Student Performance on PARCC

<table>
<thead>
<tr>
<th>Category</th>
<th>Total</th>
<th>Highly Effective</th>
<th>Effective</th>
<th>Developing</th>
<th>Not Effective</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Adequate Mean Scale Score - English 10</td>
<td>9.375</td>
<td>4.6875%</td>
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<tr>
<td>Adequate Mean Scale Score - Algebra 1</td>
<td>9.375</td>
<td>4.6875%</td>
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Trend on PARCC

| Trend in Mean Scale Score - English 10 | 15.025 | 7.0125%          |           |            |              |
| Trend in Mean Scale Score - Algebra 1 | 15.025 | 7.0125%          |           |            |              |

College and Career Readiness

| College and Career Readiness | 20.00% | 10.00%           |           |            |              |

Fidelity to Charter/Application Overall

| Fidelity to Charter/Application Overall | 20/10 | 10% (9%)         |           |            |              |

Effective Programming for All Student Racial/Ethnic Groups

| Effective Programming for All Student Racial/Ethnic Groups | 0/10 | 0% (9%)          |           |            |              |

Student Graduation Rate: Cohort Graduation Rate

| Student Graduation Rate: Cohort Graduation Rate | 10.00% | 5.00%             |           |            |              |

Highly Effective Instruction

| Highly Effective Instruction | 16.075 | 4.17%             |           |            |              |

Talented People

| Talented People | 16.075 | 4.17%             |           |            |              |
Vision and Engagement

Cohort Retention

33.33

8.33%

10

10

Suspensions

0.8325%

Effective

8.33%

Not Effective

16.67

10

Operator Capacity

4.17%

Parent, Teacher and Student Satisfaction

Parents: School Survey: Overall Satisfaction (% positive responses)

100

Application/Audits

City Schools Data System

School's 3-yr average from SY14/15 to SY17 value is ≥ 90%

School's 3-yr average from SY14/15 to SY17 value is ≥ 80

School's student cohort retention 2 years after entry is ≥ 85% of all students in the District based on grade band

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Frequency of Intervention and Strategies to Support Student Outcomes

Evidence indicates that the school has a demonstrated strong trajectory of growth, is aware of its data and responsibilities to students with disabilities, does not have any gaps in the data as it relates to performance and climate metrics for students with disabilities over the contract term, and is generally implemented appropriate processes, strategies and interventions to support student outcomes over the course of the contract. The school has taken prompt and appropriate steps to address any shortcomings.

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<tr>
<th>3.3</th>
<th>Strategic Leadership/Governance</th>
<th>33.33</th>
<th>8.33%</th>
<th>SER</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Evidence indicates that the key action (including all indicators) is a practice or system that has been fully adopted at the school, and is implemented at a level that has had a strong, significant or sustainable impact on the school’s effectiveness.</td>
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<tr>
<td></td>
<td>Evidence indicates that the key action (including most indicators) is a practice or system that has been adopted at the school, and is implemented at a level that is improving the school’s effectiveness.</td>
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<tr>
<td></td>
<td>Evidence indicates that the key action (including some indicators) is a practice or system that is emerging at the school, but that it has not yet been implemented at a level that has begun to improve the school’s effectiveness, OR that the impact of the key action on the effectiveness of the school cannot yet be fully determined.</td>
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<tr>
<td></td>
<td>Evidence indicates that the key action is not a practice or system that has been adopted and/or implemented at the school, or the level of adoption/implementation does not improve the school’s effectiveness.</td>
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