr	Spring 02	Spring 03	Spring 04	Spring 05	Spring 06	1 yr	Multi yr
Level IV					0							0		
Level III					19							49		
Level II					42							29		
Level I					39							22		
Level III and Above	n/a	n/a	n/a	n/a	19	n/a	n/a	n/a	n/a	n/a	n/a	49	n/a	n/a
Grade 4 - English Language Arts (Spring 2002-2006)								Grade 4 - Mathematics (Spring 2002-2006)						
	Spring 02	Spring 03	Spring 04	Spring 05	Spring 06	1 yr	Multi yr	Spring 02	Spring 03	Spring 04	Spring 05	Spring 06	1 yr	Multi yr
Level IV	2	2	0	5	0			0	2	0	5	6		
Level III	15	27	2	16	46			10	26	14	30	60		
Level II	48	64	48	41	36			48	37	48	36	19		
Level I	35	7	50	39	18			42	35	38	30	14		
Level III and Above	17	29	2	20	46	25	29	10	28	14	34	67	33	57
Grade 5 - English Language Arts (Spring 2006)								Grade 5 - Mathematics (Spring 2006)						
	Spring 02	Spring 03	Spring 04	Spring 05	Spring 06	1 yr	Multi yr	Spring 02	Spring 03	Spring 04	Spring 05	Spring 06	1 yr	Multi yr
Level IV					0							2		
Level III					30							42		
Level II					48							30		
Level I					21							26		
Level III and Above	n/a	n/a	n/a	n/a	30	n/a	n/a	n/a	n/a	n/a	n/a	43	n/a	n/a
Grade 6 - English Language Arts (Spring 2002-2006)								Grade 6 - Mathematics (Spring 2002-2006)						
	Spring 02	Spring 03	Spring 04	Spring 05	Spring 06	1 yr	Multi yr	Spring 02	Spring 03	Spring 04	Spring 05	Spring 06	1 yr	Multi yr
Level IV					0							0		
Level III					17							21		
Level II					59							33		
Level I					24							46		
Level III and Above	n/a	n/a	n/a	n/a	17	n/a	n/a	n/a	n/a	n/a	n/a	21	n/a	n/a
Grade 7 - English Language Arts (Spring 2002-2006)								Grade 7 - Mathematics (Spring 2002-2006)						
	Spring 02	Spring 03	Spring 04	Spring 05	Spring 06	1 yr	Multi yr	Spring 02	Spring 03	Spring 04	Spring 05	Spring 06	1 yr	Multi yr
Level IV					0							0		
Level III					21							22		
Level II					49							39		
Level I					30							39		
Level III and Above	n/a	n/a	n/a	n/a	21	n/a	n/a	n/a	n/a	n/a	n/a	22	n/a	n/a
Grade 8 - English Language Arts (Spring 2002-2006)								Grade 8 - Mathematics (Spring 2002-2006)						
	Spring 02	Spring 03	Spring 04	Spring 05	Spring 06	1 yr	Multi yr	Spring 02	Spring 03	Spring 04	Spring 05	Spring 06	1 yr	Multi yr
Level IV					0							0		
Level III					20							25		
Level II					69							48		
Level I					11							27		
Level III and Above	0	0	0	20	14	-6	14	0	0	0	25	29	4	29
Grade 4 - Science				Grade 5 - Social Studies										
	Spring 04	Spring 05	1 yr		Fall 01	Fall 02	Fall 03	Fall 04	1 yr	Multi yr				
Level IV	0	5		Level IV	5	2	0	2						
Level III	24	28		Level III	56	44	41	34						
Level II	54	37		Level II	15	30	12	12						
Level I	22	30		Level I	24	24	47	52						
Level III and Above	24	33	9	Level III and Above	61	46	41	36	-5	-25				

Grade 4 - Science					
Percent Above SDL					
	Spring 01	Spring 02	Spring 03	1 yr	Multi yr
Above SDL	0	0	30	30	30

DAYTON VIEW ACADEMY

SCHOOL PROFILE (2005–2006)

1416 W. Riverview Ave., Dayton, OH 45402

(937) 567-9426

- ✓ Established in 2000
- ✓ Serving grades K–8
- ✓ Type of Partnership: Independent Charter
- ✓ Enrollment: 816

STUDENT PROFILE (2005–2006)

- ✓ Ethnicity:
 - African American—100%
 - Caucasian—0%
 - Hispanic—0%
 - Other—0%
- ✓ Program Participation:
 - LEP—0%
 - Special Education—12%
 - Free/Reduced Lunch—94%

Ohio Achievement Test - Dayton View Academy							
Student Performance Levels (Fall 2003 - Spring 2006)							
Reading							
	Level	October 2003	March 2004	October 2004	March 2005	October 2005	March 2006
Grade 3	Limited	43	19	65	38	51	36
	Basic	20	17	20	17	18	17
	Proficient	10	22	8	25	14	24
	Accelerated	18	16	5	15	11	17
	Advanced	9	26	2	6	5	7
	At or Above Proficient	37	64	15	46	30	47
Grade 4	Limited				32		29
	Basic				27		17
	Proficient				32		41
	Accelerated				10		12
	Advanced				0		1
	At or Above Proficient	n/a	n/a	n/a	42	n/a	54
Grade 5	Limited				37		38
	Basic				22		22
	Proficient				38		29
	Accelerated				2		8
	Advanced				1		3
	At or Above Proficient	n/a	n/a	n/a	41	n/a	40
Grade 6	Limited						20
	Basic						25
	Proficient						37
	Accelerated						18
	Advanced						0
	At or Above Proficient	n/a	n/a	n/a	n/a	n/a	55
Grade 7	Limited						17
	Basic						29
	Proficient						41
	Accelerated						12
	Advanced						1
	At or Above Proficient	n/a	n/a	n/a	n/a	n/a	54
Grade 8	Limited				13		11
	Basic				30		35
	Proficient				46		44
	Accelerated				9		10
	Advanced				1		0
	At or Above Proficient	n/a	n/a	n/a	56	n/a	54

DAYTON VIEW ACADEMY CONTINUED

Writing							
	Level	October 2003	March 2004	October 2004	March 2005	October 2005	March 2006
Grade 4	Limited				38		9
	Basic				17		20
	Proficient				41		60
	Accelerated				3		11
	Advanced				0		0
	At or Above Proficient	n/a	n/a	n/a	44	n/a	71
Mathematics							
	Level	October 2003	March 2004	October 2004	March 2005	October 2005	March 2006
Grade 3	Limited				36		18
	Basic				28		36
	Proficient				31		38
	Accelerated				5		5
	Advanced				0		3
	At or Above Proficient	n/a	n/a	n/a	36	n/a	46
Grade 4	Limited						26
	Basic						31
	Proficient						34
	Accelerated						6
	Advanced						4
	At or Above Proficient	n/a	n/a	n/a	n/a	n/a	44
Grade 5	Limited						68
	Basic						13
	Proficient						11
	Accelerated						4
	Advanced						4
	At or Above Proficient	n/a	n/a	n/a	n/a	n/a	20
Grade 6	Limited						22
	Basic						30
	Proficient						27
	Accelerated						12
	Advanced						10
	At or Above Proficient	n/a	n/a	n/a	n/a	n/a	48
Grade 7	Limited				22		11
	Basic				42		38
	Proficient				35		41
	Accelerated				0		7
	Advanced				1		4
	At or Above Proficient	n/a	n/a	n/a	36	n/a	51
Grade 8	Limited				27		6
	Basic				33		44
	Proficient				36		44
	Accelerated				4		5
	Advanced				1		0
	At or Above Proficient	n/a	n/a	n/a	41	n/a	49

THE DAYTON ACADEMY

SCHOOL PROFILE (2005–2006)

4401 Dayton Liberty Rd., Dayton, OH 45418
(937) 262-4080

- ✓ Established in 1999
- ✓ Serving grades K–8
- ✓ Type of Partnership: Independent Charter
- ✓ Enrollment: 861

STUDENT PROFILE (2005–2006)

- ✓ Ethnicity:
 - African American—92%
 - Caucasian—0%
 - Hispanic—0%
 - Other—8%
- ✓ Program Participation:
 - LEP—0%
 - Special Education—9%
 - Free/Reduced Lunch—86%

Ohio Achievement Test - Dayton Academy							
Student Performance Levels (Fall 2003 - Spring 2006)							
Reading							
	Level	October 2003	March 2004	October 2004	March 2005	October 2005	March 2006
Grade 3	Limited	54	25	67	26	39	19
	Basic	14	19	16	7	17	25
	Proficient	12	19	12	10	31	23
	Accelerated	15	23	4	18	8	18
	Advanced	5	15	2	39	5	15
	At or Above Proficient	32	57	18	67	44	56
Grade 4	Limited				25		21
	Basic				17		14
	Proficient				29		48
	Accelerated				26		13
	Advanced				2		4
	At or Above Proficient	n/a	n/a	n/a	57	n/a	65
Grade 5	Limited				18		16
	Basic				7		7
	Proficient				24		37
	Accelerated				27		28
	Advanced				23		12
	At or Above Proficient	n/a	n/a	n/a	74	n/a	77
Grade 6	Limited						5
	Basic						11
	Proficient						49
	Accelerated						25
	Advanced						10
	At or Above Proficient	n/a	n/a	n/a	n/a	n/a	84
Grade 7	Limited						6
	Basic						20
	Proficient						57
	Accelerated						13
	Advanced						3
	At or Above Proficient	n/a	n/a	n/a	n/a	n/a	73
Grade 8	Limited				11		12
	Basic				21		17
	Proficient				47		46
	Accelerated				17		24
	Advanced				5		1
	At or Above Proficient	n/a	n/a	n/a	69	n/a	71

THE DAYTON ACADEMY CONTINUED

Writing							
Grade 4	Level	October 2003	March 2004	October 2004	March 2005	October 2005	March 2006
	Limited				25		8
	Basic				19		9
	Proficient				46		41
	Accelerated				8		37
	Advanced				2		5
	At or Above Proficient	n/a	n/a	n/a	56	n/a	82
Mathematics							
Grade 3	Level	October 2003	March 2004	October 2004	March 2005	October 2005	March 2006
	Limited				22		9
	Basic				16		27
	Proficient				19		32
	Accelerated				29		14
	Advanced				14		18
	At or Above Proficient	0	0	0	62	n/a	64
Grade 4	Limited						19
	Basic						19
	Proficient						52
	Accelerated						5
	Advanced						6
	At or Above Proficient	n/a	n/a	n/a	n/a	n/a	62
Grade 5	Limited						15
	Basic						15
	Proficient						41
	Accelerated						22
	Advanced						8
	At or Above Proficient	n/a	n/a	n/a	n/a	n/a	70
Grade 6	Limited						3
	Basic						14
	Proficient						40
	Accelerated						26
	Advanced						17
	At or Above Proficient	n/a	n/a	n/a	n/a	n/a	83
Grade 7	Limited				8		14
	Basic				31		27
	Proficient				51		44
	Accelerated				10		14
	Advanced				1		2
	At or Above Proficient	n/a	n/a	n/a	62	n/a	60
Grade 8	Limited				14		5
	Basic				34		10
	Proficient				42		53
	Accelerated				10		30
	Advanced				0		2
	At or Above Proficient	n/a	n/a	n/a	52	n/a	85

ALCORN ELEMENTARY SCHOOL

SCHOOL PROFILE (2005–2006)

3200 Dickinson St., Philadelphia, PA 19146
(215) 952-6219

- ✓ Established in 2002
- ✓ Serving grades K–8
- ✓ Type of Partnership: District Contract
- ✓ Enrollment: 704

STUDENT PROFILE (2005–2006)

- ✓ Ethnicity:
 - African American—98%
 - Caucasian—1%
 - Hispanic—1%
 - Other—0%
- ✓ Program Participation:
 - LEP—0%
 - Special Education—14%
 - Free/Reduced Lunch—100%

Pennsylvania System of School Assessment (PSSA) - Alcorn Elementary School															
Percent of Students Proficient and Above (Spring 2003-2006)															
Grade 3		Mathematics					Gain		Reading					Gain	
	Level	Spring 02*	Spring 03	Spring 04	Spring 05	Spring 06	1 yr	Multi yr	Spring 02*	Spring 03	Spring 04	Spring 05	Spring 06	1 yr	Multi yr
	Below Basic				43	34						64	56		
	Basic				24	31						18	18		
	Proficient				26	19						14	21		
	Advanced				7	16						4	5		
	Proficient and Above	n/a	n/a	n/a	33	35	2	n/a	n/a	n/a	n/a	18	26	8	n/a
Grade 4		Mathematics					Gain		Reading					Gain	
	Level	Spring 02*	Spring 03	Spring 04	Spring 05	Spring 06	1 yr	Multi yr	Spring 02*	Spring 03	Spring 04	Spring 05	Spring 06	1 yr	Multi yr
	Below Basic					66							67		
	Basic					12							20		
	Proficient					18							10		
	Advanced					5							3		
	Proficient and Above	n/a	n/a	n/a	n/a	23	n/a	n/a	n/a	n/a	n/a	n/a	13	n/a	n/a
Grade 5		Mathematics					Gain		Reading					Gain	
	Level	Spring 02*	Spring 03	Spring 04	Spring 05	Spring 06	1 yr	Multi yr	Spring 02*	Spring 03	Spring 04	Spring 05	Spring 06	1 yr	Multi yr
	Below Basic	87	92	71	37	55			67	80	63	48	70		
	Basic	11	5	20	35	27			24	13	26	27	15		
	Proficient	2	3	8	27	14			9	6	10	22	13		
	Advanced	0	0	1	2	5			0	1	1	3	2		
	Proficient and Above	2	3	9	29	19	-10	16	9	7	11	25	15	-10	9
Grade 6		Mathematics					Gain		Reading					Gain	
	Level	Spring 02*	Spring 03	Spring 04	Spring 05	Spring 06	1 yr	Multi yr	Spring 02*	Spring 03	Spring 04	Spring 05	Spring 06	1 yr	Multi yr
	Below Basic					54							44		
	Basic					23							36		
	Proficient					20							14		
	Advanced					4							7		
	Proficient and Above	0	0	0	0	23	n/a	n/a	0	0	0	0	20	n/a	n/a

ALCORN ELEMENTARY SCHOOL CONTINUED

Grade 7	Level	Mathematics					Gain		Reading					Gain	
		Spring 02*	Spring 03	Spring 04	Spring 05	Spring 06	1 yr	Multi yr	Spring 02*	Spring 03	Spring 04	Spring 05	Spring 06	1 yr	Multi yr
Grade 7	Below Basic					52							51		
	Basic					27							27		
	Proficient					16							21		
	Advanced					5							1		
	Proficient and Above	0	0	0	0	21	n/a	n/a	0	0	0	0	22	n/a	n/a
Grade 8	Level	Mathematics					Gain		Reading					Gain	
		Spring 02*	Spring 03	Spring 04	Spring 05	Spring 06	1 yr	Multi yr	Spring 02*	Spring 03	Spring 04	Spring 05	Spring 06	1 yr	Multi yr
Grade 8	Below Basic	83	76	59	56	66			52	41	43	51	52		
	Basic	14	18	28	15	20			32	44	28	24	25		
	Proficient	4	6	11	24	7			17	14	27	22	14		
	Advanced	0	0	2	4	7			0	1	2	2	9		
	Proficient and Above	4	6	13	29	14	-15	7	17	15	29	24	23	-2	7
Grade 6	Level	Writing				Gain									
		Fall 01	Fall 02	Fall 03	Fall 04	1 yr	Multi yr								
Grade 6	Below Basic	n/a	34	33											
	Basic	n/a	45	38											
	Proficient	n/a	21	29											
	Advanced	n/a	1	1											
	Proficient and Above	n/a	22	30	n/a	n/a	n/a								
Scale Score		1140	1140	n/a	n/a	n/a	n/a								

ANDERSON ELEMENTARY SCHOOL

SCHOOL PROFILE (2005–2006)

1034 South 60th St., Philadelphia, PA 19143;

(215) 471-2903

- ✓ Established in 2002
- ✓ Serving grades K–5
- ✓ Type of Partnership: Independent Charter
- ✓ Enrollment: 445

STUDENT PROFILE (2005–2006)

- ✓ Ethnicity:
 - African American—99%
 - Caucasian—1%
 - Hispanic—0%
 - Other—0%
- ✓ Program Participation:
 - LEP—0%
 - Special Education—6%
 - Free/Reduced Lunch—100%

