

VI.D.

**CONNECTICUT STATE BOARD OF EDUCATION
Hartford**

TO BE PROPOSED:

May 6, 2015

RESOLVED, That the State Board of Education, pursuant to subsection (g) of Section 10-66bb of the Connecticut General Statutes, renews the charter of New Beginnings Family Academy from July 1, 2015, through June 30, 2018, subject to the conditions noted in the Commissioner's May 6, 2015, memorandum to the State Board of Education, and directs the Commissioner to take the necessary action.

Approved by a vote of _____, this sixth day of May, Two Thousand Fifteen.

Signed: _____
Dianna R. Wentzell, Secretary
State Board of Education

CONNECTICUT STATE BOARD OF EDUCATION
Hartford

TO: State Board of Education

FROM: Dr. Dianna R. Wentzell, Commissioner of Education Designate

DATE: May 6, 2015

SUBJECT: Renewal of State Charter – New Beginnings Family Academy, Bridgeport

Introduction

In accordance with subsection (g) of Section 10-66bb of the Connecticut General Statutes (C.G.S.), charters may be renewed, upon application, in accordance with the provisions for the granting of new charters. The State Board of Education (SBE) may renew a charter for a period of up to five years. The SBE makes renewal decisions based on evidence of:

1. *School Performance:* Is the school a successful model resulting in strong student outcomes and a positive school climate?
2. *Stewardship, Governance, and Management:* Is the school financially and organizationally healthy and viable?
3. *Student Population:* Is the school promoting equity by effectively attracting, enrolling, and retaining students, particularly among targeted populations?
4. *Legal Compliance:* Is the school acting in compliance with applicable laws and regulations?

The Connecticut State Department of Education (CSDE) and SBE carefully evaluate qualitative and quantitative evidence and longitudinal data aligned to the four performance standards outlined above when making charter renewal decisions. The charter performance framework drives the CSDE's charter school accountability systems and processes, including initial approval decisions, annual monitoring, and renewal determinations. From inception to renewal, charter schools must abide by the CSDE's charter school accountability procedures and performance framework. Charter monitoring takes place through annual reporting, meetings, correspondence, and site visits, as appropriate. In accordance with C.G.S. § 10-66bb(g), a charter may be renewed, upon application, if the charter school has demonstrated satisfactory performance relative to the four performance standards.

Based on an evaluation of New Beginnings Family Academy (NBFA), the CSDE seeks the SBE's approval to renew NBFA's charter for a period of three years. NBFA increases quality educational options for families in Bridgeport and surrounding communities. In 2013, NBFA achieved a School Performance Index (SPI) of 68.5, whereas Bridgeport's District Performance Index (DPI) was 53.7.

NBFA maintains strong demand and support from the community, as evidenced by a waitlist of over 100 students each year for the past five years.

History/Background

NBFA opened in 2002 in the City of Bridgeport. NBFA currently serves 473 students in pre-kindergarten through Grade 8. Table 1 provides 2014-15 student enrollment and demographic data. The majority of students (464 students) reside in Bridgeport, and the remaining students come from three area towns. NBFA’s mission is to “provide its students with a rigorous education that ensures academic success and builds character in partnership with their families.” Accordingly, NBFA offers a small school with an outcomes-based model and proprietary curriculum aligned to the Common Core State Standards that incorporates ethics and character-building into everyday instruction. NBFA provides an extended school day for students with 7.5 hours of instruction per day, including an afterschool remediation and enrichment program. NBFA concentrates its efforts on preparing students for and placing them at competitive high schools; as a K-8 school, NBFA reported that students tracked longitudinally by the school achieve strong high school graduation rates. Based on the CSDE’s review of the charter, the school is satisfactorily achieving its mission.

Grades served:	PK-8
Total enrollment:	473
Percentage of students qualifying for free or reduced-price meals:	59%
Percentage of special education students:	9%
Percentage of students with limited English proficiency:	0%
Percentage of minority students:	96%
Percentage of Black students:	68%
Percentage of Hispanic students:	27%
Percentage of Caucasian students:	4%
Percentage of Other students:	5%

Charter Renewal Process

Application for Renewal of Charter: The CSDE accepted an application for the renewal of NBFA on November 21, 2014. The application detailed the charter school’s progress, operations, and achievement in relation to the CSDE’s charter school performance standards: (a) school performance; (b) stewardship, governance, and management; (c) student population; and (d) legal compliance. NBFA submitted data and evidence to substantiate the charter school’s written responses.

