

**VI.E.**

**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 Explorations Charter School 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 – Explorations Charter School, Winsted

**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 Explorations Charter School (Explorations), the CSDE seeks the SBE's approval to renew Explorations' charter for a period of three years. Explorations increases educational options for families in Winsted and surrounding communities. Explorations serves a large population of at-risk students, and many students have a history of truancy, behavior difficulties, and mental health

needs. Explorations is currently classified as a “Focus” school because its overall graduation rate was below 60% when the CSDE last classified schools in 2012; however, Explorations’ 2014 graduation rate was 67%, and its holding power rate was 89%. As reported by the school, the majority of students at Explorations achieved proficiency or above on the Connecticut Academic Performance Test (CAPT) in mathematics, science, reading, and writing in 2013. Explorations outperformed its majority sending district in reading and writing in 2013; however, the school’s graduation rates, chronic absenteeism, suspension rates, data-driven instructional practices, and financial position represent areas for improvement.

## History/Background

Explorations opened in 1997 in the town of Winsted. Explorations currently serves 88 students in Grades 9 through 12. Table 1 provides 2014-15 student enrollment and demographic data. While Explorations is located in Winsted, 14 students reside in Winsted, 43 reside in Torrington (i.e., the majority sending district), and the remaining students come from 17 area towns. Explorations’ mission is to “provide an environment that cultivates a positive attitude toward lifelong learning in an experiential, nontraditional educational setting.” Accordingly, Explorations was founded to provide an option for students who struggle in traditional academic settings and many have social challenges. Explorations’ academic model focuses on meeting students’ individual learning needs. For example, Explorations offers small classes, math and writing labs for enrichment and remediation, and a non-traditional schedule. Students participate in academic classes on Monday through Thursday, and engage in adventure education, internships, and enrichment on Fridays.

Grades served:	9-12
Total enrollment:	88
Percentage of students qualifying for free or reduced-price meals:	31%
Percentage of special education students:	34%
Percentage of students with limited English proficiency:	0%
Percentage of minority students:	12.5%
Percentage of Black students:	2%
Percentage of Hispanic students:	5%
Percentage of Caucasian students:	87.5%
Percentage of Other students:	5.5%

## Charter Renewal Process

*Application for Renewal of Charter:* The CSDE accepted an application for the renewal of Explorations 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. Explorations 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 January 28, 2015, the CSDE renewal team conducted an on-site visit at Explorations. 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 Explorations from the Superintendent of Winchester and from contiguous school districts: Torrington, Colebrook, Norfolk, Litchfield, New Hartford, and Barkhamsted. No superintendent provided a written comment on the renewal of the charter school.

*Public Hearing:* Allan Taylor, Chairperson of the SBE, and CSDE staff held a public hearing on March 5, 2015, in Winsted and heard from nine individuals on the potential renewal of Explorations and the impact it is having on the community. Public hearing participants included members from the Explorations community, including family members, students, school staff, and community members. In total, over 12 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 Explorations 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 Explorations' performance and success according to these four areas. The following section and the Charter Renewal Report highlight school strengths and areas for continued growth. Explorations has satisfactorily begun to remedy issues identified by the CSDE during its January 28, 2015, site visit.

*School Performance:* The CSDE reviewed Explorations' 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, performance by subgroup, and graduation rates. Also, the CSDE examined performance relative to the host districts. Table 2 provides a summary of student achievement data. Explorations demonstrates some areas of strong performance, supporting the three-year renewal of the school's charter.

Due to the small student population at Explorations, the school did not receive a School Performance Index (SPI) in 2012-13. Explorations is currently classified as a “Focus” school because its overall graduation rate was below 60% when the CSDE last classified schools in 2012; however, Explorations’ 2014 graduation rate was 67%, and its holding power rate was 89%. As reported by the school, the majority of students at Explorations achieved proficiency or above on the Connecticut Academic Performance Test (CAPT) in mathematics, science, reading, and writing in 2013. Explorations outperformed its majority sending district, Torrington, in both reading and writing in 2013. The percentage of students achieving proficiency or above at Explorations has increased between 2011 and 2013 in mathematics, science, reading, and writing.

