

**ROSS GLOBAL ACADEMY
CHARTER SCHOOL
RENEWAL REPORT**

DECEMBER 2010

Table of Contents

Part 1: Executive Summary

Part 2: Findings

Part 3: Charter School Performance Data

Part 4: NYC DOE School Progress Reports

Part 5: Historic Accountability Measures

Part 6: Background on the Charter Renewal Process

Part 7: Framing Questions and Key Benchmarks

Part 8: Charter School Goals

Addendum A: New York State Education Department Monitoring Visit Report

Addendum B: New York City Department of Education Charter
Schools Office Annual Site Visit Reports

Part 1: Executive Summary

Overview:

Ross Global Academy Charter School (RGA) is a K-8 school serving approximately 410 students from kindergarten through eighth grade in the 2010-2011 school year.¹ The school opened in 2006 with kindergarten, first grade, fifth grade, and sixth grade.² The school is currently co-located with East Side Community High School in District 1.³

The school earned a C on its progress report in 2009-2010, with an overall score of 0.1; an A in 2008-2009, with an overall score of 70.3; and a B in 2007-2008, with an overall score of 61. The school scored in the bottom 1% of all schools on the 2010 progress report. The school received a D on the School Environment portion of the progress report in 2007-2008, a D in 2008-2009, and an F in 2009-2010. 25.3% of students were proficient in ELA vs. 42.4% citywide in 2009-2010. 31.3% of students were proficient in Math vs. 54% citywide in 2009-2010. The average attendance rate for the school year 2009-2010 was 91.2%⁴. The student body currently includes 7.1% English language learners and 16.8% special education students⁵.

The school has had 6 school leaders during the five year charter period, 2 of whom served before the school opened its doors to students. The school has also experienced high student and teacher attrition, with over 25% student attrition every year, including 34% student turnover in 2009-2010, and more than 40% teacher turnover each year of the charter period, including 77% teacher turnover in 2009-2010. The school received notices of concern and deficiency in 2007, 2008 and 2009, but has not adequately addressed these areas of concern.

The Ross Global Academy Charter School has not achieved sufficient academic success, and is not a sufficiently viable organization. In addition, the Ross Global Academy Charter School has not demonstrated sufficient evidence of capacity or planning to address its weaknesses.

Renewal Recommendation:

The New York City Department of Education Charter Schools Office (NYC DOE CSO) recommends non-renewal of the Charter for Ross Global Academy Charter School.

1. Performance:
 - a. RGA scored in bottom 1 percent of all schools on the 2010 Progress Report
 - b. RGA was the lowest performing charter school on the 2010 Progress Report
 - c. 25.3% of students were proficient in ELA in 2009-2010
 - d. 31.3% of students were proficient in Math in 2009-2010
2. Organizational viability:
 - a. 6 school leaders in 5 years (4 during the instructional period)
 - b. More than 40% teacher turnover a year (including 77% last year)
 - c. 34% student turnover in 2009-2010, 28% student turnover in 2008-2009, 25% student turnover in 2007-2008, 30% student turnover in 2006-2007.
3. Failure to adequately address performance and organizational viability concerns noted in NYC DOE CSO Annual Site Reports in May 2007 and May 2008, the State Education

¹ NYC DOE ATS system

² NYC DOE ATS system and charter agreement

³ NYC DOE Location Code Generating System database

⁴ NYC DOE School Progress Report. This document is posted on the NYC DOE website at <http://www.schools.nyc.gov> and is also included in Part 8 of this report.

⁵ NYC DOE ATS system

Department Monitoring Visit Report in May 2009, and notices of deficiency and notices of concern issued in 2007, 2008, and 2009.

4. Insufficient evidence of capacity or plan to address these issues.

Renewal Review Process:

The NYC DOE Charter Schools Office conducted a thorough review of this school's performance throughout the five-year charter term as evidenced in the school's Retrospective Renewal Report; annual reporting documents; surveys, student achievement data; and state, local and federal accountability metrics as well as in a detailed audit of the school's finances, operations and governance practices. In addition, the NYC DOE CSO conducted a detailed site visit on November 3 & 4, 2010; met with the school's Board of Trustees on November 12, 2010; and held a public hearing on November 22, 2010.

The following experts participated in the review of this school:

- Recy Benjamin Dunn, Executive Director, Charter Schools Office, NYC DOE
- Sally Bachofer, Executive Director, Office of Innovative School Models, NYSED
- Daniella Phillips, District 1 Superintendent, NYC DOE
- Nancy Meakem, Director of Evaluation, Charter Schools Office, NYC DOE
- Aaron Listhaus, Chief Academic Officer, Charter Schools Office, NYC DOE
- Aquila Haynes, Director of Communications and Community Engagement, Charter Schools Office, NYC DOE
- Natasha Howard, Senior Director for Partner Relations, Office of Portfolio Development, NYC DOE
- Fred Lisker, Senior Special Education Program Specialist, NYC DOE
- Jaclyn Leffel, Director of Oversight and Finance, Charter Schools Office, NYC DOE
- Jessica Fredston-Hermann, Accountability Analyst, Charter Schools Office, NYC DOE

Part 2: Findings

Findings November 2010:

During the five-year charter term, RGA has experienced mixed academic results and significant organizational instability with high staff, student and leadership turnover. RGA students outperformed the District, City and State on English Language Arts and Math exams in 2007, 2008 and 2009, but in 2010 the school's scores were significantly lower than the District, City and State, scoring in the bottom 1% on the NYC DOE Progress Report.

The NYC DOE CSO has received parent and community complaints about RGA throughout the charter period, and the school has received low scores every year on the Learning Environment Survey. In 2010 the school lost 77% of its teachers and 34% of its students, and community members report that the school environment was "chaotic". The school leader, who was not slated to be fired, resigned in the summer of 2010.

At the time of the NYC DOE CSO site visit, RGA had hired a new principal and assistant principal with the aim of turning around the school. In November 2010, reviewers observed that order had been established, resources such as Smart Boards were available in classrooms, basic expectations for communication and classroom behavior were evident, and coaches had been hired to support teachers. The PTA had been revitalized with members taking a more active role in the school, and interactions observed amongst members of the school community were generally positive. However, as detailed below, the school was not performing at the level expected of a school in its fifth year, and the organization as a whole did not demonstrate sufficient structures or plans to address crucial concerns regarding academic and organizational viability.

- The school has not established a consistent approach to assessing student achievement and lacks a system to collect and analyze student performance data.
 - At the time of the renewal visit the school had not conducted an item analysis of the previous year's state test scores and did not communicate clear academic goals to address the instructional needs of students.
 - School leadership was unable to identify trends in student performance or areas of academic focus.
 - The school states that it uses Acuity, the Developmental Reading Assessment, and the Terra Nova Assessment, but the DOE's review observed that indicators of student success or failure were largely based on teacher-generated assessments. Consistent grading policies and rubrics were not evident. Teachers stated that they had been told to develop grading policies independently.
 - Multiple classrooms lacked examples of graded student work, rubrics, or process charts.
 - The school recently implemented the Acuity system for interim assessment, but teachers were not using student achievement data to plan targeted lessons. At the time of the visit, teachers and administrators informed reviewers that no benchmark data for the 2010-2011 school year was available.
- The school lacks systems to support teachers in effectively addressing the individual academic and behavioral needs of all students.
 - Classes observed during the renewal visit did not include opportunities for differentiated student learning, particularly at the middle school level. The majority of classes observed included full-group instruction in which students were taking notes from a board or completing uniform worksheets.
 - Co-teachers were not effectively used in classrooms observed. In one instance four adults stood talking in a corner while 26 3rd grade students sat at tables with no work to complete. In an 8th grade classroom, two teachers repeatedly gave conflicting directions to students about how they would be held accountable for

- their learning and whether or not they should take notes, resulting in a full class period during which less than a quarter of students completed the assigned task.
- No system is in place for tracking student behavior over time. The school has purchased a new information system to track academic and discipline information, but this system was not yet in place at the time of the visit. Deans keep files for students who are consistently referred to Deans for discipline, but teachers do not have access to these files, and the deans stated that these files are not regularly reviewed.
 - Reviewers noted inconsistent classroom management that at times appeared to interfere with students' learning. One second-grade teacher was observed interrupting students' independent writing six times in five minutes to remind them how to sit in their chairs. In another classroom, four students who were off task and talking in the back of the room during instruction were not corrected by any of the three adults present.
- The school lacks systems for establishing student achievement goals, meaningful goals for teacher development, or goals for school improvement.
 - Through a newly implemented coaching and teacher support system, teachers are given "smart" goals by their coach. Goals shared with reviewers were short-term, related solely to classroom management, and were not collaboratively established with the teacher.
 - School leadership maintained a list rating teachers' effectiveness based on informal observations, but did not show evidence of a sufficiently strong rubric for evaluating effectiveness, or a plan for helping teachers progress along a continuum of development. Teachers were not made aware of their effectiveness ratings or given specific feedback on what to improve, other than in classroom management and pacing. The school leadership stated that they did not plan on sharing effectiveness ratings with teachers, or considering student achievement or student progress as part of teachers' evaluations.
 - At the time of the site visit, administrators stated that no teacher had received a formal observation. Informal observations had occurred, but teachers interviewed stated that they had not received written feedback.
 - School leadership stated that they had goals "in mind" for student growth and individual teacher development, but they had not communicated these goals to teachers, parents, or students.
 - At the time of the visit, interim reports had been sent to families, but students interviewed did not express any awareness of their current academic levels or of their personal learning goals.
 - At the time of the visit, school leadership indicated a desire to implement the Fountas and Pinnell reading level system, but evidence of leveled libraries and other indicators of F&P practices were not observed in classroom instruction or practices.
 - The level of rigor in classroom instruction was below grade level in the majority of classrooms observed.
 - Reviewers noted that lessons observed involved significant periods of down time and were designed to review previous material. During the 50+ classes observed, reviewers did not see lessons that primarily focused on presenting new material.
 - Reviewers observed that many teachers did not employ meaningful checks for understanding, in-class assessments, or rubrics to determine students' levels of engagement and to assess student comprehension.
 - Teachers' questioning primarily focused on asking students for their opinions and asking basic recall questions. Reviewers did not observe teachers pushing students to develop their thinking, encouraging students to respond to each other's comments, or following through with students who did not answer correctly or who did not raise their hands.

- Students interviewed lacked appropriate academic vocabulary when discussing their school work. For instance, 8th grade students were unable to explain the types of writing assignments they were working on (creative writing, persuasive essay, research report, etc.) and did not understand the concept of genre.
- Lesson plans reviewed in classrooms lacked rigorous, measurable aims and structured means of assessment. For example, one 8th grade aim for a science class stated: “Students will be asked to read Section 2 aloud.”
- The organization has not effectively communicated internally amongst key leadership or externally with key constituents during the five year charter period.
 - The Board and current school leadership indicated that the previous school principal did not accurately represent the state of student academic achievement and behavioral problems in the 2009-2010 school year. The Board indicated that they were unaware of any problems at the school until mid-way through the school year. The Board has recently reorganized itself in an attempt to strengthen day-to-day involvement.
 - The Board has not effectively established or communicated strategic priorities for school improvement to school leadership, parents or students throughout the charter period.
 - Parents note that the school has not effectively engaged parents during the charter term, and has not provided meaningful updates on student learning. While some current parents and administrators note that communication has improved dramatically under the current leadership, evidence that this improvement would be sustained was lacking.
- The organization has been ineffective in retaining staff, including key leadership positions, and has been unable to demonstrate a plan for consistently effective recruitment, retention, evaluation and support of staff.
 - The school has experienced high leadership turnover, with six school leaders in five years. Four of these leaders served during the instructional time of the school year.
 - The school has consistently experienced high teacher turnover:
 - 2006-2007: 43% of teachers left the school,
 - 2007-2008: 45% of teachers left the school,
 - 2008-2009: 42% of teachers left the school,
 - 2009-2010: 77% of teachers left the school⁶.
 - 75% of teachers in the 2010-2011 school year are new to the school. 17% are first-year teachers.
 - As of November 2010, the school had not yet filled certain key leadership positions, including a Vice Principal for the Lower School and a data expert. The Board is currently seeking qualified candidates for both positions.
 - The Board has been unable to demonstrate evidence of a system or plan currently in place to evaluate the school’s principals or teachers. Likewise the Board has not demonstrated evidence of its ability to effectively engage in self-evaluation during the charter period.
 - The Board stated that the evaluation of the principal would be developed within the first 90 days, but at the time of the renewal visit in November 2010, the school leader was unaware of how or when she would receive an evaluation by the Board.
 - The school does not have a clear or consistent system in place for evaluating teachers’ effectiveness, communicating evaluation feedback to teachers, or supporting teachers in professional development.
 - Parents, teachers, and students stated that the environment at the school prior to the 2010 school year was chaotic, especially in the 2009-2010 school year. While the current leadership has made significant progress in bringing structure

⁶ Data provided by school in annual report

and order to discipline matters, evidence that this improvement would be sustained was lacking.

- The school’s Board of Trustees does not function effectively to further the school’s mission and vision, and has not demonstrated the ability to maintain consistently sound finances or internal controls.
 - The Board did not demonstrate the ability to effectively communicate with school leadership, school staff or families during the charter period.
 - The Board lacked a systematic approach to reviewing and responding appropriately to student achievement data throughout the charter period. The Board has recently implemented a new student achievement data system as well as a new reporting system, but reviewers did not note evidence of the consistent use of these systems either during the renewal visit or during meetings with the Board.
 - Of the 11 member Board of Trustees, 3 Board members are employees of the Ross Institute, 1 serves on the Board of the Ross School, and 2 are parents of students that attend the school.
 - In 2010 the school received \$3,739,758 in in-kind donations from the Ross Institute⁷ as noted in the chart below. Evidence of sustainable, strategic planning for fundraising and budgeting was not evident at the time of the review.

