Charter Review Analysis – Friendship Public Charter School
Based on Charter Review Framework

Executive Summary

After ten years of operation, Friendship Public Charter School met academic, non-academic and organizational performance standards and thus, **is not a candidate for Revocation.** While overall, Friendship has met the standards set forth in the Charter Review Framework, individual campuses struggle to meet some academic and non-academic performance standards. Friendship's most recent Program Development Reviews were conducted in November 2008 and summaries of results are enclosed (see *fig. 1.1 – 1.5).*

Academic

Friendship Public Charter School met 2 of 3 academic standards; thus, the school met the standards for academic performance. Friendship, as a multi-campus charter school has performed at a satisfactory level; although, benchmark assessments and state test results, and progress toward meeting accountability plan targets for individual campuses have fluctuated. Over the last three years, student performance on the Edison Benchmark assessments had declined and in 2007-2008 no data was reported for the Blow Pierce, Chamberlain and Woodridge campuses due to the termination of the management agreement with Edison Schools, Inc. Because of the termination, Friendship no longer had access to assessment tools that were provided as part of the management agreement. As Friendship began to develop and implement its new design, it selected new assessment tools and strategies that would complement this design in hopes of seeing increased student academic performance not only on internal assessments but also the DC CAS.

In **Friendship Southeast**'s first year of operation,.no data was collected for its Yearly Progress Pro assessment in reading and math or for oral presentations. A combination of poor student performance and lack of data collection in year one of Friendship Southeast, impacted its ability to meet annual academic targets established in Friendship's Accountability Plan. However beginning in the 2006-2007 school year, it began to improve its ability to track and report data for its accountability plan targets. Although Friendship Southeast has not made AYP for the last three years, it has shown gains every year across all subgroups and made safe harbor in several subgroups in both reading and math in 2007 and 2008.

Friendship Woodridge has made AYP each year from 2004 to 2007. 2008 was the only year the school did not meet AYP in both reading and mathematics. Friendship Woodridge has shown a steady decline over the last three years in reading and its growth has fluctuated in math.

Friendship Collegiate improved on the DC CAS in reading in 2006 and 2007, meeting AYP for two consecutive years; however it was unable to achieve the same performance in mathematics. In 2008, Friendship Collegiate demonstrated a decline in performance across all subgroups in both reading and math.

Friendship Blow Pierce's performance on the DC CAS has fluctuated in reading and math from 2006 through 2008. In 2008, Friendship Blow Pierce improved in reading in four of the five subgroups making safe harbor in two. The school declined in all subgroups in math.

Friendship Chamberlain has been challenged academically with regard to the DC CAS for the lastthree years. In 2008, Friendship Chamberlain showed a decline in reading in three out of four subgroups and showed gains in three out of four subgroups in math.

<u>Non-Academic</u>

Friendship Public Charter School met 3 of the 4 non-academic standards; thus the school meets the standards for non-academic performance.
While Friendship Public Charter School met the majority of its fifth year non-academic targets, it was unable to meet the criterion of 80% average school wide performance. However, Friendship continues to meet its attendance, enrollment, and re-enrollment targets demonstrating that the school maintains its economic viability.

<u>Organizational – Governance</u>

Friendship Public Charter School demonstrated fully functioning or exemplary performance in 6 of 7 categories; thus the school meets this standard for organizational performance. Friendship Public Charter School has a strong Board of Trustees with a high level of expertise in education, finance and real estate. Friendship's board has performed admirably in governing the school, especially as it relates to garnering resources, submitting Annual Reports, and paying attention to operational and fiscal performance. The Board has been intentional about the changes it makes to improve the academic performance of its students. It went through a strategic planning process and is implementing the plan. Central office staff and school principals continue to update the Board on student academic performance across all campuses and shares the successes and challenges each campus faces.

<u>Organizational – Compliance</u>

Friendship Public Charter School demonstrated an operational to exemplary level of compliance in 6 of 7 categories, and thus meets this standard for organizational performance. Overall, Friendship's performance has been substantially in compliance with applicable rules, laws, and regulations. Areas noted as concerns in previous reviews were addressed. There still remain issues of non compliance in the areas of NCLB's highly qualified teacher requirement, special education certification and parent participation in IEP meetings.

<u>**Organizational – Fiscal Management**</u>

Friendship Public Charter School demonstrated above average or satisfactory performance in 5 out of 5 categories, and thus meets this standard for organizational performance.

Based on the information available, PCSB believes that Friendship Public Charter School has solid fiscal management processes in place. The school's audit reports reflect sound accounting and internal controls policies. With a few exceptions, the school has done an extremely good job submitting all necessary documents to PCSB for review when required. Its annual budgets are extremely thoughtful and reflect careful planning and financial savvy. The school has a healthy net asset reserve ($14,087,000 as of June 30, 2008) and has been able to consistently maintain favorable debt-to-equity ratios. As with any not-for-profit organization, the school should seek to continuously improve its fiscal management and internal controls.

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Fig. 1.1 Summary of PDR Findings – Friendship Blow Pierce

Curriculum and Standards	
1.1 The school has a clearly defined, quality curriculum in place that aligns with the state standards and the school's mission and goals.	**Adequate**
a. The school has a clearly defined quality curriculum in place.	**Adequate**
b. The curriculum aligns with the state and/or national standards.	**Proficient**
c. The curriculum aligns with school's mission and goals.	**Adequate**
1.2 The school's curriculum is implemented with fidelity, and materials are available to support the implementation of the curriculum.	**Adequate**
a. The school's curriculum is implemented with fidelity.	**Adequate**
b. Materials are available to support the implementation of the curriculum	**Adequate**
1.3 There are clear and regular procedures in place to review and update the curriculum.	**Proficient**
Instruction	
2.1 Instruction utilizes effective strategies that provide opportunities for student learning and active engagement in the learning process.	**Limited**
2.2 The school has strategies in place to meet the needs of students at risk of academic failure or those not making reasonable progress toward achieving school goals.	**Adequate**
2.3 The school has strategies in place to meet the needs of English Language Learners.	**Inadequate**
a. The school has strategies in place to meet the needs of English Language Learners.	**Inadequate**
b. The school is in compliance with its implementation.	**Inadequate**
2.4 Systematic strategies are in place to ensure that students with individualized Education Plans (IEPs) are making progress in meeting school goals and IEP goals are in place.	**Proficient**
a. The school ensures that students with disabilities are served according to IEP objectives.	**Proficient**
b. The school allocates resources (human or material) to address the needs of students with disabilities.	**Proficient**
c. The school provides additional services and/ or accommodations for IEPs.	**Proficient**
2.5 Time is made available throughout the year for planning and professional development. Planning time is used effectively.	**Proficient**
a. Time is made available throughout the year for instructional planning.	**Proficient**
b. Planning time is used effectively	**Proficient**
2.6 The school helps teachers meet accountability plan goals, and addresses any identified shortcomings in student learning.	**Limited**
2.7 Extra support is in place to support new and struggling teachers.	**Proficient**

Fig. 1.1 Summary of PDR Findings – Friendship Blow Pierce (cont'd)

Assessment	
3.1 The school has assessment and evaluation data; test results are made available regularly and in a usable format; and assessment data are reflected in the SIP, if applicable.	**Proficient**
a. The school has assessment and evaluation data, such as standardized and internal assessment results and accountability plan performance outcomes	**Proficient**
b. Test results are made available regularly	**Proficient**
c. Test results are provided in a useable format	**Adequate**
3.2 The school tracks and reports student performance data to determine whether the school's academic and non-academic goals are being achieved.	**Adequate**
3.3 Assessments and evaluation data are used to monitor student learning, instructional effectiveness, and instructional decisions. Ongoing, informal assessments are used to provide increased instructional opportunities.	**Limited**
a. Assessment and evaluation data are used to monitor student learning, instructional effectiveness and instructional decisions.	**Limited**
b. Ongoing, informal assessments are used to provide increased instructional opportunities.	**Limited**
3.4 Procedures are in place to ensure accurate and timely identification and evaluation of students who have special needs are in place.	**Proficient**
School Climate	
4.1 Quality instruction is promoted through fostering an academic learning climate that and actively supports teaching and learning.	**Proficient**
4.2 The school is a safe and orderly learning environment.	**Proficient**
4.3 Parents/guardians and students are satisfied with the school.	**Exemplary**
Governance and Management	
5.1 The Board and school administrators govern and manage in a manner consistent with the school's design and mission.	**Proficient**
5.2 The Board and the school's administration ensure adequate resources to further the academic and organizational success of the school, including but not limited to adequate facilities, appropriate professional development, and services for special needs students, and additional funding.	**Adequate**
5.3 The Board has ensured strong and stable school leadership.	**Adequate**
School Improvement	
6.1 The school has strategies in place to meet the needs of students at risk of academic failure or students not making reasonable progress toward achieving school goals (inclusive of but not limited to identified NCLB sub-groups).	**Limited**
6.2 Documented progress monitoring of school improvement activities is on-going.	**Limited**

Charter Review Analysis – Friendship Public Charter School
Based on Charter Review Framework

Fig. 1.2 Summary of PDR Findings – Friendship Chamberlain

Curriculum and Standards	
1.1 The school has a clearly defined, quality curriculum in place that aligns with the state standards and the school's mission and goals.	**Adequate**
a. The school has a clearly defined quality curriculum in place.	**Adequate**
b. The curriculum aligns with the state and/or national standards.	**Proficient**
c. The curriculum aligns with school's mission and goals.	**Adequate**
1.2 The school's curriculum is implemented with fidelity, and materials are available to support the implementation of the curriculum.	**Adequate**
a. The school's curriculum is implemented with fidelity.	**Adequate**
b. Materials are available to support the implementation of the curriculum	**Adequate**
1.3 There are clear and regular procedures in place to review and update the curriculum.	**Proficient**
Instruction	
2.1 Instruction utilizes effective strategies that provide opportunities for student learning and active engagement in the learning process.	**Adequate**
2.2 The school has strategies in place to meet the needs of students at risk of academic failure or those not making reasonable progress toward achieving school goals.	**Adequate**
2.3 The school has strategies in place to meet the needs of English Language Learners and is in compliance with its implementation.	**NA**
a. The school has strategies in place to meet the needs of English Language Learners.	**NA**
b. The school is in compliance with its implementation.	**NA**
2.4 Systematic strategies are in place to ensure that students with Individualized Education Plans (IEPs) are making progress in meeting school goals and IEP goals are in place.	**Proficient**
d. The school ensures that students with disabilities are served according to IEP objectives.	**Proficient**
e. The school allocates resources (human or material) to address the needs of students with disabilities.	**Proficient**
f. The school provides additional services and/ or accommodations for IEPs.	**Proficient**
2.5 Time is made available throughout the year for planning and professional development. Planning time is used effectively.	**Proficient**
a. Time is made available throughout the year for instructional planning.	**Exemplary**
b. Planning time is used effectively.	**Proficient**
2.6 The school helps teachers meet accountability plan goals, and addresses any identified shortcomings in student learning.	**Adequate**
2.7 Extra support is in place to support new and struggling teachers and those not designated as "highly qualified".	**Proficient**

Fig. 1.2 Summary of PDR Findings – Friendship Chamberlain (cont'd)

