

ANNUAL CHARTER EVALUATION 2017

Northwood Academy Charter School

REPORT PURPOSE

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

Each year, the Charter Schools Office produces for each Philadelphia brick and mortar charter school either an ACE or a renewal report detailing the charter school's academic success, organizational compliance and viability, and financial health and sustainability. The ACE also provides student subgroup information to identify academic performance at each charter school by grade level, gender, race/ethnicity, and historically underserved categories. Additionally, the report contains a section on equity providing information on topics such as student discipline, mobility and retention, and students' and parents' impressions of their charter schools.

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

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

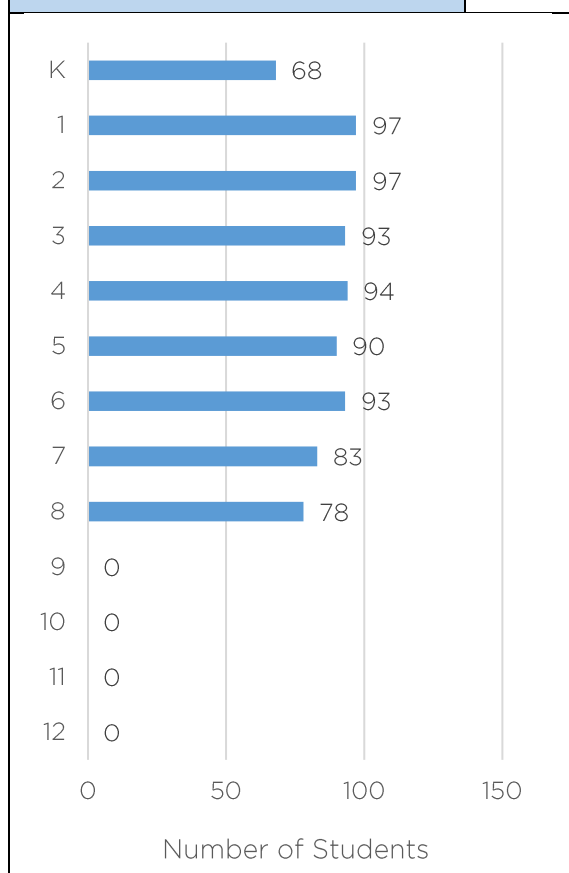
SCHOOL LEADERSHIP	
Board Chair	James Marshall
CEO	Amy Hollister
	ahollister@northwoodcs.org
Principal, Lower School	Patricia Mychack
	pmychack@northwoodcs.org
Principal, Upper School	Cindy Carey
	ccarey@northwoodcs.org

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

GENERAL INFORMATION	
Grades Served (2016-17)	K-8
Year Opened	2005
Next Renewal	2020

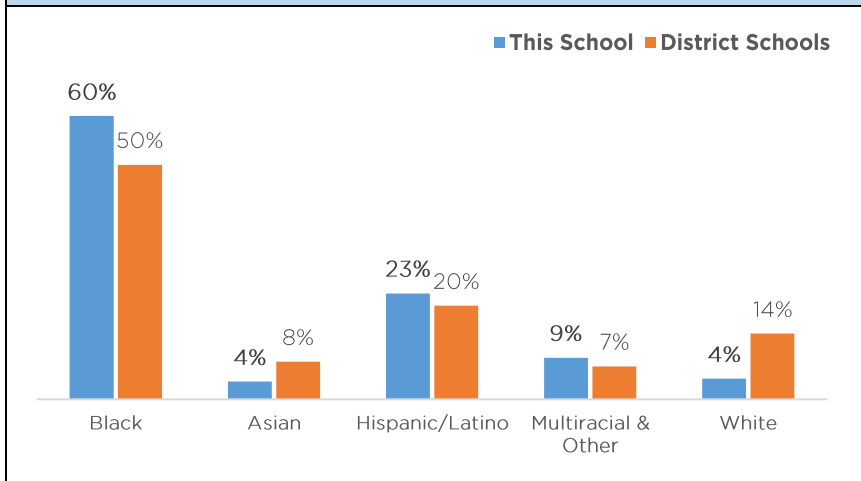
MISSION
"The mission of Northwood Academy Charter School is to educate the whole child by providing the academic, social, and emotional foundations and successes necessary to become contributing community members who possess the skills, desire and confidence to lead meaningful lives. Northwood Academy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

ENROLLMENT BY GRADE



STUDENT DEMOGRAPHICS

RACE/ETHNICITY



GENDER

	This School	District Schools
Male	50%	52%
Female	50%	48%

HISTORICALLY UNDERSERVED

	This School	District Schools
Students Living in Poverty	62%	74%
English Learners	2%	11%
Special Education	17%	15%

ENROLLMENT TOTAL

As of 10/1/2016	793
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AUTHORIZED ENROLLMENT

Maximum number of students this school can enroll per charter agreement in 2016-17 school year.	788
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ADMISSIONS PREFERENCES

Citywide	✓
Neighborhood	✗

SIMILAR SCHOOLS GROUPS

Similar Schools Groups are comprised of District and charter schools that are the same school type (ES, MS, K8, HS) and serve similar populations of students based on poverty, special education status, and limited English proficiency status. 2016-17 Similar Schools are listed below for this school.

K-8 Similar Schools: A.L. Fitzpatrick School, Ad Prima Charter School, Alexander Adaire School, Bridesburg School, First Philadelphia Preparatory Charter School, Global Leadership Academy Charter School, John F. McCloskey School, Maritime Academy Charter School (MACHS), Mastery Charter School at Cleveland, Mastery Charter School at Hardy Williams, Southwest Leadership Academy Charter School, Tacony Academy Charter School, Universal Charter School at Daroff, Universal Institute Charter School, Wissahickon Charter School

NOTE: 2016-17 similar schools groups are applied to years prior due to data availability.