	June 30, 2010	June 30, 2009	Fiscal Difference
In-Kind Donations	\$3,739,758	\$320,499	\$3,419,259
Net Assets	\$4,033,858	\$894,420	\$3,139,438
Liabilities	\$764,053	\$359,729	\$404,324
Total Assets and Liabilities	\$4,797,911	\$1,254,159	\$3,543,752

- Key indicators demonstrate low rates of satisfaction with the school during the charter period.
 - The school has experienced high student attrition:
 - 34.4% of students at RGA who were active at the school in 2009-10 are no longer attending RGA as of 11/1/2010 (126 out of 366). This does not include students who graduated in June 2010.
 - 27.6% students at RGA who were active at the school in 2008-09 no longer attended RGA in 2009-10 (72 out of 261)⁸. This does not include students who graduated in June 2009.
 - 25.2% of students at RGA who were active at the school in 2007-2008 no longer attended RGA in 2008-2009 (55 out of 218).
 - 30.2% of students at RGA who were active at the school in 2006-2007 no longer attended RGA in 2007-2008 (51 out of 118).
 - Over 150 people attended the RGA renewal hearing on November 22, 2010 including over 20 parents and 20 employees along with over 15 current RGA students and 7 alumni of the Ross School in East Hampton spoke in favor of the school. Likewise, over 100 constituents submitted letters in support of the school. However, there has also been significant negative feedback about the school over the five-year charter period. In addition, the NYC DOE CSO received multiple complaints from parents and elected officials that RGA deterred parents opposed to renewal from speaking at the renewal hearing.

⁷ The school’s audited financial statements

⁸ NYC DOE ATS system – Office of Student Enrollment

- Parent, student and teacher satisfaction is measured by the Learning Environment Survey conducted by the Department of Education. The chart below details this data:

Year	Progress Report: School Environment Grade	Learning Environment Survey: Academic Expectations Score ⁹	Learning Environment Survey: Communication Score	Learning Environment Survey: Engagement Score	Learning Environment Survey: Safety and Respect Score	Learning Environment Survey: Participation Rate
2008	D	6.8	6.4	6.5	7.2	22% of parents (city average 40%), 22% of teachers (city average 61%), and 89% of students (city average 78%) participated.
2009	D	7	6.4	6.7	7.2	42% of parents (city average 45%), 59% of teachers (city average 73%), and 90% of students (city average 80%) participated.
2010	F	6.3	5.7	6.3	5.8	34% of parents (city average 49%), 63% of teachers (city average 76%), and 51% of students (city average 82%) participated.

- RGA received feedback through Annual Reports, notices of deficiency and letters of concern communicated in 2007, 2008 and 2009. At the time of the NYC DOE CSO renewal visit in November 2010, the following areas of improvement had not been sufficiently addressed:
 - Establish systems to track data, especially for student performance and progress; use data to inform instruction; increase teachers' access to relevant student information
 - Establish strategic priorities and goals for the school, as well as for individual students and teachers; communicate these goals and priorities to parents, teachers, and other key stakeholders
 - Increase rigor and improve quality of instruction; multiple reviewers noted that classes are not being taught at grade level and that students do not all understand what they are expected to learn and achieve in class
 - Cultivate stronger relationships and improve communication between school leadership, teachers, and the Board of Trustees
 - Increase Board oversight on fiscal and operational compliance; ensure that the Board is regularly reviewing and responding to student achievement data
 - Improve professional development and establish a long-term plan for teachers' professional growth¹⁰.

⁹ Learning Environment Surveys are available online at <http://schools.nyc.gov/Accountability/tools/survey/default.htm>. All scores are out of 10.

¹⁰ CSO Annual Site Visit Reports, letters of concern, and notices of deficiency.

Part 3: Charter School Performance Data

The Ross Global Academy Charter School partially met its goals for student academic achievement as measured by New York State exams in English Language Arts and Math as demonstrated in the chart below. While many schools in New York City and New York State experienced a drop in test scores after New York State recalibrated scoring policies for the State exams in 2009-2010, RGA experienced a much more significant drop, as detailed below.

The charts below present the percentage of students at the school scoring at or above grade level (performance level 3 or greater) on the New York State ELA and Math exams as well as a comparison to the percentage of students at or above grade level in District 1 and New York City.

Percent of Students Performing at or Above Grade Level – Whole School¹¹

All Grades Tested			2006	2007	2008	2009	2010
	ELA	RGA CS	n/a	62.9	72.3	73.4	25.3
		CSD 1		53.8	59.5	71.3	46.4
		NYC		50.8	57.6	68.8	42.4
	Math	RGA CS	n/a	77.3	82.2	87.9	31.3
		CSD 1		66.1	75.6	82.4	57.3
		NYC		65.1	74.3	81.8	54.0

Percent of Students Performing at or Above Grade Level – By Grade¹²

Grade 8			2006	2007	2008	2009	2010
	ELA	RGA CS	n/a	n/a	n/a	61.2	36.2
		CSD 1				60.0	42.5
		NYC				57.0	37.5
	Math	RGA CS	n/a	n/a	n/a	87.8	39.6
		CSD 1				73.1	46.0
		NYC				71.3	46.3

¹¹ Charter school, district and city test results taken from NYSED testing data:
<http://www.emsc.nysed.gov/irts/ela-math/>

¹² Charter school, district and city test results taken from NYSED testing data:
<http://www.emsc.nysed.gov/irts/ela-math/>

Grade 7			2006	2007	2008	2009	2010
	ELA	RGA CS	n/a	n/a	76.1	81.3	26.1
		CSD 1			63.4	72.3	48.4
		NYC			59.5	70.9	38.2
	Math	RGA CS	n/a	n/a	75.6	98	19.1
		CSD 1			76.5	81.5	60.3
		NYC			69.0	80.8	52.6

Grade 6			2006	2007	2008	2009	2010
	ELA	RGA CS	n/a	54.5	68.8	77.3	9.1
		CSD 1		51.0	53.3	74.6	43.6
		NYC		49.8	52.7	72.6	40.1
	Math	RGA CS	n/a	83.8	88.9	72.7	11.4
		CSD 1		66.8	71.5	78.9	57.7
		NYC		63.2	71.7	77.0	53.0

Grade 5			2006	2007	2008	2009	2010
	ELA	RGA CS	n/a	70.3	n/a	n/a	29.7
		CSD 1		58.5			45.5
		NYC		56.1			46.2
	Math	RGA CS	n/a	71.1	n/a	n/a	40.5
		CSD 1		69.9			58.7
		NYC		71.1			59.7

Grade 4			2006	2007	2008	2009	2010
	ELA	RGA CS	n/a	n/a	n/a	n/a	20.8
		CSD 1					46.6
		NYC					45.6
	Math	RGA CS	n/a	n/a	n/a	n/a	41.7
		CSD 1					61.6
		NYC					58.4

Grade 3			2006	2007	2008	2009	2010
	<i>ELA</i>	<i>RGA CS</i>	n/a	n/a	n/a	74.5	29.8
		<i>CSD 1</i>				70.5	51.3
		<i>NYC</i>				69.4	46.5
	<i>Math</i>	<i>RGA CS</i>	n/a	n/a	n/a	91.7	35.4
		<i>CSD 1</i>				91.9	60.0
		<i>NYC</i>				91.4	54.3

Student Attendance Rate¹³

Student Attendance Rate	2006-2007	2007-2008	2008-2009	2009-2010
	92.2%	90.6%	92.0%	91.2%

¹³ Attendance rate taken from charter school annual reports.

Part 4: NYC DOE School Progress Reports



Department of Education

Progress Report
2009-10

K-8

Progress Report Grade

C

What does this grade mean?

Schools are assigned letter grades based on their overall Progress Report score. Monetary bonuses may be given to principals and teachers at high-scoring schools. Schools that get Ds and Fs, or 3 Cs in a row, may face consequences, including change in school leadership or school closure.

How did this school perform?

- This school's overall score for 2009-10 is 0.1
- This school did better than 1% of all K-8 schools citywide.

This Progress Report is for:

SCHOOL	Ross Global Academy Charter School (84M355)
SCHOOL LEADER	Julie Johnson
ENROLLMENT	413
SCHOOL TYPE	K-8
PEER INDEX	46.27

Green School Award for the 2010 School Survey

Category	Calculated Score	Category Grade
School Environment	0.0 out of 15	F
Student Performance	0.0 out of 25	F
Student Progress	0.1 out of 60	F
Additional Credit	0.0 (15 max)	
Overall Score	0.1 out of 100	C

How scores translate to grades:

- Schools receive letter grades based on their overall score.
- Schools with an overall score between 29.5 - 41.1 receive a letter grade of C
- 36.5% of schools earned a C in 2009-10

K-8 School Table - Overall Grades

Grade	Score range	City summary
A	57.1 or higher	25.7% of schools
B	41.2 - 57.0	34.5% of schools
C	29.5 - 41.1	36.5% of schools
D	18.0 - 29.4	2.7% of schools
F	17.0 or lower	0.7% of schools

In light of changes in State tests and Progress Report methodology, schools cannot drop more than two letter grades from last year to this year. Further, schools with top quartile performance in ELA and Math cannot receive a grade lower than C.

In This Report:

Each school's Progress Report (1) measures student year-to-year progress, (2) compares the school to peer schools and (3) rewards success in moving all children forward, especially children with the greatest needs. The Progress Report measures four areas:

School Environment

uses parent, teacher and secondary student surveys and other data to measure necessary conditions for learning: attendance, academic expectations, communication, engagement and safety and respect.

Student Performance

measures student skill levels in English Language Arts and Math.

Student Progress

measures median student improvement from last year to this year in English Language Arts and Math.

Closing the Achievement Gap

gives schools additional credit for exemplary gains among high-need students.

The second page provides specific information about how

Quality Review Score

This school has not received a Quality Review.

State Accountability Status

Based on its performance, this school's State accountability status is: **In Good Standing (2009-10)**

This status is determined by the New York State Department of Education under the No Child Left Behind (NCLB) Act. It is separate from the school's Progress Report Grade.

Additional Information

Closing the Achievement Gap

Schools earn additional credit when their high-need students make exemplary gains. These gains are based on the percentage of high-need students who are in the 75th growth percentile or higher in English Language Arts or Math. Schools can also earn additional credit when their students with disabilities meet the goal of proficiency in English Language Arts or Math.

This component can only improve a school's Progress Report score. It cannot lower a school's score.

Credit	Exemplary Proficiency Gains	Student Group
		Percent at Proficiency
-		Self-Contained (ELA)
-		CTT (ELA)
7.7%		SETSS (ELA)
-		Self-Contained (Math)
-		CTT (Math)
2.5%		SETSS (Math)
		Percent at 75th Growth Percentile or Higher
-		English Language Learners (ELA)
37.3%		Lowest Third Citywide (ELA)
33.3%		Self-Contained/CTT/SETSS (ELA)
-		English Language Learners (Math)
19.5%		Lowest Third Citywide (Math)
17.1%		Self-Contained/CTT/SETSS (Math)

(-) indicates less than 10 students in this category

Peer Schools

Each school's performance is compared to the performance of schools in its peer group. Peer schools are those New York City public schools with a student population most like this school's population. Each school has up to 40 peer schools.

For Elementary and K-8 Schools, peer schools are determined based on the percentage of students at each school that are English Language Learners, students with disabilities, Black/Hispanic students and Title I eligible students. For Middle Schools, peer schools are determined based on the average ELA and Math proficiency levels of the school's students before they entered Middle School, and the school's percentage of students with disabilities.

The peer schools for Ross Global Academy Charter School are:

DBN	School Name	DBN	School Name
06M187	P.S./I.S. 187 Hudson Cliffs	18K235	P.S. 235 Lenox School
21K225	P.S. K225 - The Eileen E. Zaglin	18K066	P.S. 66
29Q205	P.S./I.S. 205	84K335	Achievement First Bushwick Charter School
02M126	P.S. 126 Jacob August Rills	84K704	Explore Charter School
29Q205	P.S./I.S. 205	84M661	Future Leaders Institute Charter School
21K099	P.S. 099 Isaac Asimov	84K703	Beginning With Children Charter School
25Q200	PS/MS 200 - The Pomonoak School & STAR Academy	84K356	Achievement First- Crown Heights Charter School
21K226	P.S. 226 Alfred De B. Mason	11X194	PS/MS 194
02M225	Ella Baker School	21K238	P.S. 238 Anne Sullivan
30Q084	P.S. 084 Steinway	06M311	Armistad Dual Language School
11K083	P.S. 083 Donald Hertz		
84K704	Harbor Sciences and Arts Charter School		
21K121	P.S. 121 Nelson A. Rockefeller		
13K282	P.S. 282 Park Slope		
29Q268	PS/IS 268		
84M355	Ross Global Academy Charter School		
84X706	Hamel Tubman Charter School		
25Q219	P.S. 219 Paul Klapper		
29Q156	P.S. 156 Lauretton		
29Q147	PS/MS 147 Ronald McNair		
29Q270	The Gordon Parks School		

The Progress Report is a key component of Mayor Michael R. Bloomberg's and Chancellor Joel I. Klein's Children First reforms. The Progress Report is designed to assist administrators, principals and teachers in accelerating the learning of all students. The Progress Report also enables students, parents and the public to hold the NYC Department of Education and its schools accountable for student achievement and improvement and for ensuring a high quality education for every student in NYC's public schools.