Assessment	
3.1 The school has assessment and evaluation data; test results are made available regularly and in a usable format; and assessment data are reflected in the SIP, if applicable.	**Proficient**
d. The school has assessment and evaluation data, such as standardized and internal assessment results and accountability plan performance outcomes	**Proficient**
e. Test results are made available regularly	**Exemplary**
f. Test results are provided in a useable format	**Adequate**
3.2 The school tracks and reports student performance data to determine whether the school's academic and non-academic goals are being achieved.	**Adequate**
3.3 Assessments and evaluation data are used to monitor student learning, instructional effectiveness, and instructional decisions. Ongoing, informal assessments are used to provide increased instructional opportunities.	**Adequate**
c. Assessment and evaluation data are used to monitor student learning, instructional effectiveness and instructional decisions.	**Adequate**
d. Ongoing, informal assessments are used to provide increased instructional opportunities.	**Adequate**
3.4 Procedures are in place to ensure accurate and timely identification and evaluation of students who have special needs are in place.	**Exemplary**
School Climate	
4.1 Quality instruction is promoted through fostering an academic learning climate that and actively supports teaching and learning.	**Proficient**
4.2 The school is a safe and orderly learning environment.	**Adequate**
4.3 Parents/guardians and students are satisfied with the school.	**Limited**
Governance and Management	
5.1 The Board and school administrators govern and manage in a manner consistent with the school's design and mission.	**Exemplary**
5.2 The Board and the school's administration ensure adequate resources to further the academic and organizational success of the school, including but not limited to adequate facilities, appropriate professional development, and services for special needs students, and additional funding.	**Adequate**
5.3 The Board has ensured strong and stable school leadership.	**Adequate**
School Improvement	
6.1 The school has strategies in place to meet the needs of students at risk of academic failure or students not making reasonable progress toward achieving school goals (inclusive of but not limited to identified NCLB sub-groups).	**Adequate**
6.2 Documented progress monitoring of school improvement activities is on-going.	**Adequate**

Fig. 1.3 Summary of PDR Findings – Friendship Collegiate

Curriculum and Standards	
1.1 The school has a clearly defined, quality curriculum in place that aligns with the state standards and the school's mission and goals.	**Adequate**
a. The school has a clearly defined quality curriculum in place.	**Adequate**
b. The curriculum aligns with the state and/or national standards.	**Proficient**
c. The curriculum aligns with school's mission and goals.	**Adequate**
1.2 The school's curriculum is implemented with fidelity, and materials are available to support the implementation of the curriculum.	**Proficient**
a. The school's curriculum is implemented with fidelity.	**Adequate**
b. Materials are available to support the implementation of the curriculum	**Exemplary**
1.3 There are clear and regular procedures in place to review and update the curriculum.	**Proficient**
Instruction	
2.1 Instruction utilizes effective strategies that provide opportunities for student learning and active engagement in the learning process.	**Adequate**
2.2 The school has strategies in place to meet the needs of students at risk of academic failure or those not making reasonable progress toward achieving school goals.	**Proficient**
2.3 The school has strategies in place to meet the needs of English Language Learners and is in compliance with its implementation.	**NA**
a. The school has strategies in place to meet the needs of English Language Learners.	**NA**
b. The school is in compliance with its implementation.	**NA**
2.4 Systematic strategies are in place to ensure that students with Individualized Education Plans (IEPs) are making progress in meeting school goals and IEP goals are in place.	**Exemplary**
g. The school ensures that students with disabilities are served according to IEP objectives.	**Exemplary**
h. The school allocates resources (human or material) to address the needs of students with disabilities.	**Exemplary**
i. The school provides additional services and/ or accommodations for IEPs.	**Exemplary**
2.5 Time is made available throughout the year for planning and professional development. Planning time is used effectively.	**Exemplary**
a. Time is made available throughout the year for instructional planning.	**Exemplary**
b. Planning time is used effectively.	**Exemplary**
2.6 The school helps teachers meet accountability plan goals, and addresses any identified shortcomings in student learning.	**Adequate**
2.7 Extra support is in place to support new and struggling teachers and those not designated as "highly qualified".	**Proficient**

Fig. 1.3 Summary of PDR Findings – Friendship Collegiate (cont'd)

Assessment	
3.1 The school has assessment and evaluation data; test results are made available regularly and in a usable format; and assessment data are reflected in the SIP, if applicable.	**Proficient**
g. The school has assessment and evaluation data, such as standardized and internal assessment results and accountability plan performance outcomes	**Proficient**
h. Test results are made available regularly	**Exemplary**
i. Test results are provided in a useable format	**Exemplary**
3.2 The school tracks and reports student performance data to determine whether the school's academic and non-academic goals are being achieved.	**Proficient**
3.3 Assessments and evaluation data are used to monitor student learning, instructional effectiveness, and instructional decisions. Ongoing, informal assessments are used to provide increased instructional opportunities.	**Adequate**
e. Assessment and evaluation data are used to monitor student learning, instructional effectiveness and instructional decisions.	**Adequate**
f. Ongoing, informal assessments are used to provide increased instructional opportunities.	**Proficient**
3.4 Procedures are in place to ensure accurate and timely identification and evaluation of students who have special needs are in place.	**Exemplary**
School Climate	
4.1 Quality instruction is promoted through fostering an academic learning climate that and actively supports teaching and learning.	**Proficient**
4.2 The school is a safe and orderly learning environment.	**Exemplary**
4.3 Parents/guardians and students are satisfied with the school.	**Exemplary**
Governance and Management	
5.1 The Board and school administrators govern and manage in a manner consistent with the school's design and mission.	**Proficient**
5.2 The Board and the school's administration ensure adequate resources to further the academic and organizational success of the school, including but not limited to adequate facilities, appropriate professional development, and services for special needs students, and additional funding.	**Adequate**
5.3 The Board has ensured strong and stable school leadership.	**Exemplary**
School Improvement	
6.1 The school has strategies in place to meet the needs of students at risk of academic failure or students not making reasonable progress toward achieving school goals (inclusive of but not limited to identified NCLB sub-groups).	**Proficient**
6.2 Documented progress monitoring of school improvement activities is on-going.	**Proficient**

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Fig. 1.4 Summary of PDR Findings – Friendship Southeast

Curriculum and Standards	
1.1 The school has a clearly defined, quality curriculum in place that aligns with the state standards and the school's mission and goals.	**Adequate**
a. The school has a clearly defined quality curriculum in place.	**Adequate**
b. The curriculum aligns with the state and/or national standards.	**Proficient**
c. The curriculum aligns with school's mission and goals.	**Adequate**
1.2 The school's curriculum is implemented with fidelity, and materials are available to support the implementation of the curriculum.	**Adequate**
a. The school's curriculum is implemented with fidelity.	**Adequate**
b. Materials are available to support the implementation of the curriculum	**Adequate**
1.3 There are clear and regular procedures in place to review and update the curriculum.	**Proficient**
Instruction	
2.1 Instruction utilizes effective strategies that provide opportunities for student learning and active engagement in the learning process.	**Adequate**
2.2 The school has strategies in place to meet the needs of students at risk of academic failure or those not making reasonable progress toward achieving school goals.	**Proficient**
2.3 The school has strategies in place to meet the needs of English Language Learners and is in compliance with its implementation.	**N/A**
a. The school has strategies in place to meet the needs of English Language Learners.	**N/A**
b. The school is in compliance with its implementation.	**N/A**
2.4 Systematic strategies are in place to ensure that students with Individualized Education Plans (IEPs) are making progress in meeting school goals and IEP goals are in place.	**Proficient**
j. The school ensures that students with disabilities are served according to IEP objectives.	**Proficient**
k. The school allocates resources (human or material) to address the needs of students with disabilities.	**Proficient**
l. The school provides additional services and/ or accommodations for IEPs.	**Proficient**
2.5 Time is made available throughout the year for planning and professional development. Planning time is used effectively.	**Proficient**
a. Time is made available throughout the year for instructional planning.	**Proficient**
b. Planning time is used effectively.	**Proficient**
2.6 The school helps teachers meet accountability plan goals, and addresses any identified shortcomings in student learning.	**Adequate**
2.7 Extra support is in place to support new and struggling teachers and those not designated as "highly qualified".	**Proficient**

Fig. 1.4 Summary of PDR Findings – Friendship Southeast (cont'd)

Assessment	
3.1 The school has assessment and evaluation data; test results are made available regularly and in a usable format; and assessment data are reflected in the SIP, if applicable.	**Proficient**
j. The school has assessment and evaluation data, such as standardized and internal assessment results and accountability plan performance outcomes	**Proficient**
k. Test results are made available regularly	**Exemplary**
l. Test results are provided in a useable format	**Proficient**
3.2 The school tracks and reports student performance data to determine whether the school's academic and non-academic goals are being achieved.	**Adequate**
3.3 Assessments and evaluation data are used to monitor student learning, instructional effectiveness, and instructional decisions. Ongoing, informal assessments are used to provide increased instructional opportunities.	**Proficient**
g. Assessment and evaluation data are used to monitor student learning, instructional effectiveness and instructional decisions.	**Proficient**
h. Ongoing, informal assessments are used to provide increased instructional opportunities.	**Proficient**
3.4 Procedures are in place to ensure accurate and timely identification and evaluation of students who have special needs are in place.	**Exemplary**
School Climate	
4.1 Quality instruction is promoted through fostering an academic learning climate that and actively supports teaching and learning.	**Exemplary**
4.2 The school is a safe and orderly learning environment.	**Proficient**
4.3 Parents/guardians and students are satisfied with the school.	**Proficient**
Governance and Management	
5.1 The Board and school administrators govern and manage in a manner consistent with the school's design and mission.	**Proficient**
5.2 The Board and the school's administration ensure adequate resources to further the academic and organizational success of the school, including but not limited to adequate facilities, appropriate professional development, and services for special needs students, and additional funding.	**Proficient**
5.3 The Board has ensured strong and stable school leadership.	**Adequate**
School Improvement	
6.1 The school has strategies in place to meet the needs of students at risk of academic failure or students not making reasonable progress toward achieving school goals (inclusive of but not limited to identified NCLB sub-groups).	**Adequate**
6.2 Documented progress monitoring of school improvement activities is on-going.	**Limited**

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Fig. 1.5 Summary of PDR Findings – Friendship Woodridge

Curriculum and Standards	
1.1 The school has a clearly defined, quality curriculum in place that aligns with the state standards and the school's mission and goals.	**Adequate**
a. The school has a clearly defined quality curriculum in place.	**Adequate**
b. The curriculum aligns with the state and/or national standards.	**Proficient**
c. The curriculum aligns with school's mission and goals.	**Adequate**
1.2 The school's curriculum is implemented with fidelity, and materials are available to support the implementation of the curriculum.	**Proficient**
a. The school's curriculum is implemented with fidelity.	**Proficient**
b. Materials are available to support the implementation of the curriculum	**Exemplary**
1.3 There are clear and regular procedures in place to review and update the curriculum.	**Proficient**
Instruction	
2.1 Instruction utilizes effective strategies that provide opportunities for student learning and active engagement in the learning process.	**Proficient**
2.2 The school has strategies in place to meet the needs of students at risk of academic failure or those not making reasonable progress toward achieving school goals.	**Proficient**
2.3 The school has strategies in place to meet the needs of English Language Learners and is in compliance with its implementation.	**Inadequate**
a. The school has strategies in place to meet the needs of English Language Learners.	**Inadequate**
b. The school is in compliance with its implementation.	**Inadequate**
2.4 Systematic strategies are in place to ensure that students with Individualized Education Plans (IEPs) are making progress in meeting school goals and IEP goals are in place.	**Proficient**
m. The school ensures that students with disabilities are served according to IEP objectives.	**Exemplary**
n. The school allocates resources (human or material) to address the needs of students with disabilities.	**Adequate**
o. The school provides additional services and/ or accommodations for IEPs.	**Proficient**
2.5 Time is made available throughout the year for planning and professional development. Planning time is used effectively.	**Exemplary**
a. Time is made available throughout the year for instructional planning.	**Exemplary**
b. Planning time is used effectively.	**Proficient**
2.6 The school helps teachers meet accountability plan goals, and addresses any identified shortcomings in student learning.	**Adequate**
2.7 Extra support is in place to support new and struggling teachers and those not designated as "highly qualified".	**Proficient**