EXECUTIVE SUMMARY OVERVIEW

The executive summary provides an overview of key indicators for a charter school evaluated annually that impact renewal recommendations, which occur in the last year of a charter term. This is typically every five years for Pennsylvania charter schools. School performance information for the most recent three years are captured across the three domains of the charter school performance framework – academic success, organizational compliance and viability, and financial health and sustainability. The Charter Schools Office's charter school performance framework, including information on point calculations, is presented in detail on the CSO website.

ACADEMIC SUCCESS

CURRENT RENEWAL TERM: 2015-16 through 2019-20

SYMBOL KEY	▲	■	▼
Academic Success Domain Rating (% of Points)	The school receives a “Meets Standard” rating when earning 75% or more of the possible points.	The school receives an “Approaches Standard” rating when earning from 45% to 75% of the possible points.	The school receives a “Does Not Meet Standard” rating when earning less than 45% of possible points.
Proficiency, Attendance, and Postsecondary	The school performed better than the Similar Schools Group and District Schools. (Full credit)	The school performed better than either the Similar Schools Group or District Schools. (Half credit)	The school performed better than neither the Similar Schools Group nor District Schools. (No credit)
Growth	The school met or exceeded the state growth standard. (Full credit)	NA	The school performed below the state growth standard. (No credit)

K-8 Percent of Points Earned
(Reflects 2 of 4 years in charter term)

85% ▲

Points Earned		No Points Calculated (Prior to Current Charter Term)			K-8 23.5/25			K-8 19/25		
Category	Standard	SY 2014-15			SY 2015-16			SY 2016-17		
Proficiency		Math	ELA	Sci.	Math	ELA	Sci.	Math	ELA	Sci.
	PSSA	▲	▲	▲	▲	▲	▲	▲	▲	▲
Growth		Math	ELA	Sci.	Math	ELA	Sci.	Math	ELA	Sci.
	PSSA, School	▼	▲	▼ / ▼	▲	▲	▲ / ▼	▼	▲	▼ / ▼
	PSSA, Lowest 20%	▼	▲	▼ / ▼	▲	▲	▲ / ▼	▼	▲	▲ / ▲
Attendance		K-8			K-8			K-8		
	95%+	▲			▲			▲		
	Chronic Absenteeism	▲			▲			▲		

ORGANIZATIONAL COMPLIANCE & VIABILITY

The table below summarizes the number of compliance standards found compliant in an ACE by category and year. Best practice standards are not included as they do not impact renewal recommendations. With additional organizational standards evaluated at renewal, information regarding how overall organizational performance is measured can be found in the charter school performance framework.

Category	2015 ACE	2016 ACE	2017 ACE
TOTAL	8 / 13	15 / 19	24 / 26
Mission and Educational Program	Reviewed at Renewal Only		
Special Education	1 / 1	1 / 1	1 / 1
English Learners	0 / 2	2 / 3	4 / 4
Enrollment	1 / 2	3 / 3	5 / 5
Student Discipline	1 / 2	0 / 2	2 / 3
Personnel	3 / 3	5 / 5	4 / 4
Food, Health and Safety	NA	1 / 1	2 / 3
Board Governance	0 / 1	1 / 2	4 / 4
Timely Reporting	2 / 2	2 / 2	2 / 2

FINANCIAL HEALTH & SUSTAINABILITY

The table below summarizes whether the 7 financial health metrics by fiscal year meet the standard (▲), approach the standard (■) or do not meet the standard (▼). Similar ratings are then provided for three standards of fiscal management. With additional fiscal management standards evaluated at renewal, information regarding how overall financial performance is measured can be found in the charter school performance framework. The seven financial health metrics are: Total Margin (TM), Current Ratio (CR), Average Days Cash on Hand (COH), Net Position (NP), Non-Restricted Fund Balance (NRFB), Debt Ratio (DR), and Debt Service Coverage Ratio (DSCR).

Category	Standard	FY 2015				FY 2016				FY 2017			
Financial Health		TM	CR	COH		TM	CR	COH		TM	CR	COH	
		▲	▲	▲		■	▲	▲		▼	▲	▲	
		NP	NRFB	DR	DS CR	NP	NRFB	DR	DS CR	NP	NRFB	DR	DS CR
		▲	▲	▲	NA	▲	▲	▲	NA	▲	■	▲	▼
Fiscal Management	Audit Findings	▲				▲				▼			
	Delinquency and Default	NA				NA				▲			
	PSERS	▲				▲				▲			

PSSA ENGLISH LANGUAGE ARTS EXAM OUTCOMES

For schools that serve students in grades 3-8, we evaluate the percentage of students proficient or advanced on either the English Language Arts (ELA) Pennsylvania System of School Assessment (PSSA) or the Pennsylvania Alternative System of Assessment (PASA). Proficiency rates for each charter school are compared against two comparison groups - Similar Schools (charter and District schools with similar demographics) and District Schools for the same grades served by the Charter School. Schools earn full credit if their proficiency rates exceed both Similar Schools and District Schools and earn half credit for exceeding one group. When the school's proficiency rate is below that of a comparison group, the comparison group's rate is in red.

We also evaluate the Average Growth Index (AGI). An AGI at or above -1 indicates the school met or exceeded the statewide growth standard. We also evaluate the AGI of the lowest academically performing 20% of students at the school. Schools earn full credit for overall AGIs and lowest performing 20% AGIs at or above -1 and no credit for AGIs below -1.

In the charts to the right, the charter school's 2016-17 state assessment proficiency rates are detailed further by students' gender, race/ethnicity and historically underserved subgroups and by grade. Proficiency rates for the school are compared against two comparison groups - Similar Schools (charter and District schools with similar demographics) and District schools for the same grades served by the Charter School. When the school's proficiency rate is below that of a comparison group, the comparison group's rate is in red.