If you have any questions or comments about the Progress Report, please visit <http://schools.nyc.gov/Accountability/tools/report/default.htm>, or send us an email at pr_support@schools.nyc.gov

Results by Category

SCHOOL: Ross Global Academy Charter School (84M355)
SCHOOL LEADER: Julie Johnson

K-8

HOW TO INTERPRET THIS CHART

A school is evaluated by asking how far its score in each category has moved along the range of scores for all schools. These charts show that movement as a percentage. In the example to the right, the school's score is 75% of the way from the lowest to the highest score in the City.

If a school performs at the top end of the range, the bar will be fully shaded. If a school performs at the low end of the range, the bar will not be shaded. If a school performs in the middle of the range, half the bar will be shaded.



In this example, the school's engagement score is 9.0. This is 75% of the way from the lowest engagement at any school (6.0) to the highest engagement (10.0).

Below, the green charts on the left compare the school to its peer group. The blue charts on the right compare the school to schools Citywide. Peer scores count three times as much as City scores. Peer and City ranges are based on the outcomes of schools from 2008-09 and 2009-10.

School Environment

Comprises 15% of the Overall Score

This Year's Score:	Survey Scores (10 points)	Your School's Score	Your School Relative to Peer Horizon:	Your School Relative to City Horizon:	Number of students
0 out of 15					
F	Academic Expectations:	8.3	-31.6%	-25.0%	267
	Communication:	5.7	-4.3%	-4.5%	
	Engagement:	8.3	0.0%	9.1%	
	Safety and Respect:	5.8	-36.4%	-16.0%	
	Attendance (5 points)	91.2%	-9.1%	27.3%	

F

Green School Award!

This school saved paper, energy, and costs by taking the 2010 School Survey online.

Student Performance

Comprises 25% of the Overall Score

This Year's Score:	English Language Arts	Your School's Score	Your School Relative to Peer Horizon:	Your School Relative to City Horizon:	Number of students
0 out of 25					
F	Percentage of Students at Proficiency (Level 3 or 4):	25.5%	1.3%	14.9%	267
	Median Student Proficiency (1.00-4.50):	2.61	-2.4%	19.7%	267
	Mathematics				
	Percentage of Students at Proficiency (Level 3 or 4):	33.2%	-27.5%	-5.4%	268
	Median Student Proficiency (1.00-4.50):	2.70	-6.3%	13.5%	268

Student Progress

Comprises 60% of the Overall Score

This Year's Score:	English Language Arts	Your School's Score	Your School Relative to Peer Horizon:	Your School Relative to City Horizon:	Number of students
0.1 out of 60					
F	Median Growth Percentile	48.0	-7.7%	-22.2%	199
	Median Growth Percentile for School's Lowest Third	68.0	34.7%	23.5%	75
	Mathematics				
	Median Growth Percentile	36.0	-13.1%	-21.8%	202
	Median Growth Percentile for School's Lowest Third	46.0	-2.1%	-13.4%	75

Progress Report
crisis

A

What does this grade mean?

Schools are assigned letter grades based on their overall Progress Report score. Schools that get As and Bs are eligible for rewards. Schools that get Ds and Fs, or 3 Cs in a row, face consequences, including change in school leadership or school closure.

How did this school perform?

- This school's overall score for 2008-09 is 70.3
- This score places the School in the 23rd percentile of all K-8 schools Citywide—i.e., 23 percent of those schools scored lower than this school

This Progress Report is for:

SCHOOL	Ross Global Academy Charter School (84M355)
SCHOOL LEADER	Julie Johnson
ENROLLMENT	310
SCHOOL TYPE	K-8
PEER INDEX	34.27

Category	Calculated Score	Category Grade
School Environment	5.4 out of 15	D
Student Performance	14.6 out of 25	B
Student Progress	47.3 out of 80	A
Additional Credit	3.0 (15 max)	
Overall Score	70.3 out of 100	A

How scores translate to grades:

- Schools receive letter grades based on their overall score
- Schools with an overall score between 68.0-100 receive a letter grade of A
- 85% of schools earned an A in 2008-09

K-8 School Table – Overall Grades

Grade	Score range	City summary
A	68.0-100	85.4% of schools
B	54-67.9	13.1% of schools
C	43.0-53.9	1.5% of schools
D	33.0-42.9	0% of schools
F	0-32.9	0% of schools

In This Report:

Each school's Progress Report (1) measures student year-to-year progress, (2) compares the school to peer schools and (3) rewards success in moving all children forward, especially children with the greatest needs. The Progress Report measures four areas:

School Environment

uses parent, teacher and secondary student surveys and other data to measure necessary conditions for learning: attendance, academic expectations, communication, engagement and safety and respect.

Student Performance

measures student skill levels in English Language Arts and Math.

Student Progress

measures average student improvement from last year to this year in English Language Arts and Math.

Closing the Achievement Gap

gives schools additional credit for exemplary gains among high-need students.

The back page provides specific information about how the school performed in each of these areas.

Quality Review Score

This school did not receive a Quality Review in 2008-09.

State Accountability Status

Based on its 2008-09 performance, this school is:

In Good Standing

This status is determined by the New York State Department of Education under the No Child Left Behind (NCLB) Act. It is separate from the school's Progress Report Grade.

Additional Information

Closing the Achievement Gap

Schools earn additional credit when their high-need students make exemplary gains. These gains are based on the percentage of high-need students who improve by at least one-half of a proficiency level in English Language Arts or Math (e.g., student improves from 2.25 to 2.75 in ELA, or 3.20 to 3.70 in Math).

This component can only improve a school's Progress Report grade. It cannot lower a school's grade.

Credit	Exemplary Proficiency Gains	Student Group
		English Language Arts
		English Language Learners
		Special Education Students
31.3%		Hispanic Students in the Lowest Third Citywide
23.5%		Black Students in the Lowest Third Citywide
		Other Students in the Lowest Third Citywide
		Mathematics
		English Language Learners
+1.5	56.3%	Special Education Students
		Hispanic Students in the Lowest Third Citywide
+1.5	46.7%	Black Students in the Lowest Third Citywide
		Other Students in the Lowest Third Citywide

(-) indicates less than 15 students in this category

Peer Schools

Each school's performance is compared to the performance of schools in its peer group. Peer schools are those New York City public schools with a student population most like this school's population. Each school has up to 40 peer schools.

For Elementary and K-8 Schools, peer schools are determined based on the percentage of students at each school that are English Language Learners, Special Education, Black/Hispanic and Title I eligible.

For Middle Schools, peer schools are determined based on the average ELA and Math proficiency levels of the school's students before they entered Middle School.

The peer schools for Ross Global Academy Charter School are:

DBN	School Name	DBN	School Name
27Q047	P.S. 047 Chris Gales	21K226	P.S. 226 Alfred De B. Mason
20K104	P.S./I.S. 104 The Fort Hamilton School	84M704	Harbor Sciences and Arts Charter School
03M333	P.S. 333 Manhattan School for Children	24Q087	P.S. 087 Middle Village
11X019	P.S. 019 Judith K. Weiss	21K225	P.S. K225 - The Ellen E. Zaglin
27Q146	P.S. 146 Howard Beach	21K099	P.S. 099 Isaac Asimov
22K207	P.S. 207 Elizabeth G. Leary	27Q124	P.S. 124 Osmond A Church
01M184	P.S. 184m Shuang Wen	21K121	P.S. 121 Nelson A. Rockefeller
22K206	P.S. 206 Joseph F. Lamb	04M012	Tag Young Scholars
20K180	P.S. 180 Homewood	25Q200	P.S. 200 Pomonok
30Q122	P.S. 122 Mamie Fay	02M126	P.S. 126 Jacob August Rits
84Q705	Renaissance Charter School The		
25Q499	The Queens College School for Math Science and Technol		
27Q232	P.S. 232 Lindenwood		
21K209	P.S. 209 Margaret Mead		
02M442	Ballet Tech NYC Public School for Dance		
02M217	P.S./I.S. 217 Roosevelt Island		
08X071	P.S. 071 Rose E. Scals		
29Q208	P.S. / I.S. 208		
21K095	P.S. 095 The Gravesend		
25Q164	P.S. 164 Queens Valley		

The Progress Report is a key component of Mayor Michael R. Bloomberg's and Chancellor Joel I. Klein's Children First reforms. The Progress Report is designed to assist administrators, principals and teachers in accelerating the learning of all students. The Progress Report also enables students, parents and the public to hold the NYC Department of Education and its schools accountable for student achievement and improvement and for ensuring a high quality education for every student in NYC's public schools. If you have any questions or comments about the Progress Report, please visit <http://schools.nyc.gov/Accountability/SchoolReports/ProgressReports/> or send us an email at pr_support@schools.nyc.gov.

Results by Category

SCHOOL: Ross Global Academy Charter School
SCHOOL LEADER: Julie Johnson

HOW TO INTERPRET THIS CHART

A school is evaluated by asking how far its score in each category has moved along the range of scores for all schools. These charts show that movement as a percentage. In the example to the right, the school's score is 75% of the way from the lowest to the highest score in the City.

If a school performs at the top end of the range, the bar will be fully shaded. If a school performs at the low end of the range, the bar will not be shaded. If a school performs in the middle of the range, half the bar will be shaded.



In this example, the school's attendance is 95%. This is 75% of the way from the lowest attendance at any school (80%) to the highest attendance (100%).

Below, the green charts on the left compare the school to its peer group. The blue charts on the right compare the school to schools Citywide. Peer scores count three times as much as City scores. Peer and City ranges are based on the outcomes of schools from 2005-08.

School Environment

Comprises 15% of the Overall Score

This Year's Score: **5.4 out of 15**

D

- Survey Scores (10 points)
- Academic Expectations:
- Communication:
- Engagement:
- Safety and Respect:
- Attendance (5 points)

Your School's Score	0% Peer Min	25%	50%	75%	100% Peer Max	0% City Min	25%	50%	75%	100% City Max	Number of students
7.0	25.0%	6.0	6.5	7.0	7.5	37.5%	6.1	6.5	7.0	7.5	
6.4	36.8%	5.7	6.0	6.3	6.6	45.5%	5.4	6.0	6.6	7.6	
6.7	45.5%	5.7	6.0	6.3	6.6	53.8%	5.3	6.0	6.7	7.9	
7.2	38.1%	6.4	6.5	6.6	6.7	56.3%	5.4	6.0	6.6	8.6	
92.0%	22.1%	90.0%	91.0%	92.0%	93.0%	50.0%	88.0%	91.0%	92.0%	97.1%	

Student Performance

Comprises 25% of the Overall Score

This Year's Score: **14.6 out of 25**

B

- English Language Arts
- Percentage of Students at Proficiency (Level 3 or 4):
- Median Student Proficiency (1.00-4.50):
- Mathematics
- Percentage of Students at Proficiency (Level 3 or 4):
- Median Student Proficiency (1.00-4.50):

Your School's Score	0% Peer Min	25%	50%	75%	100% Peer Max	0% City Min	25%	50%	75%	100% City Max	Number of students
74.2%	59.6%	49.8%	50.0%	50.2%	50.4%	77.4%	18.3%	50.0%	80.5%	166	
3.22	49.2%	2.93	3.00	3.07	3.22	68.0%	2.53	3.00	3.53	166	
88.8%	67.5%	65.0%	67.5%	70.0%	100.0%	82.6%	35.7%	100.0%	100.0%	167	
3.51	37.1%	3.13	3.50	4.07	4.50	64.2%	2.56	4.04	4.50	167	

Student Progress

Comprises 60% of the Overall Score

This Year's Score: **47.3 out of 60**

A

- English Language Arts
- Percentage of Students Making at Least 1 Year of Progress:
- Percentage of Students in School's Lowest 1/3 Students Making at Least 1 Year of Progress:
- Average Change in Student Proficiency for Level 1 and Level 2 Students:
- Average Change in Student Proficiency for Level 3 and Level 4 Students:
- Mathematics
- Percentage of Students Making at Least 1 Year of Progress:
- Percentage of Students in School's Lowest 1/3 Students Making at Least 1 Year of Progress:
- Average Change in Student Proficiency for Level 1 and Level 2 Students:
- Average Change in Student Proficiency for Level 3 and Level 4 Students:

Your School's Score	0% Peer Min	25%	50%	75%	100% Peer Max	0% City Min	25%	50%	75%	100% City Max	Number of students
58.2%	59.2%	44.1%	50.0%	55.9%	67.9%	51.1%	44.6%	50.0%	55.4%	71.2%	128
79.1%	59.1%	68.1%	68.1%	68.1%	68.1%	51.3%	65.6%	68.1%	68.1%	81.9%	43
0.24	25.0%	0.17	0.20	0.23	0.40	36.7%	0.13	0.20	0.27	0.43	39
0.00	78.3%	(0.18)	0.00	0.00	0.00	80.0%	(0.24)	0.00	0.00	0.06	89
80.0%	90.1%	51.8%	50.0%	50.0%	83.1%	93.5%	39.9%	50.0%	50.0%	82.8%	127
95.0%	125.5%	94.7%	95.0%	95.0%	98.0%	121.2%	49.8%	95.0%	95.0%	87.1%	40
0.47	70.5%	0.18	0.20	0.22	0.30	80.0%	0.07	0.20	0.27	0.57	23
0.11	92.0%	(0.12)	0.00	0.00	0.13	87.5%	(0.24)	0.00	0.00	0.16	104

Progress Report Grade

B

What does this grade mean?

Schools are assigned letter grades based on their overall Progress Report score. Schools that get As and Bs are eligible for rewards. Schools that get Ds and Fs, or 3 Cs in a row, face consequences, including change in school leadership or school closure.

How did this school perform?