Pennsylvania System of School Assessment (PSSA) - Anderson Elementary School								
Percent of Students Proficient and Above (Spring 2003-2006)								
Grade 3	Level	Mathematics					Gain	
		Spring 02*	Spring 03	Spring 04	Spring 05	Spring 06	1 yr	Multi yr
	Below Basic				16	5		
	Basic				27	17		
	Proficient				41	47		
	Advanced				16	31		
	Proficient and Above	n/a	n/a	n/a	57	78	21	n/a
Grade 4	Level	Mathematics					Gain	
		Spring 02*	Spring 03	Spring 04	Spring 05	Spring 06	1 yr	Multi yr
	Below Basic					29		
	Basic					20		
	Proficient					41		
	Advanced					11		
	Proficient and Above	n/a	n/a	n/a	n/a	52	n/a	n/a
Grade 5	Level	Mathematics					Gain	
		Spring 02*	Spring 03	Spring 04	Spring 05	Spring 06	1 yr	Multi yr
	Below Basic	67	59	38	14	24		
	Basic	23	22	38	30	37		
	Proficient	10	16	18	41	28		
	Advanced	1	3	7	14	10		
	Proficient and Above	11	19	24	56	39	-17	20
Grade 3	Level	Reading					Gain	
		Spring 02*	Spring 03	Spring 04	Spring 05	Spring 06	1 yr	Multi yr
	Below Basic				43	38		
	Basic				24	24		
	Proficient				29	33		
	Advanced				4	5		
	Proficient and Above	n/a	n/a	n/a	33	38	5	n/a
Grade 4	Level	Reading					Gain	
		Spring 02*	Spring 03	Spring 04	Spring 05	Spring 06	1 yr	Multi yr
	Below Basic					30		
	Basic					30		
	Proficient					30		
	Advanced					9		
	Proficient and Above	n/a	n/a	n/a	n/a	39	n/a	n/a
Grade 5	Level	Reading					Gain	
		Spring 02*	Spring 03	Spring 04	Spring 05	Spring 06	1 yr	Multi yr
	Below Basic	52	53	49	16	45		
	Basic	32	26	28	33	22		
	Proficient	13	17	14	44	30		
	Advanced	2	3	10	6	3		
	Proficient and Above	16	20	23	51	33	-18	13

BARRATT MIDDLE SCHOOL

SCHOOL PROFILE (2005–2006)

1599 Wharton St., Philadelphia, PA 19146

(215) 952-6217

- ✓ Established in 2002
- ✓ Serving grades 5–8
- ✓ Type of Partnership: District Contract
- ✓ Enrollment: 522

STUDENT PROFILE (2005–2006)

- ✓ Ethnicity:
 - African American—87%
 - Caucasian—1%
 - Hispanic—2%
 - Other—10%
- ✓ Program Participation:
 - LEP—8%
 - Special Education—25%
 - Free/Reduced Lunch—100%

Pennsylvania System of School Assessment (PSSA) - Barratt															
Percent of Students Proficient and Above (Spring 2003-2006)															
Grade 5	Level	Mathematics					Gain		Reading					Gain	
		Spring 02*	Spring 03	Spring 04	Spring 05	Spring 06	1 yr	Multi yr	Spring 02*	Spring 03	Spring 04	Spring 05	Spring 06	1 yr	Multi yr
	Below Basic	67	81	77	38	26			61	78	72	50	40		
	Basic	25	13	10	15	13			27	16	17	10	9		
	Proficient	8	5	8	17	9			11	6	8	33	36		
	Advanced	0	1	6	30	53			1	1	4	7	15		
	Proficient and Above	8	6	14	48	62	14	56	12	7	11	40	51	11	44
Grade 6	Level	Mathematics					Gain		Reading					Gain	
		Spring 02*	Spring 03	Spring 04	Spring 05	Spring 06	1 yr	Multi yr	Spring 02*	Spring 03	Spring 04	Spring 05	Spring 06	1 yr	Multi yr
	Below Basic					50							60		
	Basic					23							28		
	Proficient					26							8		
	Advanced					2							4		
	Proficient and Above	n/a	n/a	n/a	n/a	27	n/a	n/a	n/a	n/a	n/a	n/a	12	n/a	n/a
Grade 7	Level	Mathematics					Gain		Reading					Gain	
		Spring 02*	Spring 03	Spring 04	Spring 05	Spring 06	1 yr	Multi yr	Spring 02*	Spring 03	Spring 04	Spring 05	Spring 06	1 yr	Multi yr
	Below Basic					56							49		
	Basic					22							32		
	Proficient					14							13		
	Advanced					7							6		
	Proficient and Above	n/a	n/a	n/a	n/a	21	n/a	n/a	n/a	n/a	n/a	n/a	19	n/a	n/a
Grade 8	Level	Mathematics					Gain		Reading					Gain	
		Spring 02*	Spring 03	Spring 04	Spring 05	Spring 06	1 yr	Multi yr	Spring 02*	Spring 03	Spring 04	Spring 05	Spring 06	1 yr	Multi yr
	Below Basic	52	60	33	24	31			56	49	29	27	36		
	Basic	33	33	16	17	14			30	32	15	17	16		
	Proficient	15	7	40	28	31			14	19	29	41	35		
	Advanced	0	0	12	31	24			1	0	27	16	14		
	Proficient and Above	15	7	52	59	55	-4	48	15	19	56	57	49	-8	30
Grade 6	Writing					Gain									
		Fall 01	Fall 02	Fall 03	Fall 04	1 yr	Multi yr								
	Below Basic		31	41											
	Basic		41	50											
	Proficient		28	8											
	Advanced		1	1											
	Proficient and Above	n/a	29	9	n/a	n/a	n/a								
Scale Score		1080	1180	n/a	n/a	n/a	n/a								

COMEGYS ELEMENTARY SCHOOL

SCHOOL PROFILE (2005–2006)

5100 Greenway Ave., Philadelphia, PA 19143

(215) 727-2162

- ✓ Established in 2002
- ✓ Serving grades K–5
- ✓ Type of Partnership: District Contract
- ✓ Enrollment: 459

STUDENT PROFILE (2005–2006)

- ✓ Ethnicity:
 - African American—96%
 - Caucasian—0%
 - Hispanic—0%
 - Other—4%
- ✓ Program Participation:
 - LEP—0%
 - Special Education—9%
 - Free/Reduced Lunch—100%

Pennsylvania System of School Assessment (PSSA) - Comegys Elementary School								
Percent of Students Proficient and Above (Spring 2003-2006)								
Grade 3	Level	Mathematics					Gain	
		Spring 02*	Spring 03	Spring 04	Spring 05	Spring 06	1 yr	Multi yr
	Below Basic				34	44		
	Basic				32	18		
	Proficient				25	30		
	Advanced				9	8		
	Proficient and Above	n/a	n/a	n/a	34	38	4	n/a
Grade 4	Level	Mathematics					Gain	
		Spring 02*	Spring 03	Spring 04	Spring 05	Spring 06	1 yr	Multi yr
	Below Basic					28		
	Basic					30		
	Proficient					30		
	Advanced					11		
	Proficient and Above	n/a	n/a	n/a	n/a	41	n/a	n/a
Grade 5	Level	Mathematics					Gain	
		Spring 02*	Spring 03	Spring 04	Spring 05	Spring 06	1 yr	Multi yr
	Below Basic	70	42	53	38	42		
	Basic	25	32	18	26	33		
	Proficient	4	18	22	26	17		
	Advanced	1	8	8	10	7		
	Proficient and Above	5	26	29	36	25	-11	-1
Grade 3	Level	Reading					Gain	
		Spring 02*	Spring 03	Spring 04	Spring 05	Spring 06	1 yr	Multi yr
	Below Basic				65	57		
	Basic				23	22		
	Proficient				9	18		
	Advanced				2	3		
	Proficient and Above	n/a	n/a	n/a	11	21	10	n/a
Grade 4	Level	Reading					Gain	
		Spring 02*	Spring 03	Spring 04	Spring 05	Spring 06	1 yr	Multi yr
	Below Basic					52		
	Basic					22		
	Proficient					24		
	Advanced					2		
	Proficient and Above	n/a	n/a	n/a	n/a	26	n/a	n/a
Grade 5	Level	Reading					Gain	
		Spring 02*	Spring 03	Spring 04	Spring 05	Spring 06	1 yr	Multi yr
	Below Basic	62	49	43	52	54		
	Basic	31	27	24	31	29		
	Proficient	6	18	26	13	16		
	Advanced	1	6	8	5	1		
	Proficient and Above	7	24	33	18	17	0	-7

GILLESPIE MIDDLE SCHOOL

SCHOOL PROFILE (2005–2006)

1801 Pike St., Philadelphia, PA 19140

(215) 227-4409

- ✓ Established in 2002
- ✓ Serving grades 6–8
- ✓ Type of Partnership: District Contract
- ✓ Enrollment: 534

STUDENT PROFILE (2005–2006)

- ✓ Ethnicity:
 - African American—96%
 - Caucasian—1%
 - Hispanic—3%
 - Other—0%
- ✓ Program Participation
 - LEP—0%
 - Special Education—20%
 - Free/Reduced Lunch—100%

Pennsylvania System of School Assessment (PSSA) - Gillespie Middle School								
Percent of Students Proficient and Above (Spring 2003-2006)								
Grade 7	Level	Mathematics					Gain	
		Spring 02*	Spring 03	Spring 04	Spring 05	Spring 06	1 yr	Multi yr
	Below Basic					56		
	Basic					22		
	Proficient					19		
	Advanced					3		
Proficient and Above		n/a	n/a	n/a	n/a	22	n/a	n/a
Grade 8	Level	Mathematics					Gain	
		Spring 02*	Spring 03	Spring 04	Spring 05	Spring 06	1 yr	Multi yr
	Below Basic	80	81	71	66	71		
	Basic	15	16	24	20	16		
	Proficient	5	3	4	11	9		
	Advanced	0	0	1	3	4		
Proficient and Above		5	3	5	14	14	-1	11
Grade 7	Level	Reading					Gain	
		Spring 02*	Spring 03	Spring 04	Spring 05	Spring 06	1 yr	Multi yr
	Below Basic					56		
	Basic					27		
	Proficient					13		
	Advanced					3		
Proficient and Above		n/a	n/a	n/a	n/a	17	n/a	n/a
Grade 8	Level	Reading					Gain	
		Spring 02*	Spring 03	Spring 04	Spring 05	Spring 06	1 yr	Multi yr
	Below Basic	60	64	51	63	64		
	Basic	29	26	28	24	20		
	Proficient	11	9	19	11	10		
	Advanced	0	2	3	2	6		
Proficient and Above		11	10	21	13	16	2	6
Grade 6	Writing					Gain		
		Fall 01	Fall 02	Fall 03	Fall 04	1 yr	Multi yr	
	Below Basic		58	38				
	Basic		36	46				
	Proficient		6	16				
	Advanced		0	0				
	Proficient and Above		n/a	6	16	n/a	n/a	
	Scale Score		1160	1060	n/a	n/a	n/a	

HARRITY ELEMENTARY SCHOOL

SCHOOL PROFILE (2005–2006)

5601 Christian St., Philadelphia, PA 19143

(215) 471-2908

- ✓ Established in 2002
- ✓ Serving grades K–5
- ✓ Type of Partnership: District Contract
- ✓ Enrollment: 555

STUDENT PROFILE (2005–2006)

- ✓ Ethnicity:
 - African American—99%
 - Caucasian—0%
 - Hispanic—1%
 - Other—0%
- ✓ Program Participation:
 - LEP—0%
 - Special Education—11%
 - Free/Reduced Lunch—100%

Pennsylvania System of School Assessment (PSSA) - Wm F. Harrity Elementary School															
Percent of Students Proficient and Above (Spring 2003-Spring 2006)															
Grade 3	Level	Mathematics					Gain		Reading					Gain	
		Spring 02*	Spring 03	Spring 04	Spring 05	Spring 06	1 yr	Multi yr	Spring 02*	Spring 03	Spring 04	Spring 05	Spring 06	1 yr	Multi yr
	Below Basic				31	28						49	52		
	Basic				23	29						22	25		
	Proficient				35	32						24	20		
	Advanced				11	11						5	3		
	Proficient and Above	n/a	n/a	n/a	46	43	-3	n/a	n/a	n/a	n/a	29	23	-6	n/a
Grade 4	Level	Mathematics					Gain		Reading					Gain	
		Spring 02*	Spring 03	Spring 04	Spring 05	Spring 06	1 yr	Multi yr	Spring 02*	Spring 03	Spring 04	Spring 05	Spring 06	1 yr	Multi yr
	Below Basic					49							60		
	Basic					10							23		
	Proficient					37							18		
	Advanced					4							0		
	Proficient and Above	n/a	n/a	n/a	n/a	41	n/a	n/a	n/a	n/a	n/a	n/a	18	n/a	n/a
Grade 5	Level	Mathematics					Gain		Reading					Gain	
		Spring 02*	Spring 03	Spring 04	Spring 05	Spring 06	1 yr	Multi yr	Spring 02*	Spring 03	Spring 04	Spring 05	Spring 06	1 yr	Multi yr
	Below Basic	76	58	47	41	48			67	52	36	59	64		
	Basic	15	20	26	33	30			17	27	26	24	22		
	Proficient	8	18	9	21	17			16	19	24	13	12		
	Advanced	1	4	18	5	4			0	2	13	4	2		
	Proficient and Above	9	22	26	26	22	-4	0	16	21	37	17	14	-3	-7

HARTRANFT ELEMENTARY SCHOOL

SCHOOL PROFILE (2005–2006)

720 W. Cumberland St., Philadelphia, PA

19133

(215) 684-5088

- ✓ Established in 2005
- ✓ Serving grades K–8
- ✓ Type of Partnership: District Contract
- ✓ Enrollment: 624

STUDENT PROFILE (2005–2006)

- ✓ Ethnicity:
 - African American—75%
 - Caucasian—0%
 - Hispanic—25%
 - Other—0%
- ✓ Program Participation:
 - LEP—16%
 - Special Education—15%
 - Free/Reduced Lunch—100%

Pennsylvania System of School Assessment (PSSA) - Hartranft Elementary School									
Percent of Students Proficient and Above (Spring 2005-2006)									
Grade 3	Level	Mathematics		Gains		Reading		Gains	
		Spring 05	Spring 06	1 yr	Multi yr	Spring 05	Spring 06	1 yr	Multi yr
	Below Basic	43	42			68	80		
	Basic	35	19			15	17		
	Proficient	17	29			17	2		
	Advanced	6	10			0	2		
	Proficient and Above	23	39	16	n/a	17	4	-13	n/a
Grade 4	Level	Mathematics		Gains		Reading		Gains	
		Spring 05	Spring 06	1 yr	Multi yr	Spring 05	Spring 06	1 yr	Multi yr
	Below Basic		64				70		
	Basic		13				22		
	Proficient		20				9		
	Advanced		2				0		
	Proficient and Above	n/a	22	n/a	n/a	n/a	9	n/a	n/a
Grade 5	Level	Mathematics		Gains		Reading		Gains	
		Spring 05	Spring 06	1 yr	Multi yr	Spring 05	Spring 06	1 yr	Multi yr
	Below Basic	37	50			63	69		
	Basic	27	21			12	26		
	Proficient	20	25			20	4		
	Advanced	16	4			4	2		
	Proficient and Above	37	29	-8	n/a	25	6	-19	n/a
Grade 6	Level	Mathematics		Gains		Reading		Gains	
		Spring 05	Spring 06	1 yr	Multi yr	Spring 05	Spring 06	1 yr	Multi yr
	Below Basic		42				61		
	Basic		24				22		
	Proficient		27				17		
	Advanced		7				0		
	Proficient and Above	n/a	34	n/a	n/a	n/a	17	n/a	n/a
Grade 7	Level	Mathematics		Gains		Reading		Gains	
		Spring 05	Spring 06	1 yr	Multi yr	Spring 05	Spring 06	1 yr	Multi yr
	Below Basic		37				50		
	Basic		33				34		
	Proficient		21				16		
	Advanced		9				0		
	Proficient and Above	n/a	30	n/a	n/a	n/a	16	n/a	n/a
Grade 8	Level	Mathematics		Gains		Reading		Gains	
		Spring 05	Spring 06	1 yr	Multi yr	Spring 05	Spring 06	1 yr	Multi yr
	Below Basic		70				74		
	Basic		14				9		
	Proficient		5				14		
	Advanced		11				4		
	Proficient and Above	n/a	16	n/a	n/a	n/a	18	n/a	n/a

HUEY ELEMENTARY SCHOOL

SCHOOL PROFILE (2005–2006)

52nd & Pine Sts., Philadelphia, PA 19139

(215) 471-2901

- ✓ Established in 2005
- ✓ Serving grades K–8
- ✓ Type of Partnership: District Contract
- ✓ Enrollment: 877

STUDENT PROFILE (2005–2006)

- ✓ Ethnicity:
 - African American—100%
 - Caucasian—0%
 - Hispanic—0%
 - Other—0%
- ✓ Program Participation:
 - LEP—0%
 - Special Education—10%
 - Free/Reduced Lunch—100%