" - " indicates grade/student group not served in SY2016-17

" * " indicates suppressed for sample size

PSSA ELA Schoolwide Proficiency Rate

	This School	Similar Schools	District Schools
ALL (n=510)	62%	41%	35%

PSSA ELA Proficiency Rates by Student Group

	This School	Similar Schools	District Schools
Female	69%	48%	39%
Male	54%	34%	30%
Asian	*	69%	63%
Black	57%	37%	26%
Hispanic/Latino	71%	40%	26%
Multiracial and Other	*	44%	39%
White	65%	52%	56%
English Learners	*	21%	12%
Special Education	26%	13%	18%

Average Growth Index

ALL	1.0 Evidence that the school met the standard for PA Academic Growth.
Average Growth Index for Low Performers	
Lowest-Performing 20%	0.7 Evidence that the school met the standard for PA Academic Growth.

PSSA ELA Proficiency Rates by Grade

GRADE	This School	Similar Schools	District Schools
3 rd	64%	46%	36%
4 th	64%	41%	32%
5 th	72%	35%	32%
6 th	53%	43%	37%
7 th	52%	40%	37%
8 th	64%	41%	35%

PSSA MATH EXAM OUTCOMES

For schools that serve students in grades 3-8, we evaluate the percentage of students proficient or advanced on either the Math Pennsylvania System of School Assessment (PSSA) or the Pennsylvania Alternative System of Assessment (PASA). Proficiency rates for each charter school are compared against two comparison groups - Similar Schools (charter and District schools with similar demographics) and District Schools for the same grades served by the Charter School. Schools earn full credit if their proficiency rates exceed both Similar Schools and District Schools and earn half credit for exceeding one group. When the school's proficiency rate is below that of a comparison group, the comparison group's rate is in red.

We also evaluate the Average Growth Index (AGI). An AGI at or above -1 indicates the school met or exceeded the statewide growth standard. We also evaluate the AGI of the lowest academically performing 20% of students at the school. Schools earn full credit for overall AGIs and lowest performing 20% AGIs at or above -1 and no credit for AGIs below -1.

In the charts to the right, the charter school's 2016-17 state assessment proficiency rates are detailed further by students' gender, race/ethnicity and historically underserved subgroups and by grade. Proficiency rates for the school are compared against two comparison groups - Similar Schools (charter and District schools with similar demographics) and District schools for the same grades served by the Charter School. When the school's proficiency rate is below that of a comparison group, the comparison group's rate is in red.

" - " indicates grade/student group not served in SY2016-17
" * " indicates suppressed for sample size

Average Growth Index	
ALL	<p>-1.2</p> <p>Moderate evidence that the school did not meet the standard for PA Academic Growth.</p>
Average Growth Index for Low Performers	
Lowest-Performing 20%	<p>-1.3</p> <p>Moderate evidence that the school did not meet the standard for PA Academic Growth.</p>

PSSA Math Schoolwide Proficiency Rate			
	This School	Similar Schools	District Schools
ALL (n=511)	30%	18%	20%

PSSA Math Proficiency Rates by Student Group			
	This School	Similar Schools	District Schools
Female	30%	18%	20%
Male	30%	18%	20%
Asian	*	57%	53%
Black	27%	13%	10%
Hispanic/Latino	33%	16%	13%
Multiracial and Other	*	21%	26%
White	38%	31%	39%
English Learners	*	11%	10%
Special Education	11%	8%	13%

PSSA Math Proficiency Rates by Grade			
GRADE	This School	Similar Schools	District Schools
3 rd	36%	28%	24%
4 th	37%	19%	18%
5 th	41%	16%	18%
6 th	21%	15%	19%
7 th	25%	15%	21%
8 th	21%	13%	17%

Advanced Math: Keystone Algebra 1	
Number of 8 th grade test takers	10
Percentage of 8 th grade test takers with proficient or advanced scores	100%

PSSA SCIENCE EXAM OUTCOMES

For schools that serve students in grades 3-8, we evaluate the percentage of students proficient or advanced on either the Science Pennsylvania System of School Assessment (PSSA) or the Pennsylvania Alternative System of Assessment (PASA). Proficiency rates for each charter school are compared against two comparison groups - Similar Schools (charter and District schools with similar demographics) and District Schools for the same grades served by the Charter School. Schools earn full credit if their proficiency rates exceed both Similar Schools and District Schools and earn half credit for exceeding one group. When the school's proficiency rate is below that of a comparison group, the comparison group's rate is in red.

We also evaluate the Average Growth Index (AGI). An AGI at or above -1 indicates the school met or exceeded the statewide growth standard. We also evaluate the AGI of the lowest academically performing 20% of students at the school. Schools earn full credit for overall AGIs and lowest performing 20% AGIs at or above -1 and no credit for AGIs below -1.

In the charts to the right, the charter school's 2016-17 state assessment proficiency rates are detailed further by students' gender, race/ethnicity and historically underserved subgroups and by grade. Proficiency rates for the school are compared against two comparison groups - Similar Schools (charter and District schools with similar demographics) and District schools for the same grades served by the Charter School. When the school's proficiency rate is below that of a comparison group, the comparison group's rate is in red.

" - " indicates grade/student group not served in SY2016-17

" * " indicates suppressed for sample size

PSSA Science Schoolwide Proficiency Rate

	This School	Similar Schools	District Schools
ALL (n=166)	55%	39%	33%

PSSA Science Proficiency Rates by Student Group

	This School	Similar Schools	District Schools
Female	58%	40%	34%
Male	51%	37%	32%
Asian	*	77%	69%
Black	53%	32%	23%
Hispanic/Latino	54%	45%	26%
Multiracial and Other	*	58%	42%
White	*	52%	54%
English Learners	*	21%	14%
Special Education	33%	15%	16%

Average Growth Index

4 th Grade	ALL	-1.9 Moderate evidence that the school did not meet the standard for PA Academic Growth.
	Lowest-Performing 20%	-0.4 Evidence that the school met the standard for PA Academic Growth.
8 th Grade	ALL	-1.5 Moderate evidence that the school did not meet the standard for PA Academic Growth.
	Lowest-Performing 20%	-0.2 Evidence that the school met the standard for PA Academic Growth.