A state-appointed renewal team comprised of CSDE staff with expertise in curriculum, assessments, special education, school management, finance, and school governance reviewed the renewal application and asked for clarification and additional information, where necessary. Overall, the team determined that the application responded effectively to the areas required and provided sufficient supporting evidence.

Renewal Site Visit: On December 9, 2014, the CSDE renewal team conducted an on-site visit at NBFA. The purpose of the renewal site visit was to observe charter school programs, policies, practices, and procedures to assess their efficacy and fidelity to the school's charter and aligned operating systems. Evidence was collected through site visit observations, document reviews, interviews, and focus groups. The team spoke with board members, administrators, staff, and parents and community members. The team used this process to ensure the school is functioning in compliance with the law and the school's mission. The team verified the responses detailed in the renewal application regarding compliance with the law and the CSDE's performance framework and accountability plan.

Invitation for Written Comment: The CSDE solicited written comments on the renewal of NBFA from the Superintendent of Bridgeport and from contiguous school districts: Stratford, Trumbull, and Fairfield. The Superintendent of Bridgeport submitted a response in support of NBFA's renewal, noting that NBFA is "moving toward success for all students."

Public Hearing: Robert Trefry, member of the SBE, and CSDE staff held a public hearing on February 24, 2015, in Bridgeport and heard from 22 individuals on the potential renewal of NBFA and the impact it is having on the community. Public hearing participants included members from the NBFA community, including family members, students, school staff, and community members. In total, over 68 people attended the public hearing. The responses generated during the public hearing were overwhelmingly positive, both in terms of the impact the charter school has had on the community and support for NBFA in the context of school choice.

Renewal Site Visit Findings and Follow-Up Activities

As required by law, the CSDE's renewal review focused on the following areas: (a) school performance; (b) stewardship, governance, and management; (c) student population; and (d) legal compliance. Data and information contained in this section speak to NBFA's performance and success according to these four areas. The following section and the Charter Renewal Report highlight school strengths and areas for continued growth. NBFA has satisfactorily begun to remedy issues identified by the CSDE during its December 9, 2014, site visit.

School Performance: The CSDE reviewed NBFA's student achievement and school climate data, as well as progress toward mission-specific goals to determine its track record in improving student performance. First, the CSDE looked at student achievement, including overall school performance, performance trends over time, performance by content area, and performance by subgroup. Also, the CSDE examined performance relative to the host district. Table 2 provides a summary of student achievement data. NBFA demonstrates strong performance, supporting the renewal of the school's charter. NBFA's 2013 SPI was 68.5, substantially outperforming Bridgeport, the host and majority sending district. In 2013, Bridgeport's overall DPI was 53.7. NBFA is currently classified as a "Transitioning" school.

Table 2: School Achievement Data			
Performance Metric:	2010-11:	2011-12:	2012-13:
Overall SPI:	66.3	69.6	68.5
Overall host district DPI:	53.6	55.5	53.7
Math SPI:	67.3	70.5	72.5
Math host district DPI:	57.2	58.4	53.9
Reading SPI:	57.4	60.8	57.4
Reading host district DPI:	47.8	50.1	49.0
Writing SPI:	77.6	80.0	78.5
Writing host district DPI:	60.1	62.8	63.5
Black/African American SPI:	64.0	70.2	67.9
Black/African American host district DPI:	50.7	52.8	51.3
Hispanic/Latino SPI:	72.8	66.6	69.2
Hispanic/Latino host district DPI:	52.9	54.4	52.4
EL SPI:	N/A	N/A	N/A
EL host district DPI:	33.8	34.5	32.1
FRL SPI:	66.5	67.8	66.4
FRL host district DPI:	53.7	55.3	53.7
Special education SPI:	41.9	N/A	40.8
Special education host district DPI:	23.7	27.5	29.0

N/A: N<20 students.

Second, the CSDE looked at school culture and climate data, including student attendance, student chronic absenteeism, behavioral incidents, and graduation rates at the high school level. Table 3 provides a summary of school climate data. NBFA’s 2013-14 average daily student attendance rate was 95%, and the student chronic absenteeism rate was 9.8%. While NBFA’s chronic absenteeism rate is lower than its host district’s, NBFA’s chronic absenteeism rate approaches the state average of 10.7%. As a charter school, NBFA has the opportunity to innovate and cultivate best practices to address chronic absenteeism. In 2013-14, Bridgeport’s average daily attendance rate was 93%, and the district had a chronic absenteeism rate of 21%.