Pennsylvania System of School Assessment (PSSA) - Huey Elementary School									
Percent of Students Proficient and Above (Spring 2005-2006)									
Grade 3	Level	Mathematics		Gains		Reading		Gains	
		Spring 05	Spring 06	1 yr	Multi yr	Spring 05	Spring 06	1 yr	Multi yr
	Below Basic	23	20			46	30		
	Basic	37	14			29	18		
	Proficient	30	41			18	45		
	Advanced	10	25			8	6		
	Proficient and Above	40	66	26	n/a	26	51	25	n/a
Grade 4	Level	Mathematics		Gains		Reading		Gains	
		Spring 05	Spring 06	1 yr	Multi yr	Spring 05	Spring 06	1 yr	Multi yr
	Below Basic		56				70		
	Basic		14				19		
	Proficient		26				11		
	Advanced		4				0		
	Proficient and Above	0	30	n/a	n/a	0	11	n/a	n/a
Grade 5	Level	Mathematics		Gains		Reading		Gains	
		Spring 05	Spring 06	1 yr	Multi yr	Spring 05	Spring 06	1 yr	Multi yr
	Below Basic	50	53			64	65		
	Basic	28	30			18	24		
	Proficient	16	15			18	11		
	Advanced	6	3			1	0		
	Proficient and Above	22	17	-5	n/a	19	11	-8	n/a
Grade 6	Level	Mathematics		Gains		Reading		Gains	
		Spring 05	Spring 06	1 yr	Multi yr	Spring 05	Spring 06	1 yr	Multi yr
	Below Basic		37				49		
	Basic		43				31		
	Proficient		14				15		
	Advanced		6				6		
	Proficient and Above	n/a	20	n/a	n/a	n/a	21	n/a	n/a
Grade 7	Level	Mathematics		Gains		Reading		Gains	
		Spring 05	Spring 06	1 yr	Multi yr	Spring 05	Spring 06	1 yr	Multi yr
	Below Basic		56				55		
	Basic		23				24		
	Proficient		18				20		
	Advanced		3				2		
	Proficient and Above	n/a	21	n/a	n/a	n/a	22	n/a	n/a
Grade 8	Level	Mathematics		Gains		Reading		Gains	
		Spring 05	Spring 06	1 yr	Multi yr	Spring 05	Spring 06	1 yr	Multi yr
	Below Basic		24				19		
	Basic		39				28		
	Proficient		22				42		
	Advanced		15				11		
	Proficient and Above	n/a	37	n/a	n/a	n/a	53	n/a	n/a

KELLEY ELEMENTARY SCHOOL

SCHOOL PROFILE (2005–2006)

1601 N. 28th St., Philadelphia, PA 19121

(215) 684-5071

- ✓ Established in 2002
- ✓ Serving grades K–6
- ✓ Type of Partnership: District Contract
- ✓ Enrollment: 426

STUDENT PROFILE (2005–2006)

- ✓ Ethnicity:
 - African American—97%
 - Caucasian—0%
 - Hispanic—3%
 - Other—0%
- ✓ Program Participation
 - LEP—0%
 - Special Education—12%
 - Free/Reduced Lunch—100%

Pennsylvania System of School Assessment (PSSA) - Wm Kelley Elementary School															
Percent of Students Proficient and Above (Spring 2003-2006)															
Grade 3	Level	Mathematics					Gain		Reading					Gain	
		Spring 02*	Spring 03	Spring 04	Spring 05	Spring 06	1 yr	Multi yr	Spring 02*	Spring 03	Spring 04	Spring 05	Spring 06	1 yr	Multi yr
	Below Basic				38	14						54	67		
	Basic				28	31						21	19		
	Proficient				26	25						23	11		
	Advanced				8	31						3	3		
Proficient and Above		n/a	n/a	n/a	34	56	22	n/a	n/a	n/a	n/a	26	14	-12	n/a
Grade 4	Level	Mathematics					Gain		Reading					Gain	
		Spring 02*	Spring 03	Spring 04	Spring 05	Spring 06	1 yr	Multi yr	Spring 02*	Spring 03	Spring 04	Spring 05	Spring 06	1 yr	Multi yr
	Below Basic					44							60		
	Basic					19							24		
	Proficient					33							13		
	Advanced					5							2		
Proficient and Above		n/a	n/a	n/a	n/a	37	n/a	n/a	n/a	n/a	n/a	n/a	16	n/a	n/a
Grade 5	Level	Mathematics					Gain		Reading					Gain	
		Spring 02*	Spring 03	Spring 04	Spring 05	Spring 06	1 yr	Multi yr	Spring 02*	Spring 03	Spring 04	Spring 05	Spring 06	1 yr	Multi yr
	Below Basic	76	64	43	21	53			73	72	55	47	84		
	Basic	18	27	43	27	33			21	23	29	32	12		
	Proficient	6	7	8	39	12			5	3	16	18	4		
	Advanced	0	2	5	12	2			0	2	0	3	0		
Proficient and Above	6	9	14	52	14	-37	6	5	5	16	21	4	-17	-1	
Grade 6	Level	Mathematics					Gain		Reading					Gain	
		Spring 02*	Spring 03	Spring 04	Spring 05	Spring 06	1 yr	Multi yr	Spring 02*	Spring 03	Spring 04	Spring 05	Spring 06	1 yr	Multi yr
	Below Basic					40							61		
	Basic					7							19		
	Proficient					47							19		
	Advanced					7							0		
Proficient and Above		n/a	n/a	n/a	n/a	53	n/a	n/a	n/a	n/a	n/a	n/a	19	n/a	n/a
Grade 7	Level	Mathematics					Gain		Reading					Gain	
		Spring 02*	Spring 03	Spring 04	Spring 05	Spring 06	1 yr	Multi yr	Spring 02*	Spring 03	Spring 04	Spring 05	Spring 06	1 yr	Multi yr
	Below Basic					63							70		
	Basic					25							20		
	Proficient					10							8		
	Advanced					3							3		
Proficient and Above		n/a	n/a	n/a	n/a	13	n/a	n/a	n/a	n/a	n/a	n/a	10	n/a	n/a
Grade 8	Level	Mathematics					Gain		Reading					Gain	
		Spring 02*	Spring 03	Spring 04	Spring 05	Spring 06	1 yr	Multi yr	Spring 02*	Spring 03	Spring 04	Spring 05	Spring 06	1 yr	Multi yr
	Below Basic					50							45		
	Basic					24							34		
	Proficient					18							21		
	Advanced					8							0		
Proficient and Above		n/a	n/a	n/a	n/a	26	n/a	n/a	n/a	n/a	n/a	n/a	21	n/a	n/a
Grade 6		Writing				Gain									
		Fall 01	Fall 02	Fall 03	Fall 04	1 yr	Multi yr								
	Below Basic			30											
	Basic			53											
	Proficient			18											
	Advanced			0											
	Proficient and Above	n/a	n/a	18	n/a	n/a	n/a								
Scale Score	n/a	n/a	n/a	n/a	n/a	n/a									

KENDERTON ELEMENTARY SCHOOL

SCHOOL PROFILE (2005–2006)

1500 W. Ontario St., Philadelphia, PA 19140

(215) 227-4412

- ✓ Established in 2002
- ✓ Serving grades K–8
- ✓ Type of Partnership: District Contract
- ✓ Enrollment: 630

STUDENT PROFILE (2005–2006)

- ✓ Ethnicity:
 - African American—98%
 - Caucasian—0%
 - Hispanic—0%
 - Other—2%
- ✓ Program Participation:
 - LEP—0%
 - Special Education—13%
 - Free/Reduced Lunch—100%

Pennsylvania System of School Assessment (PSSA) - Kenderton Elementary School															
Percent of Students Proficient and Above (Spring 2003-2006)															
	Level	Mathematics					Gain		Reading					Gain	
		Spring 02*	Spring 03	Spring 04	Spring 05	Spring 06	1 yr	Multi yr	Spring 02*	Spring 03	Spring 04	Spring 05	Spring 06	1 yr	Multi yr
Grade 3	Below Basic				24	37						37	77		
	Basic				29	30						30	16		
	Proficient				38	26						26	7		
	Advanced				9	7						7	0		
	Proficient and Above	n/a	n/a	n/a	47	33	-14	n/a	n/a	n/a	n/a	33	7	-26	n/a
Grade 4	Level	Spring 02*	Spring 03	Spring 04	Spring 05	Spring 06	1 yr	Multi yr	Spring 02*	Spring 03	Spring 04	Spring 05	Spring 06	1 yr	Multi yr
	Below Basic					55							56		
	Basic					17							19		
	Proficient					24							26		
	Advanced					5							0		
	Proficient and Above	n/a	n/a	n/a	n/a	29	n/a	n/a	n/a	n/a	n/a	n/a	26	n/a	n/a
Grade 5	Level	Spring 02*	Spring 03	Spring 04	Spring 05	Spring 06	1 yr	Multi yr	Spring 02*	Spring 03	Spring 04	Spring 05	Spring 06	1 yr	Multi yr
	Below Basic	65	76	60	40	49			55	73	47	68	67		
	Basic	29	22	24	34	41			34	16	36	15	28		
	Proficient	6	0	13	15	10			10	9	16	17	4		
	Advanced	0	2	3	11	0			1	2	1	0	2		
	Proficient and Above	6	2	16	26	10	-17	8	11	11	17	17	6	-11	-5
Grade 6	Level	Spring 02*	Spring 03	Spring 04	Spring 05	Spring 06	1 yr	Multi yr	Spring 02*	Spring 03	Spring 04	Spring 05	Spring 06	1 yr	Multi yr
	Below Basic					64							66		
	Basic					15							18		
	Proficient					13							11		
	Advanced					9							6		
	Proficient and Above	n/a	n/a	n/a	n/a	22	n/a	n/a	n/a	n/a	n/a	n/a	16	n/a	n/a
Grade 7	Level	Spring 02*	Spring 03	Spring 04	Spring 05	Spring 06	1 yr	Multi yr	Spring 02*	Spring 03	Spring 04	Spring 05	Spring 06	1 yr	Multi yr
	Below Basic					45							38		
	Basic					27							36		
	Proficient					20							19		
	Advanced					9							7		
	Proficient and Above	n/a	n/a	n/a	n/a	28	n/a	n/a	n/a	n/a	n/a	n/a	26	n/a	n/a
Grade 8	Level	Spring 02*	Spring 03	Spring 04	Spring 05	Spring 06	1 yr	Multi yr	Spring 02*	Spring 03	Spring 04	Spring 05	Spring 06	1 yr	Multi yr
	Below Basic	61	78	35	12	60			57	56	38	45	51		
	Basic	32	19	27	24	26			27	33	27	23	26		
	Proficient	8	3	20	38	13			16	11	20	21	20		
	Advanced	0	0	18	27	1			0	0	15	11	3		
	Proficient and Above	8	3	38	65	14	-50	12	16	11	35	32	23	-9	12
Grade 6		Writing				Gain									
		Fall 01	Fall 02	Fall 03	Fall 04	1 yr	Multi yr								
	Below Basic		37	14											
	Basic		42	45											
	Proficient		20	40											
	Advanced		1	1											
	Proficient and Above	n/a	22	41	n/a	n/a	n/a								
	Scale Score	1220	1160	n/a	n/a	n/a	n/a								

LINCOLN-EDISON CHARTER SCHOOL

SCHOOL PROFILE (2005–2006)

559 W. King St., York, PA 17404

(717) 699-1573

- ✓ Established in 2000
- ✓ Serving grades K–5
- ✓ Type of Partnership: Independent Charter
- ✓ Enrollment: 692

STUDENT PROFILE (2005–2006)

- ✓ Ethnicity:
 - African American—42%
 - Caucasian—12%
 - Hispanic—44%
 - Other—2%
- ✓ Program Participation:
 - LEP—13%
 - Special Education—13%
 - Free/Reduced Lunch—91%

Pennsylvania System of School Assessment (PSSA) - Lincoln-Edison Charter School									
Percentage of Students Proficient and Above (Spring 2001–Spring 2006)									
Grade 3		Mathematics						Gain	
		Spring 01	Spring 02	Spring 03	Spring 04	Spring 05	Spring 06	1 yr	Multi yr
	Below Basic					22	7		
	Basic					29	18		
	Proficient					23	39		
	Advanced					27	36		
	Proficient and Above	n/a	n/a	n/a	n/a	50	75	25	n/a
Grade 4		Mathematics						Gain	
		Spring 01	Spring 02	Spring 03	Spring 04	Spring 05	Spring 06	1 yr	Multi yr
	Below Basic						19		
	Basic						17		
	Proficient						35		
	Advanced						28		
	Proficient and Above	n/a	n/a	n/a	n/a	n/a	64	n/a	n/a
Grade 5		Mathematics						Gain	
		Spring 01	Spring 02	Spring 03	Spring 04	Spring 05	Spring 06	1 yr	Multi yr
	Below Basic	60	57	60	42	30	32		
	Basic	31	23	20	26	19	28		
	Proficient	8	10	14	19	28	16		
	Advanced	1	10	6	13	22	24		
	Proficient and Above	9	20	20	32	51	40	-11	31
Grade 3		Reading						Gain	
		Spring 01	Spring 02	Spring 03	Spring 04	Spring 05	Spring 06	1 yr	Multi yr
	Below Basic					35	27		
	Basic					17	27		
	Proficient					31	33		
	Advanced					16	13		
	Proficient and Above	n/a	n/a	n/a	n/a	47	46	-1	n/a
Grade 4		Reading						Gain	
		Spring 01	Spring 02	Spring 03	Spring 04	Spring 05	Spring 06	1 yr	Multi yr
	Below Basic						30		
	Basic						24		
	Proficient						26		
	Advanced						20		
	Proficient and Above	n/a	n/a	n/a	n/a	n/a	46	n/a	n/a
Grade 5		Reading						Gain	
		Spring 01	Spring 02	Spring 03	Spring 04	Spring 05	Spring 06	1 yr	Multi yr
	Below Basic	69	51	57	40	48	40		
	Basic	16	25	21	22	20	26		
	Proficient	14	24	19	15	28	24		
	Advanced	1	0	2	22	4	10		
	Proficient and Above	15	24	21	38	32	34	1	19

LOCKE ELEMENTARY SCHOOL

SCHOOL PROFILE (2005–2006)

4550 Haverford Ave., Philadelphia, PA 19139

(215) 823-8202

- ✓ Established in 2002
- ✓ Serving grades K–5
- ✓ Type of Partnership: District Contract
- ✓ Enrollment: 388

STUDENT PROFILE (2005–2006)

- ✓ Ethnicity:
 - African American—98%
 - Caucasian—2%
 - Hispanic—0%
 - Other—0%
- ✓ Program Participation:
 - LEP—0%
 - Special Education—12%
 - Free/Reduced Lunch—98%

Pennsylvania System of School Assessment (PSSA) - Locke Elementary School								
Percent of Students Proficient and Above (Spring 2003-2006)								
Grade 3	Level	Mathematics					Gain	
		Spring 02*	Spring 03	Spring 04	Spring 05	Spring 06	1 yr	Multi yr
	Below Basic				38	24		
	Basic				17	39		
	Proficient				43	30		
	Advanced				2	6		
	Proficient and Above	n/a	n/a	n/a	45	36	-9	n/a
Grade 4	Level	Mathematics					Gain	
		Spring 02*	Spring 03	Spring 04	Spring 05	Spring 06	1 yr	Multi yr
	Below Basic					51		
	Basic					15		
	Proficient					28		
	Advanced					6		
	Proficient and Above	n/a	n/a	n/a	n/a	34	n/a	n/a
Grade 5	Level	Mathematics					Gain	
		Spring 02*	Spring 03	Spring 04	Spring 05	Spring 06	1 yr	Multi yr
	Below Basic	80	74	72	57	43		
	Basic	13	13	13	25	32		
	Proficient	7	11	14	16	21		
	Advanced	0	2	2	2	4		
	Proficient and Above	7	13	16	18	25	8	12
Grade 3	Level	Reading					Gain	
		Spring 02*	Spring 03	Spring 04	Spring 05	Spring 06	1 yr	Multi yr
	Below Basic				57	50		
	Basic				26	38		
	Proficient				17	12		
	Advanced				0	0		
	Proficient and Above	n/a	n/a	n/a	17	12	-5	n/a
Grade 4	Level	Reading					Gain	
		Spring 02*	Spring 03	Spring 04	Spring 05	Spring 06	1 yr	Multi yr
	Below Basic					53		
	Basic					34		
	Proficient					13		
	Advanced					0		
	Proficient and Above	n/a	n/a	n/a	n/a	13	n/a	n/a
Grade 5	Level	Reading					Gain	
		Spring 02*	Spring 03	Spring 04	Spring 05	Spring 06	1 yr	Multi yr
	Below Basic	57	66	67	69	67		
	Basic	29	20	22	18	27		
	Proficient	13	15	9	13	6		
	Advanced	1	0	2	0	0		
	Proficient and Above	14	15	11	13	6	-7	-9

LUDLOW ELEMENTARY SCHOOL

SCHOOL PROFILE (2005–2006)