PSSA Science Proficiency Rates by Grade

GRADE	This School	Similar Schools	District Schools
4 th	67%	50%	40%
8 th	42%	25%	23%

ATTENDANCE

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

Attendance is measured as the percentage of students who attend 95% or more of instructional days. In the charts to the right and below, each charter school's attendance rate is detailed further by students' gender, race/ethnicity and historically underserved subgroups as well as by grade level for grades served by the school.

Attendance rates for each charter school are compared against two comparison groups - Similar Schools (charter and District Schools with similar demographics) and District Schools. Schools earn full credit if their 95%+ attendance rate exceeds both Similar Schools and District Schools and earn half credit for exceeding one group. When the school's 95%+ attendance rate is below that of a comparison group, the comparison group's rate is in red.

" - " indicates grade/student group not served in SY2016-17
" * " indicates suppressed for sample size

95%+ Attendance by Grade			
	This School	Similar Schools	District Schools
K	75%	46%	37%
1 st	73%	52%	37%
2 nd	77%	52%	39%
3 rd	72%	54%	41%
4 th	68%	56%	43%
5 th	71%	56%	46%
6 th	67%	52%	43%
7 th	75%	53%	40%
8 th	73%	52%	41%

Schoolwide 95%+ Attendance			
	This School	Similar Schools	District Schools
ALL (n=793)	72%	53%	41%

95%+ Attendance by Student Group			
	This School	Similar Schools	District Schools
Female	74%	55%	42%
Male	71%	51%	39%
Asian	83%	69%	74%
Black	75%	57%	35%
Hispanic/Latino	63%	44%	37%
Multiracial and Other	74%	48%	41%
White	66%	43%	48%
English Learners	*	65%	51%
Special Education	74%	45%	32%

Attendance Overview	
RATE	This School
Percentage of Students Attending ≥ 95%	72%
Percentage of Students Attending 90-95%	20%
Percentage of Students Attending 85-90%	5%
Percentage of Students Attending 80-85%	1%
Percentage of Students Attending < 80%	1%

CHRONIC ABSENTEEISM

In addition to evaluating the percentage of students attending 95% or more of instructional days, the Charter Schools Office evaluates the rate of Chronic Absenteeism at the school. A student is considered chronically absent if they miss more than 10% of instructional days. Chronic absenteeism rates are presented by grade level, by student subgroup and in comparison to Similar and District schools.

Chronic absenteeism rates for each charter school are compared against two comparison groups - Similar Schools (charter and District Schools with similar demographics) and District Schools. Schools earn full credit if their chronic absenteeism rate is less than both Similar Schools and District Schools and earn half credit for having a lower rate of chronic absenteeism than one group. When the school's chronic absenteeism rate is above that of a comparison group, the comparison group's rate is in red.

" - " indicates grade/student group not served in SY2016-17
" * " indicates suppressed for sample size

Chronic Absenteeism by Grade			
	This School	Similar Schools	District Schools
K	6%	25%	33%
1 st	5%	22%	33%
2 nd	4%	21%	31%
3 rd	10%	17%	29%
4 th	10%	17%	27%
5 th	10%	17%	25%
6 th	8%	20%	29%
7 th	5%	19%	33%
8 th	9%	19%	33%

Schoolwide Chronic Absenteeism			
	This School	Similar Schools	District Schools
ALL (n=793)	7%	20%	30%

Chronic Absenteeism by Student Group			
	This School	Similar Schools	District Schools
Female	7%	18%	29%
Male	8%	21%	31%
Asian	7%	10%	8%
Black	6%	18%	36%
Hispanic/Latino	12%	22%	31%
Multiracial and Other	4%	23%	29%
White	6%	24%	22%
English Learners	*	13%	21%
Special Education	9%	27%	39%

ORGANIZATIONAL COMPLIANCE & VIABILITY

All charter schools must meet certain regulatory requirements and responsibilities as established by the Pennsylvania Public School Code and Charter School Law, the Pennsylvania Department of Education (PDE) and the charter school's Charter. This section presents the selected compliance requirements which are evaluated annually while also highlighting best practices charter schools can use to improve student learning, equity and transparency. Best practices do not impact renewal recommendations. A ✓ indicates the school was either compliant or met the standard for a best practice. An ✗ indicates the school was non-compliant or did not meet the best practice standard.

SPECIAL EDUCATION		
COMPLIANCE REQUIREMENTS		Additional CSO Notes
CHILD FIND NOTICE. Special education child find policy is accessible on the school website and includes information on program availability and screening processes for parents and school staff.	✓	

ENGLISH LEARNERS		
COMPLIANCE REQUIREMENTS		Additional CSO Notes
ESL POLICY. School's policy provides timely notification to families of the process for identifying their children as English Learners, the results of that process, the recommended Language Instructional Education Program (LIEP) placement, and other required information.	✓	
EL TIMELY EVALUATION. School identified English Learners in a timely fashion (generally within thirty days of enrollment) during the 2016-17 school year.	✓	
ESL ACCESS. English Learners received the ACCESS assessment during the 2016-17 school year.	✓	
ESL INSTRUCTION. English Learners were scheduled to receive daily instruction during the 2016-17 school year.	✓	

ENROLLMENT		
COMPLIANCE REQUIREMENTS		Additional CSO Notes
ENROLLMENT POLICY. Enrollment policy complies with Pennsylvania regulations on student enrollment, including no additional mandatory paperwork or steps for families beyond what can be required, recognition of a lottery process if needed, and no noncompliant preferences.	✓	
ENROLLMENT LANGUAGE POLICY. The school ensures that children and families with limited English proficiency are provided translation and interpretation services to the extent needed to help the family understand the enrollment process and enroll the student in the school promptly.	✓	