Fig. 1.5 Summary of PDR Findings – Friendship Woodridge (cont'd)

Assessment	
3.1 The school has assessment and evaluation data; test results are made available regularly and in a usable format; and assessment data are reflected in the SIP, if applicable.	**Proficient**
m. The school has assessment and evaluation data, such as standardized and internal assessment results and accountability plan performance outcomes	**Proficient**
n. Test results are made available regularly	**Exemplary**
o. Test results are provided in a useable format	**Proficient**
3.2 The school tracks and reports student performance data to determine whether the school's academic and non-academic goals are being achieved.	**Adequate**
3.3 Assessments and evaluation data are used to monitor student learning, instructional effectiveness, and instructional decisions. Ongoing, informal assessments are used to provide increased instructional opportunities.	**Proficient**
i. Assessment and evaluation data are used to monitor student learning, instructional effectiveness and instructional decisions.	**Exemplary**
j. Ongoing, informal assessments are used to provide increased instructional opportunities.	**Proficient**
3.4 Procedures are in place to ensure accurate and timely identification and evaluation of students who have special needs are in place.	**Proficient**
School Climate	
4.1 Quality instruction is promoted through fostering an academic learning climate that and actively supports teaching and learning.	**Proficient**
4.2 The school is a safe and orderly learning environment.	**Adequate**
4.3 Parents/guardians and students are satisfied with the school.	**Adequate**
Governance and Management	
5.1 The Board and school administrators govern and manage in a manner consistent with the school's design and mission.	**Exemplary**
5.2 The Board and the school's administration ensure adequate resources to further the academic and organizational success of the school, including but not limited to adequate facilities, appropriate professional development, and services for special needs students, and additional funding.	**Adequate**
5.3 The Board has ensured strong and stable school leadership.	**Adequate**
School Improvement	
6.1 The school has strategies in place to meet the needs of students at risk of academic failure or students not making reasonable progress toward achieving school goals (inclusive of but not limited to identified NCLB sub-groups).	**Not Applicable**
6.2 Documented progress monitoring of school improvement activities is on-going.	**Not Applicable**

ACADEMIC PERFORMANCE

A school becomes a candidate for the Charter Warning List if it fails to meet 2 of the 3 academic standards below:

Criterion #1: The school must attain the majority of the fifth year academic performance targets.

Friendship Public Charter School has a total of 43 applicable academic targets. Twenty-five of the 43 fourth-year academic targets were met. The Blow Pierce, Woodridge and Chamberlain campuses had three academic targets related to the Edison Benchmark Assessments, for which no data could be reported due to the cancellation of the management contract with Edison Schools, Inc. While Friendship met the majority of its fifth-year academic targets as stated in its 2003-2008 accountability plan, there was fluctuating growth across all campuses.

Overall, Friendship Public Charter School met this criterion.

Criterion #2: The school must achieve no less than a school-wide average of middle performance levels in reading and mathematics on the DC CAS.

Friendship Public Charter School achieved an average DC CAS middle performance level of 59.02 in reading and 53.09 in mathematics. The Blow-Pierce and Collegiate campuses did not meet middle performance levels in math.

Overall, Friendship Public Charter School met this criterion.

Criterion #3: The school currently meets the State Education Agency's standard for AYP in reading and mathematics.

Friendship Public Charter School did not meet the statewide AYP targets in reading and mathematics for all campuses in 2008. Although, Friendship Southeast did not meet AYP in reading and math overall, it did make gains across all subgroups and made safe harbor for the males and special education subgroups in reading and the female subgroup in math. Blow-Pierce and Chamberlain showed gains in reading and math in four of the five subgroups respectively. Woodridge scores across subgroups in reading and math declined, with the exception of the male subgroup in math, which demonstrated a very modest gain of .36.

Overall, Friendship Public Charter School did not meet the 2008 AYP targets for reading and mathematics.

OUTCOME: Friendship Public Charter School met 2 of 3 academic standards; thus, the school meets the standards for academic performance.

NON-ACADEMIC PERFORMANCE

A school becomes a candidate for a Charter Warning if it fails to meet 2 of the 4 non-academic standards below:

Criterion #1: For non-academic student outcomes, the school-wide average should meet or exceed 80 percent of the fifth year non-academic targets.

Friendship Public Charter School has 28 non-academic targets. The school met 21 out of its 28 annual non-academic targets and did not come within 80% of the fifth year targets that were unmet.

Overall, Friendship Public Charter School did not meet this criterion.

Criterion #2: The school must attain the attendance targets set in its accountability plan.

Friendship Public Charter School's averaged annual attendance target was 91.4%. The school had an average attendance rate of 92.4%; therefore the school met the attendance rate target.

Overall, Friendship Public Charter School met this criterion.

Criterion #3: Enrollment levels must be sufficient to sustain the economic viability of the school.

Friendship Public Charter School has consistently met its annual enrollment targets.

Overall, Friendship Public Charter School met this criterion.

Criterion #4: Re-enrollment of eligible students should average 75 percent or higher for the past two years.

Friendship Public Charter School's re-enrollment averages for the past two years have been 82% and 81.5% respectively.

Overall, Friendship Public Charter School met this criterion.

OUTCOME: Friendship Public Charter School met 3 of the 4 non-academic standards; thus the school meets the standards for non-academic performance.

ORGANIZATIONAL PERFORMANCE - GOVERNANCE

Criterion: A school will be a candidate for a Charter Warning if it demonstrates limited or low levels of development in 4 of 7 categories based on the following scale.

Performance Level	Rating
Exemplary	4
Fully Functioning	3
Limited/Partial Development	2
Low Level/No Evidence of Development	1

Category	Performance Level/Rating
Meetings and Board Structure	4.0
PCSB Action	4.0
Annual Reporting	3.5
Adequate Resources	3.5
Implementation of School Design	3.5
Leadership	2.0
Operating within Bylaws	4.0

OUTCOME: Friendship Public Charter School demonstrated fully functioning or exemplary performance in 6 of 7 categories; thus the school meets this standard for organizational performance.

ORGANIZATIONAL PERFORMANCE - COMPLIANCE

Criterion: A school will be a candidate for a Charter Warning if it demonstrates a low or no evidence of development or implementation in 4 of 7 categories as it relates to compliance with applicable laws, rules and regulations based on the following scale.

Performance Level	Rating
Exemplary	4
Fully Functioning	3
Limited/Partial Development	2
Low Level/No Evidence of Development	1

Category	Performance Level/Rating
Health and Safety Regulations	4
Certificate of Occupancy	4
Insurance Certificates	4
Background Checks	4
Inventory of School's Assets	4
Open Enrollment Process	3.5
NCLB Requirements	2.5

OUTCOME: Friendship Public Charter School demonstrated a fully functioning to exemplary level of compliance in 6 of 7 categories; thus, the school meets this standard for organizational performance.

Narrative Analysis on Friendship Public Charter School Performance
Based on Charter Review Framework

ORGANIZATIONAL PERFORMANCE – FISCAL MANAGEMENT

Fiscal Management Criterion: A school will be a candidate for revocation of its charter if it demonstrates substandard or poor performance in any 2 of 5 categories based on the following scale:

Performance Level	Rating
Above Average	5
Satisfactory	4
Watch – Improvements Required	3
Substandard – Probation	2
Poor – Revocation	1

Category	Performance Level/Rating
1. Accounting Policies	5.00
2. Financial Reporting	4.88
3. Internal Controls	5.00
4. Transparency of Financial Management	4.58
5. Fiscal Prudence	4.50

OUTCOME: Friendship Public Charter School demonstrated above average or satisfactory performance in 5 out of 5 categories, and thus meets this standard for organizational performance.

Charter Review - Accountability Plan Performance Analysis
School: Friendship Public Charter School

ACADEMIC PERFORMANCE STANDARDS						
Fifth-Year Target	**Performance/Data Provided**				**Target Met?**	
	Baseline (03-04)	**Year 3 (05-06)**	**Year 4 (06-07)**	**Year 5 (07-08)**	**Y**	**N**
Chamberlain Campus						
1.1 49.3 percent of students with an NCE gain of 0 or greater in reading.[1] **PCSB's Fifth Year Target:** School-wide, Friendship Chamberlain will achieve no less than the middle performance level in reading on the DC CAS.[2]	45.3%	Assessment Change 58.94	Assessment Change 60.98	Assessment Change 57.81	X	
1.2 61.4 percent of students will demonstrate NCE gain of 0 or greater in mathematics.[1] **PCSB's Fifth Year Target:** School-wide, will achieve no less than the middle performance level in math on the DC CAS.[2]	57.4%	Assessment Change 59.69	Assessment Change 60.29	Assessment Change 56.83	X	
1.3 51.6 percent of students will score proficient and above on state assessment in reading.[1]	39.6%	Assessment Change	Assessment Change	Assessment Change	N/A	N/A
1.4 56.1 percent of students will score proficient and above on state assessment in mathematics.[1]	44.1%	Assessment Change	Assessment Change	Assessment Change	N/A	N/A
1.5 50 percent of students will score 70% and above on the reading benchmark assessments on average in February and March each year.	44% (04-05)	52%	21%	No Data Reported		X

[1] DCPS, acting as the State Education Agency, changed the standardized assessment from SAT-9 to DC CAS in spring 2006. Therefore, the absence of common data does not allow for an evaluation of the fifth year reading target as stated in the accountability plan.

[2] In its December 2006 monthly meeting, the PCSB approved final revisions to the Charter Review Framework for schools undergoing Charter Review. Using DC CAS P-Value, the percentage of items answered correctly, the PCSB established that a school undergoing Charter Review must achieve no less than a school-wide average of middle performance level (50-70% of questions answered correctly) on the DC CAS in reading and mathematics.

ACADEMIC PERFORMANCE STANDARDS						
Fifth-Year Target	**Performance/Data Provided**				**Target Met?**	
	Baseline (03-04)	**Year 3 (05-06)**	**Year 4 (06-07)**	**Year 5 (07-08)**	**Y**	**N**
(grades 3 to 5)						
1.6 58 percent of students will score 70% and above on language arts benchmark assessments on average in February and March each year. (grades 3 to 5)	52% (04-05)	49%	33%	No Data Reported		X
1.7 63 percent of students will score 70% and above on mathematics benchmark assessments on average in February and March each year. (grades 3 to 5)	57% (04-05)	43%	24%	No Data Reported		X
1.8 47.5 percent of will score proficient or above on oral presentations.	0% (04-05)	32.5%	43%	54%	X	
1.9 5 percent annual increase in number of 5th grade students scoring proficient or above on technology assessments.[3]	No Data Reported	N/A	N/A	N/A	N/A	N/A
Southeast Campus						
1.1 X percent of students will demonstrate an NCE gain of 0 or greater in reading [1] **PCSB's Fifth Year Target:** School-wide, Friendship Southeast will achieve no less than the middle performance level in reading on the DC CAS.[2]	N/A	Assessment Change 48.80	Assessment Change 56.68	Assessment Change 57.71	X	
1.2 X percent of students will demonstrate an NCE gain of 0 or greater in mathematics.[1] **PCSB's Fifth Year Target:** School-wide, Friendship Southeast will	N/A	Assessment Change	Assessment Change	Assessment Change	X	

[3] Friendship Public Charter School's accountability plan was fully approved December 2005 for the Blow Pierce, Chamberlain, Collegiate and Woodridge campuses. Some conditionally approved targets were either deleted or changed once the final plan was approved. Friendship Southeast's accountability plan was fully approved in December 2007. The targets that have been changed are in bold print or are cross referenced.