In 2013-14, 18% of NBFA elementary and 32% of NBFA middle school students received at least one in- or out-of-school suspension, compared 16.1% of students in Bridgeport and 7.5% statewide. NBFA has submitted a plan to improve school climate, strengthen behavior policies and procedures, and establish targets for the reduction of suspensions. Throughout the 2014-15 school year NBFA has implemented a consistent approach to behavior management through school-wide implementation of Responsive Classroom (“RC”), restorative circles and amended suspension policies. Responsive Classroom provides a structure and format that enable teachers to address the social and emotional needs of children while encouraging their active participation in setting rules that govern classroom interactions. Restorative circles give all students involved (both victim and perpetrator) the opportunity to address the behaviors that led to suspension. The use of positive behavior supports has reduced

incident frequency and overall numbers of behavior issues at the school. Currently, the school reports 6.9% of elementary students and 14% of middle school students received at least one in- or out-of-school suspension as compared to last school year. This is a suspension reduction of 11.1% in elementary and 18% in middle school over last year. With about 60 days left in the year NBFA has reduced the numbers and percentages of students suspended significantly. NBFA anticipates the trend to continue through the end of the year and into the future.

Table 3: School Climate Data				
Performance Metric:	2010-11:	2011-12:	2012-13:	2013-14:
Average daily attendance rate:	95.3%	95.6%	95.5%	95.3%
Chronic absenteeism rate:	N/A	8.1%	9.3%	9.8%
Number of in-school suspensions:	6	*	94	79
Number of out-of-school suspensions:	111	90	46	115
Suspension rate (% students with 1+ suspension):	18.6%	14.1%	22.3%	21.9%
Number of expulsions:	0	*	0	0

*N<5 students; N/A: The CSDE did not collect chronic absenteeism data in 2010-11.

Stewardship, Governance, and Management: NBFA has maintained a positive cash flow for the past two years. NBFA’s certified financial audit uncovered no deficiencies. NBFA’s organizational structure, leadership, and staffing allow the school to successfully deliver upon its mission and goals. The Board of Directors recently updated NBFA’s bylaws and developed a strategic plan, including clear academic and school climate goals. These serve as tools for ongoing performance monitoring by the Board. NBFA required greater delineation of financial policies and procedures, including processes for reviewing, approving, and reconciling bank and credit card statements, and purchasing procedures and thresholds. The CSDE has received revised financial policies and procedures from NBFA.

Student Population: In 2012, the General Assembly amended C.G.S. § 10-66bb(g) to require charter schools to make efforts to effectively attract, enroll and retain a diverse student population. All students are enrolled into NBFA through a blind lottery process. According to October 2014 demographic data, students from minority groups represent 96% of NBFA’s population, compared to 89% of Bridgeport’s population, which represents the majority sending district; 59% of NBFA’s students are eligible for free or reduced-priced meals, compared to 100% in Bridgeport; 9% of students were identified as needing special education services, compared to 14% in Bridgeport; and zero students were identified as English learners (ELs), compared to 14% in Bridgeport. To meet the needs of a growing Hispanic population, NBFA offers translation services, marketing materials in Spanish, and Spanish-speaking staff. It will be important for NBFA to continue in its efforts to attract, enroll, and retain ELs, particularly as this is a growing segment of the surrounding community.

Table 4 summarizes student waitlist and mobility information. NBFA maintains a sizable waitlist of families seeking enrollment in the school beyond the available number of seats. In 2014-15, 198 students were on the waitlist. The waitlist has included over 100 students each year for the past five years.

Table 4: Student Waitlist and Mobility Information			
Performance Metric:	2011-12:	2012-13:	2013-14:
Waitlist number:	136	103	180
Number of enrolled students who left during the school year:	29	24	31
Number of students who did not re-enroll the next year and had not completed the highest grade at the school:	15	19	18

Pending annual SBE approval and legislative appropriations, NBFA proposes the following enrollment and growth plan (see Table 5). The number of students served will be determined based on available funding and school performance.