ENROLLMENT		
COMPLIANCE REQUIREMENTS (continued)		Additional CSO Notes
STUDENT APPLICATION. Student application only requires name, address, date of birth/age, gender, grade applying for, current school, guardian and sibling information, and admissions criteria questions, if outlined in charter.	✓	
ENROLLMENT MATERIALS. Enrollment materials only require proof of age and address, home language survey, immunization record and parent registration statement to enroll. No prohibited items as defined by PDE are included.	✓	
ENROLLMENT ACCESSIBILITY. School accepts at least two sources of documentation to demonstrate proof of age and address.	✓	

BEST PRACTICES - ENROLLMENT		Additional CSO Notes
APPLICATION AVAILABILITY. Students and families can submit applications without physical presence in the school building.	✓	
ENROLLMENT TRANSLATION. All enrollment materials are readily available minimally in English and Spanish.	✓	
ENROLLMENT WEBSITE. Enrollment steps are detailed on a publicly accessible school website.	✓	

STUDENT DISCIPLINE		
COMPLIANCE REQUIREMENTS		Additional CSO Notes
CODE DUE PROCESS. Code of Conduct fully articulates due process rights and responsibilities consistent with requirements in PA Public School Code, including formal and informal hearing rights.	✗	The school's Code of Conduct does not articulate the majority of student due process rights for formal and informal hearings.
MANIFESTATION DETERMINATION. Code of Conduct is differentiated for students with disabilities referencing specific, compliant procedures for manifestation determination.	✓	
TRUANCY POLICY. The school's truancy policy requires an attendance conference before referral of truancy matters to a legal entity and the school prohibits suspension, expulsion or transfer due to truant behavior.	✓	
SDP ALIGNMENT (Renaissance only). Renaissance charter school Code of Conduct is consistent with the intent of the School District of Philadelphia's Code of Conduct.	NA	

BEST PRACTICES – STUDENT DISCIPLINE		Additional CSO Notes
CODE CONSEQUENCES. Code of Conduct follows federal guidance on clear and proportional consequences for misbehavior.	✓	
CODE WEBSITE. Code of Conduct is publicly accessible on the school's website.	✓	
MANIFESTATION DETERMINATION TRANSPARENCY. Code of Conduct includes eligibility and procedural information for the school's manifestation determination process.	✗	The school's Code of Conduct does not articulate the conditions in which a manifestation determination meeting must take place, the timeline for holding a meeting, or the questions that must be answered in a manifestation meeting. It also does not reference the inclusion of parents in a manifestation meeting.
EARLY ELEMENTARY SUSPENSIONS. Code of Conduct is differentiated for K-2 students and does not allow K-2 suspensions for minor offenses.	✗	The school's Code of Conduct does not explicitly differentiate discipline expectations, processes, or consequences for early elementary (K-2) students.

PERSONNEL		
COMPLIANCE REQUIREMENTS		Additional CSO Notes
CERTIFIED TEACHERS. At least 75% of teachers were appropriately certified during SY 2016-17.	✓	
CERTIFIED ESL TEACHERS. All ESL teachers were appropriately certified during SY 2016-17.	✓	
CERTIFIED SPED TEACHERS. All special education teachers were appropriately certified during SY 2016-17.	✓	
CERTIFIED INSTRUCTIONAL LEADER. Instructional Leader was appropriately certified during SY 2016-17.	✓	

FOOD, HEALTH, AND SAFETY		
COMPLIANCE REQUIREMENTS		Additional CSO Notes
FOOD SAFETY. School provided a safe and clean food facility as evaluated by the City of Philadelphia Department of Public Health and Office of Food Protection during SY 2016-17.	✓	
HEALTH SERVICES POLICY. School's health services policy clearly outlines all mandated student health services and a process for ensuring compliance with student immunization requirements.	✗	While the policy references immunization, medical and dental exam requirements, the policy puts the onus on families to provide physical and dental information. The policy does not include screening requirements.

FOOD, HEALTH, AND SAFETY		
COMPLIANCE REQUIREMENTS		Additional CSO Notes
EMERGENCY PREPAREDNESS. School had a complete and up-to-date fire safety and evacuation plan, completed all the required emergency evacuation drills in a timely manner and had no violations related to portable fire extinguishers during SY 2016-17.	✓	

BEST PRACTICES – FOOD, HEALTH, AND SAFETY		Additional CSO Notes
BREAKFAST PARTICIPATION. At least 70% of low-income students accessing school lunch are served breakfast during SY 2016-17.	✓	

BOARD GOVERNANCE		
COMPLIANCE REQUIREMENTS		Additional CSO Notes
SUNSHINE ACT. Board minutes from SY 2016-17 contain information and reflect practices consistent with the Pennsylvania Sunshine Act.	✓	
BOARD OVERSIGHT. Board minutes from SY 2016-17 indicate votes on budget and the school calendar.	✓	
BOARD ACCESSIBILITY. School provides a reasonable opportunity for members of the public to comment.	✓	
STATEMENTS OF FINANCIAL INTEREST. 2016 Statements of Financial Interest are completed accurately and timely for all Board members and charter school administrators.	✓	

BEST PRACTICES – BOARD GOVERNANCE		Additional CSO Notes
BOARD WEBSITE. Board roster and schedule are publicly accessible on school's website.	✓	

TIMELY REPORTING		
COMPLIANCE REQUIREMENTS		Additional CSO Notes
TIMELY ANNUAL REPORT. School submits annual report information by August 1 annually.	✓	
TIMELY FINANCIAL AUDIT. School submits audited financial statements by December 31 annually.	✓	

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

FINANCIAL SUMMARY

In Pennsylvania, each charter school is required to provide independently audited financial statements to the District as the charter authorizer annually. All financial data reported in the ACE is from the audited financials from the past three fiscal years (FY). The FY15 through FY17 Adjusted columns below reverse the impact of GASB 68 and 71 which require charter schools to recognize their portion of the net pension obligation of the Public School Employees' Retirement System (PSERS).