550 W. Master St., Philadelphia, PA 19122

(215) 684-5060

- ✓ Established in 2002
- ✓ Serving grades K–8
- ✓ Type of Partnership: District Contract
- ✓ Enrollment: 331

STUDENT PROFILE (2005–2006)

- ✓ Ethnicity:
 - African American—59%
 - Caucasian—2%
 - Hispanic—38%
 - Other—1%
- ✓ Program Participation:
 - LEP—5%
 - Special Education—27%
 - Free/Reduced Lunch—100%

Pennsylvania System of School Assessment (PSSA) - Ludlow Elementary School															
Percent of Students Proficient and Above (Spring 2003-2006)															
	Level	Mathematics					Gain		Reading					Gain	
		Spring 02*	Spring 03	Spring 04	Spring 05	Spring 06	1 yr	Multi yr	Spring 02*	Spring 03	Spring 04	Spring 05	Spring 06	1 yr	Multi yr
Grade 3	Below Basic				37	33						56	43		
	Basic				30	13						33	30		
	Proficient				30	43						11	20		
	Advanced				4	10						0	7		
	Proficient and Above	n/a	n/a	n/a	34	53	19	n/a	n/a	n/a	n/a	11	27	16	n/a
Grade 4	Level	Spring 02*	Spring 03	Spring 04	Spring 05	Spring 06	1 yr	Multi yr	Spring 02*	Spring 03	Spring 04	Spring 05	Spring 06	1 yr	Multi yr
	Below Basic					27							39		
	Basic					24							39		
	Proficient					33							21		
	Advanced					15							0		
	Proficient and Above	n/a	n/a	n/a	n/a	49	n/a	n/a	n/a	n/a	n/a	n/a	21	n/a	n/a
Grade 5	Level	Spring 02*	Spring 03	Spring 04	Spring 05	Spring 06	1 yr	Multi yr	Spring 02*	Spring 03	Spring 04	Spring 05	Spring 06	1 yr	Multi yr
	Below Basic	74	63	65	30	58			65	66	58	65	71		
	Basic	20	24	16	30	25			29	29	22	16	13		
	Proficient	4	10	14	30	8			4	5	8	12	17		
	Advanced	2	2	5	9	8			2	0	11	7	0		
	Proficient and Above	6	12	19	40	17	-23	4	6	5	19	19	17	-2	12
Grade 6	Level	Spring 02*	Spring 03	Spring 04	Spring 05	Spring 06	1 yr	Multi yr	Spring 02*	Spring 03	Spring 04	Spring 05	Spring 06	1 yr	Multi yr
	Below Basic					47							63		
	Basic					31							17		
	Proficient					11							9		
	Advanced					11							11		
	Proficient and Above	n/a	n/a	n/a	n/a	22	n/a	n/a	n/a	n/a	n/a	n/a	20	n/a	n/a
Grade 7	Level	Spring 02*	Spring 03	Spring 04	Spring 05	Spring 06	1 yr	Multi yr	Spring 02*	Spring 03	Spring 04	Spring 05	Spring 06	1 yr	Multi yr
	Below Basic					35							38		
	Basic					22							30		
	Proficient					27							22		
	Advanced					16							11		
	Proficient and Above	n/a	n/a	n/a	n/a	43	n/a	n/a	n/a	n/a	n/a	n/a	32	n/a	n/a
Grade 8	Level	Spring 02*	Spring 03	Spring 04	Spring 05	Spring 06	1 yr	Multi yr	Spring 02*	Spring 03	Spring 04	Spring 05	Spring 06	1 yr	Multi yr
	Below Basic	66	70	25	47	44			56	41	23	43	29		
	Basic	17	22	21	29	37			34	56	31	34	18		
	Proficient	17	7	42	21	11			7	4	38	17	43		
	Advanced	0	0	13	3	7			2	0	8	6	11		
	Proficient and Above	17	7	54	24	19	-5	11	10	4	46	23	54	31	50
Grade 6	Level	Fall 01	Fall 02	Fall 03	Fall 04	1 yr	Multi yr								
	Below Basic		31	36											
	Basic		51	55											
	Proficient		18	9											
	Advanced		0	0											
	Proficient and Above	n/a	18	9	n/a	n/a	n/a								
	Scale Score	1140	1150	n/a	n/a	n/a	n/a								

MORTON-McMICHAEL ELEMENTARY SCHOOL

SCHOOL PROFILE (2005–2006)

3543 Fairmount Ave., Philadelphia, PA 19104

(215) 823-8205

- ✓ Established in 2002
- ✓ Serving grades K–8
- ✓ Type of Partnership: District Contract
- ✓ Enrollment: 472

STUDENT PROFILE (2005–2006)

- ✓ Ethnicity:
 - African American—99%
 - Caucasian—0%
 - Hispanic—0%
 - Other—1%
- ✓ Program Participation:
 - LEP—0%
 - Special Education—6%
 - Free/Reduced Lunch—100%

Pennsylvania System of School Assessment (PSSA) - Morton-McMichael Elementary School															
Percent of Students Proficient and Above (Spring 2003-2006)															
	Level	Mathematics					Gain		Reading					Gain	
		Spring 02*	Spring 03	Spring 04	Spring 05	Spring 06	1 yr	Multi yr	Spring 02*	Spring 03	Spring 04	Spring 05	Spring 06	1 yr	Multi yr
Grade 3	Below Basic				36	29						47	41		
	Basic				22	7						20	20		
	Proficient				38	41						24	27		
	Advanced				4	22						9	12		
	Proficient and Above	n/a	n/a	n/a	42	63	21	n/a	n/a	n/a	n/a	33	39	6	n/a
Grade 4	Level	Spring 02*	Spring 03	Spring 04	Spring 05	Spring 06	1 yr	Multi yr	Spring 02*	Spring 03	Spring 04	Spring 05	Spring 06	1 yr	Multi yr
	Below Basic					49							54		
	Basic					16							27		
	Proficient					27							14		
	Advanced					8							5		
	Proficient and Above	n/a	n/a	n/a	n/a	35	n/a	n/a	n/a	n/a	n/a	n/a	19	n/a	n/a
Grade 5	Level	Spring 02*	Spring 03	Spring 04	Spring 05	Spring 06	1 yr	Multi yr	Spring 02*	Spring 03	Spring 04	Spring 05	Spring 06	1 yr	Multi yr
	Below Basic	76	81	81	34	23			74	70	70	52	42		
	Basic	22	14	12	43	41			22	19	17	32	26		
	Proficient	2	3	6	16	26			4	11	13	14	29		
	Advanced	0	2	2	7	10			0	0	0	2	3		
	Proficient and Above	2	5	8	23	36	13	31	4	11	13	16	32	16	21
Grade 6	Level	Spring 02*	Spring 03	Spring 04	Spring 05	Spring 06	1 yr	Multi yr	Spring 02*	Spring 03	Spring 04	Spring 05	Spring 06	1 yr	Multi yr
	Below Basic					46							50		
	Basic					22							30		
	Proficient					28							18		
	Advanced					4							2		
	Proficient and Above	n/a	n/a	n/a	n/a	33	n/a	n/a	n/a	n/a	n/a	n/a	21	n/a	n/a
Grade 7	Level	Spring 02*	Spring 03	Spring 04	Spring 05	Spring 06	1 yr	Multi yr	Spring 02*	Spring 03	Spring 04	Spring 05	Spring 06	1 yr	Multi yr
	Below Basic					60							48		
	Basic					22							33		
	Proficient					14							17		
	Advanced					4							2		
	Proficient and Above	n/a	n/a	n/a	n/a	18	n/a	n/a	n/a	n/a	n/a	n/a	19	n/a	n/a
Grade 8	Level	Spring 02*	Spring 03	Spring 04	Spring 05	Spring 06	1 yr	Multi yr	Spring 02*	Spring 03	Spring 04	Spring 05	Spring 06	1 yr	Multi yr
	Below Basic	70	50	32	42	57			52	35	25	37	43		
	Basic	20	30	42	23	24			30	35	27	22	21		
	Proficient	9	20	22	24	13			16	24	37	26	26		
	Advanced	1	0	5	11	7			1	7	12	15	10		
	Proficient and Above	10	20	27	35	19	-15	0	17	30	48	42	36	-6	6
Grade 6	Level	Fall 01	Fall 02	Fall 03	Fall 04	1 yr	Multi yr								
	Below Basic		64	24											
	Basic		28	49											
	Proficient		8	27											
	Advanced		0	0											
	Proficient and Above	n/a	8	27	n/a	n/a	n/a								
	Scale Score	1170	1060	n/a	n/a	n/a	n/a								

PENN TREATY MIDDLE SCHOOL

SCHOOL PROFILE (2005–2006)

600 E. Thompson, St., Philadelphia, PA 19125

(215) 291-4715

- ✓ Established in 2002
- ✓ Serving grades 5–8
- ✓ Type of Partnership: District Contract
- ✓ Enrollment: 667

STUDENT PROFILE (2005–2006)

- ✓ Ethnicity:
 - African American—20%
 - Caucasian—26%
 - Hispanic—48%
 - Other—6%
- ✓ Program Participation:
 - LEP—0%
 - Special Education—20%
 - Free/Reduced Lunch—100%

Pennsylvania System of School Assessment (PSSA) - Penn Treaty Middle School															
Percent of Students Proficient and Above (Spring 2003-2006)															
Grade 5		Mathematics					Gain		Reading					Gain	
	Level	Spring 02*	Spring 03	Spring 04	Spring 05	Spring 06	1 yr	Multi yr	Spring 02*	Spring 03	Spring 04	Spring 05	Spring 06	1 yr	Multi yr
	Below Basic	76	73	67	53	50			75	87	73	76	75		
	Basic	18	23	16	25	30			18	13	19	15	20		
	Proficient	6	3	15	18	13			7	0	7	8	5		
	Advanced	0	0	1	4	7			0	0	1	1	0		
Proficient and Above	6	3	16	22	20	-2	17	7	0	8	9	5	-4	5	
Grade 6		Mathematics					Gain		Reading					Gain	
	Level	Spring 02*	Spring 03	Spring 04	Spring 05	Spring 06	1 yr	Multi yr	Spring 02*	Spring 03	Spring 04	Spring 05	Spring 06	1 yr	Multi yr
	Below Basic					37							59		
	Basic					23							24		
	Proficient					26							16		
	Advanced					14							1		
Proficient and Above	n/a	n/a	n/a	n/a	40	n/a	n/a	n/a	n/a	n/a	n/a	17	n/a	n/a	
Grade 7		Mathematics					Gain		Reading					Gain	
	Level	Spring 02*	Spring 03	Spring 04	Spring 05	Spring 06	1 yr	Multi yr	Spring 02*	Spring 03	Spring 04	Spring 05	Spring 06	1 yr	Multi yr
	Below Basic					39							41		
	Basic					26							30		
	Proficient					22							25		
	Advanced					13							4		
Proficient and Above	n/a	n/a	n/a	n/a	35	n/a	n/a	n/a	n/a	n/a	n/a	29	n/a	n/a	
Grade 8		Mathematics					Gain		Reading					Gain	
	Level	Spring 02*	Spring 03	Spring 04	Spring 05	Spring 06	1 yr	Multi yr	Spring 02*	Spring 03	Spring 04	Spring 05	Spring 06	1 yr	Multi yr
	Below Basic	71	78	51	43	46			55	71	47	50	48		
	Basic	18	16	23	23	17			24	19	26	22	18		
	Proficient	12	6	20	21	18			18	8	20	24	25		
	Advanced	0	0	6	13	20			2	2	6	4	10		
Proficient and Above	12	6	27	35	37	3	31	21	10	26	28	35	7	25	
Grade 6		Writing				Gain									
		Fall 01	Fall 02	Fall 03	Fall 04	1 yr	Multi yr								
	Below Basic		59	47											
	Basic		33	40											
	Proficient		9	12											
	Advanced		0	1											
	Proficient and Above	n/a	9	12	n/a	n/a	n/a								
	Scale Score	1010	1050	n/a	n/a	n/a	n/a								

POTTER-THOMAS ELEMENTARY SCHOOL

SCHOOL PROFILE (2005–2006)

3001 N. 6th St., Philadelphia, PA 19133

(215) 227-4423

- ✓ Established in 2002
- ✓ Serving grades K–8
- ✓ Type of Partnership: District Contract
- ✓ Enrollment: 621

STUDENT PROFILE (2005–2006)

- ✓ Ethnicity:
 - African American—22%
 - Caucasian—1%
 - Hispanic—76%
 - Other—1%
- ✓ Program Participation:
 - LEP—75%
 - Special Education—9%
 - Free/Reduced Lunch—94%

Pennsylvania System of School Assessment (PSSA) - Potter-Thomas Elementary School															
Percent of Students Proficient and Above (Spring 2003-2006)															
Grade 3	Level	Mathematics					Gain		Reading					Gain	
		Spring 02*	Spring 03	Spring 04	Spring 05	Spring 06	1 yr	Multi yr	Spring 02*	Spring 03	Spring 04	Spring 05	Spring 06	1 yr	Multi yr
	Below Basic				72	47						75	66		
	Basic				21	22						21	19		
	Proficient				7	24						3	14		
	Advanced				0	7						0	2		
	Proficient and Above	n/a	n/a	n/a	7	31	24	n/a	n/a	n/a	n/a	3	16	13	n/a
Grade 4	Level	Mathematics					Gain		Reading					Gain	
		Spring 02*	Spring 03	Spring 04	Spring 05	Spring 06	1 yr	Multi yr	Spring 02*	Spring 03	Spring 04	Spring 05	Spring 06	1 yr	Multi yr
	Below Basic					57							66		
	Basic					22							21		
	Proficient					17							12		
	Advanced					3							2		
	Proficient and Above	n/a	n/a	n/a	n/a	21	n/a	n/a	n/a	n/a	n/a	n/a	14	n/a	n/a
Grade 5	Level	Mathematics					Gain		Reading					Gain	
		Spring 02*	Spring 03	Spring 04	Spring 05	Spring 06	1 yr	Multi yr	Spring 02*	Spring 03	Spring 04	Spring 05	Spring 06	1 yr	Multi yr
	Below Basic	94	87	80	62	66			81	76	73	70	76		
	Basic	5	12	15	27	21			16	19	20	20	19		
	Proficient	1	0	4	10	10			3	3	7	10	5		
	Advanced	0	1	1	2	3			0	3	1	0	0		
	Proficient and Above	1	1	5	12	13	1	12	3	5	8	10	5	-5	0
Grade 6	Level	Mathematics					Gain		Reading					Gain	
		Spring 02*	Spring 03	Spring 04	Spring 05	Spring 06	1 yr	Multi yr	Spring 02*	Spring 03	Spring 04	Spring 05	Spring 06	1 yr	Multi yr
	Below Basic					58							63		
	Basic					20							17		
	Proficient					17							17		
	Advanced					5							3		
	Proficient and Above	n/a	n/a	n/a	n/a	22	n/a	n/a	n/a	n/a	n/a	n/a	20	n/a	n/a

POTTER-THOMAS ELEMENTARY SCHOOL CONTINUED

	Level	Mathematics					Gain		Reading					Gain	
		Spring 02*	Spring 03	Spring 04	Spring 05	Spring 06	1 yr	Multi yr	Spring 02*	Spring 03	Spring 04	Spring 05	Spring 06	1 yr	Multi yr
Grade 7	Below Basic					58							50		
	Basic					17							23		
	Proficient					20							20		
	Advanced					5							7		
	Proficient and Above	n/a	n/a	n/a	n/a	25	n/a	n/a	n/a	n/a	n/a	n/a	27	n/a	n/a
	Level	Mathematics					Gain		Reading					Gain	
		Spring 02*	Spring 03	Spring 04	Spring 05	Spring 06	1 yr	Multi yr	Spring 02*	Spring 03	Spring 04	Spring 05	Spring 06	1 yr	Multi yr
Grade 8	Below Basic	n/a	69	78	75	59			n/a	54	56	73	58		
	Basic	n/a	22	17	20	25			n/a	32	31	14	13		
	Proficient	n/a	10	4	2	12			n/a	14	13	12	20		
	Advanced	n/a	0	0	4	3			n/a	0	0	2	8		
	Proficient and Above	n/a	10	4	6	15	9	6	n/a	14	13	14	28	15	14
	Level	Writing				Gain									
		Fall 01	Fall 02	Fall 03	Fall 04	1 yr	Multi yr								
Grade 6	Below Basic		61	49											
	Basic		30	31											
	Proficient		7	21											
	Advanced		2	0											
	Proficient and Above	n/a	9	21	n/a	n/a	n/a								
Scale Score		1050	1050	n/a	n/a	n/a	n/a								

RENAISSANCE ACADEMY OF PITTSBURGH

ALTERNATIVE OF HOPE

SCHOOL PROFILE (2005–2006)

120 South Whitfield St., Pittsburgh, PA 15206

(412) 362-8797

- ✓ Established in 2003
- ✓ Serving grades K–5
- ✓ Type of Partnership: Independent Charter
- ✓ Enrollment: 244