Explorations’ renewal application explained teachers have historically developed curricula independently; however, the school is now taking steps to align curricula across content areas and relative to the Common Core State Standards. There was little evidence of the use of data to systematically drive instruction. While individual student data binders exist, the school lacks protocols for the use of data to inform instruction. Data-driven instruction was evident with some teachers, but data resulted from teacher-made assessments, which were not specifically aligned to schoolwide student achievement goals.

<b>Table 2: School Achievement Data</b>			
<b>Performance Metric:</b>	<b>2010-11:</b>	<b>2011-12:</b>	<b>2012-13:</b>
Overall SPI:	N/A	N/A	N/A
Overall host district DPI:	68.9	67.8	71.7
Math SPI:	N/A	N/A	N/A
Math host district DPI:	63.9	60.8	67.7
Reading SPI:	N/A	N/A	N/A
Reading host district DPI:	63.4	68.4	70.1
Writing SPI:	N/A	N/A	N/A
Writing host district DPI:	79.5	79.3	81.0
Black/African American SPI:	N/A	N/A	N/A
Black/African American host district DPI:	N/A	N/A	N/A
Hispanic/Latino SPI:	N/A	N/A	N/A
Hispanic/Latino host district DPI:	N/A	N/A	N/A
EL SPI:	N/A	N/A	N/A
EL host district DPI:	N/A	N/A	N/A
FRL SPI:	N/A	N/A	N/A
FRL host district DPI:	54.6	59.2	56.0
Special education SPI:	N/A	N/A	N/A
Special education host district DPI:	N/A	N/A	N/A

N/A: N<20 students.

Second, the CSDE looked at school culture and climate data, including student attendance, student chronic absenteeism, behavioral incidents, and graduations rates at the high school level. Table 3 provides a summary of school climate data. Explorations' 2013-14 average daily student attendance rate was 91%, and the student chronic absenteeism rate was 29%. In 2013-14, Winchester's average daily attendance rate was 96%. In 2013-14, the statewide chronic absenteeism rate for high schools was 15.4%. Note that the overall statewide chronic absenteeism rate was 10.7%. In 2013-14, 27.7% of Explorations students received at least one in- or out-of-school suspension, which is among the higher rates of suspensions in the state; the statewide average was 7.5%. Importantly, Explorations has not expelled any students over the past four years. Explorations has submitted details of a pending plan to improve school climate, strengthen behavior policies and procedures, and establish targets for the reduction of suspensions. These details include strategies to limit behavioral incidents, including: workshops for students on reducing stress and anxiety and improving self-image, additional supports for high-risk students (i.e., a proposal for a new full-time social worker), schoolwide activities to promote a sense of community, and revisions to the student handbook to strengthen discipline policies.

<b>Table 3: School Climate Data</b>				
<b>Performance Metric:</b>	<b>2010-11:</b>	<b>2011-12:</b>	<b>2012-13:</b>	<b>2013-14:</b>
Average daily attendance rate:	91.9%	92.5%	88.0%	91.1%
Chronic absenteeism rate:	N/A	20.3%	39.5%	29.1%
Number of in-school suspensions:	59	35	19	10
Number of out-of-school suspensions:	*	*	11	28
Suspension rate (% students with 1+ suspension):	40.0%	14.9%	23.3%	27.7%
Number of expulsions:	0	0	0	0
Cohort graduation rate:	52.9%	57.1%	65.6%	66.7%
Holding power rate:	76.5%	57.1%	75.0%	88.9%

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

*Stewardship, Governance, and Management:* Explorations' organizational structure, leadership, and staffing allow the school to successfully fulfill its mission and goals. Explorations' certified financial audit uncovered no deficiencies; however, Explorations has had negative operating margins (net income/total revenue) for the past three consecutive years, and the school has limited cash on hand to cover unanticipated short-term needs. Explorations required greater delineation of financial policies and procedures, including check signing thresholds, and processes for reviewing, approving, and reconciling bank and credit card statements. Explorations is expected to employ Board processes to periodically review school data and progress in the areas of academic achievement and school climate.