	FY15 ADJUSTED	FY16 ADJUSTED	FY17 ADJUSTED	FY17 UNADJUSTED
Total Assets	\$21,551,565	\$20,529,471	\$20,312,278	\$23,984,580
Total Liabilities	\$10,667,186	\$10,061,949	\$9,835,195	\$27,577,195
Net Position	\$10,884,379	\$12,416,522	\$10,477,083	(\$3,592,615)
Total Revenue	\$9,595,892	\$9,199,464	\$10,029,296	\$10,029,296
Total Expenses	\$9,219,497	\$9,616,321	\$11,968,735	\$10,414,207
Changes in Net Position	\$376,395	(\$416,857)	(\$1,939,439)	(\$384,911)

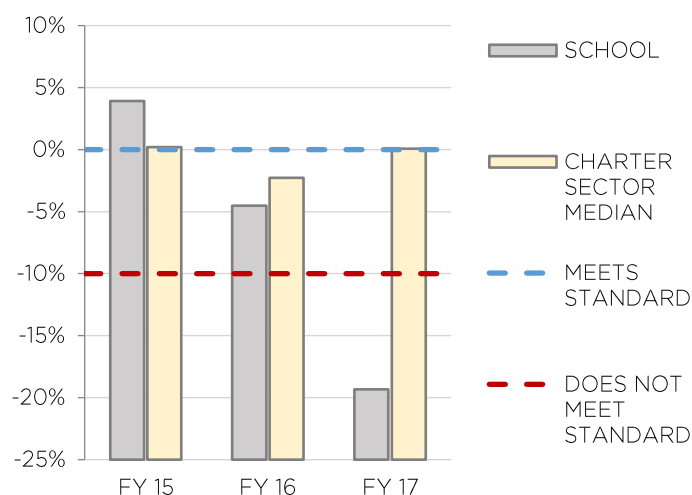
SHORT-TERM FINANCIAL HEALTH

All FY17 metrics are calculated using the FY17 Adjusted Values which reverse the impact of GASB 68 and 71. See the Charter Schools Office website for more details.

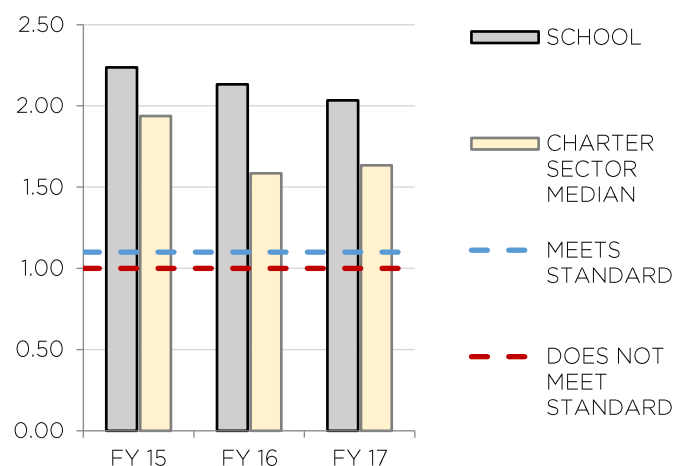
- **Total Margin (% of Revenue)** is the percentage of the school's total annual revenue that it did not spend (calculated as change in net position divided by total revenue).
- **Current Ratio** measures if the school has enough resources to pay its debt and obligations over the next year (calculated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

SHORT-TERM METRICS				
	3-YEAR AVG.	FY17 VALUE	MEETS STANDARD	DOES NOT MEET STANDARD
Total Margin (% of Revenue)	-6.65%	- 19.34%	At least 0%	Less than -10%
Current Ratio	2.14	2.03	At least 1.1	Less than 1
Average Days Cash on Hand	99.49	70.84	At least 60 days	Less than 30 days

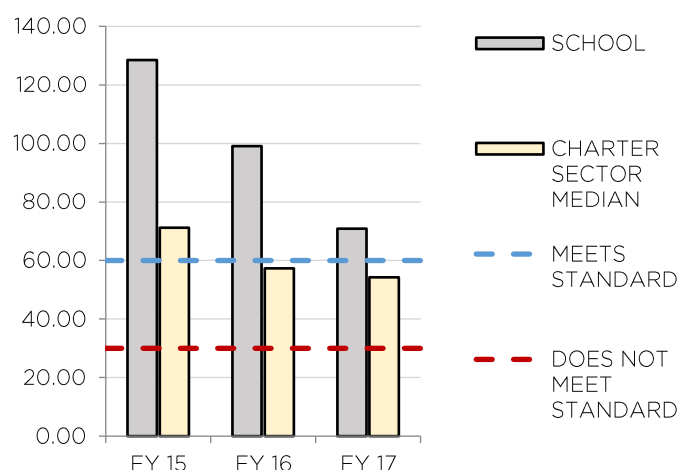
Total Margin (% of Revenue)