STUDENT PROFILE (2005–2006)

- ✓ Ethnicity:
 - African American—100%
 - Caucasian—0%
 - Hispanic—0%
 - Other—0%
- ✓ Program Participation:
 - LEP—0%
 - Special Education—10%
 - Free/Reduced Lunch—89%

Pennsylvania System of School Assessment (PSSA) - Renaissance Academy of Pittsburgh Alternative Hope									
Percentage of Students Proficient and Above (Spring 2005-2006)									
Grade 3		Mathematics		Gain		Reading		Gain	
		Spring 05	Spring 06	1 yr	Multi yr	Spring 05	Spring 06	1 yr	Multi yr
	Below Basic	52	25			78	44		
	Basic	36	13			17	19		
	Proficient	12	38			4	31		
	Advanced	0	25			0	6		
	Proficient and Above	12.0	63.0	51	n/a	4.0	37.0	33	n/a
Grade 4		Mathematics		Gain		Reading		Gain	
		Spring 05	Spring 06	1 yr	Multi yr	Spring 05	Spring 06	1 yr	Multi yr
	Below Basic		35				35		
	Basic		40				35		
	Proficient		25				20		
	Advanced		0				10		
	Proficient and Above	n/a	25	n/a	n/a	n/a	30	n/a	n/a
Grade 5		Mathematics		Gain		Reading		Gain	
		Spring 05	Spring 06	1 yr	Multi yr	Spring 05	Spring 06	1 yr	Multi yr
	Below Basic	40	36			60	27		
	Basic	40	18			20	36		
	Proficient	10	36			20	36		
	Advanced	10	9			0	0		
	Proficient and Above	20.0	45.5	26	n/a	20.0	36.4	16.4	n/a

RENAISSANCE ADVANTAGE CHARTER SCHOOL

SCHOOL PROFILE (2005–2006)

1712 S. 56th St., Philadelphia, PA 19143

(215) 724-2343

- ✓ Established in 2004
- ✓ Serving grades K–8
- ✓ Type of Partnership: Independent Charter
- ✓ Enrollment: 860

STUDENT PROFILE (2005–2006)

- ✓ Ethnicity:
 - African American—100%
 - Caucasian—0%
 - Hispanic—0%
 - Other—0%
- ✓ Program Participation:
 - LEP—0%
 - Special Education—17%
 - Free/Reduced Lunch—n/a

Pennsylvania System of School Assessment (PSSA) - Renaissance Advantage Charter									
Percentage of Students Proficient and Above (Spring 2005-2006)									
Grade 3	Level	Mathematics		Gain		Reading		Gain	
		Spring 05	Spring 06	1 yr	Multi yr	Spring 05	Spring 06	1 yr	Multi yr
	Below Basic	35	23			43	53		
	Basic	28	32			25	27		
	Proficient	28	29			23	16		
	Advanced	10	17			9	4		
	Proficient and Above	38	46	8	n/a	32	20	-12	n/a
Grade 4	Level	Mathematics		Gain		Reading		Gain	
		Spring 05	Spring 06	1 yr	Multi yr	Spring 05	Spring 06	1 yr	Multi yr
	Below Basic		49				53		
	Basic		12				25		
	Proficient		29				19		
	Advanced		10				3		
	Proficient and Above	n/a	39	n/a	n/a	n/a	22	n/a	n/a
Grade 5	Level	Mathematics		Gain		Reading		Gain	
		Spring 05	Spring 06	1 yr	Multi yr	Spring 05	Spring 06	1 yr	Multi yr
	Below Basic	55	26			55	44		
	Basic	26	28			20	22		
	Proficient	14	28			20	29		
	Advanced	5	18			4	6		
	Proficient and Above	19	46	27	n/a	24	34	10	n/a
Grade 6	Level	Mathematics		Gain		Reading		Gain	
		Spring 05	Spring 06	1 yr	Multi yr	Spring 05	Spring 06	1 yr	Multi yr
	Below Basic		37				35		
	Basic		28				29		
	Proficient		19				29		
	Advanced		17				8		
	Proficient and Above	n/a	35	n/a	n/a	n/a	37	n/a	n/a
Grade 7	Level	Mathematics		Gain		Reading		Gain	
		Spring 05	Spring 06	1 yr	Multi yr	Spring 05	Spring 06	1 yr	Multi yr
	Below Basic		46				31		
	Basic		24				25		
	Proficient		27				31		
	Advanced		4				13		
	Proficient and Above	n/a	31	n/a	n/a	n/a	44	n/a	n/a
Grade 8	Level	Mathematics		Gain		Reading		Gain	
		Spring 05	Spring 06	1 yr	Multi yr	Spring 05	Spring 06	1 yr	Multi yr
	Below Basic	58	25			36	36		
	Basic	36	25			42	8		
	Proficient	3	25			19	42		
	Advanced	3	25			3	14		
	Proficient and Above	6	50	44	n/a	22	56	33	n/a

SHAW MIDDLE SCHOOL

SCHOOL PROFILE (2005–2006)

5400 Warrington Ave., Philadelphia, PA 19143
(215) 727-2161

- ✓ Established in 2002
- ✓ Serving grades 5–8
- ✓ Type of Partnership: District Contract
- ✓ Enrollment: 588

STUDENT PROFILE (2005–2006)

- ✓ Ethnicity:
 - African American—99%
 - Caucasian—0%
 - Hispanic—1%
 - Other—0%
- ✓ Program Participation:
 - LEP—0%
 - Special Education—11%
 - Free/Reduced Lunch—100%

Pennsylvania System of School Assessment (PSSA) - Shaw Middle School															
Percent of Students Proficient and Above (Spring 2003-2006)															
Grade 5	Level	Mathematics					Gain		Reading					Gain	
		Spring 02*	Spring 03	Spring 04	Spring 05	Spring 06	1 yr	Multi yr	Spring 02*	Spring 03	Spring 04	Spring 05	Spring 06	1 yr	Multi yr
	Below Basic	86	77	73	42				76	73	69	59			
	Basic	10	20	11	29				17	21	15	24			
	Proficient	4	3	13	24				7	6	12	16			
	Advanced	0	0	4	7				0	0	4	0			
Grade 6	Proficient and Above	4	3	16	30	n/a	n/a	n/a	7	6	15	16	n/a	n/a	n/a
	Level	Mathematics					Gain		Reading					Gain	
		Spring 02*	Spring 03	Spring 04	Spring 05	Spring 06	1 yr	Multi yr	Spring 02*	Spring 03	Spring 04	Spring 05	Spring 06	1 yr	Multi yr
	Below Basic					45							42		
	Basic					21							25		
	Proficient					23							27		
Grade 7	Advanced					11							7		
	Proficient and Above	n/a	n/a	n/a	n/a	34	n/a	n/a	n/a	n/a	n/a	n/a	34	n/a	n/a
	Level	Mathematics					Gain		Reading					Gain	
		Spring 02*	Spring 03	Spring 04	Spring 05	Spring 06	1 yr	Multi yr	Spring 02*	Spring 03	Spring 04	Spring 05	Spring 06	1 yr	Multi yr
	Below Basic					44							43		
	Basic					29							26		
Grade 8	Proficient					19							25		
	Advanced					8							6		
	Proficient and Above	n/a	n/a	n/a	n/a	27	n/a	n/a	n/a	n/a	n/a	n/a	31	n/a	n/a
	Level	Mathematics					Gain		Reading					Gain	
		Spring 02*	Spring 03	Spring 04	Spring 05	Spring 06	1 yr	Multi yr	Spring 02*	Spring 03	Spring 04	Spring 05	Spring 06	1 yr	Multi yr
	Below Basic	83	73	56	60	42			76	67	53	60	42		
Grade 6	Basic	14	18	31	19	38			18	25	26	20	29		
	Proficient	4	9	12	15	17			6	8	20	16	21		
	Advanced	0	1	1	6	3			0	0	1	5	8		
	Proficient and Above	4	9	13	21	20	-1	11	6	8	22	21	29	9	21
		Writing				Gain									
		Fall 01	Fall 02	Fall 03	Fall 04	1 yr	Multi yr								
Grade 6	Below Basic		32	24											
	Basic		47	34											
	Proficient		20	40											
	Advanced		1	3											
Grade 6	Proficient and Above	n/a	22	43	n/a	n/a	n/a								
	Scale Score	1160	1140	n/a	n/a	n/a	n/a								

STETSON MIDDLE SCHOOL

SCHOOL PROFILE (2005–2006)

3200 B St., Philadelphia, PA 19134

(215) 291-4720

- ✓ Established in 2002
- ✓ Serving grades 5–8
- ✓ Type of Partnership: District Contract
- ✓ Enrollment: 924

STUDENT PROFILE (2005–2006)

- ✓ Ethnicity:
 - African American—24%
 - Caucasian—0%
 - Hispanic—68%
 - Other—8%
- ✓ Program Participation:
 - LEP—21%
 - Special Education—17%
 - Free/Reduced Lunch—100%

Pennsylvania System of School Assessment (PSSA) - Stetson Middle School															
Percent of Students Proficient and Above (Spring 2003–2006)															
	Level	Mathematics					Gain		Reading					Gain	
		Spring 02*	Spring 03	Spring 04	Spring 05	Spring 06	1 yr	Multi yr	Spring 02*	Spring 03	Spring 04	Spring 05	Spring 06	1 yr	Multi yr
Grade 5	Below Basic	94	88	85	66	59			74	88	85	74	83		
	Basic	5	10	9	26	29			21	9	12	18	14		
	Proficient	1	2	4	8	12			5	3	3	9	4		
	Advanced	0	0	1	0	0			0	0	1	0	0		
	Proficient and Above	1	2	5	8	12	4	10	5	3	3	9	4	-5	1
	Level	Mathematics					Gain		Reading					Gain	
		Spring 02*	Spring 03	Spring 04	Spring 05	Spring 06	1 yr	Multi yr	Spring 02*	Spring 03	Spring 04	Spring 05	Spring 06	1 yr	Multi yr
Grade 6	Below Basic					56							65		
	Basic					23							18		
	Proficient					17							16		
	Advanced					4							1		
	Proficient and Above	n/a	n/a	n/a	n/a	21	n/a	n/a	n/a	n/a	n/a	n/a	17	n/a	n/a
	Level	Mathematics					Gain		Reading					Gain	
		Spring 02*	Spring 03	Spring 04	Spring 05	Spring 06	1 yr	Multi yr	Spring 02*	Spring 03	Spring 04	Spring 05	Spring 06	1 yr	Multi yr
Grade 7	Below Basic					65							72		
	Basic					20							20		
	Proficient					15							9		
	Advanced					1							0		
	Proficient and Above	n/a	n/a	n/a	n/a	16	n/a	n/a	n/a	n/a	n/a	n/a	9	n/a	n/a
	Level	Mathematics					Gain		Reading					Gain	
		Spring 02*	Spring 03	Spring 04	Spring 05	Spring 06	1 yr	Multi yr	Spring 02*	Spring 03	Spring 04	Spring 05	Spring 06	1 yr	Multi yr
Grade 8	Below Basic	82	81	62	67	60			76	68	69	74	63		
	Basic	14	13	21	20	22			18	24	18	12	19		
	Proficient	4	6	16	10	13			7	7	11	10	14		
	Advanced	0	1	1	2	5			0	1	1	4	4		
	Proficient and Above	4	6	17	12	18	6	12	7	8	12	14	18	4	10
	Level	Writing				Gain									
		Fall 01	Fall 02	Fall 03	Fall 04	1 yr	Multi yr								
Grade 6	Below Basic		64	43											
	Basic		26	46											
	Proficient		10	12											
	Advanced		0	0											
	Proficient and Above	n/a	10	12	n/a	n/a	n/a								
Scale Score		1040	1030	n/a	n/a	n/a	n/a								

SULZBERGER MIDDLE SCHOOL

SCHOOL PROFILE (2005–2006)

4725 Fairmount Ave., Philadelphia, PA 19139

(215) 581-5510

- ✓ Established in 2002
- ✓ Serving grades 6–8
- ✓ Type of Partnership: District Contract
- ✓ Enrollment: 587

STUDENT PROFILE (2005–2006)

- ✓ Ethnicity:
 - African American—97%
 - Caucasian—1%
 - Hispanic—2%
 - Other—0%
- ✓ Program Participation:
 - LEP—0%
 - Special Education—21%
 - Free/Reduced Lunch—100%

Pennsylvania System of School Assessment (PSSA) - Sulzberger															
Percent of Students Proficient and Above (Spring 2003-2006)															
Grade 6	Level	Mathematics					Gain		Reading					Gain	
		Spring 02*	Spring 03	Spring 04	Spring 05	Spring 06	1 yr	Multi yr	Spring 02*	Spring 03	Spring 04	Spring 05	Spring 06	1 yr	Multi yr
	Below Basic					61							61		
	Basic					18							25		
	Proficient					18							12		
	Advanced					3							3		
	Proficient and Above	n/a	n/a	n/a	n/a	22	n/a	n/a	n/a	n/a	n/a	n/a	14	n/a	n/a
Grade 7	Level	Mathematics					Gain		Reading					Gain	
		Spring 02*	Spring 03	Spring 04	Spring 05	Spring 06	1 yr	Multi yr	Spring 02*	Spring 03	Spring 04	Spring 05	Spring 06	1 yr	Multi yr
	Below Basic					40							46		
	Basic					23							34		
	Proficient					29							17		
	Advanced					8							3		
	Proficient and Above	n/a	n/a	n/a	n/a	37	n/a	n/a	n/a	n/a	n/a	n/a	20	n/a	n/a
Grade 8	Level	Mathematics					Gain		Reading					Gain	
		Spring 02*	Spring 03	Spring 04	Spring 05	Spring 06	1 yr	Multi yr	Spring 02*	Spring 03	Spring 04	Spring 05	Spring 06	1 yr	Multi yr
	Below Basic	74	74	53	40	37			57	60	44	50	34		
	Basic	21	21	30	33	29			34	30	28	25	23		
	Proficient	5	5	15	20	21			8	10	23	20	29		
	Advanced	0	1	2	8	14			0	1	5	5	14		
	Proficient and Above	5	5	17	28	35	7	29	9	10	28	25	43	18	32
Grade 6	Writing					Gain									
		Fall 01	Fall 02	Fall 03	Fall 04	1 yr	Multi yr								
	Below Basic		27	37											
	Basic		49	38											
	Proficient		24	24											
	Advanced		0	0											
	Proficient and Above	n/a	24	25	n/a	n/a	n/a								
Scale Score		1120	1170	n/a	n/a	n/a	n/a								

THE RENAISSANCE ACADEMY

SCHOOL PROFILE (2005–2006)

40 Pine Crest St., Phoenixville, PA 19460

(610) 983-4080

- ✓ Established in 2000
- ✓ Serving grades K–12
- ✓ Type of Partnership: Independent Charter
- ✓ Enrollment: 880

STUDENT PROFILE (2005–2006)

- ✓ Ethnicity:
 - African American—25%
 - Caucasian—66%
 - Hispanic—4%
 - Other—5%
- ✓ Program Participation:
 - LEP—0%
 - Special Education—9%
 - Free/Reduced Lunch—25%

Pennsylvania System of School Assessment (PSSA) - The Renaissance Academy - Edison Charter School																		
Percentage of Students Proficient and Above (Spring 2001 - 2006)																		
Grade 3	Level	Mathematics						Gain		Reading						Gain		
		Spr 01	Spr 02	Spr 03	Spr 04	Spr 05	Spr 06	1 yr	Multi yr	Spr 01	Spr 02	Spr 03	Spr 04	Spr 05	Spr 06	1 yr	Multi yr	
	Below Basic					4	1							11	12			
	Basic					6	3							17	13			
	Proficient					40	37							41	41			
	Advanced					50	59							30	35			
	Proficient and Above	n/a	n/a	n/a	n/a	90	96	6	n/a	n/a	n/a	n/a	n/a	71	76	5	n/a	
Grade 4	Level	Mathematics						Gain		Reading						Gain		
		Spr 01	Spr 02	Spr 03	Spr 04	Spr 05	Spr 06	1 yr	Multi yr	Spr 01	Spr 02	Spr 03	Spr 04	Spr 05	Spr 06	1 yr	Multi yr	
	Below Basic						5									7		
	Basic						5									13		
	Proficient						43									37		
	Advanced						46									43		
	Proficient and Above	n/a	n/a	n/a	n/a	n/a	90	n/a	n/a	n/a	n/a	n/a	n/a	n/a	80	n/a	n/a	
Grade 5	Level	Mathematics						Gain		Reading						Gain		
		Spr 01	Spr 02	Spr 03	Spr 04	Spr 05	Spr 06	1 yr	Multi yr	Spr 01	Spr 02	Spr 03	Spr 04	Spr 05	Spr 06	1 yr	Multi yr	
	Below Basic	31	26	19	18	1	7			25	20	18	15	4	1			
	Basic	34	29	31	20	19	14			20	31	13	15	10	23			
	Proficient	21	26	25	24	29	27			39	42	43	28	53	55			
	Advanced	14	19	24	38	51	52			17	7	25	42	33	21			
	Proficient and Above	35	45	49	62	80	80	0	44	56	49	69	70	86	75	-11	19	
Grade 6	Level	Mathematics						Gain		Reading						Gain		
		Spr 01	Spr 02	Spr 03	Spr 04	Spr 05	Spr 06	1 yr	Multi yr	Spr 01	Spr 02	Spr 03	Spr 04	Spr 05	Spr 06	1 yr	Multi yr	
	Below Basic						1									5		
	Basic						17									14		
	Proficient						35									40		
	Advanced						47									40		
	Proficient and Above	n/a	n/a	n/a	n/a	n/a	82	n/a	n/a	n/a	n/a	n/a	n/a	n/a	81	n/a	n/a	

