

Section I

Student Assessment Data

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Community Roots Charter School
 Student Assessment Data
Developmental Reading Assessment – 2 (DRA-2)
 2006-2007 School Year
 Kindergarten

Name of Test: Developmental Reading Assessment – 2 (DRA2)											
Date of Test (DOT)	#Enrolled on DOT	#Absent on DOT	#Exempted by IEP	#Exempted by ELL	#Students Assessed	# Students Scored <u>above</u> Expected level	# Students Scored <u>at</u> Expected level	# Students Scored <u>one level below</u> Expected level	# Students Scored <u>more than one level below</u> Expected level	Qualitative level and percent Attaining (<i>percent on or above grade level</i>)	Other
January	50	0	0	0	50	34	6	3	6	80%	NA
March	49	0	0	0	49	31	7	6	5	79%	NA
May	49	0	0	0	49	30	9	6	4	80%	NA

Community Roots Charter School
 Student Assessment Data
Developmental Reading Assessment – 2 (DRA-2)
 2006-2007 School Year
 First Grade

Name of Test: Developmental Reading Assessment – 2 (DRA2)											
Date of Test (DOT)	#Enrolled on DOT	#Absent on DOT	#Exempted by IEP	#Exempted by ELL	#Students Assessed	# Students Scored <u>above</u> Expected level	# Students Scored <u>at</u> Expected level	# Students Scored <u>one level below</u> Expected level	# Students Scored <u>more than one level below</u> Expected level	Qualitative level and percent Attaining (<i>percent on or above grade level</i>)	Other
January	50	0	0	0	50	25	7	2	15	64%	NA
March	50	0	0	0	50	27	6	4	12	66%	NA
May	50	0	0	0	50	28	8	2	11	72%	NA

Community Roots Charter School
 Student Assessment Data
Early Childhood Literacy Assessment – 2 (ECLAS-2)
 2006-2007 School Year
 Kindergarten

Name of Test: Early Childhood Literacy Assessment – 2 (ECLAS-2)						Subtest: Phonemic Awareness					
Date of Test (DOT)	#Enrolled on DOT	#Absent on DOT	#Exempted by IEP	#Exempted by ELL	#Students Assessed	# Students Scored <u>above</u> Expected level	# Students Scored <u>at</u> Expected level	# Students Scored <u>one level below</u> Expected level	# Students Scored <u>more than one level below</u> Expected level	Qualitative level and percent Attaining (<i>% of children assessed performing at or above grade level</i>)	Other
FALL	50	3	0	0	43	10	14	0	19	56%	NA
SPRING	49	0	0	0	49	22	0	0	27	45%	NA

Name of Test: ECLAS-2						Subtest: Alphabet Recognition					
Date of Test (DOT)	#Enrolled on DOT	#Absent on DOT	#Exempted by IEP	#Exempted by ELL	#Students Assessed	# Students Scored <u>above</u> Expected level	# Students Scored <u>at</u> Expected level	# Students Scored <u>one level below</u> Expected level	# Students Scored <u>more than one level below</u> Expected level	Qualitative level and percent Attaining (<i>% of children assessed performing at or above grade level</i>)	Other
FALL	50	5	0	0	45	1	29	0	15	67%	NA
SPRING	49	0	0	0	49	0	38	9	2	78%	NA

Community Roots Charter School
 Student Assessment Data
Early Childhood Literacy Assessment – 2 (ECLAS-2)
 2006-2007 School Year
 Kindergarten

Name of Test: ECLAS-2						Subtest: Alphabet Writing					
Date of Test (DOT)	#Enrolled on DOT	#Absent on DOT	#Exempted by IEP	#Exempted by ELL	#Students Assessed	# Students Scored <u>above</u> Expected level	# Students Scored <u>at</u> Expected level	# Students Scored <u>one level below</u> Expected level	# Students Scored <u>more than one level below</u> Expected level	Qualitative level and percent Attaining (<i>% of children assessed performing at or above grade level</i>)	Other
FALL	50	3	0	0	47	11	26	3	7	79%	NA
SPRING	49	0	0	0	49	0	41	8	0	84%	NA