*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 Explorations through a blind lottery process. According to October 2014 demographic data, students from minority groups represent 13% of Explorations' population, compared to 14% of Winchester's population, which represents the host district; 31% of Explorations' students are eligible for free or reduced-priced meals, compared to 40% in Winchester; 34% of students were identified as needing special education services, compared to 18% in Winchester; and no students were identified as English learners (ELs), compared to 4% in Winchester.

Table 4 summarizes student waitlist and mobility information. In 2014-15, 14 students were on the waitlist.

<b>Table 4: Student Waitlist and Mobility Information</b>			
<b>Performance Metric:</b>	<b>2011-12:</b>	<b>2012-13:</b>	<b>2013-14:</b>
Waitlist number:	0	0	4
Number of enrolled students who left during the school year:	9	14	10
Number of students who did not re-enroll the next year and had not completed the highest grade at the school:	5	4	1

Pending annual SBE approval and legislative appropriations, Explorations 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.

<b>Table 5. Preliminary Growth Projections</b>															
SY	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2015-2016											15	22	28	24	89
2016-2017											15	22	24	30	91
2017-2018											15	22	25	29	91

*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. Explorations is in the process of updating policies to comply with new CSDE administrative oversight guidelines (i.e., anti-nepotism, conflict of interest). Based on the renewal application, site visit, and interviews, it appears that Explorations is in compliance with all current applicable laws and regulations.

### **Recommendation with Conditions**

Explorations provides its students and their families from 19 area towns with a quality public school education. The data demonstrate the school is making progress toward its mission and successfully provides an alternative option for students who may struggle in traditional educational settings. Based on the record of student achievement of Explorations 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, Explorations 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, Explorations 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.

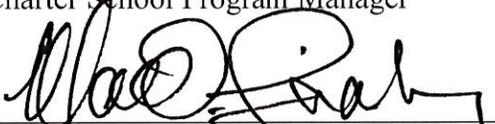
2. By September 30, 2015, Explorations shall submit a plan to target and address chronic absenteeism by: (a) isolating the root causes of chronic absenteeism; (b) identifying interventions to target root causes; and (c) monitoring interventions and applying midcourse corrections, as necessary. Additionally, Explorations 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.

The CSDE will work with Explorations to establish reasonable growth targets, and Explorations 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, Explorations will provide a high-quality public education to nearly 100 students in Grades 9 through 12.

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:	Explorations Charter School					
School Director:	Jill Johnson					
School Board Chairperson:	Ginni Block					
Location (City/Town):	Winsted, CT					
Rating Key:						
<b>Meets/Exceeds (M/E):</b> The school meets or exceeds performance expectations with minor, if any, concerns noted; the school can remedy any concerns.						
<b>Approaches (A):</b> The school approaches performance expectations; the school review generates moderate concerns with actions required by the school.						
<b>Falls Below (FB):</b> 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				✓		2 / 4
1.2. Mission-Specific Goals				✓		2 / 4
1.3. School Culture and Climate			✓			0 / 4
1.4. Instruction				✓		2 / 4
1.5. Academic Program				✓		2 / 4
1.6. Supports for Special Populations					✓	4 / 4
Notes and Evidence:						
<ul style="list-style-type: none"> <li> <p>• <b>Indicator 1.1:</b> Due to the small student population at Explorations, the school did not receive a School Performance Index (SPI) in 2012-13. Explorations is currently classified as a “Focus” school because its overall graduation rate was below 60% when the CSDE last classified schools in 2012; however, Explorations’ 2014 graduation rate was 67%, and its holding power rate was 89%. As reported by the school, the majority of students at Explorations achieved proficiency or above on the Connecticut Academic Performance Test (CAPT) in mathematics, science, reading, and writing in 2013. Explorations outperformed its majority sending district, Torrington, in both reading and writing in 2013. The percentage of students achieving proficiency or above at Explorations has increased between 2011 and 2013 in mathematics, science, reading, and writing.</p> </li> <li> <p>• <b>Indicator 1.2:</b> Explorations’ mission is to “provide an environment that cultivates a positive attitude toward lifelong learning in an experiential, nontraditional educational setting.” Explorations was founded to provide an option for students who struggle in traditional academic settings and many have social challenges. Explorations serves a large population of at-risk students, requiring a nuanced analysis of progress toward school-specific goals. Many students have a history of truancy, behavior difficulties, and mental health needs. Explorations reported that 65% of the class of 2014 transferred in to the school after freshmen year. Explorations’ charter renewal application identified four mission-specific goals; however, only one pertained to academic achievement, and goal statements lacked specificity and measurable targets, making academic progress monitoring more difficult.</p> </li> </ul>						