- This school's overall score for 2007-08 is 61
- This score places the School in the 62 percentile of all K-8 schools Citywide--i.e., 62 percent of those schools scored lower than this school
- This school did not have a 2008 target because it did not receive a grade last year

This Progress Report is for:

SCHOOL	Ross Global Academy Charter School (84M355)
SCHOOL LEADER	Stephanie Clagnaz
ENROLLMENT	210
SCHOOL TYPE	K-8
PEER INDEX	34.27

Category	Calculated Score	Category Grade
School Environment	4.0 out of 15	D
Student Performance	13.4 out of 25	B
Student Progress	42.1 out of 60	A
Additional Credit	1.5 (15 max)	
Overall Score	61.0 out of 100	B

How scores translate to grades:

- Schools receive letter grades based on their overall score
- Schools with an overall score between 49.7-66.6 receive a letter grade of B
- 42% of schools earned a B in 2007-08

K-8 School Table - Overall Grades

Grade	Score range	City summary
A	66.7-88.5	24% of schools
B	49.7-66.6	42% of schools
C	38.4-49.6	24% of schools
D	23.4-38.3	9% of schools
F	22.9-23.4	1% of schools

In This Report:

Each school's Progress Report (1) measures student year-to-year progress, (2) compares the school to peer schools and (3) rewards success in moving all children forward, especially children with the greatest needs. The Progress Report measures four areas:

School Environment

uses parent, teacher and secondary student surveys and other data to measure necessary conditions for learning: attendance, academic expectations, communication, engagement and safety and respect.

Student Performance

measures student skill levels in English Language Arts and Math.

Student Progress

measures average student improvement from last year to this year in English Language Arts and Math.

Closing the Achievement Gap

gives schools additional credit for exemplary gains among high-need students.

The back page provides specific information about how the school performed in each of these areas.

Quality Review Score

This school did not receive a Quality Review in 2007-08.

State Accountability Status

This school does not have a State accountability status for 2006-07.

Additional Information

Closing the Achievement Gap

Schools earn additional credit when their high-need students make exemplary gains. These gains are based on the percentage of high-need students who improve by at least one-half of a proficiency level in English Language Arts or Math (e.g., student improves from 2.25 to 2.75 in ELA, or 3.20 to 3.70 in Math). Schools earn additional credit for any one of the five high-need categories of students if the percentage of students in that category who achieve exemplary gains is in the top 40% of all schools citywide.

This component can only improve a school's Progress Report grade. It cannot lower a school's grade.

Credit	Exemplary Proficiency Gains	Student Group
		English Language Arts
	-	English Language Learners
	-	Special Education Students
	-	Hispanic Students in the Lowest Third Citywide
	-	Black Students in the Lowest Third Citywide
	31.6%	Other Students in the Lowest Third Citywide
		Mathematics
	-	English Language Learners
	-	Special Education Students
	-	Hispanic Students in the Lowest Third Citywide
	-	Black Students in the Lowest Third Citywide
+1.5	48.0%	Other Students in the Lowest Third Citywide

(-) indicates less than 10 students in this category

Peer Schools

Each school's performance is compared to the performance of schools in its peer group. Peer schools are those New York City public schools with a student population most like this school's population. Each school has up to 40 peer schools.

For Elementary and K-8 Schools, peer schools are determined based on the percentage of students at each school that are English Language Learners, Special Education, Black/Hispanic and Title I eligible.

For Middle Schools, peer schools are determined based on the average ELA and Math proficiency levels of the school's students before they entered Middle School.

The peer schools for Ross Global Academy Charter School are:

DBN	School Name	DBN	School Name
27Q047	P.S. 047 Chris Gais	21K226	P.S. 226 Alfred De B. Mason
20K104	P.S./I.S. 104 The Fort Hamilton School	84M704	Harbor Sciences and Arts Charter School
03M333	P.S. 333 Manhattan School for Children	24Q067	P.S. 067 Middle Village
11K019	P.S. 019 Judith K. Weiss	21K225	P.S. K225 - The Elken E. Ziglin
27Q146	P.S. 146 Howard Beach	21K099	P.S. 099 Isaac Asimov
22K207	P.S. 207 Elizabeth G. Leary	27Q124	P.S. 124 Osmond A. Church
01M184	P.S. 184m Shuang Wen	21K121	P.S. 121 Nelson A. Rockefeller
22K206	P.S. 206 Joseph F. Lamb	04M012	Tag Young Scholars
20K180	P.S. 180 Homewood	25Q200	P.S. 200 Pomonok
30Q122	P.S. 122 Mamie Fay	02M126	P.S. 126 Jacob August Rits
84Q705	Renaissance Charter School The		
25Q499	The Queens College School for Math Science and Techn		
27Q232	P.S. 232 Lindenwood		
21K209	P.S. 209 Margaret Mead		
02M442	Ballet Tech NYC Public School for Dance		
02M217	P.S./I.S. 217 Roosevelt Island		
06X071	P.S. 071 Rose E. Scala		
29Q208	P.S. /I.S. 208		
21K095	P.S. 095 The Gravesend		
25Q164	P.S. 164 Queens Valley		

The Progress Report is a key component of Mayor Michael R. Bloomberg's and Chancellor Joel I. Klein's Children First reforms. The Progress Report is designed to assist administrators, principals and teachers in accelerating the learning of all students. The Progress Report also enables students, parents and the public to hold the NYC Department of Education and its schools accountable for student achievement and improvement and for ensuring a high quality education for every student in NYC's public schools. If you have any questions or comments about the Progress Report, please visit <http://schools.nyc.gov/Accountability/SchoolReports/ProgressReports/> or send us an email at pr_support@schools.nyc.gov.

Results by Category

SCHOOL Ross Global Academy Charter School
SCHOOL LEADER Stephanie Clagnaz

HOW TO INTERPRET THIS CHART

A school is evaluated by asking how far its score in each category has moved along the range of scores for all schools. These charts show that movement as a percentage. In the example to the right, the school's score is 75% of the way from the lowest to the highest score in the City.

If a school performs at the top end of the range, the bar will be fully shaded. If a school performs at the low end of the range, the bar will not be shaded. If a school performs in the middle of the range, half the bar will be shaded.



In this example, the school's attendance is 90%. This is 75% of the way from the lowest attendance at any school (80%) to the highest attendance (100%).

Below, the green charts on the left compare the school to its peer group. The blue charts on the right compare the school to schools Citywide. Peer scores count three times as much as City scores. Peer and City ranges are based on the outcomes of schools from 2005-08.

School Environment

Comprises 15% of the Overall Score

This Year's Score:
0.266 x 15 = 4

D

Survey Scores (10 points)

Academic Expectations:

Communication:

Engagement:

Safety and Respect:

Attendance (5 points)

Your School's Score	Your School Relative to Peer Horizon:	Your School Relative to City Horizon:	Number of students
8.8	15.0%	29.2%	
6.4	36.8%	45.5%	
6.5	36.4%	46.2%	
7.2	38.1%	56.3%	
90.6%	1.5%	36.3%	

Student Performance

Comprises 25% of the Overall Score

This Year's Score:
0.534 x 25 = 13.4

B

English Language Arts

Percentage of Students at Proficiency (Level 3 or 4):

Median Student Proficiency (1.00-4.50):

Mathematics

Percentage of Students at Proficiency (Level 3 or 4):

Median Student Proficiency (1.00-4.50):

Your School's Score	Your School Relative to Peer Horizon:	Your School Relative to City Horizon:	Number of students
73.1%	57.2%	75.9%	93
3.16	39.0%	63.0%	93
81.5%	46.4%	71.2%	92
3.81	48.3%	70.9%	92

Student Progress

Comprises 60% of the Overall Score

This Year's Score:
0.702 x 60 = 42.1

A

English Language Arts

Percentage of Students Making at Least 1 Year of Progress

Percentage of Students in School's Lowest 1/3 Students Making at Least 1 Year of Progress

Average Change in Student Proficiency for Level 1 and Level 2 Students

Average Change in Student Proficiency for Level 3 and Level 4 Students

Mathematics

Percentage of Students Making at Least 1 Year of Progress

Percentage of Students in School's Lowest 1/3 Students Making at Least 1 Year of Progress

Average Change in Student Proficiency for Level 1 and Level 2 Students

Average Change in Student Proficiency for Level 3 and Level 4 Students

Your School's Score	Your School Relative to Peer Horizon:	Your School Relative to City Horizon:	Number of students
82.2%	76.1%	66.2%	96
81.5%	70.0%	60.5%	27
0.25	28.6%	40.0%	37
(0.03)	65.2%	70.0%	58
73.5%	69.3%	78.5%	99
82.8%	87.5%	88.5%	29
0.37	47.7%	60.0%	26
0.10	88.0%	85.0%	73

Part 5: Historic Accountability Measures

Below please find notices of deficiency and letters of concern communicated to RGA in 2007, 2008 and 2009. At the time of the NYC DOE CSO renewal visit in November 2010, many of these areas of concern had not been sufficiently addressed.

THE NEW YORK CITY DEPARTMENT OF EDUCATION JOEL I. KLEIN, *Chancellor*

OFFICE OF PORTFOLIO DEVELOPMENT
52 Chambers Street, Room 405, New York, NY 10007
Phone: 212-374-5419 Fax: 212-374-5581

July 17, 2007

Dr. Lisa Long, Ed.D
New York State Education Department
Office of School Improvement and Community Services (NYC)
55 Hanson Place, Room 400
Brooklyn, NY 11217

Dear Dr. Long:

The Office of Charter Schools met with the Board of Trustees of Ross Global Academy Charter School (RGA) on July 10, 2007 to discuss some ongoing concerns, including the issues raised in your letter to our office dated July 2. Please see the resolutions/comments below each concern.

- **Improper administration of New York State exams**

This issue has been brought to the New York City Department of Education's Office of Special Investigation. It is currently under investigation.

- **Excessive turnover of staff, with over forty school employees having resigned or been terminated in the school's first year**

The Board attributed a number of causes to the issue of teaching staff turnover, including delayed hiring, poor initial leadership selection, and hiring of teachers not familiar with New York State standards. More importantly, moving forward, the current principal, Stephanie Clagnaz, has nearly completed the hiring process for a full staff for the 2007-08 school year. The Board feels confident that the attrition issues that surfaced during 2006-07 school year were a product of the transition in school leadership, and that they don't foresee this trend to continue next school year.

- **Lack of services provided to students with disabilities**

The Board acknowledged that there were several students with IEPs whose needs were so extreme that the school could not provide the appropriate services to them. These few students were recommended to return to district schools where they would be serviced in accordance with their IEPs. RGA continues to plan instruction for and serve its many learners with special needs. One vocal parent repeatedly expressed her dissatisfaction with RGA's recommendation that she move her child to a district school.

However, the child's needs were so great that RGA was unable to serve the student with its current staff, which our office confirmed with Maralynn Mash, the Region 9 CSE. In addition, our office received a complaint from the parent of a student with a 504 Plan that required services from a school nurse. The parent claimed that when the nurse left the school, there was no one to service her child. However, the Board confirmed that a replacement was made the very next day after the original school nurse departed. Further violations were observed during our school visit, such as IEPs that were not up to date, and a lack of protocols for referring students for services. However, a new special education coordinator has been hired, and the school now has a child study team in place that includes the special education coordinator, special education teachers, social worker, mandated service providers, school administrators and several general education teachers.

- **Inappropriate and unsupervised Internet use by students**

The staff and parents, as well as the Board, were aware of this problem. They had addressed the issue with parents, and are currently working on an Internet use policy for the school in their new discipline code. In addition, there is a retreat planned for the school's middle grade students in the fall in which they plan to address this issue with students through a workshop.

- **Failure to issue student report cards as scheduled**

Because of the heavy school leadership turnover early in the year, parent-teacher conferences replaced the first report cards before winter break. Since the current school leader took position in February, report cards were delivered as scheduled on March 1, May 1, and July 1. Parent-teacher conferences were held a second time during the May 1 report card distribution. The July 1 report cards were issued only four days after the close of instruction.

- **Failure to provide the instructional program contained in the school's charter**

The Board acknowledged that many of the programs, as promised, were not delivered due to the unexpected facility change at the beginning of the year, unqualified teachers hired by the initial school leader, and the chaotic situation that forced them to limit some of the enrichment activities such as the after-school and Saturday programs. According to the Board, poor leadership from the first three school leaders created a situation that did not allow teachers to provide the educational program as planned since the teachers were consumed with discipline issues. In response to this, the Board feels that the incoming faculty is qualified and capable of teaching the instructional program as contained in the charter, and that mechanisms are quickly being put in place to ensure that targeted professional development is made available, and that a discipline code is in place so that teachers can focus on curriculum.

While the board appears to have made progress in stabilizing the school, we are asking the board to supply us with further information on the metrics and tools they would use to ensure a stable successful environment next year and towards application for renewal. We will be delivering our Quality Review Report next week to RGA, at which point we will continue to conduct appropriate oversight to ensure the school's ability to meet our Performance and Compliance Standards. We have made clear the issues that were raised to us, and those that we observed at the school visit, so that the Board can address these immediately.

Please contact our office at 212.374.6904 or 212.374.5140 if you have further questions.

Sincerely,

(Aamir Raza)

Cc: Miriam Sondheimer
Garth Harries
Shelia Evans-Tranumn
Ira Schwartz
Maria Parzych



Garth Harries
Chief Portfolio Officer

August 21, 2008

Michael T. Duffy
Executive Director

52 Chambers Street
Room 405
New York, NY 10007

+1 212 374 5419 tel
+1 212 374 5581 fax

To: Courtney Sale Ross, Chairperson
Ross Global Academy Charter School Board of Trustees

From:  Michael Thomas Duffy, Office of Charter Schools (NYCDOE)

Subject: Notice of Deficiency

Cc: Garth Harries; Joel I. Klein

In January 2006, pursuant to the New York State Charter Schools Act, the New York City Department of Education ("NYCDOE") approved the Ross Global Academy Charter School ("RGA") to operate a standards-based educational program to improve learning and achievement for students.