Name of Test: ECLAS-2						Subtest: Spelling					
Date of Test (DOT)	#Enrolled on DOT	#Absent on DOT	#Exempted by IEP	#Exempted by ELL	#Students Assessed	# Students Scored <u>above</u> Expected level	# Students Scored <u>at</u> Expected level	# Students Scored <u>one level below</u> Expected level	# Students Scored <u>more than one level below</u> Expected level	Qualitative level and percent Attaining (<i>% of children assessed performing at or above grade level</i>)	Other
FALL	50	3	0	0	23	1	11	0	11	52%	NA
SPRING	49	0	0	0	49	0	34	10	5	69%	NA

Community Roots Charter School
 Student Assessment Data
Early Childhood Literacy Assessment – 2 (ECLAS-2)
 2006-2007 School Year
 Kindergarten

Name of Test: ECLAS-2						Subtest: Decoding					
Date of Test (DOT)	#Enrolled on DOT	#Absent on DOT	#Exempted by IEP	#Exempted by ELL	#Students Assessed	# Students Scored <u>above</u> Expected level	# Students Scored <u>at</u> Expected level	# Students Scored <u>one level below</u> Expected level	# Students Scored <u>more than one level below</u> Expected level	Qualitative level and percent Attaining (<i>% of children assessed performing at or above grade level</i>)	Other
FALL	50	3	0	0	0	No Data	No Data	No Data	No Data	NA	NA
SPRING	49	1	0	0	48	11	24	0	13	73%	NA

Name of Test: ECLAS-2						Subtest: Sight Words					
Date of Test (DOT)	#Enrolled on DOT	#Absent on DOT	#Exempted by IEP	#Exempted by ELL	#Students Assessed	# Students Scored <u>above</u> Expected level	# Students Scored <u>at</u> Expected level	# Students Scored <u>one level below</u> Expected level	# Students Scored <u>more than one level below</u> Expected level	Qualitative level and percent Attaining (<i>% of children assessed performing at or above grade level</i>)	Other
FALL	50	3	0	0	28	6	0	0	22	21%	NA
SPRING	49	0	0	0	49	19	18	0	12	76%	NA

Community Roots Charter School
 Student Assessment Data
Early Childhood Literacy Assessment – 2 (ECLAS-2)
 2006-2007 School Year
 Kindergarten

Name of Test: ECLAS-2						Subtest: Reading					
Date of Test (DOT)	#Enrolled on DOT	#Absent on DOT	#Exempted by IEP	#Exempted by ELL	#Students Assessed	# Students Scored <u>above</u> Expected level	# Students Scored <u>at</u> Expected level	# Students Scored <u>one level below</u> Expected level	# Students Scored <u>more than one level below</u> Expected level	Qualitative level and percent Attaining (<i>% of children assessed performing at or above grade level</i>)	Other
FALL	50	3	0	0	43	8	29	0	6	86%	NA
SPRING	49	1	0	0	48	15	30	0	3	94%	

Name of Test: ECLAS-2						Subtest: Listening and Writing					
Date of Test (DOT)	#Enrolled on DOT	#Absent on DOT	#Exempted by IEP	#Exempted by ELL	#Students Assessed	# Students Scored <u>above</u> Expected level	# Students Scored <u>at</u> Expected level	# Students Scored <u>one level below</u> Expected level	# Students Scored <u>more than one level below</u> Expected level	Qualitative level and percent Attaining (<i>% of children assessed performing at or above grade level</i>)	Other
FALL	50	7	0	0	43	2	26	6	9	65%	NA
SPRING	49	0	0	0	49	0	44	0	5	90%	NA

Community Roots Charter School
 Student Assessment Data
Early Childhood Reading Assessment – 2 (ECLAS-2)
 2006-2007 School Year
 First Grade

Name of Test: Early Childhood Reading Assessment – 2 (ECLAS-2)						Subtest: Phonemic Awareness					
Date of Test (DOT)	#Enrolled on DOT	#Absent on DOT	#Exempted by IEP	#Exempted by ELL	#Students Assessed	# Students Scored <u>above</u> Expected level	# Students Scored <u>at</u> Expected level	# Students Scored <u>one level below</u> Expected level	# Students Scored <u>more than one level below</u> Expected level	Qualitative level and percent Attaining (<i>% of children assessed performing at or above grade level</i>)	Other
FALL	50	3	0	0	47	0	17	11	19	36%	NA
SPRING	50	0	0	0	50	0	45	0	5	90%	NA