Table 5. Preliminary Growth Projections															
SY	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2015-2016	60	46	69	46	70	46	46	41	42	37					503
2016-2017	60	60	46	69	46	70	46	46	41	42					526
2017-2018	60	60	60	46	69	46	70	46	46	41					544

Legal Compliance: It is imperative that charter schools – as with all other public schools – adopt and uphold the highest ethical and legal standards while delivering excellent academic opportunities for students and their families. NBFA submitted a signed Statement of Assurances, attesting to compliance with requirements, such as the completion of background checks, adoption of anti-nepotism and conflict of interest policies, and participation in board training. Based on the renewal application, site visit, and interviews, it appears that NBFA is in compliance with all current applicable laws and regulations.

Recommendation with Conditions

NBFA provides its students and their families from Bridgeport, Stratford, Trumbull and Fairfield with a high-quality public school education. The data demonstrate the school is satisfactorily achieving its mission and successfully closing Connecticut’s achievement gap. Based on the record of student achievement of NBFA and the CSDE’s evaluation of the charter, the CSDE recommends that the SBE renew the school’s charter for a period of three years subject to the following conditions:

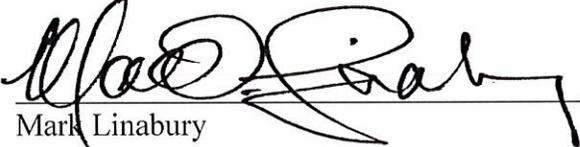
1. By September 30, 2015, NBFA shall implement a plan to minimize behavioral incidents resulting in suspensions and expulsions by: (a) isolating the root causes of behavioral issues; (b) identifying interventions to target root causes; (c) strengthening school discipline policies and procedures; and (d) monitoring interventions, and applying midcourse corrections, as necessary. Additionally, NBFA shall submit its year-to-date number of suspensions and expulsions, and the concentration of students with one or more suspension or expulsion to the CSDE twice annually, once in September via the annual reporting process and again at the midyear in January.

2. By September 30, 2015, NBFA shall submit a plan to target and address chronic absenteeism by: (a) isolating the root causes of chronic absenteeism; (b) identifying interventions to target root causes; and (c) monitoring interventions and applying midcourse corrections as necessary. Additionally, NBFA shall submit its year-to-date chronic absenteeism rate to the CSDE twice annually, once in September via the annual reporting process and again at the midyear in January. While NBFA is serving its students very well academically, the rate of chronic absenteeism approaches the 10.7% statewide average.

The CSDE will work with NBFA to establish reasonable growth targets, and NBFA must participate in relevant technical assistance organized by the CSDE. Failure to make meaningful progress in the identified areas may result in probationary status.

If approved, in the 2015-16 school year, NBFA will provide a high-quality public education to more than 500 students in pre-kindergarten through Grades 8. As such, NBFA will require a waiver to the enrollment cap described in C.G.S. § 10-66bb(c)(1). The CSDE anticipates that the school will apply for a waiver as part of its enrollment request this spring.