- Indicator 1.3:** Explorations' 2013-14 average daily student attendance rate was 91%, and the student chronic absenteeism rate was 29%. In 2013-14, Winchester's (Explorations' host district) average daily attendance rate was 96%. In 2013-14, the statewide chronic absenteeism rate for high schools was 15.4%. In 2013-14, 27.7% of students at Explorations received at least one in- or out-of-school suspension, which is higher than the statewide average of 7.5% for all schools. Importantly, during that same time period, no students at Explorations received an expulsion. Explorations has taken steps to promote engagement and positive interactions through an advisory program and new student council.
- Indicator 1.4:** Classrooms observed during the audit site visit generally revealed solid instruction and pedagogy. Teachers effectively used instructional routines and transitions between activities, and students were actively engaged in authentic learning. Explorations' renewal application explained teachers have historically developed curricula independently; however, the school is now taking steps to align curricula across content areas and relative to the Common Core State Standards. There was little evidence of the use of data to systematically drive instruction. While individual student data binders exist, the school lacks protocols for the use of data to inform instruction. Data-driven instruction was evident with some teachers, but data resulted from teacher-made assessments, which were not specifically aligned to school-wide student achievement goals.
- Indicator 1.5:** As noted, Explorations' academic program is evolving to align to the Common Core and promote greater vertical and horizontal integration across content areas. Explorations' academic model focuses on meeting students' individual learning needs. For example, Explorations offers small classes, math and writing labs for enrichment and remediation, and a non-traditional schedule. Students participate in academic classes on Monday through Thursday, and engage in adventure education, internships, and enrichment on Fridays. Juniors and seniors are encouraged to pursue dual-enrollment with Northwest Community College. The school recently shifted to STAR 360 assessments to better monitor student progress aligned to the academic program. Explorations leverages its Title I funds to extend to the school year and provide summer learning opportunities.
- Indicator 1.6:** Currently, 34% 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. Explorations employs two special education teachers and two special education tutors to address the needs of a large special education population.

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

**Notes and Evidence:**

- Indicator 2.1:** Explorations' certified financial audit uncovered no significant deficiencies. Explorations' current asset ratio and debt-to-asset ratio (total liabilities/total assets) meet or exceed ranges recommended by the National Association of Charter School Authorizers (NACSA), signifying some

financial viability. However, Explorations has had negative operating margins (net income/total revenue) for the past three consecutive years, and the school has limited cash on hand to cover unanticipated short-term needs.

- **Indicator 2.2:** While the Board reviews and engages in financial matters, there are gaps in financial management. Explorations required greater delineation of financial policies and procedures, including check signing thresholds, and processes for reviewing, approving, and reconciling bank and credit card statements.
- **Indicator 2.3:** Explorations is in the process of updating policies to comply with new CSDE administrative oversight guidelines (e.g., anti-nepotism, conflict of interest). The Board must ensure the Board’s meeting schedule is publically accessible. The Board must add teacher representation.
- **Indicator 2.4:** Explorations’ organizational structure, leadership, and staffing allow the school to successfully fulfill its mission and goals.
- **Indicator 2.5:** As noted under Indicator 1.3, Explorations should adopt mission-specific goals to better evaluate school and student progress. Explorations is expected to employ Board processes to periodically review the school’s data and progress (e.g., attendance, behavior, academics, graduation rates).
- **Indicator 2.6:** Explorations 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		✓		1 / 2
3.3. Demographic Representation			✓	2 / 2
3.4. Transfer/Retention Rates			✓	2 / 2
3.5. Parental and Community Support			✓	2 / 2

**Notes and Evidence:**

- **Indicator 3.1:** Explorations currently serves 88 students in Grade 9-12. Explorations serves at-risk students from 19 area districts. Explorations reaches out to local schools and districts to inform families of the opportunities at Explorations. Explorations provides bus transportation for students in Torrington as a means to increase access for students and families.
- **Indicator 3.2:** Explorations consistently approaches its enrollment projections and approved seat allocations. Explorations has historically maintained a small waitlist; however, Explorations reported 14 students were on the school waitlist in 2014-15, which speaks to community support and demand for the school’s unique programming.