A range of current circumstances and findings from the annual site visit conducted on May 20, 2008, have raised serious concerns regarding RGA's ability to:

- Hire and retain quality staff;
- Effectively serve its students;
- Provide adequate board oversight;
- Be a viable organization; *and*
- Comply with applicable laws and regulations.

The teacher attrition rate at RGA in 2006-2007 and 2007-2008 was approximately 43% and 45% respectively (approximately 4 out of 10 teachers), based on data provided by the school.

The annual site visit revealed inconsistent teaching practices and student behavioral issues at the school. The school has hired five new school leaders since it opened its doors two years ago. The lack of consistent educational leadership has been a challenge and a distraction to implementing a coherent and effective educational program at the school.

The school has not demonstrated prudence with regard to spending and budgeting in its first two years of operation. The board, which holds the school's charter, has not provided the school with effective governance. In addition, pursuant to the New York State Education Law §2854, the school is out of compliance with teacher certification requirements. New York State Law requires that a charter school teaching staff shall not in total comprise more than 30% uncertified or unqualified individuals, or five teachers, whichever is less. According to a recent notification by New York State Education Department ("NYSED") to NYCDOE, RGA has fourteen certified teachers, one uncertified and highly qualified, and six uncertified and unqualified teachers.

This memorandum constitutes a formal Notice of Deficiency under the New York City Department of Education's Accountability guidelines.

¹⁴ Note that the August 2008 notice of deficiency was disputed by RGA and turned into a letter of concern in November 2008.

Failure to take corrective measures or further deterioration of the concerns mentioned above could lead to school being placed on probation and/or revocation of the school's charter.

The NYCDOE will schedule another follow-up visit during the new school year ('08-'09), including unannounced visits, pursuant to the charter agreement.



Garth Harries
Chief Portfolio Officer

Michael T. Duffy
Executive Director

52 Chambers Street
Room 405
New York, NY 10007

(212) 374-5419 tel
(212) 374-5581 fax

November 3, 2008

Mrs. Courtney Ross, Chairperson
Ross Global Academy Charter School
52 Chambers Street
New York, NY 10007

Dear Mrs. Ross:

On behalf of the New York City Department of Education's (NYCDOE) Office of Charter Schools (OCS), we would like to thank you and the staff of the Ross Global Academy Charter School (RGA) for your cooperation during our Annual Site Visit on May 20 and 21, 2008.

The oversight framework of the OCS is set up to provide clear accountability and feedback to assist the Board and school leadership to be successful in meeting the goals of the charter. Prior to the visit, OCS shared its Annual Site Visit protocol documents and the Performance and Compliance Standards. These Standards serve as benchmarks through which the OCS views the performance of all the NYCDOE authorized charter schools. The Standards are not a replacement of your individual school's goals; they encompass your charter agreement goals as one component of a detailed, rigorous, renewal-focused framework. The school visit at RGA was conducted with professionalism to ensure the same high quality review that OCS provides to each NYCDOE authorized charter school.

The follow-up site visit, conducted in October 2007, served the specific purpose to examine whether policies and/or systems that reviewers did not find evidence of during the previous year's visit in May 2007 had been adopted to enable the school to make progress. The visit was aimed at finding evidence of initial systems for collecting student data, staff and leadership stability, and some evidence of improved instruction. Many of the systems and evidence of progress observed in October 2007 had not reached a complete level of implementation by May 2008 and some had even regressed.

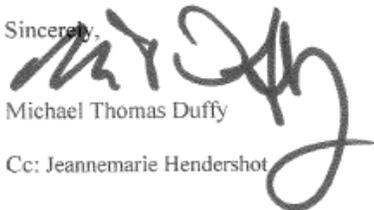
The purpose of OCS's Annual Site Visit is to assess compliance with applicable law, determine organizational strengths and areas for development, and to make an on-site assessment of the learning environment in order to steer a direct course toward charter renewal. It is important to emphasize that the standards are rigorous, and are intended as leading indicators towards charter renewal, when the school must demonstrate not only that it has met the specific goals of the charter, but also that the school operates in an educationally and fiscally sound manner, and meets the requirements set forth in all applicable laws and regulations. We hope and expect that you find the feedback helpful in setting the school's priorities and fulfilling the goals outlined in the charter.

Attached to this letter you will find a comprehensive report of our findings. Should you have any additional comments or would like to schedule a meeting with OCS please do so by **November 7, 2008** otherwise the report will be considered final on **November 10, 2008**. If you would like to submit factual corrections or a formal response to the findings presented in

this report, please respond to our office by **November 10, 2008**.

Our office can be reached at 212.374.5140 for further assistance in this matter.

Sincerely,

A handwritten signature in black ink, appearing to read 'Michael Thomas Duffy', written over the printed name.

Michael Thomas Duffy

Cc: Jeannemarie Hendershot



Garth Harries
Chief Portfolio Officer

Michael T. Duffy
Executive Director

52 Chambers Street
Room 406
New York, NY 10007

+1 212 374 5419 tel
+1 212 374 5581 fax

November 3, 2008

To: Courtney Sale Ross, Chairperson
Ross Global Academy Charter School Board of Trustees

From: Michael Thomas Duffy, Office of Charter Schools (NYCDOE)

Subject: Notice of Concern

Cc: Julie Johnson; Jeannemarie Hendershot

In January 2006, pursuant to the New York State Charter Schools Act, the New York City Department of Education ("NYCDOE") approved the Ross Global Academy Charter School ("RGA") to operate a standards-based educational program to improve learning and achievement for students.

A range of current circumstances and findings from the annual site visit conducted on May 20, 2008, have raised concerns regarding RGA's ability to:

- Hire and retain quality staff;
- Effectively serve its students; *and*
- Comply with applicable laws and regulations.

The teacher attrition rate at RGA for school year 2006-2007 and 2007-2008 was 82% and 75% respectively, based on data provided by the school.

The annual site visit revealed inconsistent teaching practices (such as inconsistent approach to data to differentiate learning) and student behavioral issues at the school. Ineffective behavior management was evidenced by disengaged students in several classrooms as well as unsupervised students running in hallways. Teachers raised concerns regarding consistency of behavior management during the interviews. The school has hired five new school leaders since it opened its doors two years ago. The lack of consistent educational leadership has been a challenge and a distraction to implementing a coherent and effective educational program at the school. The 2007-2008 school Progress Report assigned a letter grade D for the School Environment category which measures the learning environment at the school through surveys of parents, teachers, and students as well as attendance. These problems notwithstanding, it is worth noting that the school's overall grade was B for the school year.

In addition, pursuant to the New York State Education Law §2854, the school is out of compliance with teacher certification requirements. New York State Law requires that a charter school teaching staff shall not in total comprise more than 30% uncertified or unqualified individuals, or five teachers, whichever is less. According to a recent notification by New York State Education Department ("NYSED") to NYCDOE, RGA has fourteen certified teachers, one uncertified and highly qualified, and six uncertified and unqualified teachers.

This memorandum constitutes a formal Notice of Concern under the New York City Department of Education's Accountability guidelines. Failure to take corrective measures or

further deterioration of the concerns mentioned above could lead to issuance of a notice of deficiency, the school being placed on probation and/or revocation of the school's charter. Please note that these steps are not cumulative in nature and the NYCDOE reserves the right to enforce any measures outlined above during the school's chartering period.

The NYCDOE will schedule another follow-up visit during the new school year ('08-'09), including unannounced visits, pursuant to the charter agreement.



THE STATE EDUCATION DEPARTMENT / THE UNIVERSITY OF THE STATE OF NEW YORK / ALBANY, NY 12234
Office of Elementary, Middle, Secondary and Continuing Education

Shelia Evans-Tranum, Associate Commissioner
Office of School Improvement and Community Services (NYC)
55 Hanson Place, Room 400
Brooklyn, New York 11217
Tel. (718) 722-2796 / Fax: (718) 722-4559

May 26, 2009

Ms. Courtney Sale Ross, Chairperson
Ross Global Academy Charter School
Board of Trustees Chairperson
52 Chambers Street
New York, NY 10007

Dear Ms. Ross:

Enclosed is the New York State Education Department's (NYSED) Third Year Comprehensive Monitoring Report for Ross Global Academy Charter School (RGACS or "the School"). The report is based on findings from desk audit materials submitted to NYSED and a site visit to the School which took place on Wednesday, March 18, 2009. The purpose of this visit was to ascertain the extent of the School's compliance with § 2852(2)(a)(b)(c) and § 2853(2) of the Education Law. These regulations call for oversight thereby enabling the Board of Regents to ensure that each charter school is in compliance with applicable laws, regulations, and charter provisions.

The report notes areas of strength, non-compliance and concern. Where applicable, the report also includes required and recommended actions. Failure to comply fully with all charter provisions as well as all applicable statutes and regulations may result in action being taken pursuant to § 2855 of the Education Law.

During the course of the visit, staff observed various aspects of the School program. Some of the notable strengths include the following:

- The School has a commitment to include parents in the governance of the School. Two parents serve on the Board of Trustees.
- The Trustees have contracted a consulting firm, Charter School Business Management Inc. (CSBM) to strengthen the fiscal and operations support for the School.
- Professional development has been sought by administrators, through networking, to meet the on-going needs expressed by the instructional staff.
- School leadership offers continuous professional feedback to instructional staff. Teachers agree that the feedback received is beneficial in moving practice forward.

Points of concern noted as a "Recommended Action" are observations made during the visit that do not require formal follow-up, but are noted for your consideration. The issues indicated as "Required Action" are amplified for corrective actions to be taken promptly, by the School. These necessitate written response and accompanying documentation to demonstrate that the appropriate corrective actions were taken and/or are underway. A response to these issues must be received no later than June 30, 2009.

Areas of Non-Compliance that require corrective actions include the following:

- Evidence of fingerprint clearance must be provided for the 24 staff members.
- The School employs three teachers without certification or qualifying exemption. The School must submit a plan to come into compliance with § 2854(3) of the Education Law.
- The School is currently serving grades kindergarten through three and grades six to eight. The approved charter indicates that at this point the School should be serving grades kindergarten through eleven.
- The School is under-enrolled, serving 318 students versus 440 as per the approved charter.
- The School has eliminated its after school and Saturday programs.
- Teachers have not received the \$1,000 to attend conferences, as stated in the approved charter.
- Chinese language instruction has not taken place consistently across all grade levels, as approved in the charter.

Areas of Concern and/or Need Improvement include the following:

- The School does not have a nurse at the 25th Street location. If students need medical attention, Emergency Medical Services (EMS) are called to the School. This is a concern for the safety and efficient care of the students.
- There was a lack of effective classroom management observed in many classrooms.
- Teachers at the middle school location report that they have not received adequate support, in terms of professional development and faculty meetings, and expressed feelings of isolation.
- Middle grade students report feeling as if they are being taught by teachers who seem ill-prepared to teach certain subjects effectively.
- The School concluded the 2008 fiscal year with less than \$20,000. This was largely attributed to an administrative error by the Ross Institute, acting on behalf of the School. Close attention must be paid to fiscal matters by the Trustees, particularly the finance committee, to ensure the ongoing fiscal strength of the School.
- During the Board interview, Courtney Ross stated that the School has set a fundraising goal of \$300,000 and was two-thirds of the way in reaching the goal. Independent conversations revealed the fiscal and operations team were unaware of these fundraising efforts.

Enclosed, you will also find the Title I Report, which is a review of the Title I funded services of the School. Additionally, the Office of Vocational and Educational Services for Individuals with Disabilities (VESID) Corrective Action Status Report, which is based on the Special Education Quality Assurance Charter School Focused Review, will be mailed to you under separate cover. If you have any questions or concerns about the Comprehensive Monitoring Report or have any additional information that would alter its findings, please do not hesitate to contact your NYSED Charter School Liaison, Kalimah Geter, in the Office of School Improvement and Community Services (NYC) at (718)722-5964.

Sincerely,

Lisa Long, Ed.D.
Supervisor

Enclosure

LL/kg

cc: RGACS Board of Trustees
Julie Johnson
Shelia Evans-Tranumn
Michael Duffy
Ira Schwartz
Darlene Mengel
Kalimah Geter
Jamal Young
Moshe Gans
Crystal Cumberbatch-Greene
Kathryn Ahern

Part 6: Background on the Charter Renewal Process

I. PROCESS BACKGROUND

A. Statutory Basis for Renewal

The Charter Schools Act of 1998 (“the Act”) authorizes the creation of charter schools to provide opportunities for teachers, parents, and community members to establish and maintain schools that operate independently of existing schools and school districts in order to accomplish the following objectives:

- Improve student learning and achievement;
- Increase learning opportunities for all students, with special emphasis on expanded learning experiences for students who are at-risk of academic failure;
- Provide parents and students with expanded choices in the types of educational opportunities that are available within the public school system;
- Create new professional opportunities for teachers, school administrators and other school personnel;
- Encourage the use of different and innovative teaching methods;
- Provide schools with a method to change from rule-based to performance based accountability systems by holding the schools accountable for meeting measurable student achievement results.¹⁵

When granted, a charter is valid for up to five years. For a school chartered under the Act to operate beyond the initial charter term, the school must seek and obtain renewal of its charter.¹⁶

A school seeking renewal of its charter must submit a renewal application to the charter entity to which the original charter application was submitted.¹⁷ As one such charter entity, the New York City Department of Education (“NYC DOE”) institutes a renewal application process that adheres to the Act’s renewal standards:

- A report of the progress of the charter school in achieving the educational objectives set forth in its charter;
- A detailed financial statement that discloses the cost of administration, instruction and other spending categories for the charter school that will allow a comparison of such costs to other schools, both public and private;
- Copies of each of the annual reports of the charter school including the charter school report cards and certified financial statements;
- Indications of parent and student satisfaction.