Current Ratio



Average Days Cash on Hand

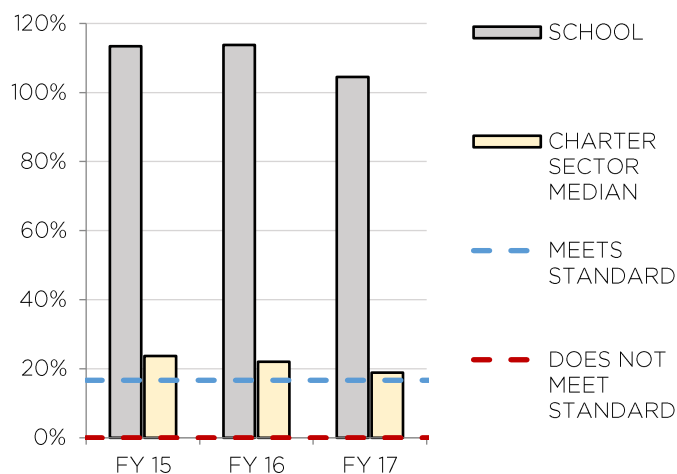


LONG-TERM FINANCIAL HEALTH

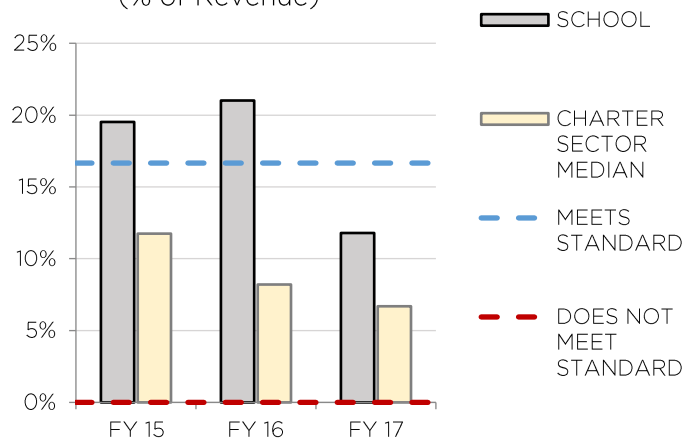
All FY17 metrics are calculated using the FY17 Adjusted Values which reverse the impact of GASB 68 and 71. See the Charter Schools Office website for more details.

- **Net Position (% of Revenue)** measures how much a school is worth as a percentage of its total annual revenue (calculated as net position divided by total revenue).
- **Non-Restricted Fund Balance (% of Revenue)** also measures how much a school is worth as a percentage of its total annual revenue, but removes certain items such as property, equipment and long-term debt (calculated as total non-restricted fund balance divided by total revenue).
- **Debt Ratio** measures the percentage of a school's total assets that is owed to other individuals or businesses (calculated as total liabilities divided by total assets).
- **Debt Service Coverage Ratio** measures whether a school can meet its debt obligations in the coming year, calculated as change in net position divided by annual principal, interest and lease payments. No chart has been provided as this is the first year this metric has been used.

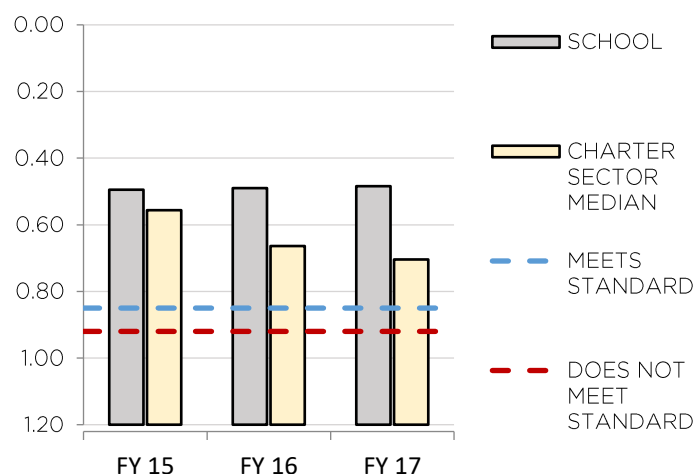
Net Position (% of Revenue)



Non-Restricted Fund Balance (% of Revenue)



Debt Ratio



LONG-TERM METRICS				
	3-YEAR AVG.	FY17 VALUE	MEETS STANDARD	DOES NOT MEET STANDARD
Net Position (% of Revenue)	110.56%	104.46%	At least 16.66%	Less than 0%
Non-Restricted Fund Balance (% of Revenue)	16.20%	11.80%	At least 16.66%	Less than 0%
Debt Ratio	0.49	0.48	At most 0.85	More than 0.92
Debt Service Coverage Ratio	NA	<0	At least 1.1	Less than 1.05

FISCAL MANAGEMENT

COMPLIANCE REQUIREMENTS		Additional CSO Notes
Audit Findings. No material audit findings, deficiencies or weaknesses are identified in the annual audit.	X	The school had a FY17 material weakness related to journal entry adjustments. Material prior period adjusting to journal entries was required as part of the audit process to correct the school's opening net position in the financial statements. As a result, financial statements were materially misstated.
Debt Delinquency and Default. The school is meeting its debt obligations and covenants.	✓	
PSERS. No missed payments to the Public School Employees' Retirement System (PSERS) that exceed the lower of 1% of revenues or \$100,000.	✓	
AUDITOR'S NOTES: <p>1. The School restated its July 1, 2016 net position in its governmental and fund balance for the general fund based on errors detected in recording agency fund activity, accrued interest, and net pension liability. FY16 values were adjusted in this report to reflect these adjustments.</p> <p>2. The School has a blended component unit. All information in this section represents the combined financial position of the School and component unit based upon available data from audited financials.</p>		

EQUITY

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

TEACHER TENURE

In the chart to the right, we present information on teacher tenure as of the most recent school year, 2016-17. This information is made available by the Pennsylvania Department of Education at paschoolperformance.org.