THE RENAISSANCE ACADEMY CONTINUED

Grade 7	Level	Mathematics						Gain		Reading						Gain	
		Spr 01	Spr 02	Spr 03	Spr 04	Spr 05	Spr 06	1 yr	Multi yr	Spr 01	Spr 02	Spr 03	Spr 04	Spr 05	Spr 06	1 yr	Multi yr
	Below Basic					10									15		
	Basic					15									17		
	Proficient					32									24		
	Advanced					44									44		
Proficient and Above	n/a	n/a	n/a	n/a	n/a	76	n/a	n/a	n/a	n/a	n/a	n/a	n/a	68	n/a	n/a	
Grade 8	Level	Mathematics						Gain		Reading						Gain	
		Spr 01	Spr 02	Spr 03	Spr 04	Spr 05	Spr 06	1 yr	Multi yr	Spr 01	Spr 02	Spr 03	Spr 04	Spr 05	Spr 06	1 yr	Multi yr
	Below Basic	32	32	20	5	6	10			39	24	10	4	15	7		
	Basic	28	22	28	27	16	10			26	17	18	13	15	15		
	Proficient	20	29	36	29	24	23			13	39	33	35	42	31		
	Advanced	20	17	16	39	54	57			22	20	39	48	28	48		
Proficient and Above	40	46	53	68	78	80	10	38	35	59	72	83	70	79	-13	36	
Grade 11	Level	Mathematics						Gain		Reading						Gain	
		Spr 01	Spr 02	Spr 03	Spr 04	Spr 05	Spr 06	1 yr	Multi yr	Spr 01	Spr 02	Spr 03	Spr 04	Spr 05	Spr 06	1 yr	Multi yr
	Below Basic				11	20	26						0	15	13		
	Basic				29	25	23						29	10	18		
	Proficient				36	15	31						43	25	26		
	Advanced				25	40	21						29	50	44		
Proficient and Above	n/a	n/a	n/a	61	55	51	-4	-9	n/a	n/a	n/a	72	75	69	-6	-2	
Grade 6		Writing						Gain									
		Fall 00	Fall 01	Fall 02	Fall 03	Fall 04	Fall 05	1 yr	Multi yr								
	Below Basic			4	6												
	Basic			21	34												
	Proficient			55	56												
	Advanced			21	4												
Proficient and Above	n/a	n/a	76	60	n/a	n/a	n/a	n/a									
Scale Score	1230	1380	1380	n/a	n/a	n/a	n/a	n/a									
Grade 9		Writing						Gain									
		Fall 00	Fall 01	Fall 02	Fall 03	Fall 04	Fall 05	1 yr	Multi yr								
	Below Basic			3	4												
	Basic			3	19												
	Proficient			50	54												
	Advanced			44	23												
Proficient and Above	n/a	n/a	94	77	n/a	n/a	n/a	n/a									
Scale Score	1270	1270	1570	n/a	n/a	n/a	n/a	n/a									

TILDEN MIDDLE SCHOOL

SCHOOL PROFILE (2005–2006)

6601 Elmwood Ave., Philadelphia, PA 19142

(215) 492-6454

- ✓ Established in 2002
- ✓ Serving grades 5–8
- ✓ Type of Partnership: District Contract
- ✓ Enrollment: 913

STUDENT PROFILE (2005–2006)

- ✓ Ethnicity:
 - African American—94%
 - Caucasian—1%
 - Hispanic—1%
 - Other—4%
- ✓ Program Participation:
 - LEP—0%
 - Special Education—15%
 - Free/Reduced Lunch—99%

Pennsylvania System of School Assessment (PSSA) - Tilden Middle School															
Percent of Students Proficient and Above (Spring 2003-2006)															
	Level	Mathematics					Gain		Reading					Gain	
		Spring 02*	Spring 03	Spring 04	Spring 05	Spring 06	1 yr	Multi yr	Spring 02*	Spring 03	Spring 04	Spring 05	Spring 06	1 yr	Multi yr
Grade 5	Below Basic	84	82	76	57	54			74	78	68	73	72		
	Basic	12	13	15	17	26			21	15	20	13	14		
	Proficient	3	5	7	17	15			5	6	8	13	14		
	Advanced	0	1	2	8	5			0	1	4	1	1		
	Proficient and Above	3	6	9	26	20			6	7	12	14	14		
							-6	14						0	7
	Level	Mathematics					Gain		Reading					Gain	
		Spring 02*	Spring 03	Spring 04	Spring 05	Spring 06	1 yr	Multi yr	Spring 02*	Spring 03	Spring 04	Spring 05	Spring 06	1 yr	Multi yr
Grade 6	Below Basic					57							61		
	Basic					23							20		
	Proficient					14							15		
	Advanced					6							5		
	Proficient and Above	n/a	n/a	n/a	n/a	20			n/a	n/a	n/a	n/a	20	n/a	n/a
							n/a	n/a							
	Level	Mathematics					Gain		Reading					Gain	
		Spring 02*	Spring 03	Spring 04	Spring 05	Spring 06	1 yr	Multi yr	Spring 02*	Spring 03	Spring 04	Spring 05	Spring 06	1 yr	Multi yr
Grade 7	Below Basic					64							57		
	Basic					25							31		
	Proficient					11							11		
	Advanced					1							2		
	Proficient and Above	n/a	n/a	n/a	n/a	11			n/a	n/a	n/a	n/a	12	n/a	n/a
							n/a	n/a							
	Level	Mathematics					Gain		Reading					Gain	
		Spring 02*	Spring 03	Spring 04	Spring 05	Spring 06	1 yr	Multi yr	Spring 02*	Spring 03	Spring 04	Spring 05	Spring 06	1 yr	Multi yr
Grade 8	Below Basic	57	71	59	60	61			57	63	50	58	59		
	Basic	33	21	25	18	22			28	28	24	23	24		
	Proficient	10	7	15	13	14			14	7	21	14	11		
	Advanced	0	1	2	10	4			2	2	5	5	6		
	Proficient and Above	10	8	16	23	18			16	10	25	20	17	-3	7
							-5	10							
	Level	Writing				Gain									
		Fall 01	Fall 02	Fall 03	Fall 04	1 yr	Multi yr								
Grade 6	Below Basic		31	31											
	Basic		41	40											
	Proficient		28	29											
	Advanced		1	0											
	Proficient and Above	n/a	29	29	n/a	n/a	n/a								
	Scale Score	1120	1170	n/a	n/a	n/a	n/a								

WARING ELEMENTARY SCHOOL

SCHOOL PROFILE (2005–2006)

1801-27 Green St., Philadelphia, PA 19130

(215) 684-5073

- ✓ Established in 2002
- ✓ Serving grades K–7
- ✓ Type of Partnership: District Contract
- ✓ Enrollment: 234

STUDENT PROFILE (2005–2006)

- ✓ Ethnicity:
 - African American—72%
 - Caucasian—2%
 - Hispanic—25%
 - Other—1%
- ✓ Program Participation:
 - LEP—0%
 - Special Education—9%
 - Free/Reduced Lunch—95%

Pennsylvania System of School Assessment (PSSA) - Waring Elementary School															
Percent of Students Proficient and Above (Spring 2003-2006)															
Grade 3	Level	Mathematics					Gain		Reading					Gain	
		Spring 02*	Spring 03	Spring 04	Spring 05	Spring 06	1 yr	Multi yr	Spring 02*	Spring 03	Spring 04	Spring 05	Spring 06	1 yr	Multi yr
	Below Basic				53	16						79	64		
	Basic				33	28						3	24		
	Proficient				10	36						14	8		
	Advanced				3	20						3	4		
	Proficient and Above	n/a	n/a	n/a	13	56	43	n/a	n/a	n/a	n/a	17	12	-5	n/a
Grade 4	Level	Mathematics					Gain		Reading					Gain	
		Spring 02*	Spring 03	Spring 04	Spring 05	Spring 06	1 yr	Multi yr	Spring 02*	Spring 03	Spring 04	Spring 05	Spring 06	1 yr	Multi yr
	Below Basic					44							56		
	Basic					11							33		
	Proficient					44							11		
	Advanced					0							0		
	Proficient and Above	n/a	n/a	n/a	n/a	44	n/a	n/a	n/a	n/a	n/a	n/a	11	n/a	n/a
Grade 5	Level	Mathematics					Gain		Reading					Gain	
		Spring 02*	Spring 03	Spring 04	Spring 05	Spring 06	1 yr	Multi yr	Spring 02*	Spring 03	Spring 04	Spring 05	Spring 06	1 yr	Multi yr
	Below Basic	56	75	36	48	50			63	78	49	52	58		
	Basic	42	16	42	20	28			29	16	24	8	25		
	Proficient	2	9	18	20	17			7	6	21	36	17		
	Advanced	0	0	3	12	6			0	0	6	4	0		
	Proficient and Above	2	9	21	32	22	-10	13	7	6	27	40	17	-23	10
Grade 6	Level	Mathematics					Gain		Reading					Gain	
		Spring 02*	Spring 03	Spring 04	Spring 05	Spring 06	1 yr	Multi yr	Spring 02*	Spring 03	Spring 04	Spring 05	Spring 06	1 yr	Multi yr
	Below Basic					75							75		
	Basic					10							20		
	Proficient					5							0		
	Advanced					10							5		
	Proficient and Above	n/a	n/a	n/a	n/a	15	n/a	n/a	n/a	n/a	n/a	n/a	5	n/a	n/a
Grade 7	Level	Mathematics					Gain		Reading					Gain	
		Spring 02*	Spring 03	Spring 04	Spring 05	Spring 06	1 yr	Multi yr	Spring 02*	Spring 03	Spring 04	Spring 05	Spring 06	1 yr	Multi yr
	Below Basic					48							57		
	Basic					29							24		
	Proficient					24							19		
	Advanced					0							0		
	Proficient and Above	n/a	n/a	n/a	n/a	24	n/a	n/a	n/a	n/a	n/a	n/a	19	n/a	n/a

ALLENDALE COUNTY HIGH SCHOOL

SCHOOL PROFILE (2005–2006)

3581 Allendale-Fairfax Highway, Fairfax, SC

29827; (803) 584-2311

- ✓ Established in 2004
- ✓ Serving grades 9–12
- ✓ Type of Partnership: District Alliance
- ✓ Enrollment: 434

STUDENT PROFILE (2005–2006)

- ✓ Ethnicity:
 - African American—96%
 - Caucasian—4%
 - Hispanic—0%
 - Other—0%
- ✓ Program Participation:
 - LEP—0%
 - Special Education—14%
 - Free/Reduced Lunch—81%

High School Assessment Program (HSAP) - Allendale County High School

Percent Proficient and Above (Spring 2004-2006)

		ELA			Gain		Mathematics			Gain	
		2004	2005	2006	1 yr	Multi	2004	2005	2006	1 yr	Multi
Grade 10	Level 1	27	24	29			34	47	41		
	Level 2	43	50	32			37	40	31		
	Level 3	25	21	27			22	12	19		
	Level 4	5	6	12			7	1	9		
	Meets Standard	73	77	71	-6	-2	66	53	59	6	-6
	Level 3 & Above	30.00	27	39	13	9	29.00	13	28	15	-1

ALLENDALE ELEMENTARY SCHOOL

SCHOOL PROFILE (2005–2006)

4561 Allendale-Fairfax Highway, Allendale,
SC29810; (803) 584-3476

- ✓ Established in 2004
- ✓ Serving grades K–5
- ✓ Type of Partnership: District Alliance
- ✓ Enrollment: 585

STUDENT PROFILE (2005–2006)

- ✓ Ethnicity:
 - African American—95%
 - Caucasian—2%
 - Hispanic—2%
 - Other—1%
- ✓ Program Participation:
 - LEP—0%
 - Special Education—6%
 - Free/Reduced Lunch—89%

Palmetto Achievement Challenge Tests (PACT) - Allendale Elementary																					
Percent Proficient and Above (Spring 2004 - Spring 2006)																					
		ELA			Gain		Mathematics			Gain		Science			Gain		Social Studies			Gain	
		2004	2005	2006	1 yr	2 yr	2004	2005	2006	1 yr	2 yr	2004	2005	2006	1 yr	2 yr	2004	2005	2006	1 yr	2 yr
Grade 3	Below Basic	35	27	28			30	31	33			75	69	74			84	73	66		
	Basic	37	46	46			62	61	52			23	25	25			16	27	32		
	Proficient	28	28	25			6	8	13			1	5	1			0	0	2		
	Advanced	0	0	1			1	0	1			0	1	0			0	0	0		
	Meets Standard	65	73	72	-1	8	70	69	67	-2	-3	25	31	26	-5	2	16	27	34	7	18
	Proficient and Advanced	28	28	27	-1	-1	7	8	14	7	7	1	6	1	-5	0	0	0	2	2	2
Grade 4	Below Basic	53	47	48			42	37	58			75	76	79			68	68	61		
	Basic	39	43	44			50	46	30			23	21	15			28	30	33		
	Proficient	8	10	7			4	13	9			1	1	4			3	1	6		
	Advanced	0	0	1			4	4	3			1	1	3			1	0	0		
	Meets Standard	47	53	52	-1	5	58	63	42	-22	-17	25	24	21	-3	-4	32	32	39	7	7
	Proficient and Advanced	8	10	8	-2	0	8	18	12	-6	4	3	3	6	4	4	4	1	6	5	2
Grade 5	Below Basic	60	43	35			57	38	44			77	86	71			74	65	69		
	Basic	33	54	52			34	51	40			21	11	29			25	32	26		
	Proficient	7	3	13			8	8	12			1	1	0			0	4	4		
	Advanced	0	0	0			2	3	4			1	3	0			1	0	1		
	Meets Standard	40	57	65	9	26	44	63	56	-6	13	23	14	29	14	6	26	36	32	-4	5
	Proficient and Advanced	7	3	13	10	6	10	11	16	5	7	2	4	0	-4	-2	1	4	6	2	4

ALLENDALE-FAIRFAX MIDDLE SCHOOL

SCHOOL PROFILE (2005–2006)

3581 Allendale-Fairfax Highway, Fairfax, SC
29827; (803) 584-3489

- ✓ Established in 2004
- ✓ Serving grades 6–8
- ✓ Type of Partnership: District Alliance
- ✓ Enrollment: 394

STUDENT PROFILE (2005–2006)

- ✓ Ethnicity:
 - African American—96%
 - Caucasian—3%
 - Hispanic—1%
 - Other—0%
- ✓ Program Participation:
 - LEP—0%
 - Special Education—16%
 - Free/Reduced Lunch—89%

Palmetto Achievement Challenge Tests (PACT) - Allendale-Fairfax Middle

Percent Proficient and Above (Spring 2004 - Spring 2006)

		ELA			Gain		Mathematics			Gain		Science			Gain		Social Studies			Gain	
		2004	2005	2006	1 yr	2 yr	2004	2005	2006	1 yr	2 yr	2004	2005	2006	1 yr	2 yr	2004	2005	2006	1 yr	2 yr
Grade 6	Below Basic	69	69	58			53	52	43			84	80	82			76	73	77		
	Basic	23	26	32			36	37	46			13	14	14			21	22	22		
	Proficient	8	5	8			9	11	9			2	4	2			2	3	1		
	Advanced	0	0	2			3	1	2			1	2	2			1	2	1		
	Meets Standard	31	31	42	11	11	47	48	58	9	10	16	20	18	-2	2	24	27	24	-4	-1
	Proficient and Advanced	8	5	10	5	2	11	12	11	0	0	3	6	4	-2	1	3	5	1	-4	-2
Grade 7	Below Basic	51	49	49			60	56	57			73	78	83			83	80	74		
	Basic	39	45	41			31	37	33			24	17	14			16	17	21		
	Proficient	10	6	11			8	4	8			2	2	2			0	3	2		
	Advanced	0	0	0			1	3	2			1	3	2			1	0	3		
	Meets Standard	49	51	51	0	2	40	44	43	-1	3	27	22	17	-5	-10	17	20	26	6	9
	Proficient and Advanced	10	6	11	4	1	9	7	9	2	0	3	4	3	-1	0	1	3	6	3	5
Grade 8	Below Basic	47	50	46			53	56	61			78	83	78			79	76	80		
	Basic	44	34	46			39	38	36			20	16	20			18	23	19		
	Proficient	8	17	5			7	5	3			1	1	2			2	1	1		
	Advanced	1	0	2			2	1	1			1	0	1			2	0	0		
	Meets Standard	53	50	54	3	1	48	44	39	-5	-8	22	17	22	5	0	21	24	20	-4	-1
	Proficient and Advanced	9	17	8	-9	-2	9	6	4	-2	-5	2	1	3	2	1	4	1	1	-1	-3