ACADEMIC PERFORMANCE STANDARDS						
Fifth-Year Target	**Performance/Data Provided**				**Target Met?**	
	Baseline (03-04)	**Year 3 (05-06)**	**Year 4 (06-07)**	**Year 5 (07-08)**	**Y**	**N**
achieve no less than the middle performance level in math on the DC CAS.[2]			52.53	55.61		
1.3 X percent of students in grades 3 to 6 will score proficient or above in reading.	N/A	Assessment Change	Assessment Change	Assessment Change	N/A	N/A
1.4 X percent of students in grades 3 to 6 will score proficient or above in mathematics.	N/A	Assessment Change	Assessment Change	Assessment Change	N/A	N/A
1.5 44 percent of students will score mastery in reading on Yearly Progress Pro monthly benchmark assessments between February and March (grades 3 to 6)	N/A	No Data Reported	38% (baseline)	No Data Reported		X
1.6 27 percent of students will score mastery in mathematics on Yearly Progress Pro monthly benchmark assessments between February and March (grades 3 to 6)	N/A	No Data Reported	22.5% (baseline)	21.7%		X
1.7 58 percent of students will score proficient or above on oral presentations.	N/A	No data Reported	48% (baseline)	74%	X	
1.8 25 percent of students in grades 3 to 6 who score proficient between first and last test administration on Scholastic Reading Inventory (within the academic school year)	N/A	23% (baseline)	19%	28%	X	
Blow Pierce Campus						
1.1 61.8 percent of students will demonstrate NCE gain score of 0 or greater on SAT 9 state assessment in reading.[1] **PCSB's Fifth Year Target:** School-wide, Friendship Blow Pierce will achieve no less than the middle performance level in reading on the DC CAS.[2]	57.8%	Assessment Change 55.67	Assessment Change 62.48	Assessment Change 61.46	X	

Charter Review - Accountability Plan Performance Analysis
School: Friendship Public Charter School

ACADEMIC PERFORMANCE STANDARDS						
Fifth-Year Target	**Performance/Data Provided**				**Target Met?**	
	Baseline (03-04)	**Year 3 (05-06)**	**Year 4 (06-07)**	**Year 5 (07-08)**	**Y**	**N**
1.2 67.3 percent of students will demonstrate NCE gain score of 0 or greater on SAT 9 state assessment in mathematics.[1] **PCSB's Fifth Year Target:** School-wide, Friendship Blow Pierce will achieve no less than the middle performance level in math on the DC CAS.[2]	63.3%	Assessment Change 45.88	Assessment Change 49.99	Assessment Change 47.22		X
1.3 32.7 percent of students will score proficient or above on the state high stakes assessment in reading.[1] **32.7 percentage point increase in the number of students in grades 3-5 scoring proficient or above in reading on SAT -9 state assessment[3]**	22.6%	Assessment Change	Assessment Change	Assessment Change	N/A	N/A
1.4 32 percent of students will score 70 percent or above on the reading benchmark assessments on average in February and March.[1] **32 percent of students in grades 3-5 will score proficient or above on SAT -9 state assessment in mathematics[3]**	15.3%	Assessment Change	Assessment Change	Assessment Change	N/A	N/A
1.5 35 percent of students will score 70 percent or above on the language arts benchmark assessments on average in February and March. **1.5 32 percent of students in grades 3-5 will score an average of 70% or above in reading on benchmark assessments on average in February and March each year[3]**	26% (04-05)	N/A 30%	N/A 16%	N/A No Data Reported		X
1.6 35 percent of students will score 70 percent or above on the math benchmark assessments on average in February and March. **1.6 35 percent of students in grades 3-5 will score 70 percent or above on the language arts assessments on average in February and March each year[3]**	29% (04-05)	N/A 31%	N/A 25%	N/A No Data Reported		X

ACADEMIC PERFORMANCE STANDARDS						
Fifth-Year Target	**Performance/Data Provided**				**Target Met?**	
	Baseline (03-04)	**Year 3 (05-06)**	**Year 4 (06-07)**	**Year 5 (07-08)**	**Y**	**N**
1.7 10 percentage point increase in the number of students scoring an average of 80% or above in mathematics on monthly benchmarks from September to March. **1.7 2 percentage point increase in the number of students scoring 70 percent or above on the math benchmark assessments on average in February and March each year**[3]	29% (04-05)	14.3%	N/A 26%	N/A No Data Reported		X
1.8 83 percent of students will score a "B" or above on oral presentations.	74% (04-05)	84%	89%	96.9%	X	
Woodridge Campus						
1.1 70 percent of 4 year old pre-K students will demonstrate 70% mastery of skills in Open Court reading assessment.	55% (04-05)	88%	94%	69%		X
1.2 59 percent of 4 year old pre-K students will demonstrate mastery in 3 of 5 areas under "Sense of Self" and "Responsibility of Self and Others"	35% (04-05)	74%	97%	82%	X	
1.3 56 percent of 4 year old pre-K students will demonstrate 70% mastery of math skills	50%	74%	95%	85%	X	
1.4 61.8 percent of students with an NCE gain of 0 or greater in reading[1] **PCSB's Fifth Year Target:** School-wide, Friendship Woodridge will achieve no less than the middle performance level in reading on the DC CAS (grades 3-5)[2]	61%	Assessment Change 60.41	Assessment Change 64.28	Assessment Change 63.78	X	

Charter Review - Accountability Plan Performance Analysis
School: Friendship Public Charter School

ACADEMIC PERFORMANCE STANDARDS						
Fifth-Year Target	**Performance/Data Provided**				**Target Met?**	
	Baseline (03-04)	**Year 3 (05-06)**	**Year 4 (06-07)**	**Year 5 (07-08)**	**Y**	**N**
1.5 67.3 percent of students with an NCE gain of 0 or greater in mathematics[1] **PCSB's Fifth Year Target:** School-wide, Friendship Woodridge will achieve no less than the middle performance level in mathematics on the DC CAS (grades 3-5)[2]	45.7%	Assessment Change 61.42	Assessment Change 67.54	Assessment Change 66.65	X	
1.6 39.1 percent of students in grades 1-5 will score proficient and above on state assessment in reading[1]	27.1%	Assessment Change	Assessment Change	Assessment Change	N/A	N/A
1.7 43.2 percent of students in grades 1-5 will score proficient and above on state assessment in mathematics.[1]	31.2%	Assessment Change	Assessment Change	Assessment Change	N/A	N/A
1.8 39 percent of students will score an average of 70% or above in reading on benchmark assessments on average in February and March each year (Grades 3 - 5)	33% (04-05)	39%	32%	No Data Reported		X
1.9 32 percent of students will score an average of 70 % and above in language arts on benchmark assessments on average in February and March each year (Grades 3 to 5) **32 percent of students will score an average of 70 percent or above on the reading benchmark assessments on average in February and March each year (grades 3-5)[3]**	43% (04-05)	41%	35%	No Data Reported		X
1.10 53 percent of students will score an average of 70% or above in mathematics on benchmark assessments on average in February and March each year (Grades 3 to 5)	47% (04-05)	41%	40%	No Data Reported		X
1.11 75 percent of students will score proficient or above on oral presentations.	0% (04-05)	61% (baseline)	53%	84%	X	

Charter Review - Accountability Plan Performance Analysis
School: Friendship Public Charter School

ACADEMIC PERFORMANCE STANDARDS						
Fifth-Year Target	**Performance/Data Provided**				**Target Met?**	
	Baseline (03-04)	**Year 3 (05-06)**	**Year 4 (06-07)**	**Year 5 (07-08)**	**Y**	**N**
1.12 52 percent of students will demonstrate a NCE gain of 0 or greater in reading[1] **PCSB's Fifth Year Target:** School-wide, Friendship Woodridge will achieve no less than the middle performance level in reading on the DC CAS (grades 6-8)[2]	49% (04-05)	Assessment Change 62.99	Assessment Change 69.63	Assessment Change 65.06	X	
1.13 60.1 percent of students will demonstrate a NCE gain of 0 or greater in mathematics[1] **PCSB's Fifth Year Target:** School-wide, Friendship Woodridge will achieve no less than the middle performance level in mathematics on the DC CAS. (Grades 6-8)[2]	57.1%	Assessment Change 62.99	Assessment Change 56.26	Assessment Change 57.87	X	
1.14 35 percent of students will score proficient or above on state assessment in reading[1]	20% (04-05)	Assessment Change	Assessment Change	Assessment Change	N/A	N/A
1.15 37 percent of students will score proficient or above on state assessment in mathematics[1]	22% (04-05)	Assessment Change	Assessment Change	Assessment Change	N/A	N/A
1.16 24 percent of students will score 70 percent or above on the reading benchmark assessments on average in February and March each year	18% (04-05)	57%	30%	No Data Provided		X
1.17 37 percent of students will score 70 percent or above on the language arts benchmark assessments on average in February and March each year	31% (04-05)	31%	35%	No Data Provided		X
1.18 19 percent of students will score 70 percent or above on the math benchmark assessments on average in February and March each year	13% (04-05)	35%	18%	No Data Provided		X

ACADEMIC PERFORMANCE STANDARDS						
Fifth-Year Target	**Performance/Data Provided**				**Target Met?**	
	Baseline (03-04)	**Year 3 (05-06)**	**Year 4 (06-07)**	**Year 5 (07-08)**	**Y**	**N**
1.19 15 percentage point increase in number of students will score a "B" or above on oral presentations	0% (04-05)	54% (baseline)	61%	74.8%	X	
Collegiate Campus						
1.1 61.9 percent of students will demonstrate a NCE gain of 0 or greater on SAT-9 state assessment in reading[1] **PCSB Fifth Year Target** School-wide, Friendship Collegiate will achieve no less than the middle performance level in reading on the DC CAS.[2]	57.9%	Assessment Change 59.20	Assessment Change 63.08	Assessment Change 53.55	X	
1.2 61.8 percent of students will demonstrate a NCE gain of 0 or greater on SAT -9 state assessment in mathematics[1] **PCSB Fifth Year Target** School-wide, Friendship Collegiate will achieve no less than the middle performance level in mathematics on the DC CAS.[2]	57.8%	Assessment Change 40.31	Assessment Change 49.04	Assessment Change 44.11		X
1.3 94 percent of students will score proficient or above on technology assessment **94 percent of students will earn a C in the 10th grade Into to Technology course**[3]	88% (04-05)	88%	N/A 95%	N/A 94%	X	
1.4 85 percent of students will be accepted into 2-year or 4-year institutions of higher learning	74%	86%	80%	98%	X	
1.5 57 percent of students in grades 11 and 12 will earn a C or above in a career program major course	49%	71%	84%	80%	X	
1.6 63 percent of students in grade 9 will score at least a B on college/career portfolio	43%	N/A	N/A	N/A	X	

ACADEMIC PERFORMANCE STANDARDS						
Fifth-Year Target	**Performance/Data Provided**				**Target Met?**	
	Baseline (03-04)	**Year 3 (05-06)**	**Year 4 (06-07)**	**Year 5 (07-08)**	**Y**	**N**
63% of students in grade 9 will earn a B or above in Transitions course[3]		50%	65%	69%		
1.7 35 percent of students will score a B or above on the senior thesis	23%	30%	35%	46%	X	
1.8 1246 point average SAT scores for 11th and 12th grade students on the January assessment **1246 point average verbal and mathematics SAT scores for 11th and 12th grade students on the January assessment [3]**	1146 (764)	N/A 1084	N/A 1080	N/A 962		X
1.9 23 percent of students will earn a C or above in AP course **23 percent of 11th and 12th grade students enrolled in AP courses[3]**	18% 14% (04-05)	89% 15%	N/A 28%	N/A 53%	X	
1.10 5 percentage point increase in number of students in 11th and 12th grades scoring a 3 or higher on the AP examination3	3% (04-05)	N/A	N/A	N/A	N/A	N/A
1.11 91 to 96% if students will graduate **90 to 95 percent of students will graduate[3]**	96%	90%	92%	97%	X	
Attained majority of Fifth Year academic performance goals?					X	
Achieved no less than the middle performance level on DC CAS in reading and math?					X	
Currently meets the State Education Agency's standard for AYP in reading and math?						X

Comments: Friendship Public Charter School met 25 of 43 applicable academic performance targets and two of three academic performance standards. The school-wide average of middle performance on the DC CAS reading portion is 59.02 and math is 53.09. None of the Friendship campuses met AYP in reading and math.