Prepared by: 
Robert E. Kelly
Charter School Program Manager

Reviewed by: 
Mark Linabury
Bureau Chief, Bureau of Choice Programs

Approved by: 
Charlene Russell-Tucker
Chief Operating Officer



CHARTER RENEWAL REPORT | SPRING 2015

Charter School Information:						
Charter School Name:	New Beginnings Family Academy					
School Director:	Ronelle P. Swagerty					
School Board Chairperson:	David C. Schlakman					
Location (City/Town):	Bridgeport, CT					
Rating Key:						
Meets/Exceeds (M/E): The school meets or exceeds performance expectations with minor, if any, concerns noted; the school can remedy any concerns.						
Approaches (A): The school approaches performance expectations; the school review generates moderate concerns with actions required by the school.						
Falls Below (FB): The schools falls below performance expectations with significant concerns noted, which require immediate attention and intervention.						
Standard 1: School Performance Indicators			FB	A	M/E	Points / Max
1.1. Student Achievement, Growth, and Gap Closure					✓	4 / 4
1.2. Mission-Specific Goals					✓	4 / 4
1.3. School Culture and Climate			✓			0 / 4
1.4. Instruction				✓		2 / 4
1.5. Academic Program					✓	4 / 4
1.6. Supports for Special Populations					✓	4 / 4
Notes and Evidence:						
<ul style="list-style-type: none"> • Indicator 1.1: Based on the most recent Connecticut Mastery Test (CMT) administration in 2013, New Beginnings Family Academy (NBFA) achieved an overall School/District Performance Index (SPI/DPI) of 68.5. NBFA substantially outperformed Bridgeport, the host and majority sending district. In 2013, Bridgeport’s overall DPI was 53.7. In spring 2014, Connecticut’s schools piloted the new Smarter Balanced Assessments (i.e., test to replace the CMT) in mathematics and reading for non-accountability purposes. Schools statewide continued administration of CMT science assessments. On 2014 CMT science assessments, 61% of NBFA Grade 5 and 68% of Grade 8 students scored at or above proficient, compared to 51% of Grade 5 and 43% of Grade 8 students in Bridgeport. NBFA is currently classified as a “Transitioning” school. • Indicator 1.2: NBFA’s Board of Directors recently adopted academic and climate goals to monitor school performance and progress. • Indicator 1.3: NBFA’s 2013-14 average daily student attendance rate was 95%, and the student chronic absenteeism rate was 9.8%. In 2013-14, Bridgeport’s average daily attendance rate was 93%, and the district had a chronic absenteeism rate of 21%; the statewide chronic absenteeism rate was 10.7%. In 2013-14, 18% of NBFA elementary and 32% of NBFA middle school students received at least one in- or out-of-school suspension, compared to 16.1% of students in Bridgeport and 7.5% statewide. NBFA’s “STRETCH” principles provide a framework for behavior management and a foundation for nonacademic skills development. Additionally, NBFA implements the Responsive Classroom model and restorative practices to deescalate behavioral incidents and promote student engagement. 						

- **Indicators 1.4 & 1.5:** Through the transition to the Common Core State Standards, NBFA has focused on necessary shifts in instruction. There are emerging signs of small group and differentiated instruction, and the use of data teams to promote data-driven instruction. NBFA has developed comprehensive assessment and SRBI strategies with systems and protocols to monitor student progress and apply timely and targeted interventions. NBFA has adopted Common Core-aligned assessments and pacing guides, and has prioritized the development and implementation of an integrated, school-wide curriculum.
- **Indicator 1.6:** Currently, 9% of students receive special education services under IDEA. The majority of these students are making satisfactory progress on short-term IEP objectives and annual goals. Where students do not meet expected goals, IEPs are appropriately revised to add necessary supports.

Standard 2: Stewardship, Governance, and Management Indicators	FB	A	M/E	Points / Max
2.1. Fiscal Viability			✓	2 / 2
2.2. Financial Management		✓		1 / 2
2.3. Governance and Management			✓	2 / 2
2.4. Organizational Capacity			✓	2 / 2
2.5. Accountability Measures			✓	2 / 2
2.6. School Facility			✓	2 / 2

Notes and Evidence:

- **Indicator 2.1:** NBFA has maintained positive cash flow for the past two years. NBFA's certified financial audit uncovered no deficiencies. NBFA's current asset ratio, days of unrestricted cash, total margin (net income/total revenue), and debt-to-asset ratio (total liabilities/total assets) meet or exceed ranges recommended by the National Association of Charter School Authorizers (NACSA), signifying overall financial health.
- **Indicator 2.2:** NBFA required greater delineation of financial policies and procedures, including processes for reviewing, approving, and reconciling bank and credit card statements; and purchasing procedures and thresholds. The CSDE has received revised financial policies and procedures from NBFA.
- **Indicator 2.3:** NBFA recently made new appointments to its Board of Directors and engaged in a strategic planning process. The Board has proactively identified the need for additional members with targeted expertise, and may consider staggered terms to ensure consistency. The Board must add parent and teacher representation, and ensure all meeting agendas and minutes are publically accessible. NBFA must maintain clear separation and avoid conflicts of interest in its association with Friends of New Beginnings, its fundraising group. NBFA has satisfactorily addressed these issues.
- **Indicator 2.4:** NBFA's organizational structure, leadership, and staffing allow the school to successfully deliver upon its mission and goals.
- **Indicator 2.5:** The Board of Directors recently updated NBFA's bylaws and developed a strategic plan, including clear academic and school climate goals. These serve as tools for ongoing performance monitoring by the Board.



- **Indicator 2.6:** NBFA has a safe and well-maintained school facility to support high-quality teaching and learning.