BAPTIST HILL HIGH SCHOOL

SCHOOL PROFILE (2005–2006)

5117 Baptist Hill Road, Hollywood, SC

29449; (843) 889-2276

- ✓ Established in 2004
- ✓ Serving grades 9–12
- ✓ Type of Partnership: District Alliance
- ✓ Enrollment: 441

STUDENT PROFILE (2005–2006)

- ✓ Ethnicity:
 - African American—95%
 - Caucasian—2%
 - Hispanic—1%
 - Other—2%
- ✓ Program Participation:
 - LEP—0%
 - Special Education—n/a
 - Free/Reduced Lunch—85%

High School Assessment Program (HSAP) - Baptist Hill High School											
Percent Proficient and Above (Spring 2004-2006)											
		ELA			Gain		Mathematics			Gain	
		2004	2005	2006	1 yr	2 yr	2004	2005	2006	1 yr	2 yr
Grade 10	Level 1	32	27	16			42	40	20		
	Level 2	39	36	53			36	26	50		
	Level 3	25	27	22			19	26	24		
	Level 4	5	10	9			4	9	6		
	Meets Standard	68	73	84	11	16	59	60	80	19	21
	Level 3 & Above	29	37	31	-7	2	23	34	30	-4	7

BRENTWOOD MIDDLE SCHOOL

SCHOOL PROFILE (2005–2006)

2685 Leeds Ave., Norht Charleston, SC 29405;

(843) 745-7094

- ✓ Established in 2004
- ✓ Serving grades 6–8
- ✓ Type of Partnership: District Alliance
- ✓ Enrollment: 698

STUDENT PROFILE (2005–2006)

- ✓ Ethnicity:
 - African American—95%
 - Caucasian—3%
 - Hispanic—1%
 - Other—1%
- ✓ Program Participation:
 - LEP—0%
 - Special Education—n/a
 - Free/Reduced Lunch—79%

Palmetto Achievement Challenge Tests (PACT) - Brentwood Middle

Percent Proficient and Above (Spring 2004 - Spring 2006)

		ELA			Gain		Mathematics			Gain		Science			Gain		Social Studies			Gain	
		2004	2005	2006	1 yr	2 yr	2004	2005	2006	1 yr	2 yr	2004	2005	2006	1 yr	2 yr	2004	2005	2006	1 yr	2 yr
Grade 6	Below Basic		70	73				51	61				79	90				79	69		
	Basic		24	25				37	33				20	10				17	26		
	Proficient		7	2				12	6				1	0				4	4		
	Advanced		0	1				1	0				0	0				0	1		
	Meets Standard	n/a	30	27	-3	n/a	n/a	49	39	-11	n/a	n/a	22	10	-12	n/a	n/a	21	31	10	n/a
	Proficient and Advanced	n/a	7	2	-4	n/a	n/a	13	6	-7	n/a	n/a	1	0	-1	n/a	n/a	4	4	0	n/a
Grade 7	Below Basic	70	55	59			73	69	52			81	75	77			84	79	77		
	Basic	29	43	35			21	26	39			17	23	20			14	18	22		
	Proficient	1	2	6			6	5	8			2	1	2			2	3	0		
	Advanced	0	0	0			0	0	2			0	2	1			1	0	1		
	Meets Standard	30	45	41	-5	11	27	31	48	17	21	19	26	23	-2	5	16	21	23	3	7
	Proficient and Advanced	1	2	6	4	5	6	5	10	4	4	2	3	3	0	2	3	3	1	-1	-2
Grade 8	Below Basic	61	67	52			75	70	66			74	73	79			72	84	77		
	Basic	32	29	44			22	28	30			24	26	21			25	16	22		
	Proficient	7	4	4			3	1	4			2	1	0			3	0	1		
	Advanced	1	0	0			0	0	0			1	0	0			0	0	0		
	Meets Standard	39	33	48	15	9	25	30	34	5	9	26	27	21	-6	-5	28	16	23	8	-5
	Proficient and Advanced	8	4	4	0	-4	3	1	4	3	1	2	1	0	-1	-2	3	0	1	1	-2

C. C. BLANEY ELEMENTARY SCHOOL

SCHOOL PROFILE (2005–2006)

7184 Highway 162, Hollywood, SC 29449;
(843) 889-3992

- ✓ Established in 2004
- ✓ Serving grades K–6
- ✓ Type of Partnership: District Alliance
- ✓ Enrollment: 203

STUDENT PROFILE (2005–2006)

- ✓ Ethnicity:
 - African American—97%
 - Caucasian—2%
 - Hispanic—0%
 - Other—1%
- ✓ Program Participation:
 - LEP—0%
 - Special Education—n/a
 - Free/Reduced Lunch—90%

Palmetto Achievement Challenge Tests (PACT) - CC Blaney																					
Percent Proficient and Above (Spring 2004 - Spring 2006)																					
		ELA			Gain		Mathematics			Gain		Science			Gain		Social Studies			Gain	
		2004	2005	2006	1 yr	2 yr	2004	2005	2006	1 yr	2 yr	2004	2005	2006	1 yr	2 yr	2004	2005	2006	1 yr	2 yr
Grade 3	Below Basic	20	8	19			23	4	26			42	24	59			16	20	22		
	Basic	30	36	27			65	60	52			39	60	37			61	56	63		
	Proficient	43	48	54			13	24	19			16	16	4			16	24	15		
	Advanced	7	8	0			0	12	4			3	0	0			7	0	0		
	Meets Standard	80	92	81	-11	1	77	96	74	-22	-3	58	76	41	-35	-17	84	80	78	-2	-6
Grade 4	Proficient and Advanced	50	56	54	-2	4	13	36	22	-14	9	19	16	4	-12	-16	23	24	15	-9	-8
	Below Basic	29	19	7			36	4	17			55	21	47			30	13	13		
	Basic	52	38	41			55	63	30			39	63	37			61	63	77		
	Proficient	19	43	52			3	17	40			6	13	17			6	25	10		
	Advanced	0	0	0			6	17	13			0	4	0			3	0	0		
	Meets Standard	71	81	93	12	22	64	96	83	-13	20	46	79	53	-26	8	70	88	87	-1	17
Grade 5	Proficient and Advanced	19	43	52	9	32	9	33	53	20	44	6	17	17	0	11	9	25	10	-15	1
	Below Basic	17	38	22			19	23	20			41	53	55			28	60	45		
	Basic	50	38	48			56	50	60			53	43	35			44	37	35		
	Proficient	33	24	30			19	23	10			6	3	3			16	3	10		
	Advanced	0	0	0			6	3	10			0	0	7			13	0	10		
	Meets Standard	83	62	78	16	-6	81	77	80	3	-1	59	47	45	-2	-15	72	40	55	15	-17
Grade 6	Proficient and Advanced	33	24	30	6	-4	25	27	20	-7	-5	6	3	10	7	4	28	3	21	17	-8
	Below Basic	52					32					68					53				
	Basic	18					44					24					29				
	Proficient	30					18					0					12				
	Advanced	0					6					9					6				
	Meets Standard	49	n/a	n/a	n/a	n/a	68	n/a	n/a	n/a	n/a	32	n/a	n/a	n/a	n/a	47	n/a	n/a	n/a	n/a
Grade 6	Proficient and Advanced	30	n/a	n/a	n/a	n/a	24	n/a	n/a	n/a	n/a	9	n/a	n/a	n/a	n/a	18	n/a	n/a	n/a	n/a

E. B. ELLINGTON ELEMENTARY SCHOOL

SCHOOL PROFILE (2005–2006)

5600 Ellington School Rd., Ravenel, SC

29470; (843) 889-9411

- ✓ Established in 2004
- ✓ Serving grades K–6
- ✓ Type of Partnership: District Alliance
- ✓ Enrollment: 256

STUDENT PROFILE (2005–2006)

- ✓ Ethnicity:
 - African American—78%
 - Caucasian—15%
 - Hispanic—7%
 - Other—0%
- ✓ Program Participation:
 - LEP—0%
 - Special Education—n/a
 - Free/Reduced Lunch—88%

Palmetto Achievement Challenge Tests (PACT) - E. B. Ellington Elementary

Percent Proficient and Above (Spring 2004 - Spring 2006)

		ELA			Gain		Mathematics			Gain		Science			Gain		Social Studies			Gain	
		2004	2005	2006	1 yr	2 yr	2004	2005	2006	1 yr	2 yr	2004	2005	2006	1 yr	2 yr	2004	2005	2006	1 yr	2 yr
Grade 3	Below Basic	17	3	3			6	3	3			22	9	9			8	6	6		
	Basic	33	10	0			67	42	9			50	55	44			67	25	28		
	Proficient	47	84	63			19	36	25			25	30	34			22	28	41		
	Advanced	3	3	34			8	19	63			3	6	13			3	41	25		
	Meets Standard	83	97	97	0	14	94	97	97	0	3	78	91	91	0	13	92	94	94	0	2
	Proficient and Advanced	50	87	97	10	47	28	55	88	33	60	28	36	47	11	19	25	69	66	-3	41
Grade 4	Below Basic	21	10	4			4	16	7			13	7	15			6	2	22		
	Basic	30	33	19			53	23	30			62	43	22			40	29	33		
	Proficient	43	50	74			28	37	48			19	33	41			28	29	15		
	Advanced	6	7	4			15	23	15			6	17	22			26	41	30		
	Meets Standard	79	90	96	6	18	96	84	93	9	-3	87	93	85	-8	-2	94	98	78	-20	-16
	Proficient and Advanced	49	57	78	21	29	43	61	63	2	20	26	50	63	13	37	53	69	44	-25	-9
Grade 5	Below Basic	51	16	8			56	9	8			77	39	47			58	41	42		
	Basic	40	41	56			35	59	43			23	43	38			42	39	27		
	Proficient	9	41	33			9	21	35			0	16	13			0	14	13		
	Advanced	0	2	3			0	11	15			0	2	2			0	6	18		
	Meets Standard	49	84	92	8	44	44	91	93	2	48	23	61	53	-8	30	42	59	58	-1	16
	Proficient and Advanced	9	43	36	-7	27	9	32	50	18	41	0	18	16	-2	16	0	20	31	12	31
Grade 6	Below Basic	38					27					73					54				
	Basic	34					29					19					38				
	Proficient	23					38					8					6				
	Advanced	4					6					0					2				
	Meets Standard	62	n/a	n/a	n/a	n/a	73	n/a	n/a	n/a	n/a	27	n/a	n/a	n/a	n/a	46	n/a	n/a	n/a	n/a
	Proficient and Advanced	28	n/a	n/a	n/a	n/a	44	n/a	n/a	n/a	n/a	8	n/a	n/a	n/a	n/a	8	n/a	n/a	n/a	n/a

FAIRFAX ELEMENTARY SCHOOL

SCHOOL PROFILE (2005–2006)

734 14th St., Fairfax, SC 29827

(803) 632-2536

- ✓ Established in 2004
- ✓ Serving grades K–5
- ✓ Type of Partnership: District Alliance
- ✓ Enrollment: 325

STUDENT PROFILE (2005–2006)

- ✓ Ethnicity:
 - African American—95%
 - Caucasian—3%
 - Hispanic—1%
 - Other—1%
- ✓ Program Participation:
 - LEP—0%
 - Special Education—7%
 - Free/Reduced Lunch—85%

Palmetto Achievement Challenge Tests (PACT) - Fairfax Elementary

Percent Proficient and Above (Spring 2004 - Spring 2006)

		ELA			Gain		Mathematics			Gain		Science			Gain		Social Studies			Gain	
		2004	2005	2006	1 yr	2 yr	2004	2005	2006	1 yr	2 yr	2004	2005	2006	1 yr	2 yr	2004	2005	2006	1 yr	2 yr
Grade 3	Below Basic	36	36	40			35	60	59			81	77	89			79	71	82		
	Basic	36	49	51			59	31	34			17	23	11			21	26	18		
	Proficient	24	12	9			6	6	7			2	0	0			0	3	0		
	Advanced	3	3	0			0	3	0			0	0	0			0	0	0		
	Meets Standard	64	64	61	-3	-3	65	40	41	1	-24	19	23	11	-12	-8	21	29	18	-10	-3
	Proficient and Advanced	27	15	9	-6	-18	6	9	7	-2	1	2	0	0	0	-2	0	3	0	-3	0
Grade 4	Below Basic	41	42	54			34	34	55			61	66	83			56	36	48		
	Basic	39	42	39			45	45	31			28	25	10			39	55	48		
	Proficient	20	16	7			15	13	10			6	7	7			6	9	3		
	Advanced	0	0	0			6	8	3			6	2	0			0	0	0		
	Meets Standard	59	58	46	-12	-12	66	66	45	-21	-21	39	34	17	-17	-22	45	64	52	-12	7
	Proficient and Advanced	20	16	7	-9	-13	21	21	14	-7	-7	11	9	7	-2	-4	6	9	3	-6	-2
Grade 5	Below Basic	31	29	27			23	21	46			62	64	73			64	61	66		
	Basic	47	61	49			67	63	43			31	30	18			29	27	27		
	Proficient	22	10	15			10	12	5			4	2	2			7	11	2		
	Advanced	0	0	9			0	5	7			2	5	7			0	0	5		
	Meets Standard	69	71	73	2	3	77	79	55	-25	-23	38	36	27	-9	-10	36	39	34	-5	-2
	Proficient and Advanced	22	10	24	15	2	10	16	11	-5	1	7	7	9	2	3	7	11	7	-5	0

JANE EDWARDS ELEMENTARY SCHOOL

SCHOOL PROFILE (2005–2006)

1960 Jane Edwards Rd., Edisto Island, SC

29438: (843) 559-4171

✓ Established in 2004

✓ Serving grades K–8

✓ Type of Partnership: District Alliance

✓ Enrollment: 138

STUDENT PROFILE (2005–2006)

✓ Ethnicity:

• African American—75%

• Caucasian—18%

• Hispanic—7%

• Other—0%

✓ Program Participation:

• LEP—0%

• Special Education—n/a

• Free/Reduced Lunch—84%

Palmetto Achievement Challenge Tests (PACT) - Jane Edwards Elementary

Percent Proficient and Above (Spring 2004 - Spring 2006)

		ELA			Gain		Mathematics			Gain		Science			Gain		Social Studies			Gain	
		2004	2005	2006	1 yr	2 yr	2004	2005	2006	1 yr	2 yr	2004	2005	2006	1 yr	2 yr	2004	2005	2006	1 yr	2 yr
Grade 3	Below Basic	36	8	29			36	7	18			46	43	77			46	21	35		
	Basic	36	33	47			46	50	53			36	36	24			46	79	47		
	Proficient	27	58	24			18	36	18			9	21	0			9	0	18		
	Advanced	0	0	0			0	7	12			9	0	0			0	0	0		
	Meets Standard	64	92	71	-21	7	64	93	82	-11	19	55	57	24	-34	-31	55	79	65	-14	10
	Proficient and Advanced	27	58	24	-35	-4	18	43	29	-13	11	18	21	0	-21	-18	9	0	18	18	9
Grade 4	Below Basic	47	50	53			53	36	44			53	82	67			47	55	47		
	Basic	27	30	33			27	36	44			40	9	20			40	36	53		
	Proficient	27	20	13			13	18	13			0	0	13			13	9	0		
	Advanced	0	0	0			7	9	0			7	9	0			0	0	0		
	Meets Standard	53	50	47	-3	-7	47	64	56	-7	10	47	18	33	15	-13	53	46	53	8	0
	Proficient and Advanced	27	20	13	-7	-13	20	27	13	-15	-8	7	9	13	4	7	13	9	0	-9	-13
Grade 5	Below Basic	17	31	50			25	36	50			42	43	70			50	71	80		
	Basic	67	46	40			33	50	30			33	43	20			33	29	10		
	Proficient	17	23	10			33	7	10			25	14	0			8	0	10		
	Advanced	0	0	0			8	7	10			0	0	10			8	0	0		
	Meets Standard	83	69	50	-19	-33	75	64	50	-14	-25	58	57	30	-27	-28	50	29	20	-9	-30
	Proficient and Advanced	17	23	10	-13	-7	42	14	20	6	-22	25	14	10	-4	-15	17	0	10	10	-7
Grade 6	Below Basic	59	29	33			29	7	8			71	50	58			35	57	50		
	Basic	29	43	67			53	43	54			18	21	33			53	21	42		
	Proficient	12	14	0			18	43	23			6	14	8			6	7	8		
	Advanced	0	14	0			0	7	15			6	14	0			6	14	0		
	Meets Standard	41	72	67	-5	26	71	93	92	-1	22	29	50	42	-8	12	65	43	50	7	-15
	Proficient and Advanced	12	29	0	-29	-12	18	50	39	-12	21	12	29	8	-20	-4	12	21	8	-13	-4
Grade 7	Below Basic	36	17	53			36	42	24			36	39	41			36	62	65		
	Basic	55	67	24			46	25	35			64	46	35			64	23	18		
	Proficient	9	17	24			18	25	29			0	8	0			0	8	6		
	Advanced	0	0	0			0	8	12			0	8	24			0	8	12		
	Meets Standard	64	83	47	-36	-17	64	58	77	18	13	64	62	59	-3	-5	64	39	35	-3	-28
	Proficient and Advanced	9	17	24	7	14	18	33	41	8	23	0	15	24	8	24	0	15	18	2	18
Grade 8	Below Basic	40		29			20		36			80		64					43		
	Basic	40		57			70		50			20		14					50		
	Proficient	20		14			10		14			0		7					0		
	Advanced	0		0			0		0			0		14					7		
	Meets Standard	60	n/a	71	n/a	11	80	n/a	64	n/a	-16	20	n/a	36	n/a	16	n/a	n/a	57	n/a	n/a
	Proficient and Advanced	20	n/a	14	n/a	-6	10	n/a	14	n/a	4	0	n/a	21	n/a	21	n/a	n/a	7	n/a	n/a