Charter Review - Accountability Plan Performance Analysis
School: Friendship Public Charter School

NON-ACADEMIC PERFORMANCE STANDARDS				
Fifth -Year Target	**Performance/Data Provided**		**Target Met?**	
	Baseline (03-04)	**Year 5 (07-08)**	**Y**	**N**
Chamberlain Campus				
2.1 92 percent average daily attendance rate	93%	92%	X	
2.2 37 percent of students will participate in organized extra/co-curricular activities	17%	40%	X	
2.3 83 percent of parents will participate in PAC and SLC conferences, field trips and other school-sponsored activities	63%	87%	X	
2.4 8 mean rating for school atmosphere on Harris student survey	7.2	6.6		X
Southeast Campus				
2.1 92 percent average daily attendance rate	92%	92%	X	
2.2 52 percent of students will participate in organized extra/co-curricular activities	42%	41%		X
2.3 18 percent parent participation rate in PAC and QLC conferences, and other school sponsored activities	8%	73%	X	
2.4 8 mean rating for school atmosphere on Harris student survey	7.0	7.4		X
2.5 77 percent of students will re-enroll each academic year	74% (06-07)	81.36%	X	
2.6 87 percent of 6th grade students will score "B" or higher on college/career portfolio	85% (06-07)	87%	X	
Blow Pierce Campus				
2.1 90 percent average daily attendance rate	90%	95%	X	

Charter Review - Accountability Plan Performance Analysis
School: Friendship Public Charter School

NON-ACADEMIC PERFORMANCE STANDARDS				
Fifth -Year Target	**Performance/Data Provided**		**Target Met?**	
	Baseline (03-04)	**Year 5 (07-08)**	**Y**	**N**
2.2 60 percent of students will participate in organized extra/co-curricular activities	20%	81.3%	X	
2.3 100 percent of 8th grade students will score "B" or higher on college/career portfolio	97%	100%	X	
2.4 7 mean rating for school atmosphere on Harris student survey	5.8	6.2		X
2.5 60 percent of parents will participate in PAC and SLC conferences, field trips and other school-sponsored activities	40%	92.5%	X	
Woodridge Campus				
2.1 63 percent of parents will participate in PAC and SLC conferences, field trips, and other school-sponsored activities	43%	78%	X	
2.2 47 percent of students will participate in organized extra-/co-curricular activities	27%	82%	X	
2.3 90 percent average daily attendance	91%	90%	X	
2.4 92 percent average daily attendance rate	96%	92%	X	
2.5 8 mean rating for school atmosphere on Harris student survey	7.7	7.5		X
2.6 90 percent average daily attendance rate	95%	92%	X	
2.7 39 percent of 8th grade students will score "B" or higher on college /career portfolio	34% (06-07)	73%	X	
2.8 7 mean rating for school atmosphere on Harris student survey	6.1	6.1		X

Charter Review - Accountability Plan Performance Analysis
School: Friendship Public Charter School

NON-ACADEMIC PERFORMANCE STANDARDS				
Fifth -Year Target	Performance/Data Provided		Target Met?	
	Baseline (03-04)	Year 5 (07-08)	Y	N
Collegiate Campus				
2.1 90 percent average daily attendance rate Target changed to 90% in fully approved Accountability Plan.	95%	92%	X	
2.2 52 percent of students will participate in organized extra/co-curricular activities	32%	75%	X	
2.3 61 percent of students will meet community service requirements	21%	88%	X	
2.4 7 mean rating for school atmosphere on Harris student survey	7.2	5.2		X
2.5 86 percent of parents will participate in PAC and SLC conferences, field trips and other school-sponsored activities	78%	87%	X	
School-wide average within 80% of annual targets?				X
Attendance targets met?			X	
Enrollment levels sufficient to sustain the economic viability of the school?			X	
Re-enrollment of eligible students average 75% or higher for the past two years? 81% Average 2007 - 2008 re-enrollment rate = 82 % 2006 - 2007 re-enrollment rate = 81.5%			X	

Comments: Friendship Public Charter School met 21 of 28 applicable non-academic performance targets and three of the four non-academic performance standards.

ORGANIZATIONAL PERFORMANCE STANDARDS: GOVERNANCE - MEETINGS AND BOARD STRUCTURE

Exemplary level of development and implementation	Fully functioning and operational level of implementation	Limited development and/or partial implementation	Low level or no evidence of development and implementation
The board holds regular meetings with sufficient membership to meet a quorum and submits copies of all minutes to the PCSB as required. The minutes reflect exceptional governance practices in areas such as policy making and oversight of academic and financial performance through the effective use of committees.	The board meets regularly and submits a majority of the minutes to the PCSB as required, which demonstrate sufficient membership to meet a quorum. The minutes reflect appropriate governance practices, such as policy making, and oversight of academic, operational, and financial performance. The minutes demonstrate the Board's awareness of the school's performance, and that appropriate action is taken, as warranted, with or without a committee structure in place.	The board meets sporadically and submits some of the minutes to the PCSB as required, which inconsistently demonstrate membership to meet a quorum. The minutes provide limited evidence of the Board's familiarity with the school's performance as it relates to academic, operational, and/or financial performance. Committees, if in place, play a limited role in the oversight of assigned responsibilities. The Board does not give full attention to all issues confronting the school, but focuses on only one or two.	The board meets infrequently, and most often with low attendance, and submits few, if any, copies of minutes to the PCSB as required. The minutes reflect poor governance practices in the face of serious academic, operational, and/or financial problems. In particular, the minutes do not reflect evidence of sound decision-making at the Board level to effectively address issues facing the school. Committees are not in place, or are not used effectively. The Board's composition and membership have not been modified to address the school's challenges.

Comments: Over the last five years, there has consistently been a quorum at board meetings. Committees have been reconfigured to better meet the needs of the schools. The board minutes reflect the board's attention to financial matters to ensure an alignment between the school's academic design and resources.

Performance Level: 4.0

ORGANIZATIONAL PERFORMANCE STANDARDS: GOVERNANCE - REQUIREMENT FOR PCSB ACTION

Exemplary level of development and implementation	Fully functioning and operational level of implementation	Limited development and/or partial implementation	Low level or no evidence of development and implementation
The school has demonstrated exceptional performance, thereby requiring no remedial action from the PCSB.	The school has demonstrated above average to average performance, requiring minimal remedial action from the PCSB. The school has provided satisfactory responses to the remedial action within the designated timeframe.	The school has demonstrated below average performance, requiring substantial and/or repeated remedial action from the PCSB. The school has provided weak and/or incomplete responses to the conditions set by the Public Charter School Board, thereby failing to adequately respond within the designated timeframe. Given time, the school is able to provide a satisfactory response.	The school has demonstrated failing performance, requiring increasingly substantial remedial action over an extended period of time from the PCSB for issues for which the school has not provided an adequate response. Examples of inadequate responses include failure to submit a response within the designated timeframe, weak and/or incomplete responses that fail to fully respond to the conditions.

Comments: No remedial action has been required by the PCSB. The PCSB has had a cooperative and collegial relationship with Friendship Public Charter School.

Performance Level: 4.0

Charter Review Analysis – Friendship Public Charter School
Based on Charter Review Framework

ORGANIZATIONAL PERFORMANCE STANDARDS: GOVERNANCE - ANNUAL REPORTING

Exemplary level of development and implementation	Fully functioning and operational level of implementation	Limited development and/or partial implementation	Low level or no evidence of development and implementation
The board submits timely Annual Reports that fully describe the school's performance in relation to the targets established in its accountability plan. Quantitative evidence of performance is presented and aligned with all accountability plan targets.	The board submits timely Annual Reports that describe the school's performance in relation to the targets established in its accountability plan. Quantitative evidence of performance is presented and aligned with the majority of accountability plan targets.	Although not timely, the board submits Annual Reports within a reasonable amount of time from the due date that describe the school's performance in relation to the targets established in its accountability plan on a limited basis. Quantitative evidence of performance is available for some of the accountability plan targets and/or evidence is aligned with some of the accountability plan targets.	The board submits late Annual Reports that largely fail to describe the school's performance in relation to the targets in its established accountability plan. Quantitative evidence of performance is lacking substantially, either due to a failure to report performance or a failure to present evidence that is aligned with the accountability plan targets. School may have been required to submit an amended or supplemental report.

Comments: Friendship has consistently submitted reports on time to the PCSB. Overall, the schools have provided the necessary documentation to verify the data reported in Friendship's Annual Reports. During the preliminary charter review, it was recommended that Friendship should continue to standardize the process of data collection across all campuses to ensure that key staff has a shared understanding of what information is needed and that it should transfer its process for documenting parent participation to student participation by creating alphabetized sign-in sheets with space available for student signatures and dates. Both recommendations were followed as noted in the Program Development Review and the Accountability Plan Summary Reviews. There were data not reported for targets during the Accountability Plan Review, which was due to the cancellation of the management contract with Edison Schools, Inc. Friendship no longer had access to the Edison Benchmark Assessments; however the school did put in place the SCANTRON Performance and Achievement Series Assessments, which they are aligning to new draft accountability targets for the next charter cycle should the school receive continuance of its charter.

Performance Level: 3.5

ORGANIZATIONAL PERFORMANCE STANDARDS: GOVERNANCE – ADEQUATE RESOURCES

Exemplary level of development and implementation	Fully functioning and operational level of implementation	Limited development and/or partial implementation	Low level or no evidence of development and implementation
The board and the school's administration deploy resources effectively to further the academic and organizational success of the school.	The board and administration deploy resources that further the academic and organizational success of the school.	The school's deployment of resources at times contributes to the academic and organizational success of the school.	There is little or no evidence that the school's board and administration work to deploy resources in a way that supports the academic and organizational work of the school.

Comments: The Board of Trustees and central office leadership have identified needs at multiple levels to target resources. The Friendship organization has made an enormous investment in teacher professional development, technology, and facilities. The Board of Trustees and Central Office staff have made further improvements in the allocation of resources by ensuring that students have books, as recommended in the Blow-Pierce PDR in 2007-2008, ensuring literacy and math coaches at the site level, and reconfiguring its enrollment strategy to decrease class sizes, enroll students at the earlier grades in hopes of seeing a positive impact on academic performance in the upper grades.

Performance Level: 3.5

Charter Review Analysis – Friendship Public Charter School
Based on Charter Review Framework

ORGANIZATIONAL PERFORMANCE STANDARDS: GOVERNANCE – IMPLEMENTATION OF SCHOOL DESIGN

Exemplary level of development and implementation	Fully functioning and operational level of implementation	Limited development and/or partial implementation	Low level or no evidence of development and implementation
Administrators and board members have a strong understanding of the school design and refer to it regularly in managing and governing the school.	Administrators and board members understand the school design, but minimally use it to manage and govern the school.	Most board members and school administrators understand the school's design, but evidence of its use in the management and governance of the school is lacking substantially.	Board members and administrators fail to demonstrate an understanding of the school's design and/or they have failed to use the design in the management and governance of the school.