- **Indicator 3.3:** Students from minority subgroups represent 13% of Explorations' student population, and 31% of students qualify for free or reduced-price meals. The percentage of English learners is zero. Importantly, these figures are reflective of demographics in sending districts.
- **Indicator 3.4:** During the 2013-14 school year, 10 students transferred out of the school during the course of the school year. One student chose not to re-enroll for next grade level offered at the school. Explorations should target strategies to retain and graduate higher percentages of students.
- **Indicator 3.5:** Explorations demonstrates strong community support, as evidenced by the audit focus group, waitlist, attendance and testimony at the recent renewal hearing, family involvement at the school, and parent satisfaction. Explorations providing data suggesting the parent and family engagement is increasing at the school.

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		29 / 46
<b>Prepared by:</b>	<b>Approved by:</b>	
Robert Kelly		



## EXPLORATIONS CHARTER SCHOOL DATA

Table 1. 2014-15 Student Enrollment and Demographic Information:	
Grades served:	9-12
Total enrollment:	88
Percentage of students qualifying for free or reduced price meals:	31%
Percentage of special education students:	34%
Percentage of students with limited English proficiency:	0%
Percentage of minority students:	13%
Percentage of Black students:	2%
Percentage of Hispanic students:	5%
Percentage of Caucasian students:	88%

Table 2: School Achievement Data			
Performance Metric:	2010-11:	2011-12:	2012-13:
Overall SPI:	N/A	N/A	N/A
Overall host District Performance Index (DPI):	68.9	67.8	71.7
Math SPI:	N/A	N/A	N/A
Math host district SPI:	63.9	60.8	67.7
Reading SPI:	N/A	N/A	N/A
Reading host district SPI:	63.4	68.4	70.1
Writing SPI:	N/A	N/A	N/A
Writing host district SPI:	79.5	79.3	81.0
Black/African American SPI:	N/A	N/A	N/A
Black/African American host district DPI:	N/A	N/A	N/A
Hispanic/Latino SPI:	N/A	N/A	N/A
Hispanic/Latino host district DPI:	N/A	N/A	N/A
EL SPI:	N/A	N/A	N/A
EL host district DPI:	N/A	N/A	N/A
FRL SPI:	N/A	N/A	N/A
FRL host district DPI:	54.6	59.2	56.0
Special education SPI:	N/A	N/A	N/A
Special education host district DPI:	N/A	N/A	N/A

N/A: N < 20 students.

<b>Table 3: School Climate Data</b>				
<b>Performance Metric:</b>	<b>2010-11:</b>	<b>2011-12:</b>	<b>2012-13:</b>	<b>2013-14:</b>
Average daily attendance rate:	91.9%	92.5%	88.0%	91.1%
Chronic absenteeism rate:	N/A	20.3%	39.5%	29.1%
Number of in-school suspensions:	59	35	19	10
Number of out-of-school suspensions:	*	*	11	28
Suspension rate (% students with 1+ suspension):	40.0%	14.9%	23.3%	27.7%
Number of expulsions:	0	0	0	0
Cohort graduation rate:	52.9%	57.1%	65.6%	66.7%
Holding power rate:	76.5%	57.1%	75.0%	88.9%

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

<b>Table 4: Student Waitlist and Mobility Information</b>			
<b>Performance Metric:</b>	<b>2011-12:</b>	<b>2012-13:</b>	<b>2013-14:</b>
Waitlist number:	0	0	4
Number of enrolled students who left during the school year:	9	14	10
Number of students who did not re-enroll the next year and had not completed the highest grade at the school:	5	4	1