Where the NYC DOE approves a renewal application, it is required under the Act to submit the application and a proposed charter to the Board of Regents for its review and approval.¹⁸

¹⁵ See § 2850 of the Charter Schools Act of 1998.

¹⁶ See §§ 2851(4) and 2852 of the Act.

¹⁷ See generally §§ 2851(3) and 2851(4).

¹⁸ § 2852(5)

B. NYC DOE's Charter Renewal Process

The expiration of charters and their renewal based on a compelling record of success is the linchpin of charter school accountability. The NYC DOE's processes and procedures reflect this philosophy and therefore meet the objectives of the Act.¹⁹

In the final year of its charter, a Chancellor-authorized charter school seeking renewal must demonstrate its success during the initial charter term and establish goals and objectives for the next charter term. Ultimately, the renewal process offers an opportunity for the school community to reflect on its experiences during its first term, to make a compelling, evidence-based case that it has earned the privilege of an additional charter term, and, if renewed, to build an ambitious plan for the future.

Consistent with the requirements of § 2851(4) of the Act, a school applying for renewal of its charter must use data and other credible evidence to prove its success, a case that can be organized into three questions:

1. Has your school been an academic success?
2. Has your school been a viable organization?
3. Has your school complied with applicable laws and regulations?

A school will answer these overarching questions by demonstrating that its students have made significant academic progress and that the school has met the goals and objectives pledged in its initial charter. In addition, the school will describe challenges it has faced during its charter term, the strategies that were used to address those challenges, and the lessons learned.

This report contains the findings and recommendations of the NYC DOE regarding a school's application for charter renewal. This report is based on a cumulative record of the school's progress during its charter term, including but not limited to oversight visits, annual reports, and formal correspondence between the school and its authorizing entities, all of which are conducted in order to identify areas of weakness and to help the school to address them. Additionally, the NYC DOE incorporates into this report its findings from the renewal application process, which includes a written application, completion of student achievement data templates, and a school visit by the Charter Schools Office of the NYC DOE ("NYC DOE CSO").

The NYC DOE CSO then prepares a draft report and provides a copy to the school for its review and comment. The draft contains the findings, discussion, and the evidence base for those findings. Upon receiving a school's comment, the NYC DOE CSO reviews its draft, makes any appropriate changes, and reviews the amended findings to make a recommendation to the Chancellor. The Chancellor's final decision, and the findings on which that decision is based, is submitted to the Board of Regents for a final decision.

¹⁹ The NYCDOE charter renewal application is available on the Office of Charter Schools website at <http://www.nycenet.edu/OurSchools/Region84/Creation/default.htm>.

Part 7: Framing Questions and Key Benchmarks

I. FRAMING QUESTIONS:

Throughout the Renewal Process and the life of each school's charter, the NYC DOE Charter Schools Office uses the following framing questions to monitor Charter School success:

1. Has the School Been an Academic Success?
2. Has the School Been a Viable Organization?
3. Has the School Been in Compliance with All Applicable Laws and Regulations?

II. RENEWAL BENCHMARKS:

Benchmark 1: Performance and Progress

An academically successful school can demonstrate outstanding student performance outcomes according to the following statistical analyses:

1. Absolute
2. Comparative
3. Value-Added / Progress
4. NCLB

Benchmark 2: Rigorous Instructional Program Strong School Environment

In addition to outstanding student performance outcomes, a school that is an academic success has the following characteristics:

- Rigorous Instructional Program that includes:
 - Clearly-defined essential knowledge and skills that students are expected to learn, and that are aligned with state standards
 - Curriculum that is organized coherently across subjects and grades, and reflects the school's mission and goals
 - Academic expectations that adults in the school clearly and consistently communicate to students
 - Classroom lessons with clear goals aligned with the curriculum
 - Classroom practices that reflect competent instructional strategies
 - Assessments and data that the school systematically generates and uses to improve instructional effectiveness and student learning, and that has led to increased student performance
 - Formal and successful strategies to identify and meet the needs of students at-risk of academic failure, students not making acceptable progress towards achieving school goals, students who are ELL, and special education students
- A School Environment that Promotes Successful Teaching and Learning that includes:
 - An environment where students and staff feel safe and secure
 - Behavioral and cultural expectations that adults in the school clearly and consistently communicate to students
 - Clear policies and strategies to address student behaviors to promote learning—those behaviors that are both appropriate and inappropriate
 - Documented discipline policies and procedures for general and special education students that the school enforces fairly and consistently with appropriate due process
 - A professional culture focused on teaching and learning, with a qualified and competent teaching staff
 - Professional development activities at or sponsored by the school that are aligned with the mission and goals of the school, support the instructional program, meet student needs, and result in increased student achievement

- A system for ongoing teacher evaluation and improvement that builds the school's capacity to reach its academic goals, with effective strategies to assist inexperienced or struggling teachers

Benchmark 3: Non-Academic Performance

A school that is organizationally viable can demonstrate outstanding non-academic performance outcomes according to the following statistical analyses:

- Absolute
- Comparative
- Value-Added

Benchmark 4: Governance and Internal Controls

In addition to outstanding non-academic performance outcomes, a school that is a viable organization has the following characteristics:

- Effective School Governance that includes:
 - A clear and common understanding of the school's mission, priorities, and challenges among all members of the board of trustees and school leadership, as evidenced by the strategies and resources used to further the academic and organizational success of the school
 - An evidenced commitment to serving a student population that reflects the full range of students throughout the city.
 - Policies, systems, and processes that facilitate effective governance of the school and that are followed consistently
 - Meaningful opportunities for staff and parents to become involved in school governance
 - Avenues of communication from the board of trustees to other members of the school community and vice-versa
 - Communication between the school leadership and school staff that facilitates coordinated actions and messages toward other members of the school community
 - Processes to address parent, staff, community, and student concerns appropriately and in a timely manner
 - Annual evaluations of the school leadership, based on clearly-defined goals and measurements
 - A board of trustees with a diversity of opinions and perspectives that promotes a healthy and vigorous dialogue of ideas
 - A process for board development to build its capacity to oversee the school's operations and to ensure the school's continued progress
 - A conflict of interest policy and code of ethics that are followed consistently
 - Activities that are in substantial compliance with the Open Meetings Law and Public Officers Law
 - An active and ongoing relationship with independent legal counsel that reviews relevant documents, policies, and incidents, and makes recommendations as needed

Benchmark 5: Sound Financial Controls

In addition to outstanding non-academic performance outcomes, a school that is a viable organization has the following characteristics:

- Healthy and Sound Financial Practices that include:
 - A long range financial plan that guides school operations
 - Realistic budgets that are monitored and adjusted when appropriate
 - Effective oversight, and financial decisions that further and reflect the school's mission, program, and goals
 - Internal controls and procedures that are followed consistently and that result in prudent resource management
 - Capacity to correct any deficiencies or audit findings
 - Financial records that are kept according to GAAP

- Adequate financial resources to ensure stable operations
- Processes that maintain and successfully manage the school's cash flow
- Non-variable income streams that support critical financial needs

Benchmark 6: Parent and Student Satisfaction

A school that is a viable organization has the following characteristics:

Parent and Student Satisfaction, demonstrated by survey results as well as other valid and reliable measures.

Benchmark 7: Sufficient Facilities and Physical Conditions

In addition to outstanding non-academic performance outcomes, a school that is a viable organization has sufficient facilities and physical conditions conducive to the school implementing its program and meeting its goals.

Benchmark 8: Sufficient Reporting

A school that is in compliance with applicable laws and regulations has the following characteristics:

- Sufficient Reporting that includes
 - Annual reports and financial reports submitted completely and by deadline
 - Responses to DOE's or SED's requests for information or for changes to school operations (in accordance with legal requirements) in a timely manner

Benchmark 9: Appropriate Admissions Policy

A school that is in compliance with applicable laws and regulations has the following characteristics:

- An Appropriate Admissions Policy that includes
 - Opportunities for all interested parents to submit a complete application for enrollment
 - A random selection process that is conducted fairly, and when a wait list is generated, it is used appropriately to ensure a fair admissions process

Benchmark 10: Compliance with All Applicable Laws and Regulations

A school that is in compliance with applicable laws and regulations has the following characteristics:

- A Record of Substantial Compliance with:
 - Applicable health laws and regulations
 - Title I regulations
 - IDEA regulations to meet the needs of special education students

Part 8: Charter School Goals

Please see the below table of Charter Goals created by the Ross Global Academy Charter School in the retrospective report. Please note this chart was submitted by RGA and is based on the school's own internal data. It does not include data from the 2009-2010 school year.

ROSS GLOBAL ACADEMY CHARTER SCHOOL – ACADEMIC GOALS

GOAL 1: PROVIDE INSTRUCTION IN SKILLS AND CONTENT OF EACH DISCIPLINE IN ORDER TO PROVIDE THE FOUNDATION NECESSARY FOR INTERDISCIPLINARY UNDERSTANDING, THE DEVELOPMENT OF 21ST CENTURY SKILLS AND THE INCORPORATION OF MULTIPLE INTELLIGENCE-RELATED APPROACHES.

2006-2007			2007-2008			2008-2009																																
SUBGOAL	RESULT	GOAL MET	SUBGOAL	RESULT	GOAL MET	SUBGOAL	RESULT	GOAL MET																														
50% of students achieve proficiency (levels 3 or 4) on state and city ELA and math examinations after one year of instruction.	Gr 5 ELA:69% Gr 5 Math:73% Gr 6 ELA: 50% Gr 6 Math: 80%	YES	50% of students achieve proficiency (levels 3 or 4) on state and city ELA and math examinations after one year of instruction.	ELA: 72.5% Math: 82.5%	YES	65% of students achieve proficiency (level 3 or 4) on State and City ELA and Math examinations after three years of instruction.	ELA: 70% Math: 92%	YES																														
50% of students achieve proficiency (level 3 or 4) on the science and social studies exam after one year of instruction.		N/A	50% of students achieve proficiency (level 3 or 4) on the science and social studies exam after one year of instruction.	N/A	N/A	65% of students achieve proficiency (level 3 or 4) in the science and social studies exam after three years of instruction.	Social Studies: 72% Science: 72%	YES																														
						80% of students taking these tests pass the English, math, social studies and science NYS Regents exams.	86% of students who took the Regents exams passed.	YES																														
			Class and school-wide test results will be better than comparable schools and students, and will exceed NYC district wide results.	<table border="1"> <thead> <tr> <th></th> <th>EL A</th> <th>MA TH</th> </tr> </thead> <tbody> <tr> <td>R</td> <td>69</td> <td>89</td> </tr> <tr> <td>G</td> <td>%</td> <td>%</td> </tr> <tr> <td>A</td> <td></td> <td></td> </tr> <tr> <td>Ci</td> <td>57.6</td> <td>73.4</td> </tr> </tbody> </table>		EL A	MA TH	R	69	89	G	%	%	A			Ci	57.6	73.4	YES	Class and school-wide test results will be better than comparable schools and students, and will exceed NYC district wide results.	<table border="1"> <thead> <tr> <th></th> <th>ELA</th> <th>MA TH</th> </tr> </thead> <tbody> <tr> <td>R</td> <td>74%</td> <td>88%</td> </tr> <tr> <td>G</td> <td></td> <td></td> </tr> <tr> <td>A</td> <td></td> <td></td> </tr> <tr> <td>Ci</td> <td>68.8</td> <td>81.8</td> </tr> </tbody> </table>		ELA	MA TH	R	74%	88%	G			A			Ci	68.8	81.8	YES
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Ci	57.6	73.4																																				
	ELA	MA TH																																				
R	74%	88%																																				
G																																						
A																																						
Ci	68.8	81.8																																				

				ty	%	%		ty	%	%	
80% of students will meet or exceed learning standards for all disciplines on their grade level as indicated by passing marks for classroom and school-based assessments.	Our proficiency level increased in kindergarten to 84% at or above grade level from 74% earlier in the year. Our proficiency level increased in grade 1 to 60% at or above grade level from 37% earlier in the year. Since our goal for achievement on standardized assessments was 50% proficiency in year 1, we met or exceeded this goal with 84% of kindergarteners and 60% of first graders at or above proficient levels in literacy. These data provide evidence that the lower school students in RGA are gaining proficiency in literacy skills as assessed by the DRA.	YES	80% of students will meet or exceed learning standards for all disciplines on their grade level as indicated by passing marks for classroom and school-based assessments.	Visual Arts: 100% Performing: 99.6% Foreign Lang: 100% Wellness: 100% Music: 100%	YES	85% of students will meet or exceed their grade level standards as indicated by passing marks for classroom and school-based assessments.	ELA: 88% Math: 88% Social Studies: 81% Science: 85%	Visual Arts: 85% Foreign Lang: 63% Wellness: 90% Music: 90% Technology: 100%	YES		
			Students occasionally apply higher order thinking skills to solve real-world problems	RGA students have many opportunities to learn through project-based learning.	YES	Students often apply higher order thinking skills to solve real-world problems through	RGA students have many opportunities to learn through project-based learning.	YES			