Comments: Friendship Public Charter School has implemented a new design. It includes a new curriculum that is aligned to the D.C. Learning Standards and includes alignment to national subject area standards to increase the rigor of its programs, wrap around services, tiered professional development, and an enhanced assessment system for tracking student achievement. Most of the curriculum is complete; however there remain components that need further development (e.g. special subject area curriculum maps and the listing of resources in some of the core subjects across grade level. Recent Program Development Reviews revealed a need to monitor and evaluate professional development offerings to ensure effectiveness in addressing the differentiated needs of students and improving instructional delivery.

Performance Level: 3.5

Charter Review Analysis – Friendship Public Charter School
Based on Charter Review Framework

ORGANIZATIONAL PERFORMANCE STANDARDS: GOVERNANCE – LEADERSHIP

Exemplary level of development and implementation	Fully functioning and operational level of implementation	Limited development and/or partial implementation	Low level or no evidence of development and implementation
The board has established a school that maintains exceptional performance and stability through its school leader. Changes in the school leader either lead to exceptional performance or have not negatively impacted the school's exceptional performance.	The board has established a school that maintains above average to average performance and stability through its school leader. Changes in the school leader either lead to improved performance or have not negatively impacted the school's existing performance.	The board has established a school that maintains below average performance and lacks stability through its school leader. Changes in school leadership have not led to an appreciable improvement in performance.	The board has established a school that is unstable and maintains failing performance through its school leader. There have been no changes in school leadership in an attempt to improve performance.

Comments: Friendship as a school-wide organization has four school leaders that have begun their second school year as principals at the Woodridge, Chamberlain, Collegiate and Southeast campuses. The principals appear to better understand the Friendship design and are working with staff to ensure that it is implementing key components effectively; however none of the schools made AYP in reading or math. Friendship Southeast did not meet AYP in reading and math overall; however it did make gains across all subgroups and met safe harbor for the males and special education subgroups in reading and the female subgroup in math. Blow-Pierce and Chamberlain showed gains in reading and math in four of the five subgroups respectively. Woodridge scores across subgroups in reading and math declined, with the exception of the male subgroup in math, which demonstrated a very modest gain of .36. Collegiate's scores indicated a decline in both reading and math and across all subgroups.

Performance Level: 2.0

Charter Review Analysis – Friendship Public Charter School
Based on Charter Review Framework

ORGANIZATIONAL PERFORMANCE STANDARDS: GOVERNANCE – OPERATING WITHIN BYLAWS

Exemplary level of development and implementation	Fnlly functioning and operational level of implementation	Limited development and/or partial implementation	Low level or no evidence of development and implementation
The board's composition and operations are substantially in keeping with its bylaws. Bylaws are reviewed on a regular basis to ensure alignment between operations and bylaws. Appropriate changes are made as needed.	The board's composition and operations are substantially in keeping with its bylaws. Bylaws are reviewed occasionally to ensure alignment between operations and bylaws. Appropriate changes are made as needed.	The board's composition and/or operations are largely not in keeping with its bylaws. Bylaws are reviewed sporadically, if at all, but do not result in changes to ensure alignment between operations and the bylaws.	The board's composition and operations are not in keeping with its bylaws. Bylaws are not reviewed or consulted as it relates to the board's composition and operations.

Comments: The by-laws were amended to allow general members to be re-elected to the board without any term limits. The officers can also be re-elected in the same manner. The exception is the parent representative slot on the board, which must filled by parents with current students enrolled in Friendship Public Charter School.

Performance Level: 4.0

Charter Review Analysis – Friendship Public Charter School
Based on Charter Review Framework

ORGANIZATIONAL PERFORMANCE STANDARDS: COMPLIANCE WITH APPLICABLE LAWS, RULES AND REGULATIONS

Exemplary level of development and implementation	Operational level of implementation and development	Limited development and/or partial implementation	Low level or no evidence of development and implementation
School has an exemplary record of compliance with applicable laws, rules and regulations, maintains highly effective systems and controls for ensuring that legal requirements are met, and is currently in substantial compliance with relevant authorities.	School has a record of substantial compliance with applicable laws, rules and regulations, maintains effective systems and controls for ensuring that legal requirements are met, and is currently in substantial compliance with relevant authorities.	School has a record of partial compliance with applicable laws, rules and regulations, maintains inconsistently effective systems and controls for ensuring that legal requirements are met, and is currently in substantial compliance with relevant authorities.	School has a poor record of compliance with applicable laws, rules and regulations, has ineffective or non-existent systems and controls in place for ensuring that legal requirements are met, and is currently out of compliance with relevant authorities.

Comments: Overall, Friendship Public Charter School has a record of substantial compliance with applicable laws, rules and regulations. Of particular concern over the years has been full compliance with NCLB's highly qualified teacher. Friendship has addressed the past issue of inconsistent inventory practices, unique student health emergency procedure notification practices, and requesting social security information as part of the application process. During this year's compliance review, there were areas of non compliance related to special education staff certification and parent participation in IEP meetings.

Performance Level: 3.7

Accountability Plan Performance Analysis
School: Friendship Public Charter School

ORGANIZATIONAL PERFORMANCE STANDARDS: FISCAL MANAGEMENT – ACCOUNTING POLICIES

1. Accounting Policies				
Above Average 5	Satisfactory 4	Watch – Improvements Required 3	Substandard – Probation 2	Poor – Revocation 1
School follows PCSB accounting guidelines. Guidelines include 1) using approved auditors as required; 2) following audit policies; 3) maintaining records under accrual basis of accounting; 4) and reporting financial statements according to GAAP.	With minor exceptions, school follows PCSB accounting guidelines.	The school has failed to follow PCSB accounting guidelines for one audit cycle. School has implemented a corrective plan.	The school has failed to follow PCSB accounting guidelines for more than one audit cycle and/or the school has committed a significant breach in one cycle. A corrective plan is in development.	The school has failed to follow all PCSB accounting guidelines for more than one audit cycle. A corrective plan was not developed or was never followed.

Comments: Based on its interim financial reports and annual financial audits, Friendship has adhered to GAAP. Key results of the FY08 financial audit are…

- Financial statements conform to accounting principles generally accepted in the United States of America.
- No matters involving the internal control over financial reporting that are considered to be weaknesses.
- No instances of noncompliance which are required to be reported under Government Auditing Standards.

Overall, Friendship has been efficient in administering accounting policies which follow PCSB accounting guidelines.

GRADE FOR ACCOUNTING POLICIES: 5.00

Accountability Plan Performance Analysis
School: Friendship Public Charter School

ORGANIZATIONAL PERFORMANCE STANDARDS: FISCAL MANAGEMENT – FINANCIAL REPORTING

2. Financial Reporting a. Audited Statements				
Above Average 5	Satisfactory 4	Watch – Improvements Required 3	Substandard – Probation 2	Poor – Revocation 1
Audits are submitted on a timely basis. Annual audit receives an unqualified opinion with no findings. Management displays a high level of transparency and an interest in continuous improvement of financial management.	Audits are submitted on a timely basis. Annual audit receives an unqualified opinion with no findings. Management letter reflects minimal need for changes in financial management. Any changes are implemented immediately.	Audits are submitted on time or with slight delay due to specific circumstances. Audit findings show need for significant improvement; school implements changes immediately. Procedures are tracked to ensure compliance with auditor's recommendations.	At least one audit has been significantly delayed. Annual audit receives a qualified opinion. Audit report or management letter indicates significant financial problems; changes not implemented from prior year's findings. School develops realistic plan based on auditor's recommendations to be implemented over the next year.	Audits have been significantly delayed for more than one cycle and/or not submitted at all. Annual audit receives a qualified opinion for two years or more. Audit report or management letter indicates significant financial problems for which turnaround is not feasible; changes not implemented from prior year's management letter.

Comments: Friendship has submitted its annual audits to the PCSB in a timely fashion. Each of the school's audits received an unqualified opinion.

GRADE FOR FINANCIAL REPORTING (Audited Statements): **4.75**

ORGANIZATIONAL PERFORMANCE STANDARDS: FISCAL MANAGEMENT – FINANCIAL REPORTING

2. Financial Reporting b. Budgets and Interim Financials				
Above Average 5	Satisfactory 4	Watch – Improvements Required 3	Substandard – Probation 2	Poor – Revocation 1
Budgets and interim financials are submitted on time and follow the PCSB template. No significant problems identified in reports.	Budgets and interim financials are submitted on time and follow the PCSB template with few exceptions. Only minor spending variances or other problems are reported.	Budgets and interim financials are submitted late and/or do not follow the PCSB template. Significant variances or other problems are reported, but they have reasonable justifications and do not necessarily jeopardize the school's financial health.	Budgets and interim financials have not been submitted one or two times. Or, significant variances or other problems are reported without reasonable justifications. The school's financial health is potentially weakened.	Budgets and interim financials have not been submitted on several occasions. Or significant variances or other problems are reported, considerably jeopardizing the school's ability to operate as a going-concern.

Comments: Friendship has submitted its annual budgets and interim financial statements to the PCSB on time with no material problems identified. The school's budgets tend to be conservative reflections of management's cash flow expectations.

GRADE FOR FINANCIAL REPORTING (Budgets and Interim Financials): 5.00

ORGANIZATIONAL PERFORMANCE STANDARDS: FISCAL MANAGEMENT – FINANCIAL REPORTING

2. Financial Reporting c. Taxes and Insurance				
Above Average 5	Satisfactory 4	Watch – Improvements Required 3	Substandard – Probation 2	Poor – Revocation 1
Required IRS forms are filed and evidence of adequate insurance coverage is provided. All documentation is adequately maintained.	Required IRS forms are filed and evidence of minimal insurance coverage is provided. All documentation is adequately maintained, with minor exceptions.	Required IRS forms are filed, but have been late once or twice. Evidence of insurance is provided. Documentation is not properly filed or maintained.	Required IRS forms are consistently filed late. The school shows no evidence of adequate insurance coverage. Documentation is not properly filed or maintained.	Required IRS forms are not filed. The school does not have adequate insurance coverage. Adequate documentation is lacking.

Comments: The PCSB has not previously monitored schools' submission of filings to the Internal Revenue Service, so data are not available to confirm or deny that forms have been filed. Similarly, historical data on schools' level of insurance coverage are incomplete, as this criterion was previously checked onsite without documenting specific levels.

GRADE FOR FINANCIAL REPORTING (Taxes and Insurance): n/a

OVERALL GRADE FOR FINANCIAL REPORTING (AVERAGE): 4.875

ORGANIZATIONAL PERFORMANCE STANDARDS: FISCAL MANAGEMENT – INTERNAL CONTROLS

3. Internal Controls **a. Establishment and Adherence to Internal Controls Policy**				
Above Average 5	Satisfactory 4	Watch – Improvements Required 3	Substandard – Probation 2	Poor – Revocation 1
Based on PCSB review and annual audit, school has clear, written internal controls in place to provide checks and balances. Audit indicates that all internal control policies are followed.	School has clear, written internal controls in place to provide checks and balances, with minor exceptions. Weaknesses identified by PCSB or auditor are minor and can be addressed immediately.	School has some internal controls in place. Weaknesses identified by PCSB or an auditor can be addressed over the course of the fiscal year.	School lacks some major internal controls. Weaknesses identified by PCSB or auditor need one to two years to be addressed. School is developing a corrective action plan.	School lacks basic internal controls and there is evidence of financial mismanagement.