MINNIE HUGHES ELEMENTARY SCHOOL

SCHOOL PROFILE (2005–2006)

8548 Willtown Rd., Hollywood, SC 29449

(843) 889-2976

- ✓ Established in 2004
- ✓ Serving grades K–6
- ✓ Type of Partnership: District Alliance
- ✓ Enrollment: 169

STUDENT PROFILE (2005–2006)

- ✓ Ethnicity:
 - African American—93%
 - Caucasian—2%
 - Hispanic—4%
 - Other—1%
- ✓ Program Participation:
 - LEP—0%
 - Special Education—n/a
 - Free/Reduced Lunch—92%

Palmetto Achievement Challenge Tests (PACT) - Minnie Hughes Elementary

Percent Proficient and Above (Spring 2004 - Spring 2006)

		ELA			Gain		Mathematics			Gain		Science			Gain		Social Studies			Gain	
		2004	2005	2006	1 yr	2 yr	2004	2005	2006	1 yr	2 yr	2004	2005	2006	1 yr	2 yr	2004	2005	2006	1 yr	2 yr
Grade 3	Below Basic	0	4	0			4	8	0			26	8	9			17	0	14		
	Basic	36	25	43			17	13	36			30	17	32			35	21	14		
	Proficient	50	67	52			22	29	5			30	46	27			17	25	41		
	Advanced	14	4	5			57	50	59			13	29	32			30	54	32		
	Meets Standard	100	96	100	4	0	96	92	100	8	4	74	92	91	-1	17	83	100	86	-14	4
	Proficient and Advanced	64	71	57	-14	-6	78	79	64	-16	-15	43	75	59	-16	16	48	79	73	-7	25
Grade 4	Below Basic	29	17	30			18	9	25			68	61	70			29	39	50		
	Basic	46	70	65			46	52	45			21	22	30			43	57	50		
	Proficient	21	13	5			18	39	25			7	13	0			25	4	0		
	Advanced	4	0	0			18	0	5			4	4	0			4	0	0		
	Meets Standard	71	83	70	-13	-1	82	91	75	-16	-7	32	39	30	-9	-2	72	61	50	-11	-22
	Proficient and Advanced	25	13	5	-8	-20	36	39	30	-9	-6	11	17	0	-17	-11	29	4	0	-4	-29
Grade 5	Below Basic	30	30	4			30	11	4			61	59	24			57	44	52		
	Basic	63	48	30			57	56	8			35	33	32			39	30	48		
	Proficient	7	22	61			9	22	25			4	7	20			4	15	0		
	Advanced	0	0	4			4	11	63			0	0	24			0	11	0		
	Meets Standard	70	70	96	25	26	70	89	96	7	26	39	41	76	35	37	43	56	48	-8	5
	Proficient and Advanced	7	22	65	43	59	13	33	88	54	75	4	7	44	37	40	4	26	0	-26	-4
Grade 6	Below Basic	60					42					73					44				
	Basic	36					33					22					51				
	Proficient	4					24					4					4				
	Advanced	0					0					0					0				
	Meets Standard	40	n/a	n/a	n/a	n/a	58	n/a	n/a	n/a	n/a	27	n/a	n/a	n/a	n/a	56	n/a	n/a	n/a	n/a
	Proficient and Advanced	4	n/a	n/a	n/a	n/a	24	n/a	n/a	n/a	n/a	4	n/a	n/a	n/a	n/a	4	n/a	n/a	n/a	n/a

R. D. SCHRODER MIDDLE SCHOOL

SCHOOL PROFILE (2005–2006)

7224 Highway 162, Hollywood, SC 29449

(843) 889-2391

- ✓ Established in 2004
- ✓ Serving grades 6–8
- ✓ Type of Partnership: District Alliance
- ✓ Enrollment: 399

STUDENT PROFILE (2005–2006)

- ✓ Ethnicity:
 - African American—93%
 - Caucasian—4%
 - Hispanic—2%
 - Other—1%
- ✓ Program Participation:
 - LEP—0%
 - Special Education—n/a
 - Free/Reduced Lunch—90%

Palmetto Achievement Challenge Tests (PACT) - R. D. Schroder Middle

Percent Proficient and Above (Spring 2004 - Spring 2006)

		ELA			Gain		Mathematics			Gain		Science			Gain		Social Studies			Gain	
		2004	2005	2006	1 yr	2 yr	2004	2005	2006	1 yr	2 yr	2004	2005	2006	1 yr	2 yr	2004	2005	2006	1 yr	2 yr
Grade 6	Below Basic		55	43				45	31				58	63				72	50		
	Basic		36	40				43	52				33	29				22	43		
	Proficient		8	17				11	13				9	8				5	7		
	Advanced		1	0				2	5				1	0				1	1		
	Meets Standard	n/a	46	57	11	n/a	n/a	55	69	14	n/a	n/a	42	37	-5	n/a	n/a	28	51	22	n/a
	Proficient and Advanced	n/a	9	17	8	n/a	n/a	13	17	5	n/a	n/a	9	8	-2	n/a	n/a	6	8	2	n/a
Grade 7	Below Basic	52	49	53			32	56	46			58	62	68			66	70	68		
	Basic	40	42	37			56	33	42			36	33	25			29	25	28		
	Proficient	8	9	8			9	10	10			5	4	7			2	3	4		
	Advanced	0	0	2			4	2	3			1	1	1			3	3	1		
	Meets Standard	48	51	47	-5	-2	68	44	54	10	-14	42	38	33	-6	-9	34	30	32	2	-2
	Proficient and Advanced	8	9	10	0	2	12	12	12	1	0	6	5	8	3	2	6	6	4	-1	-1
Grade 8	Below Basic	33	41	50			39	57	55			67	77	59			42	39	68		
	Basic	53	51	44			54	38	38			32	22	36			51	56	31		
	Proficient	15	6	5			7	4	6			1	2	4			5	5	1		
	Advanced	0	2	1			1	1	2			1	0	1			2	1	0		
	Meets Standard	67	59	50	-9	-18	62	43	45	3	-16	33	23	41	18	8	58	61	32	-30	-26
	Proficient and Advanced	15	8	6	-2	-9	8	5	8	3	0	2	2	5	4	4	7	6	1	-5	-6

SANDERS-CLYDE ELEMENTARY SCHOOL

SCHOOL PROFILE (2005–2006)

805 Morrison Dr., Charleston, SC 29403;

(843) 724-7783

- ✓ Established in 2004
- ✓ Serving grades K–6
- ✓ Type of Partnership: District Alliance
- ✓ Enrollment: 179

STUDENT PROFILE (2005–2006)

- ✓ Ethnicity:
 - African American—100%
 - Caucasian—0%
 - Hispanic—0%
 - Other—0%
- ✓ Program Participation:
 - LEP—0%
 - Special Education—n/a
 - Free/Reduced Lunch—97%

Palmetto Achievement Challenge Tests (PACT) - Sanders-Clyde Elementary

Percent Proficient and Above (Spring 2004 - Spring 2006)

		ELA			Gain		Mathematics			Gain		Science			Gain		Social Studies			Gain	
		2004	2005	2006	1 yr	2 yr	2004	2005	2006	1 yr	2 yr	2004	2005	2006	1 yr	2 yr	2004	2005	2006	1 yr	2 yr
Grade 3	Below Basic	21	6	0			25	0	0			96	29	20			77	47	0		
	Basic	43	53	10			63	82	40			4	71	50			23	47	40		
	Proficient	36	41	70			13	18	40			0	0	15			0	6	50		
	Advanced	0	0	20			0	0	20			0	0	15			0	0	10		
	Meets Standard	79	94	100	6	21	75	100	100	0	25	4	71	80	9	76	23	53	100	47	77
	Proficient and Advanced	36	41	90	49	54	13	18	60	42	48	0	0	30	30	30	0	6	60	54	60
Grade 4	Below Basic	28	6	0			52	5	22			81	47	17			73	32	24		
	Basic	52	39	27			44	32	44			19	47	28			27	58	53		
	Proficient	20	56	73			4	37	17			0	5	17			0	11	18		
	Advanced	0	0	0			0	26	17			0	0	39			0	0	6		
	Meets Standard	72	95	100	6	28	48	95	78	-17	30	19	53	83	31	64	27	68	76	8	50
	Proficient and Advanced	20	56	73	18	53	4	63	33	-30	29	0	5	56	50	56	0	11	24	13	24
Grade 5	Below Basic	46	21	23			77	32	14			96	59	21			96	46	36		
	Basic	55	68	54			18	46	14			4	27	7			4	23	64		
	Proficient	0	11	23			5	23	36			0	5	43			0	18	0		
	Advanced	0	0	0			0	0	36			0	9	29			0	14	0		
	Meets Standard	55	79	77	-2	22	23	68	86	18	63	4	41	79	38	74	4	55	64	10	60
	Proficient and Advanced	0	11	23	13	23	5	23	71	49	67	0	14	72	58	72	0	32	0	-32	0
Grade 6	Below Basic	59	38	17			41	10	23			71	71	30			64	52	39		
	Basic	37	52	57			59	10	41			25	19	4			36	43	35		
	Proficient	4	10	26			0	67	32			4	5	30			0	5	17		
	Advanced	0	0	0			0	14	5			0	5	35			0	0	9		
	Meets Standard	41	62	83	21	42	59	91	77	-13	18	29	29	70	41	41	36	48	61	13	25
	Proficient and Advanced	4	10	26	17	22	0	81	36	-45	36	4	10	65	56	62	0	5	26	21	26

BUSINESS AND ECONOMICS ACADEMY OF MILWAUKEE

SCHOOL PROFILE (2005–2006)

3814 W. North Ave., Milwaukee, WI 53210

(414) 615-3915

- ✓ Established in 2001
- ✓ Serving grades K–8
- ✓ Type of Partnership: Independent Charter
- ✓ Enrollment: 733

STUDENT PROFILE (2005–2006)

- ✓ Ethnicity:
 - African American—98%
 - Caucasian—0%
 - Hispanic—0%
 - Other—2%
- ✓ Program Participation:
 - LEP—0%
 - Special Education—9%
 - Free/Reduced Lunch—81%

Wisconsin Knowledge and Concepts Exam - Business and Economics Academy of Milwaukee														
Percent proficient and above (Spring 2002-Fall 2005)														
Grade 4		Reading							Grade 8	Reading				
		Spring 02	Fall 02	Fall 03	Fall 04	Fall 05	1 yr	Multi yr		Fall 04	Fall 05	1 yr		
	Level 1: Minimal Performance	44	33	24	26	27				17	27			
	Level 2: Basic	25	29	31	35	37				25	31			
	Level 3: Proficient	22	23	34	30	32				49	36			
	Level 4: Advanced	1	8	6	9	0				9	5			
	Level 3 and Above	23	31	40	39	32	-7	1		58	41	-17		
		Language								Grade 8	Language			
		Spring 02	Fall 02	Fall 03	Fall 04	Fall 05	1 yr	Multi yr			Fall 04	Fall 05	1 yr	
	Level 1: Minimal Performance	44	38	26	26	27					30	36		
	Level 2: Basic	26	31	23	40	40					43	36		
	Level 3: Proficient	16	21	40	27	29					23	18		
	Level 4: Advanced	6	4	7	7	0					4	9		
	Level 3 and Above	22	25	47	34	29	-5	4			26	27	1	
		Math									Grade 8	Mathematics		
		Spring 02	Fall 02	Fall 03	Fall 04	Fall 05	1 yr	Multi yr				Fall 04	Fall 05	1 yr
	Level 1: Minimal Performance	46	67	64	57	64						51	49	
	Level 2: Basic	25	7	14	12	9						15	20	
	Level 3: Proficient	16	19	19	22	20						26	29	
Level 4: Advanced	0	2	1	7	3	8			2					
Level 3 and Above	16	21	20	29	23	-6	2	34	31			-3		
	Science							Grade 8	Science					
	Spring 02	Fall 02	Fall 03	Fall 04	Fall 05	1 yr	Multi yr		Fall 04			Fall 05	1 yr	
Level 1: Minimal Performance	56	45	35	46	37				55			40		
Level 2: Basic	25	38	43	37	36				28			25		
Level 3: Proficient	14	10	19	12	22				15			33		
Level 4: Advanced	0	1	0	0	1				2	0				
Level 3 and Above	14	11	19	12	23	11	12		17	33		16		
	Social Studies								Grade 8	Social Studies				
	Spring 02	Fall 02	Fall 03	Fall 04	Fall 05	1 yr	Multi yr			Fall 04		Fall 05	1 yr	
Level 1: Minimal Performance	58	28	27	26	14					23		22		
Level 2: Basic	23	22	27	29	24					42		35		
Level 3: Proficient	15	38	35	30	46					30		36		
Level 4: Advanced	1	9	8	12	9					6	5			
Level 3 and Above	16	47	43	42	55	13	8			36	41	5		
Grade 3		Reading	Math	Grade 5	Reading	Math	Grade 6			Reading	Math	Grade 7	Reading	Math
		Fall 05	Fall 05		Fall 05	Fall 05				Fall 05	Fall 05		Fall 05	Fall 05
	Level 1: Minimal Performance	21	61		20	50				27	48		24	60
	Level 2: Basic	39	6		36	16				32	23		28	15
	Level 3: Proficient	30	25		34	28				36	27		38	24
	Level 4: Advanced	9	6		7	3		5		2	10		1	
Level 3 and Above	39	31	41	31	41	29	48	25						

APPENDIX 12: EDISONLEARNING TAX RETURNS

[REDACTED]

APPENDIX 13: EDISONLEARNING FINANCIAL STATEMENTS

[REDACTED]

APPENDIX 14: ILLINOIS BUSINESS AUTHORIZATION

Verify that all of your Illinois Business Authorization information is correct.

If not, contact us immediately.

If yes, cut along the dotted line (fits a standard 5 x 7" frame). Your authorization must be visibly displayed at the address listed. **Do not discard** - your Illinois Business Authorization is an important tax document that provides you the authorization to legally do business in Illinois.

Illinois Business Authorization

EDISON LEARNING INC

521 5TH AVE FL 11
NEW YORK NY 10175-1599

Expiration date:
08/01/2014

Certificate of Registration

Use Taxes (3030-0207)

Director
DEPARTMENT OF REVENUE
Issue date: 08/01/2009

File Number

6075-763-1



To all to whom these Presents Shall Come, Greeting:

I, Jesse White, Secretary of State of the State of Illinois, do hereby certify that

EDISONLEARNING, INC., INCORPORATED IN DELAWARE AND LICENSED TO TRANSACT BUSINESS IN THIS STATE ON NOVEMBER 04, 1999, APPEARS TO HAVE COMPLIED WITH ALL THE PROVISIONS OF THE BUSINESS CORPORATION ACT OF THIS STATE RELATING TO THE PAYMENT OF FRANCHISE TAXES, AND AS OF THIS DATE, IS A FOREIGN CORPORATION IN GOOD STANDING AND AUTHORIZED TO TRANSACT BUSINESS IN THE STATE OF ILLINOIS.



Authentication #: 0916201798

Authenticate at: <http://www.cyberdriveillinois.com>

*In Testimony Whereof, I hereto set
my hand and cause to be affixed the Great Seal of
the State of Illinois, this 11TH
day of JUNE A.D. 2009*

Jesse White

SECRETARY OF STATE