			through project-based learning.			project-based learning.		
Average daily attendance is 90%.	Average daily attendance was 92.2%.	YES	Average daily attendance is 90%.	Average daily attendance was 94.8%.	YES	Average daily attendance: 90%	The average daily attendance was 92%.	YES
Student attrition is 7% annually.	Attrition was 2.1%.	YES	Attrition is 7% annually.	Attrition was 6.7%.	YES	Student attrition is 6% annually.	Attrition was 6%.	NO
Curriculum is linked to learning goals and addresses all state and school standards. Instruction and assessments are linked to the curriculum and learning goals as evidenced on school curriculum and assessment documents, lesson plans and teacher evaluation.	An evaluation of curriculum documents and lesson/unit plans revealed that some curriculum developed this year was linked to learning goals and addressed the state and school standards. This goal was partially met . During the earlier part of the year, curriculum documents did not reveal a developed understanding or adherence to the NYS standards or to the essential components of a Ross school. A clear teacher evaluation system was only partially in place this year, making this goal partially met .	NO	The curriculum is linked to learning goals and addresses all state and school standards. All instruction and assessments are linked to the curriculum and learning goals.	All grade level teams were frequently directed to NYS Standards to guide them in planning. Units posted on the school information management system specified NYS standards. School report cards are standards based.	YES	The curriculum is linked to learning goals and addresses all state and school standards. All instruction and assessments are linked to the curriculum and learning goals.	Our formal curricular components are research-based and align with our State learning and performance standards. Power standards and scope/sequence (based upon NYS standards) are developed for each curricular domain. These are provided to content area faculty to serve as a road map for high quality, standards-based instructional design and implementation.	YES
Teachers regularly use approaches	There were ample	YES	Teachers regularly use approaches based on	Movement is incorporated into	NO	Teachers regularly use approaches based on	Movement is incorporated into instruction in the	YES

based on multiple-intelligences when teaching and when giving students opportunities to express their understanding as evidenced during informal and formal assessment, through meaningful faculty evaluations and on-going review of student work.	opportunities for students to demonstrate their understandings using the following intelligences: interpersonal, intrapersonal, verbal-linguistic, logical-mathematic, visuospatial, bodily-kinesthetic and musical.		multiple intelligence (MI) when teaching and when giving students opportunities to express their understanding.	instruction in the Lower School to address kinesthetic learners. Technology is used to address the needs of visual and tactile learners. Visual and fine arts are used to address the needs of those students with spatial intelligence.		multiple intelligence (MI) when teaching and when giving students opportunities to express their understanding.	lower school to address kinesthetic learners. Technology is used to address the needs of visual and tactile learners. Visual and fine arts are used to address the needs of those students with spatial intelligence.	
80% of parents and community members indicate that they are satisfied with the school's academic program as evidenced on stakeholder surveys.	A formal stakeholder survey was not disseminated this year. Due to the lack of this data, this goal was not met .	NO	80% of parents and community members indicate that they are satisfied with the school's academic program as evidenced on stakeholder surveys.	The oral debriefing at the DOE site visit, informed RGA that parents are very highly satisfied and that tremendous improvement in expressed parent satisfaction from the last visit was noted.	YES	85% of parents and community members indicate that they are satisfied with the school's academic program.	Please refer to 2008-09 NYCDOE Learning Environment Survey	YES

Ross Global Academy Charter School – Academic Goals

GOAL 2: SERVE ALL STUDENT FROM A DIVERSITY OF BACKGROUNDS AND FROM A WIDE RANGE OF TRADITIONAL ACADEMIC ABILITIES, INCLUDING STUDENT WHO HAVE SPECIAL LEARNING CHALLENGES AND THOSE WHO ARE ENGLISH LANGUAGE LEARNERS.

2006-2007			2007-2008			2008-2009		
SUBGOAL	RESULT	GOAL MET	SUBGOAL	RESULT	GOAL MET	SUBGOAL	RESULT	GOAL MET
All students meet the annual goals outlined in their IEPs.	When the school's analysis of student needs became clear, all appropriate services and	NO	All students will meet the annual goals in their IEPs.	31/32 students with IEP's were promoted to the next grade indicating that the vast majority of	NO	All students will meet the annual goals in their IEPs.	40/41 students with IEPs were promoted to the next grade indicating that the vast majority of identified students	NO

	faculty members were put into place. This team began to work together fully to provide all needed referrals and services after the beginning months of the school year. As a result, this goal was partially met .			identified students are making appropriate progress. All students met some IEP goals.			are making appropriate progress. All students met some IEP goals. We have added an additional Reading Specialist and a Special Education Teacher to our staff for 09-10 to assist in meeting this goal	
Students needing learning support are identified as they enter the school or soon after and they receive appropriate support.	When the school's analysis of student needs became clear, all appropriate services and faculty members were put into place. This team began to work together fully to provide all needed referrals and services after the beginning months of the school year. As a result, this goal was partially met .	NO	Students needing learning support are identified as they enter the School or soon after. They receive appropriate support	Enrollment packets are examined immediately to ensure all students are identified, the Child Study Team functions as pre-referral.	YES	Students needing learning support are identified as they enter the School or soon after. They receive appropriate support	Enrollment packets are examined immediately to ensure that all students with IEPs are identified.	YES
75% of ELLs who take the NYSES LAT will improve by at least one performance level each year as evidenced on the NYSES LAT score.	The one student who took the NYSES LAT this spring scored at proficient levels on all sections of the exam. The student met the learning standards in all disciplines for his	YES	75% of ELLs who take the NYSES LAT will improve by at least one performance level each year as evidenced on the NYSES LAT score.	The School had just identified students as ELL.	N/A	85% of ELLs who take the NYS English as a Second Language Achievement Test will improve by at least one performance level each year.	80% of our ELL students improved by at least one performance level over the course of the 2008-2009 school year. 60% of our ELL students receive AIS/Title 1 Services for reading and writing. We also provide our	NO

	grade level and was promoted to the next grade.						staff with professional development regarding English Language Learners and strategies to use in lessons to improve proficiency in English.	
			The school actively assesses and identifies students with special needs early, interventions and student work are reviewed and evaluated frequently. School stakeholder responsibilities for student success are clearly defined. School, community and family resources are accessed to meet student needs.	The special ed. coordinator, social worker, and lower and middle school teams met regularly to review students work, progress, and referrals. Going forward the Coordinator of Special Ed. will be presenting workshops to the staff during the summer PD on co-teaching and meeting the needs of special education students.	YES	The school actively assesses and identifies students with special needs early, interventions and student work are reviewed and evaluated frequently. School stakeholder responsibilities for student success are clearly defined. School, community and family resources are accessed to meet student needs.	At the beginning of the school year, students were assessed using the DRA for reading and the TerraNova for math. According to those results and classroom data, students were placed into small groups accordingly to receive AIS or Title 1 Services for Math and/or Reading.	YES
Students are admitted by lottery and the school strives to be as diverse as that of New York City overall as evidenced by school demographics and school recruitment methods.	Students are admitted to RGA by lottery. The 2007 student population was: 38% African American 27% Latino 24% Asian 3% Other 8% White	YES	Students are admitted by lottery: the school will aim to attract a student population that reflects the diversity of the overall NYC population.	Students are admitted to RGA by lottery. The 2008 student population was: 47% African American 27% Latino 16% Asian 6% Other 3% White	YES	Students are admitted by lottery: the school will aim to attract a student population that reflects the diversity of the overall NYC population.	Students are admitted to RGA by lottery. The 2008 student population was: 72% African American 33% Latino 12% Asian 4.4% Other 7.5% White	YES

Ross Global Academy Charter School – Academic Goals

GOAL 3: PROVIDE AN INTERDISCIPLINARY CURRICULUM FOR INTERNATIONAL UNDERSTANDING TAUGHT THROUGH THE INTEGRATED APPROACH THAT CONNECT ALL DISCIPLINES THROUGH A CULTURAL HISTORY CORE.

2006-2007			2007-2008			2008-2009		
SUBGOAL	RESULT	GOAL MET	SUBGOAL	RESULT	GOAL MET	SUBGOAL	RESULT	GOAL MET
Most student work is multi-disciplinary and reflects the school's interconnected curriculum as evidenced by on-going evaluation of student work and as recorded on student report cards.	During daily team meetings, faculty meetings, and professional development sessions, the interdisciplinary nature of our curriculum and of student work was frequently assessed, reviewed, discussed and revised. While this occurred frequently, we recognize that additional work is needed in this area. This goal was partially met .	NO	Most student work is multi-disciplinary and reflects the school's interconnected curriculum.	Teachers across disciplines plan units and projects collaboratively. Common planning time is provided within the school day for grade level planning and for Lower and Middle School cross-grade, cross discipline planning.	YES	All student work is multi-disciplinary and reflects the school's interconnected curriculum.	Common planning time is provided within the school day for grade level planning in the Lower and Middle school. In addition, the Middle School engages in domain planning.	YES
			90% of students will meet or exceed their grade level standards as indicated by passing marks for classroom and school-based assessments.	A query of the electronic report card data base indicates that 96% of students scored at level 2 or above on the standards-based report card across all subject.	YES	90% of students will meet or exceed their grade level standards as indicated by passing marks for classroom and school-based assessments.	81% of students obtained a level 3 or 4 in Social Studies/Cultural History in the 3rd Trimester. Additional support from the Ross Institute Academy will be provided in this area.	NO
Cultural history curriculum is clearly defined and efforts to incorporate local	While full curriculum maps were not completely	NO	The cultural history curriculum is clearly defined. There is an effort to adapt the	The Ross Institute cultural history curriculum provides rich and rigorous	YES	The cultural history curriculum is clearly defined and articulated to meet the needs and interests of learners in this	The Cultural History curriculum provides rich and rigorous content and	YES

<p>history are given high priority as evidenced by curriculum documents, faculty evaluations, student report cards and on-going evaluation of student work.</p>	<p>achieved this year in cultural history for each grade level, some units for each grade level were developed. We recognize that additional work is needed to align these units with the NYS standards and to complete the curriculum maps. Additionally, continued attention must be given to the NYS curriculum and standards in social studies. Accordingly, this goal was partially met.</p>		<p>curriculum to the needs of learners. Efforts to incorporate local history are given priority.</p>	<p>content and structure to the school's academic program.</p>		<p>School. Local history is frequently incorporated into the curriculum. Students revisit prior thematic developments as they progress through the curriculum.</p>	<p>structure to the school's academic program.</p>	
<p>Teacher teams have common planning time and teach integrated units throughout the year as evidenced by curriculum documents and teacher schedules.</p>	<p>While each division of the school did share common team planning time, this was not evident throughout the entire school year. Further, not all of the team time was spent wisely. Accordingly, we partially met this goal.</p>	<p>NO</p>	<p>Teacher teams have common planning time and teach integrated units throughout the year. All units taught are integrated but some integration is not authentic, not all disciplines are evenly included.</p>	<p>Team teachers have grade level common planning time. Teachers also had 3 common planning periods pre week as a Lower School group. The upper school had 4 per week. Use of common planning time will be better supported going forward with more structure and guidance for use and outcomes.</p>	<p>YES</p>	<p>Teacher teams have common planning time. The teams develop and teach integrated units throughout the year. Disciplines are more regularly and authentically incorporated into the learning activities.</p>	<p>Teachers have grade level common planning time. Lower School teachers had three grade level planning periods per week. The Middle School had both grade level and domain meetings each week.</p>	<p>YES</p>

Ross Global Academy Charter School – Academic Goals

GOAL 4: PROVIDE PROGRAMS THAT PROMOTE SELF-DIRECTED LEARNING, RESPONSIBILITY AND THE EXPLORATION OF INDIVIDUAL INTERESTS

2006-2007			2007-2008			2008-2009		
SUBGOAL	RESULT	GOAL MET	SUBGOAL	RESULT	GOAL MET	SUBGOAL	RESULT	GOAL MET
Students pursue their personal passions and interests in depth as evidenced by a 90% daily attendance average in year 1 and through on-going reviews of student work.	Average daily attendance rate 92.3%.	YES	Students average daily attendance is 90%.	Average daily attendance was 94.8%.	YES	Students average daily attendance is 90%.	The student average daily attendance is 92%.	YES
Students become aware of personal learning styles and reflect on their learning as evidenced by student progress on report cards, on-going review of their work and in stakeholder surveys.	Progress was made in this area by our school social worker in a course she designed for middle school children called 'SIPS' (Social Interaction and Personal Styles) and in her regular weekly lower school classes called 'Social Skills'. While she reported on the progress of this program during the second half of this school year, we are looking to create a more detailed way to collect these data for next year. As such, we partially met this	NO	Students become aware of their own learning styles. Students learn to assess and reflect on their own work.	Helping children to identify their personal learning styles will continue to develop in social skills classes and will become more of a focus in Year Three.	NO	The majority of students are able to set and manage goals. Students are aware of their own learning styles and apply this knowledge in their academic studies. Students assess and reflect on their own work.	Students worked with the Reading Specialist to evaluate their own work with rubrics to determine their levels of proficiency in specific areas. Students then created their own goals to work toward for the year. These goals were posted in the room for the students to see daily. This enabled the students to take responsibility for their own learning and understand what they needed to work on to achieve their goals.	YES

	goal.							
			Elective courses are available.	In the School-wide enrichment program, students choose from such electives as Gameslab Mechanics, Poetry, Chess Nuts, Stockmarket Games, Cheerleading and many more.	YES	Elective courses are available in a few different disciplines throughout the year.	All students pursue interests and passions in the School-Wide Enrichment Program. Elective offerings including: puppetry, peer mediation, yoga, leadership team, cheerleading, poetry, music production, team sports, dance, scrap-booking, and chess,	YES
			The curriculum and lesson plans provide some time for students to generate and explore their own questions and related projects.	Exploration of personal interests at this stage of the school's development occurs in the enrichment program. This will be more of a focus in Year Three.	NO	The curriculum and lesson plans provide some time for students to generate and explore their own questions and related projects.	In our study of world cultures, students were connected with global issues, e.g. clean water for human consumption and use.	YES

Ross Global Academy Charter School – Academic Goals

GOAL 5: INCORPORATE AN HOLISTIC APPROACH TO PROVIDING AND RAISING AWARENESS ABOUT NUTRITION, HEALTH AND WELL-BEING AS PART OF THE EDUCATIONAL PROGRAM.