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

Teacher Tenure (in years)			
	This School	Charter Schools (Median)	District Schools (Median)
Average Teacher Tenure in LEA	7.7	3.4	12.9
Average Teacher Tenure in Education	9.9	6.0	

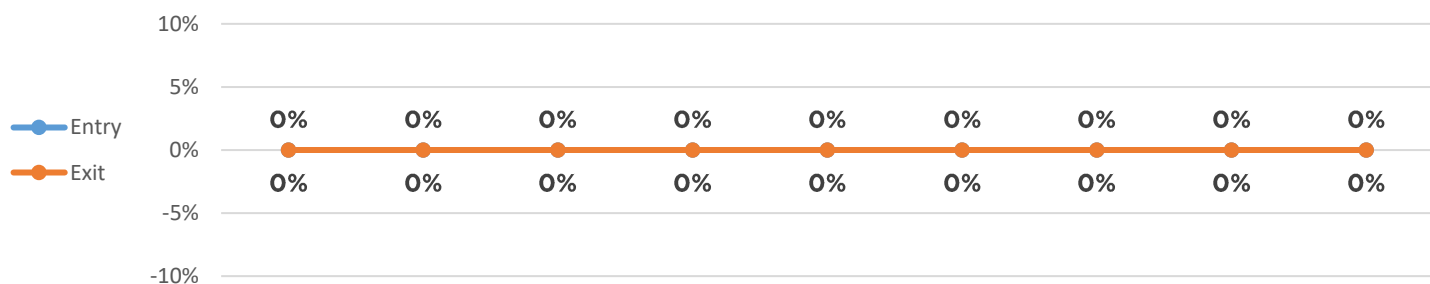
STUDENT RETENTION

In the chart to the right, we present the percentage of students who were enrolled in the charter school at the beginning of the 2016-17 school year and remained enrolled through the beginning of the 2017-18 school year. High school graduates and students who complete a terminal grade within a school are not included.

Student Retention		
	This School (K8)	This School (HS)
Year-to-Year Student Retention	96%	NA

STUDENT MOBILITY

In the chart below, the cumulative monthly rate students entered or withdrew from the charter school during the 2016-17 school year is displayed as a percentage of the school's total enrollment on October 1. For schools with a catchment area (neighborhood charter school), the comparison rate is provided for all neighborhood public schools (District and charter) in Philadelphia. For charter schools that admit students citywide, the comparison rate is provided for all public schools (District and charter) that are not neighborhood schools.



	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN
Citywide Schools - Entry	1%	1%	1%	2%	2%	2%	2%	2%	2%
Citywide Schools - Exit	-1%	-1%	-2%	-2%	-3%	-3%	-3%	-4%	-4%

OUT-OF-SCHOOL SUSPENSIONS

Data is presented below for the percentage of the charter school's students who received at least one out-of-school suspension in school year 2016-17. Suspension rates are also disaggregated by students' gender, race/ethnicity and historically underserved subgroups as well as suspension rates for the charter school by grade level. The school's suspension rates are also compared against the rates for Similar Schools (charter and District schools with similar demographics) and all District Schools. Additionally, we present an overview of the suspension rate at the charter school over the past three years, with comparisons to District and charter schools.

" – " indicates grade/student group not served in SY2016-17

" * " indicates suppressed for sample size

Suspension Rate by Student Group			
	This School	Similar Schools	District Schools
ALL (n=793)	10%	13%	8%
Female	8%	9%	6%
Male	12%	18%	11%
Asian	0%	3%	1%
Black	13%	17%	12%
Hispanic/Latino	4%	10%	6%
Multiracial and Other	13%	11%	6%
White	3%	6%	3%
English Learners	*	9%	4%
Special Education	9%	22%	13%

Suspension Rate by Grade			
	This School	Similar Schools	District Schools
K	12%	3%	0%
1 st	12%	9%	4%
2 nd	5%	8%	5%
3 rd	4%	12%	7%
4 th	12%	12%	9%
5 th	12%	16%	10%
6 th	12%	20%	13%
7 th	7%	22%	17%
8 th	14%	18%	15%

Suspension Rate Over the Past Three Years			
	SY 2014-15	SY 2015-16	SY 2016-17
This School	NA	10%	10%
Charter Schools*	NA	14%	12%
District Schools*	11%	11%	9%

*Rates for District Schools and Charter Schools presented in the "Suspension Rate Over the Past Three Years" table above are sector-wide rates that span all grades. The comparison rates presented in the "Suspension Rate by Student Group" for Similar Schools and District Schools reflect the suspension rates for each student group across the particular grades served by this school.

STUDENT & PARENT SURVEYS

Below, we present the charter school's student and parent responses on selected questions from the District-Wide Surveys completed during the 2016-17 school year. The rates presented are the percentage of students or parents selecting the most positive response. Student Surveys are only administered to students in grades 3-12. The percentage of most positive responses from all District and charter schools collectively is also provided for comparison. More information about the surveys can be found at <http://schools-surveys.philasd.org>. Parent Survey results are reported if the parent participation rate meets or exceeds 10%; Student Survey Results are reported if the student participation rate meets or exceeds the greater of 25% of the student population or 50 students.

Student Surveys (Percentage of Students Responding "Most or All of the Time")				
Survey Item	Student Response		Change from SY 2015-16	
	This School	District & Charter Schools	This School	District & Charter Schools
My school meets my learning needs.	NA	51%	NA	+1%
My teachers really listen to what I have to say.	NA	46%	NA	+1%
In my classes we stay busy and do not waste time.	NA	39%	NA	-1%
In my classes we learn a lot.	NA	55%	NA	-1%
I enjoy being in school.	NA	36%	NA	-1%
When I am in school, I feel like I belong.	NA	43%	NA	-1%
I feel safe in the hallways and bathrooms.	NA	63%	NA	+1%
Parent/Guardian Surveys (Percentage of Parents/Guardians Responding "Strongly Agree")				
Survey Item	This School		District & Charter Schools	
I am treated with respect in my child's school.	NA		53%	
I am satisfied with the response I get when I contact my child's school with questions or concerns.	NA		46%	
My child's school communicates with me in a manner that is clear and timely.	NA		50%	
My child's school has high expectations for my child's learning.	NA		48%	
My child's school meets the specific academic needs of my child.	NA		43%	
My child's school meets the specific non-academic needs of my child (for example, behavioral and socio-emotional needs).	NA		37%	
I am pleased with the quality of education my child's school is providing for my child.	NA		46%	