Name of Test: ECLAS-2						Subtest: Alphabet Recognition					
Date of Test (DOT)	#Enrolled on DOT	#Absent on DOT	#Exempted by IEP	#Exempted by ELL	#Students Assessed	# Students Scored <u>above</u> Expected level	# Students Scored <u>at</u> Expected level	# Students Scored <u>one level below</u> Expected level	# Students Scored <u>more than one level below</u> Expected level	Qualitative level and percent Attaining (<i>% of children assessed performing at or above grade level</i>)	Other
FALL	50	3	0	0	47	0	25	18	4	53%	NA
SPRING	50	0	0	0	50	0	50	0	0	100%	NA

Name of Test: ECLAS-2						Subtest: Alphabet Writing					
Date of Test (DOT)	#Enroll ed on DOT	#Absent on DOT	#Exempted by IEP	#Exempted by ELL	#Students Assessed	# Students Scored <u>above</u> Expected level	# Students Scored <u>at</u> Expected level	# Students Scored <u>one level below</u> Expected level	# Students Scored <u>more than one level below</u> Expected level	Qualitative level and percent Attaining (<i>% of children assessed performing at or above grade level</i>)	Other
FALL	50	3	0	0	47	0	46	0	1	97%	NA
SPRING	50	1	0	0	49	0	48	0	1	98%	NA

Community Roots Charter School
 Student Assessment Data
Early Childhood Reading Assessment – 2 (ECLAS-2)
 2006-2007 School Year

First Grade

Name of Test: ECLAS-2						Subtest: Spelling					
Date of Test (DOT)	#Enrolled on DOT	#Absent on DOT	#Exempted by IEP	#Exempted by ELL	#Students Assessed	# Students Scored <u>above</u> Expected level	# Students Scored <u>at</u> Expected level	# Students Scored <u>one level below</u> Expected level	# Students Scored <u>more than one level below</u> Expected level	Qualitative level and percent Attaining <i>(% of children assessed performing at or above grade level)</i>	Other
FALL	50	4	0	0	46	4	10	17	15	30%	NA
SPRING	50	0	0	0	50	9	26	3	12	70%	NA

Name of Test: ECLAS-2						Subtest: Decoding					
Date of Test (DOT)	#Enroll ed on DOT	#Absent on DOT	#Exempted by IEP	#Exempted by ELL	#Students Assessed	# Students Scored <u>above</u> Expected level	# Students Scored <u>at</u> Expected level	# Students Scored <u>one level below</u> Expected level	# Students Scored <u>more than one level below</u> Expected level	Qualitative level and percent Attaining <i>(% of children assessed performing at or above grade level)</i>	Other
FALL	50	6	0	0	44	7	6	17	14	30%	NA
SPRING	50	0	0	0	50	16	10	17	7	52%	NA

Name of Test: ECLAS-2						Subtest: Vocabulary					
Date of Test (DOT)	#Enroll ed on DOT	#Absent on DOT	#Exempted by IEP	#Exempted by ELL	#Students Assessed	# Students Scored <u>above</u> Expected level	# Students Scored <u>at</u> Expected level	# Students Scored <u>one level below</u> Expected level	# Students Scored <u>more than one level below</u> Expected level	Qualitative level and percent Attaining <i>(% of children assessed performing at or above grade level)</i>	Other
FALL	50	4	0	0	46	0	25	0	21	54%	NA
SPRING	50	0	0	0	50	10	32	0	8	84%	NA

Community Roots Charter School
 Student Assessment Data
Early Childhood Reading Assessment – 2 (ECLAS-2)
 2006-2007 School Year

First Grade

Name of Test: ECLAS-2						Subtest: Sight Words					
Date of Test (DOT)	#Enrolled on DOT	#Absent on DOT	#Exempted by IEP	#Exempted by ELL	#Students Assessed	# Students Scored <u>above</u> Expected level	# Students Scored <u>at</u> Expected level	# Students Scored <u>one level below</u> Expected level	# Students Scored <u>more than one level below</u> Expected level	Qualitative level and percent Attaining <i>(% of children assessed performing at or above grade level)</i>	Other
FALL	50	5	0	0	45	17	6	10	12	51%	NA
SPRING	50	0	0	0	50	31	12	3	4	86%	NA