2006-2007			2007-2008			2008-2009		
SUBGOAL	RESULT	GOAL MET	SUBGOAL	RESULT	GOAL MET	SUBGOAL	RESULT	GOAL MET
85% of students meet or exceed learning standards in health and	More than 85% of students were found to have met	YES	85% of students meet or exceed learning standards in health and	100% of students scored at level 3 or 4 in the	YES	95% of students will meet or exceed their grade level standards as indicated by	90% of our students achieved a passing mark at	NO

wellness for their grade level as indicated by passing marks.	or exceeded the standards in this discipline.		wellness for their grade level as indicated by passing marks.	physical education/wellness section of the report card.		passing marks for classroom and school-based assessments.	their grade level in the area of Wellness.	
Some students eat healthy meals at school and all students participate in physical activities as evidenced in participation in the school meal plan, observations, and course enrollments.	50% of our children receive free or reduced lunch. These children all participate in the food plan. Further, the DOE provides a free breakfast to all children. All students in the school participate in wellness classes.		Most students develop a life-long wellness plan and most follow their plans.	Students create and maintain blogs where they log nutrition and physical activity. Students will draft and modify wellness plans going forward.	NO	Almost all students develop a life-long wellness plan and most follow their plans.	Students create and maintain blogs where they log nutrition and physical activity.	YES
			Some students eat a nutritious and flavorful breakfast and lunch at the School.	Due to the restrictions of the facility (no kitchen) the RGA nutrition program has not been fully developed.	NO	Most students eat a healthy, nutritious and flavorful breakfast and lunch at the School.	Due to the restrictions of our kitchen facility the RGA nutrition program has not been fully developed. We are investigating our options for a healthier food program in our new facility next year.	NO
			All students are physically active.	Students have two classes per week in both dance and wellness. Many students participate in intramural sports teams for boys and girls.	YES	All students are physically active.	Students have three Wellness classes per week. Many students participate afterschool sports teams for boys and girls.	YES

Wellness resources and programs are provided in conjunction with the academic program, including summer and after school programs.	All students in the school participate in wellness classes.	YES	Wellness resources and programs are provided in conjunction with the academic program, including summer and after school programs.	Students have two classes per week in both dance and wellness. Many students participate in intramural sports teams for boys and girls.	YES	Wellness resources and programs are provided in conjunction with the academic program, including summer and after school programs and through special speakers and field trips school programs.	Students have three Wellness classes per week. Many students participate afterschool sports teams for boys and girls.	YES
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Ross Global Academy Charter School – Academic Goals

GOAL 6: PROVIDE CUTTING-EDGE INSTRUCTION AND EXPERIENCES WITH COMMUNICATION AND MEDIA TECHNOLOGIES, SO THAT STUDENT DEVELOP A HIGH LEVEL OF SOPHISTICATION BOTH IN USING TECHNOLOGY AND IN UNDERSTANDING ITS ROLE IN SOCIETY.

2006-2007			2007-2008			2008-2009		
SUBGOAL	RESULT	GOAL MET	SUBGOAL	RESULT	GOAL MET	SUBGOAL	RESULT	GOAL MET
Students regularly use different types of technology for researching, developing and presenting student projects as evidenced by data gathered on report cards and on-going review of student work.	Technology has been used in creative, cutting-edge ways in various instructional settings throughout the grades and throughout the year. Students used their laptops as one means of researching topics across the disciplines. Further, they developed and presented projects using technology in a variety of settings.	YES	Students regularly use different types of technology for researching, developing and presenting student projects.	The school employs a full-time technology integration teacher. Whole classes can use laptops as needed. Students use technology tools such as GarageBand to compose music and a Gameslab program to develop games for their peers to play and evaluate.	YES	Students regularly use different types of technology for researching, developing and presenting student projects.	The school employs a full-time technology integration teacher. Whole classes can use laptops as needed.	YES
			80% of students will		N/A	85% of students will meet or	100% of students	YES

			meet or exceed their grade level standards as indicated by passing marks for classroom and school-based assessments.			exceed their grade level standards as indicated by passing marks for classroom and school-based assessments.	obtained a level 3 or 4 in Technology during the 3rd trimester.	
Up-to-date computers are in most classrooms to provide frequent access and support daily use of technology as evidenced by number and type of technology available for use.	The school operated this year with a 1:1 laptop to student ratio in grades 5 and 6. During the second half of the school year, laptops were stored in four metal, roll-away carts so that the lower school, when needed, easily accessed them. Laptops were used virtually every day by the students in the middle school and on a frequent basis in the lower school.	YES	Up-to-date computers are in all classrooms to provide frequent access and support daily use of technology.	The ratio of laptops to students is 1-1 in the middle school. Lower School students have access to mobile labs.	YES	Up-to-date computers are in all classrooms to provide frequent access and support daily use of technology.	The ratio of laptops to students is 1 to 5.	YES
Technology is used in some parts of the school. Most teachers incorporate technology into lesson plans. Technology skills are taught. These are evidenced in curriculum documents, in on-going assessment of student work and on student report cards.	Although we integrated the teaching of technology skills in a variety of projects, curriculum documents were not completed this year.	NO	Technology is used throughout the School. Teachers incorporate technology into lesson plans, usually in an interdisciplinary manner.	Students in the School-Wide Enrichment Model ie: Chorus produced a CD in the Technology-in-Music cluster. Technology skills are taught within the context of the daily instructional program. Students maintain blogs.	YES	Technology is used throughout the School. Teachers incorporate technology into lesson plans, usually in an interdisciplinary manner.	Technology skills are taught within the context of the daily instructional program.	YES

Ross Global Academy Charter School – Academic Goals

GOAL 7: INTENTIONALLY DESIGN LEARNING SPACES THAT FOSTER INTERACTION, RELATIONSHIP AND A SENSE OF RESPECT AND RESPONSIBILITY AND ARE ALSO ADAPTABLE AND MULTI-FUNCTIONAL.

2006-2007			2007-2008			2008-2009		
SUBGOAL	RESULT	GOAL MET	SUBGOAL	RESULT	GOAL MET	SUBGOAL	RESULT	GOAL MET
Room arrangements are flexible and adaptable, interaction among students and adults is permitted by room layout. The community uses the school space during and after the school day in a limited capacity.	Each classroom provides shared spaces for multiple uses. The use of the spaces vary depending on the needs of the teachers and students as determined by the learning activities in which the students are engaged. The Parent Association, Board of Trustees and groups from the Department of Education used several classrooms and the café for meetings and events throughout the school year.	YES	Students and staff are satisfied with the facilities. Students and teachers often take advantage of flexible room arrangements to support the instructional program.	The school is operating in a less than ideal environment without a gym, or playground; two classes share every room, and walls cannot extend to the ceiling.	NO	The majority of students and staff are satisfied with the facilities. Students and teachers frequently take advantage of the flexible room arrangements to support the instructional program.	The school is operating in a less than ideal physical environment without a gym in the Lower School or a playground. Two classes share every room, and walls cannot extend to the ceiling in the Lower School. These facility issues will be resolved when we move to our new space next year.	NO
			The School provides spaces that allow for and encourage formal and informal, small and large meetings among members of the School community.	Teachers and staff work together to maximize the instructional spaces and common areas.	YES	The School provides spaces that allow for and encourage formal and informal, small and large meetings among members of the School community.	Teachers and staff work together to maximize the instructional spaces and common areas.	YES
			The surrounding community is aware of	The school has been temporarily housed	NO	The surrounding community is aware of the school's mission	The school has been housed in a building	NO

			the school's mission and activities but is still limitedly involved in the school in various capacities, including volunteerism, donations, and attendance at various school meetings and events.	in a building that limits access to the public after school hours.		and activities but is still limitedly involved in the school in various capacities, including volunteerism, donations, and attendance at various school meetings and events.	that limits access to the public. We will have more opportunities for the engagement of the community in our new facility next year. In addition, we will share our space with a Beacon afterschool program. In addition, we will have an auditorium for community events.	
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Ross Global Academy Charter School – Academic Goals

GOAL 8: FOSTER INNOVATIVE PEDAGOGY THROUGH PROFESSIONAL DEVELOPMENT PROGRAMS FOR TEACHERS AND ADMINISTRATORS THAT EMPHASIZE TEACHING, COLLABORATIVE LEARNING, MULTIPLE INTELLIGENCES, DIFFERENTIATED INSTRUCTION, STRATEGIES FOR ELL AND OTHER PROGRAMS NECESSARY TO BEST EDUCATE OUR POPULATION OF STUDENTS.

2006-2007			2007-2008			2008-2009		
SUBGOAL	RESULT	GOAL MET	SUBGOAL	RESULT	GOAL MET	SUBGOAL	RESULT	GOAL MET
Quality professional development programs, which are aligned to the curriculum and used in the classroom, are evidenced by stakeholder surveys and meaningful faculty evaluations.	Professional development sessions occurred two half-days monthly during this past school year. Also provided the 2-week summer professional development program.	YES	Professional development is aligned to the curriculum.	60% of teachers who responded to the Learning Environment Survey agreed or strongly agreed that they received helpful training on the use of data, and that the PD provided them with content area support.	YES	Professional development is aligned to the curriculum.	Through the teacher evaluation, coaching and support process, teachers were able to tailor their own professional development and support using a self-assessment tool and co-constructing the development of SMART goals with their supervising administrators.	YES
			Most teachers are satisfied with the quality and quantity of professional	60% of teachers who responded to the Learning	YES	Most teachers are satisfied with the quality and quantity of professional development.	Please refer to the 2008-09NYCDOE Learning Environment	YES

			development.	Environment Survey agreed or strongly agreed that the PD they received this year provide them with teaching strategies to better meet the needs of their students.			Survey	
			Teachers apply what they learn in the classroom.	60% of teachers who responded to the Learning Environment Survey agreed or strongly agreed that the PD they received this year provide them with teaching strategies to better meet the needs of their students.	YES	Teachers apply what they learn in the classroom.	Teachers are observed during walkthroughs and formal observations to determine if they are applying what they have learned in professional development in the classroom. Teachers' application of what they have learned in professional development to the classroom is evidenced in lesson plans, walkthroughs and formal observations.	YES
Teachers have team meetings to develop integrated curriculum. Teachers collaborate when designing curriculum. Teachers reflect on their teaching practices.	Teachers have common team time and common prep time in both divisions of the school. Integrated curriculum design was a part of these meetings, in addition to other meeting times that occurred after school. As these schedules were adopted midway through	NO	Teacher teams have meetings. The teams develop and refine integrated units throughout the year. Teachers discuss student progress.	60% of teachers who responded to the Learning Environment Survey agreed or strongly agreed that most teachers work together to improve their instructional practice. They do this informally and formally. Cross-subject integration is part of projects designed at the school.	YES	Teacher teams have meetings. The teams develop and refine integrated units throughout the year. Teachers discuss student progress and make recommendations.	Teachers post student assessment outcomes into mutually accessible documents that track individual student progress. Doing so offers teachers real-time access to student data and creates a springboard for important conversations around well-targeted instructional planning.	YES

	the school year, this goal was partially met.							
			Teachers incorporate some collaborative learning activities in their classes; these learning activities are somewhat effective.	Students often work in groups to conduct research, labs, in readers' workshop. RGA employs the Workshop Model in reading and writing, in Guided Reading students frequently work together with shared literature.	YES	Teachers incorporate effective collaborative learning activities in their classes.	Students often work in groups to conduct research. RGA also employs a Workshop Model for instruction that allows students to frequently work in collaborative groups.	YES
			Teachers frequently give students opportunities to learn and express their understanding and mastery of material in a variety of ways that reflect multiple intelligences.	Although movement is incorporated into instruction at the Lower School to address kinesthetic learners, technology is used to address the needs of visual and tactile learners and visual and fine arts are used to address the needs of those students with spatial intelligence, MI will be more deliberately integrated into lessons across subjects in the coming year.	NO	Teachers always give students opportunities to learn and express their understanding and mastery of material in multiple ways.	Teachers' instructional practices offer concepts, skills, and information to students in a variety of ways that appeal to multiple intelligences.	YES
			School culture is open to use of new, innovative pedagogy and teaching practices. Teachers reflect and	Teachers at RGA employ an array of best practices such as	YES	School culture is open to use of new, innovative pedagogy and teaching practices. Teachers reflect and collaborate in incorporating innovative,	Teachers at RGA employ an array of best practices such as:	YES

			collaborate in incorporating innovative, research-based pedagogy.	Readers and Writers', technology integration, standards based report cards and assessments, arts integration across curriculum, and its cultural history focus.		research-based pedagogy.	<p>Readers and Writers' workshops, technology integration, standards based report cards and assessments, arts integration across the curriculum, and a cultural history focus.</p> <p>Students participate in literature review blogs that are shared, across grade levels, with other students. Teachers reflect and collaborate in incorporating innovative, research-based pedagogy.</p> <p>Teachers currently have access to a collaborative online lesson plan development tool that connects them with New York State Learning Standards and Performance Indicators. This innovative tool allows our faculty to enrich standards-based pedagogy.</p>	
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Addendum A: New York State Education Department Monitoring Visit Report

Please see attached.

Addendum B: New York City Department of Education Charter Schools Office Annual Site Visit Reports

Please see attached.