Comments: The PCSB has not previously directly monitored schools' adoption of internal controls, so the PCSB lacks data to affirm the existence of written policies other than what is reported by an independent auditor. The school has engaged thorough audits and appears to have responded to recommendations for improvements to internal controls and as stated earlier, no matters involving the internal control over financial reporting that are considered to be weaknesses were presented in the school's latest audit.

GRADE FOR INTERNAL CONTROLS (Internal Controls Policy): 5.00

ORGANIZATIONAL PERFORMANCE STANDARDS: FISCAL MANAGEMENT – INTERNAL CONTROLS

3. Internal Controls b. Procurement				
Above Average 5	Satisfactory 4	Watch – Improvements Required 3	Substandard – Probation 2	Poor – Revocation 1
School is in compliance with PCSB's contracting / procurement requirements.	School is in compliance with PCSB's contracting / procurement requirements, with minor exceptions noted.	School has had some violations of PCSB's contracting / procurement requirements over the course of the year. Violations were reasonably justified. Policies and procedures are in place to preclude future violations.	School has had consistent violations of PCSB's contracting / procurement requirements. A corrective plan is in development.	School has had consistent violations of PCSB's contracting / procurement requirements. Management lacks capacity to assure compliance.

Comments: Friendship regularly submits appropriate documentation of contracts to the PCSB for review. The PCSB believes that the school has historically been compliant in following procurement requirements.

GRADE FOR INTERNAL CONTROLS (Procurement): **5.00**

OVERALL GRADE FOR INTERNAL CONTROLS (AVERAGE): 5.00

ORGANIZATIONAL PERFORMANCE STANDARDS: FISCAL MANAGEMENT – TRANSPARENCY OF FINANCIAL MANAGEMENT

4. Transparency of Financial Management a. Annual Budgets				
Above Average 5	Satisfactory 4	Watch – Improvements Required 3	Substandard – Probation 2	Poor – Revocation 1
The schools prepares an annual operating budget, a cash flow projection and, when required, a capital budget by June 1 each year. Budget reflects thoughtful planning and detailed assumptions. These documents are certified by the Board of Trustees. Modifications are made as necessary and are submitted to PCSB.	With some exceptions, school regularly prepares annual operating budget, cash flow projection and, as required, a capital budget. Budget reflects thoughtful planning. These documents are certified by the Board of Trustees. Modifications occur as necessary and are submitted to PCSB.	The school does not consistently submit budgets and/or modifications of budgets to PCSB. Budget lacks planning and/or clear assumptions. There appears to be a lack of consensus or understanding of the budget by board members. Corrective plans are in process and will be implemented within a fiscal quarter.	Budgets are not submitted on time and/or do not have board's approval. Clear budget policies are in development.	School lacks budget policies and procedures. The board and staff lack capacity to implement standard budgeting procedures.

Comments: Friendship has been very proactive in revising its budget as needed and providing updates to the PCSB. Budgets are thoughtful, show detail and provide relevant explanations. Budgets have been submitted to the PCSB on time.

GRADE FOR TRANSPARENCY (Annual Budgets): <u>5.00</u>

ORGANIZATIONAL PERFORMANCE STANDARDS: FISCAL MANAGEMENT – TRANSPARENCY OF FINANCIAL MANAGEMENT

4. Transparency of Financial Management b. Management Organizations				
Above Average 5	Satisfactory 4	Watch – Improvements Required 3	Substandard – Probation 2	Poor – Revocation 1
School accurately discloses relationships with its management organization. Contracts are provided to PCSB and are deemed reasonable and fair.	School accurately discloses relationships with its management organization. Contracts are provided to PCSB and are deemed reasonable and fair with few exceptions.	School does not adequately disclose relationship with organization upfront. Information is provided at PCSB's request. Contracts are unclear or present concerns in terms of financial and /or management control. There are indications of poor relationship between school and management organization.	School does not disclose relationship with organization upfront. Information is not easily obtained by PCSB. There is evidence of poor relationship between school and management organization.	School does not disclose relationship with organization upfront. PCSB cannot obtain satisfactory information.

Comments:

The school's management agreement with Edison Schools, Inc. (Edison) was terminated effective June 30, 2007. Edison's management fee for operating the school was primarily calculated using a fixed per capita fee per pupil based on official enrollment counts. The fee was adjusted annually based on the rate of increase in governmental revenue appropriation levels. Edison provided the school the use of certain technology, curriculum, furniture and other property the cost of which was generally charged to the school over a five-year period. Effective with the management agreement implemented in July 2003, the title to these assets passes to the school upon payment in full of the individual assets. In addition, upon termination of the contract, the school was required to purchase these assets for the remaining cost not previously paid to Edison. Accordingly, at June 30, 2007, approximately $593,000 was included in accounts payable to Edison for the purchase of fixed assets. The school entered into an extended services agreement with Edison Schools, Inc. for $1,100,000. The agreement was for assistance with the transition of administrative functions from Edison to the Charter covering the period from July through September 2007. At June 30, 2008, the school had a receivable of $153,754 from Edison and an accounts payable to Edison of $5,471,052 at June 30, 2007.

GRADE FOR TRANSPARENCY (Management Organizations): 4.50

ORGANIZATIONAL PERFORMANCE STANDARDS: FISCAL MANAGEMENT – TRANSPARENCY OF FINANCIAL MANAGEMENT

4. Transparency of Financial Management c. Related Party Transactions				
Above Average 5	Satisfactory 4	Watch – Improvements Required 3	Substandard – Probation 2	Poor – Revocation 1
School accurately discloses transactions with related parties, as required by PCSB's guidelines.	School accurately discloses transactions with related parties, with minor exceptions.	School fails to disclose related party transactions. Information is provided at PCSB's request.	School fails to disclose related party transactions. Information is not easily obtained by PCSB. There is evidence of inadvertent mismanagement.	School does not disclose relationship with organization upfront. PCSB cannot obtain satisfactory information and/or there is evidence of unethical behavior and mismanagement.

Comments:

Based on the information available, the PCSB believes that the school discloses all related party transactions as required. The following was identified in the FY08 audit: The Center for Youth and Family Investment (the Center) was organized to help youth in area public charter schools including the Charter. The Charter holds certain board of director positions resulting in a non controlling interest in the Center. As of June 30, 2008 and 2007, the Center owes the Charter $480,977 and $489,262, respectively, on a working capital loan. The note carries interest at 3.15% and calls for principal and interest to be paid at $11,100 per month until October 2009. The Charter anticipates receiving interest only payments during the fiscal year 2008 and therefore, has classified the entire balance as a noncurrent asset. Management believes the note receivable balance is fully collectible. The Center rents office space from the Charter for $58,800 per year. The Center owed the Charter $97,200 and $85,800 in accounts receivable at June 30, 2008 and 2007, respectively, for rent and other administrative costs. The Charter paid the Center approximately $1,484,000 and $990,000 in 2008 and 2007, respectively, primarily for subcontracted grant services. Friendship Food Service System (FFSS) is organized as a separate 501(c)(3) nonprofit organization. The Charter holds certain board of director positions resulting in a non controlling interest in FFSS. The Charter received meals for students from FFSS in exchange for all food service related revenues generated until January 2007 when the Charter assumed the responsibilities for its food service activities as the School Food Authority. In October 2003, the Charter also loaned $232,776 to the FFSS to reorganize its operations. The note bears interest at 3.15%. The note has an outstanding balance of $193,493 at June 30, 2008 and 2007. The Charter's management has determined that collection of additional principal and interest on the note is uncertain and therefore an allowance for doubtful accounts has been established in the amount of $193,493. The Charter also had accounts receivable of $92,470 due from FFSS at June 30, 2007.

GRADE FOR TRANSPARENCY (Related Party Transactions): 4.25

OVERALL GRADE FOR TRANSPARENCY (AVERAGE): 4.58

ORGANIZATIONAL PERFORMANCE STANDARDS: FISCAL MANAGEMENT – FISCAL PRUDENCE

5. Fiscal Prudence a. Balanced Budget				
Above Average 5	Satisfactory 4	Watch – Improvements Required 3	Substandard – Probation 2	Poor – Revocation 1
The school has a balanced budget, based on reasonable assumptions, for the upcoming fiscal year. Expenses are less than revenues, or there is a reasonable explanation for deficit spending. Budgeting is thoughtfully aligned with long-term financial goals.	The school has a balanced budget using reasonable assumptions. Expenses are less than revenues, or there is a reasonable explanation for deficit spending. Current spending plans will contribute to long-term financial goals.	The school has a balanced budget using some questionable assumptions. Expenses are greater than revenues for one or more years.	The school does not have a balanced budget nor has one with questionable assumptions. Expenses have exceeded revenues more often than not.	The school has no prepared budget. Expenses consistently exceed revenues.

Comments: Friendship has concluded each of its last five fiscal periods with positive net income balances, enabling the school to amass an adequate net asset reserve (see table).

Fiscal Period	2004	2005	2006	2007	2008
NI	$ 3,084,870	$ 3,173,734	$ 2,473,113	$ 2,678,629	$ 705,911
Cumulative Reserves	$ 5,389,878	$ 8,563,612	$ 11,036,725	$ 13,715,354	$ 14,087,000

GRADE FOR FISCAL PRUDENCE (Balanced Budget): 5.00

ORGANIZATIONAL PERFORMANCE STANDARDS: FISCAL MANAGEMENT – FISCAL PRUDENCE

5. Fiscal Prudence b. Debt Capacity				
Above Average 5	Satisfactory 4	Watch – Improvements Required 3	Substandard – Probation 2	Poor – Revocation 1
According to financial statements, school takes on debt only with very thoughtful planning and well within its debt service capacity. Standard policies are in place to prevent unnecessary and/or onerous borrowing.	According to financial statements, school stays within its debt service capacity as required by the lender. Standard policies are in place to prevent unnecessary and/or onerous borrowing.	According to financial statements, school has significant debt and has exceeded its debt service capacity, potentially violating loan covenants. School and lender are implementing remedies. Polices were in place and were followed but extraordinary circumstances led to the current situation.	According to financial statements, school has significant debt and/or has defaulted on its loan. Lender has school on a watch list. School and lender are discussing remedies. Polices were not in place or were not followed.	According to financial statements, school has significant debt and defaulted on its loan. The lender has called the loan. No remedies are possible.