Name of Test: ECLAS-2						Subtest: Reading					
Date of Test (DOT)	#Enrolled on DOT	#Absent on DOT	#Exempted by IEP	#Exempted by ELL	#Students Assessed	# Students Scored <u>above</u> Expected level	# Students Scored <u>at</u> Expected level	# Students Scored <u>one level below</u> Expected level	# Students Scored <u>more than one level below</u> Expected level	Qualitative level and percent Attaining <i>(% of children assessed performing at or above grade level)</i>	Other
FALL	50	6	0	0	44	15	8	10	11	52%	NA
SPRING	50	0	0	0	50	28	12	7	3	80%	NA

Name of Test: ECLAS-2						Subtest: Reading Fluency					
Date of Test (DOT)	#Enrolled on DOT	#Absent on DOT	#Exempted by IEP	#Exempted by ELL	#Students Assessed	# Students Scored <u>above</u> Expected level	# Students Scored <u>at</u> Expected level	# Students Scored <u>one level below</u> Expected level	# Students Scored <u>more than one level below</u> Expected level	Qualitative level and percent Attaining <i>(% of children assessed performing at or above grade level)</i>	Other
FALL	50	0	0	0	0	No Data	No Data	No Data	No Data	NA	NA
SPRING	50	1	0	0	43	19	18	0	6	86%	NA

Community Roots Charter School
 Student Assessment Data
Early Childhood Reading Assessment – 2 (ECLAS-2)
 2006-2007 School Year
 First Grade

Name of Test: ECLAS-2						Subtest: Listening and Writing					
Date of Test (DOT)	#Enrolled on DOT	#Absent on DOT	#Exempted by IEP	#Exempted by ELL	#Students Assessed	# Students Scored <u>above</u> Expected level	# Students Scored <u>at</u> Expected level	# Students Scored <u>one level below</u> Expected level	# Students Scored <u>more than one level below</u> Expected level	Qualitative level and percent Attaining (<i>% of children assessed performing at or above grade level</i>)	Other
FALL	50		0	0		No Data	No Data	No data	No data	NA	NA
SPRING	50	3	0	0	47	0	38	3	6	81%	NA

Community Roots Charter School
 Student Assessment Data
Terra Nova
 2006-2007 School Year
 First Grade

Name of Test: Terra Nova						Subtest: Reading				
Date of Test (DOT)	#Enrolled on DOT	#Absent on DOT	#Exempted by IEP	#Exempted by ELL	#Students Assessed	Mean Normal Curve Equivalent (MNCE)	Mean Scale Score (MSS)	Median National Percentile (MDNP)	Qualitative level and percent Attaining	Grade Mean Equivalent
FALL	50	0	0	0	50	53.5	541.9	65.5	NA	1.1
SPRING	50	0	0	0	50	54.4	595.5	61.7	NA	2.3

Name of Test: Terra Nova						Subtest: Language				
Date of Test (DOT)	#Enrolled on DOT	#Absent on DOT	#Exempted by IEP	#Exempted by ELL	#Students Assessed	Mean Normal Curve Equivalent (MNCE)	Mean Scale Score (MSS)	Median National Percentile (MDNP)	Qualitative level and percent Attaining	Grade Mean Equivalent
FALL	50	0	0	0	50	59.8	557.3	68.5	NA	1.4
SPRING	50	0	0	0	50	55.8	599.6	61.5	NA	2.5

Name of Test: Terra Nova						Subtest: Mathematics				
Date of Test (DOT)	#Enrolled on DOT	#Absent on DOT	#Exempted by IEP	#Exempted by ELL	#Students Assessed	Mean Normal Curve Equivalent (MNCE)	Mean Scale Score (MSS)	Median National Percentile (MDNP)	Qualitative level and percent Attaining	Grade Mean Equivalent
FALL	50	0	0	0	50	47.1	498.1	48.5	NA	0.8
SPRING	50	0	0	0	50	44.1	528.9	38.3	NA	1.6

Community Roots Charter School
 Student Assessment Data
Terra Nova
 2006-2007 School Year
 First Grade