Standard 3: Student Population Indicators	FB	A	M/E	Points / Max
3.1. Recruitment and Enrollment Process			✓	2 / 2
3.2. Waitlist and Enrollment Data			✓	2 / 2
3.3. Demographic Representation		✓		1 / 2
3.4. Transfer/Retention Rates			✓	2 / 2
3.5. Parental and Community Support			✓	2 / 2

Notes and Evidence:

- **Indicator 3.1:** NBFA currently serves 473 students in pre-kindergarten through Grade 8. The school employs fair and equitable enrollment and recruitment processes. NBFA students are selected through a blind lottery. To meet the needs of a growing Hispanic population, NBFA offers translation services, marketing materials in Spanish, and Spanish-speaking staff.
- **Indicator 3.2:** NBFA maintains a sizable waitlist of families seeking enrollment in the school beyond the available number of seats. In 2014-15, 198 students were on the waitlist. The waitlist has included over 100 students each year for the past 5 years.
- **Indicator 3.3:** Students from minority subgroups represent 96% of NBFA's student population, and 59% of students qualify for free or reduced-price meals. The percentage of special education students at NBFA is just over 9%. It will be important for NBFA to continue in its efforts to attract, enroll, and retain English learners, particularly as this is a growing segment of the surrounding community.
- **Indicator 3.4:** During the 2013-14 school year, 31 students transferred out of the school during the course of the school year, and 18 students chose not to re-enroll for next grade offered at the school. These figures are reasonable, given mobility rates in Bridgeport.
- **Indicator 3.5:** NBFA demonstrates strong community support, as evidenced by the sizable waitlist, attendance and testimony at the recent renewal hearing, family involvement at the school, and parent satisfaction. Sixty-eight individuals attended the February 24, 2015, renewal public hearing, and 22 individuals offered testimony supporting the school's efforts and the renewal of its charter.

Standard 4: Legal Compliance Indicators	Assurances:
4.1. Signed Statement of Assurances	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
4.2. Open Public Meetings	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Recommendation:	Total Pts / Max Pts:
Three-year charter renewal with conditions	38 / 46
Prepared by: Robert Kelly	Approved by:



NEW BEGINNINGS FAMILY ACADEMY DATA

Table 1. 2014-15 Student Enrollment and Demographic Information	
Grades served:	PK-8
Total enrollment:	473
Percentage of students qualifying for free or reduced price meals:	59%
Percentage of special education students:	9%
Percentage of students with limited English proficiency:	0%
Percentage of minority students:	96%
Percentage of Black students:	68%
Percentage of Hispanic students:	27%
Percentage of Caucasian students:	4%

Table 2: School Achievement Data			
Performance Metric:	2010-11:	2011-12:	2012-13:
Overall SPI:	66.3	69.6	68.5
Overall host District Performance Index (DPI):	53.6	55.5	53.7
Math SPI:	67.3	70.5	72.5
Math host district SPI:	57.2	58.4	53.9
Reading SPI:	57.4	60.8	57.4
Reading host district SPI:	47.8	50.1	49.0
Writing SPI:	77.6	80.0	78.5
Writing host district SPI:	60.1	62.8	63.5
Black/African American SPI:	64.0	70.2	67.9
Black/African American host district DPI:	50.7	52.8	51.3
Hispanic/Latino SPI:	72.8	66.6	69.2
Hispanic/Latino host district DPI:	52.9	54.4	52.4
EL SPI:	N/A	N/A	N/A
EL host district DPI:	33.8	34.5	32.1
FRL SPI:	66.5	67.8	66.4
FRL host district DPI:	53.7	55.3	53.7
Special education SPI:	41.9	N/A	40.8
Special education host district DPI:	23.7	27.5	29.0

N/A: N < 20 students.



Table 3: School Climate Data				
Performance Metric:	2010-11:	2011-12:	2012-13:	2013-14:
Average daily attendance rate:	95.3%	95.6%	95.5%	95.3%
Chronic absenteeism rate:	N/A	8.1%	9.3%	9.8%
Number of in-school suspensions:	6	*	94	79
Number of out-of-school suspensions:	111	90	46	115
Suspension rate (% students with 1+ suspension):	18.6%	14.1%	22.3%	21.9%
Number of expulsions:	0	*	0	0

*N<5 students; N/A: The CSDE did not collect chronic absenteeism data in 2010-11.

Table 4: Student Waitlist and Mobility Information			
Performance Metric:	2011-12:	2012-13:	2013-14:
Waitlist number:	136	103	180
Number of enrolled students who left during the school year:	29	24	31
Number of students who did not re-enroll the next year and had not completed the highest grade at the school:	15	19	18