Comments:

Friendship had in excess of $66M of long-term debt at the conclusion of FY08. The debt consists primarily of the following: 1. 2003 note payable ($41.6M) - 2003 note payable - District of Columbia payable quarterly in annual totals ranging from $870,000 to $2,850,000 through 2033, plus interest at 3.25% to 5.75%. Secured by the per pupil revenue received from the District of Columbia and mortgages on the related properties. Payments made on the 2003 note payable to the District of Columbia have been assigned by the District of Columbia under a trust agreement, as amended, for the benefit of the bond holders for the full payment of the $44,880,000 District of Columbia Revenue Bonds (Friendship Public Charter School, Inc. Issue - Series 2003) issued in November 2003. The 2003 bonds were issued to refinance existing debt related to the prior purchase of three school buildings and leasehold improvement at a fourth leased school building as well as renovate and provide for technology upgrades for these facilities. 2. 2006 note payable ($15M) - District of Columbia payable quarterly in annual totals ranging from $295,000 to $970,000 through 2035, plus interest at 4% to 5%. Secured by the same assets as the 2003 note payable plus the Southeast Academy building, improvements and certain personal property. Payments made on the 2006 notes payable to the District of Columbia have been assigned by the District of Columbia under a trust agreement, as amended, for the benefit of the bond holders for the full payment of the $15,000,000 District of Columbia Revenue Bonds (Friendship Public Charter School, Inc. Issue - Series 2006) issued in December 2006. The 2006 bonds were issued to finance a portion of the costs of the expansion, construction, renovation, furnishing and equipping of Southeast Academy. Payments of the bonds are guaranteed by a bond insurance policy, the loan payable between the Charter and the District of Columbia, the related per pupil revenue (2003 project formula payments), mortgages on the related properties and certain debt service reserve funds. As of June 30, 2008, $56,555,000 of these bonds remained outstanding. The Charter is subject to certain financial covenants under the terms of the notes payable to the District of Columbia for which the Charter is in compliance. 3. Note payable ($3M) - Note payable - District of Columbia

Public Charter School Credit Enhancement Fund Committee, with interest only payments until maturity in 2033. Interest is to be paid quarterly at a minimum of 4% or greater if the related investments (guaranteed investment contract in Note 3) provide a higher return. 4. Note payable ($$600K) - Note payable - with monthly principal payments of $22,203 plus interest at 3% through September 2010. Note is unsecured. 5. Note payable ($1.1M) - Note payable - with monthly interest only payments at 4.25% through September 2009, upon which date the entire principal balance and all accrued interest is due.

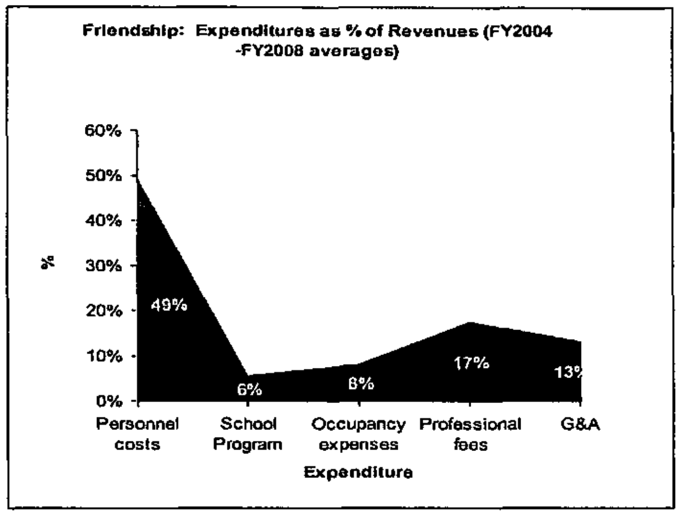
GRADE FOR FISCAL PRUDENCE (Debt Capacity): 4.00

ORGANIZATIONAL PERFORMANCE STANDARDS: FISCAL MANAGEMENT – FISCAL PRUDENCE

5. Fiscal Prudence c. Appropriate Spending Decisions				
Above Average 5	Satisfactory 4	Watch – Improvements Required 3	Substandard – Probation 2	Poor – Revocation 1
School makes spending decisions appropriate for the management of educational programs. Salaries and occupancy costs, in particular, are in line with industry comparables. Minor variances from industry standards are well explained and justified.	School makes spending decisions appropriate for the management of educational programs. Salaries and occupancy costs are slightly out of line with industry comparables, but with reasonable justifications.	School makes some inappropriate spending decisions, inadvertently. Salaries and occupancy costs are out of line with industry comparables but still have sufficient justifications. A corrective plan is being implemented.	School has a record of inappropriate spending decisions, with some reasonable justification. Salaries and occupancy costs are considerably out of line with industry comparables. A corrective plan is in development.	School has a record of inappropriate spending decisions which adversely impact programming, with no rational justifications. There is evidence of unethical behavior and fiscal mismanagement. Salaries and occupancy costs are egregiously out of line with industry comparables. No corrective plan is feasible.

Comments:

Friendship makes spending decisions appropriate for the management of educational programs. Salaries and occupancy costs are in line with industry comparables and PCSB financial metrics. As indicated by the chart, the school's four year average salary and occupancy expenditures expressed as a percentage of total revenue are 49% and 8% respectively; at and below PCSB established thresholds of 50% for salary and 25% for occupancy.



GRADE FOR FISCAL PRUDENCE (Appropriate Spending): 5.00

ORGANIZATIONAL PERFORMANCE STANDARDS: FISCAL MANAGEMENT – FISCAL PRUDENCE

5. Fiscal Prudence d. Investment Decisions				
Above Average 5	Satisfactory 4	Watch – Improvements Required 3	Substandard – Probation 2	Poor – Revocation 1
According to financial statements, school has significant liquid assets and manages them prudently, prioritizing safety over level of return. Clear written policies with board approval address how assets should be invested.	According to financial statements, school has minimal liquid assets and manages them prudently, prioritizing safety over level of return. Clear written policies with board approval address how assets should be invested.	According to financial statements, school has minimal liquid assets but their management is questionable; investment decisions appear somewhat risky.	According to financial statements, school has minimal to no liquid assets. Any assets invested are in high-risk/questionable areas.	According to financial statements, school has no liquid assets or minimal assets with no track record of investment decisions.

Comments: With the exception of FY04 and FY08, Friendship has been able to successfully manage its working capital needs and has been able to generate positive working capital balances at the conclusion of each of its last four fiscal periods (see table below). The school's cash position has declined substantially from an all-time high of $14M at the conclusion of FY07; cash balances at the conclusion of FY08 were approximately $3.1M. The rapid decline in cash has had an unfavorable affect on the school's liquidity ratios. The school's FY08 liquidity ratio was.54; the PCSB target is a ratio of one or better. However the school should be able to strengthen its liquidity by the conclusion of FY09.

Fiscal Period	2004	2005	2006	2007	2008
Net Working capital	$ (223,633)	$ 1,163,089	$ 1,736,365	$ 544,843	$ (4,785,144)
Liquidity ratio	0.93	1.12	1.23	1.04	0.54

GRADE FOR FISCAL PRUDENCE (Investment Decisions): 4.00

OVERALL GRADE FOR FISCAL PRUDENCE (AVERAGE): 4.50

ORGANIZATIONAL PERFORMANCE STANDARDS: FISCAL MANAGEMENT – FISCAL PRUDENCE (SUPPORTING DOCUMENTATION)

FRIENDSHIP: 5 YEAR BALANCE SHEET ANALYSIS

	2004	2005	2006	2007	2008
Assets					
Current Assets:					
Cash/Cash equivalents	$ 1,269,855	$ 9,811,246	$ 6,652,338	$ 14,057,992	$ 3,186,137
Grants and accounts receivable	$ 134,895	$ 95,174	$ 2,260,310	$ 1,301,673	$ 2,093,208
Prepaid expenses	$ 1,478,292	$ 810,492	$ 269,907	$ 200,495	$ 278,580
Total Current Assets	$ 2,883,042	$ 10,716,912	$ 9,182,555	$ 15,560,160	$ 5,557,925
NonCurrent Assets:					
Notes receivable- related parties	$ 182,726	$ 604,263	$ 284,056	$ 489,262	$ 480,977
Restricted cash and investments	$ 14,549,082	$ 9,059,009	$ 9,234,367	$ 20,181,842	$ 16,340,926
Property and equipment	$ 34399,083	$ 40,315,887	$ 48,839,528	$ 54,515,623	$ 63,905,386
Loan issuance costs	$ 3,655,284	$ 3,528,877	$ 3,402,469	$ 4,177,451	$ 4,018,850
Total NonCurrent Assets, net	$ 52,786,175	$ 53,508,036	$ 61,760,420	$ 79,364,178	$ 84,746,139
Deposits	$ 86,418	$ 69,903	$ 230,733	$ 288,540	$ 276,166
Total assets	$ 55,755,635	$ 64,294,851	$ 71,173,708	$ 95,212,878	$ 90,580,230
Liabilities and Net Assets					
Current liabilities					
Accounts payable and accrued expenses	$ 1,815,017	$ 6,701,301	$ 4,787,493	$ 11,677,518	$ 7,146,801
Deferred Revenue	$ 158,096	$ 1,744,724	$ 1,530,118	$ 2,137,968	$ 1,764,827
Current portion of LTD	$ 1,133,562	$ 1,107,798	$ 1,128,579	$ 1,199,831	$ 1,431,441
Total current liabilities	$ 3,106,675	$ 9,553,823	$ 7,446,190	$ 15,015,317	$ 10,343,069
Long term liabilities					
Notes payable	$ 47,259,082	$ 46,177,416	$ 52,690,793	$ 66,482,207	$ 66,150,161
Total liabilities	$ 50,365,757	$ 55,731,239	$ 60,136,983	$ 81,497,524	$ 76,493,230
Net Assets:					
Net Income	$ 3,084,870	$ 3,173,734	$ 2,473,113	$ 2,678,629	$ 705,911
Beg. Net Assets	$ 2,305,008	$ 5,389,878	$ 8,563,612	$ 11,036,725	$ 13,381,089
Total Net Assets (Ending Net Assets)	$ 5,389,878	$ 8,563,612	$ 11,036,725	$ 13,715,354	$ 14,087,000
Total liabilities and net assets	$ 55,755,635	$ 64,294,851	$ 71,173,708	$ 95,212,878	$ 90,580,230
Long-term debt/ Total Equity ratio:	8.7681	5.3923	4.7741	4.8473	4.6958
Net-working capital:	$ (223,633)	$ 1,163,089	$ 1,736,365	$ 544,843	$ (4,785,144)
Liquidity ratio:	0.93	1.12	1.23	1.04	0.54

FRIENDSHIP: 5 YEAR INCOME STATEMENT ANALYSIS

	2004	2005	2006	2007	2008
Revenue:					
Support and revenue:					
Fees and grants from government agencies	$ 34,788,510	$ 37,027,165	$ 46,642,503	$ 54,097,371	$ 63,032,423
Miscellaneous Income	$ 427,652	$ 964,223	$ 908,985	$ 1,518,584	$ 1,842,219
Total revenue	$ 35,216,162	$ 37,991,388	$ 47,551,488	$ 55,615,955	$ 64,874,642
Expenses:					
Personnel costs	$ 17,892,349	$ 18,854,831	$ 22,740,465	$ 26,438,796	$ 34,020,085
Direct Student costs	$ 1,339,415	$ 1,584,674	$ 3,379,636	$ 3,871,632	$ 4,603,948
Occupancy expenses	$ 2,668,244	$ 3,678,623	$ 4,223,560	$ 4,894,722	$ 6,452,413
Professional fees and contract services	$ 6,442,833	$ 6,901,363	$ 7,799,226	$ 9,215,183	$ 7,989,959
General and administrative expenses	$ 3,788,451	$ 4,798,164	$ 6,935,488	$ 8,516,993	$ 11,102,326
Total expenses	$ 32,131,292	$ 34,817,654	$ 45,078,375	$ 52,937,326	$ 64,168,731
Net Income	$ 3,084,870	$ 3,173,734	$ 2,473,113	$ 2,678,629	$ 705,911
Beginning Net Assets	$ 2,305,008	$ 5,389,878	$ 8,563,612	$ 11,036,725	$ 13,381,089
Total Net Assets (Year End Balance)	$ 5,389,878	$ 8,563,612	$ 11,036,725	$ 13,715,354	$ 14,087,000
Profit margin	9%	8%	5%	5%	1%
Personnel costs/Total Revenue	51%	50%	48%	48%	52%
School Program/Total Revenue	4%	4%	7%	7%	7%
Occupancy expenses/Total Revenue	8%	7%	9%	9%	10%
Fees &contract services/Total Revenue	18%	18%	16%	17%	12%
G&A expenses/Total Revenue	11%	13%	15%	15%	17%