Name of Test: Terra Nova						Subtest: Total Score				
Date of Test (DOT)	#Enrolled on DOT	#Absent on DOT	#Exempted by IEP	#Exempted by ELL	#Students Assessed	Mean Normal Curve Equivalent (MNCE)	Mean Scale Score (MSS)	Median National Percentile (MDNP)	Qualitative level and percent Attaining	Grade Mean Equivalent
FALL	50	0	0	0	50	53.4	532.5	54.5	NA	1.2
SPRING	50	0	0	0	50	51.5	574.7	54.8	NA	2.1

PROGRESS TOWARD GOAL ATTAINMENT

Student Academic Achievement Goals

- 1. Goal:** 75% of students will meet or exceed state standards on New York State standardized tests by scoring in levels 3 or 4.

A. Measure

- i. New York State Standardized Tests including ELA in 3rd, 4th and 5th grades; Mathematics in 3rd, 4th and 5th grades; Science in 4th Grade; Social Studies in 5th Grade.
- ii. To insure that Community Roots is making progress towards meeting the above stated goal, we assessed students using the ECLAS-2, DRA2, Terra Nova as well as teacher designed assessments which all informed our checklist and narrative reports.

B. Method

ECLAS-2 was administered to Kindergarten and First Grade in September and June. DRA-2 was administered to Kindergarten and First Grade in January, March and May. The Terra Nova was administered to First grade in September and June. Checklist reports were completed in November and June and Narrative Reports were completed in March.

C. Results

- i. During the 2006-2007 school year Community Roots Charter School served grades Kindergarten and First. Therefore there is no State test data for this academic year.
- ii. See Student Assessment Data for detailed results of ECLAS-2, DRA-2, and Terra Nova.
 1. ECLAS-2 - We are very pleased with the progress our students have made in both Kindergarten and First Grade as evidenced by the growth in percentages of students scoring on or above grade level in nearly every subtest. The chart below shows the percentages of students scoring on or above expected level in the Fall and the Spring.

FIRST GRADE		
Subtest	% on or above expected level	% on or above expected level
Phonemic Awareness	36%	90%
Alphabet recognition	53%	100%
Alphabet Writing	97%	98%
Spelling	30%	70%
Decoding	30%	52%
Vocabulary	54%	84%
Sight Words	51%	86%
Reading	52%	80%
Fluency	NA	86%
Listening and Speaking	NA	81%

KINDERGARTEN		
Subtest	% on or above expected level	% on or above expected level
Phonemic Awareness	56%	45%
Alphabet recognition	67%	78%
Alphabet Writing	79%	84%
Spelling	52%	69%
Decoding	NA	73%
Sight Words	21%	76%
Reading	86%	94%
Listening and Speaking	65%	90%

2. DRA-2 – According to this assessment 80% of our Kindergarteners and 72% of our First Graders are reading on or above grade level.
3. Terra Nova – The chart below shows the Grade Mean Equivalents for the September and June administration of the Terra Nova.

FIRST GRADE	September	June
Content Area	<i>Grade Mean Equivalent*</i>	<i>Grade Mean Equivalent*</i>
Reading	1.1	2.3
Language	1.4	2.5
Mathematics	0.8	1.6

*Indicates the average year and month of school for which students performance is typical.

D. Analysis/Evaluation: Students in both Kindergarten and First Grade have made significant progress on both the DRA-2 and the ECLAS 2 assessment. Most notably, in First Grade gains were made in all subtests with most significant gains made in the subtest of reading where our students moved from 52% reading at or above the expected level to 80% reading at or above the expected level and in spelling where they moved from 30% to 70% of students performing on or above grade level. In Kindergarten gains were made in seven out of eight subtests. The exception is in the subtest of Phonemic Awareness where our percentages of students at or above expected levels dropped from 56% to 45% from Fall to Spring. However, 90% of our first graders are meeting or exceeding the expected level in this subtest. The reason for this discrepancy is that we do not teach some of the sub skills that are required for mastery of the Phonemic Awareness test in Kindergarten. We follow the Foundations scope and sequence for phonics instruction. In looking at our First grade percentages for Phonemic Awareness where 90% of our students are on or above the expected level we feel confident that our students are developing the skills they need to become proficient readers in an effective

timeframe that takes into account the State ELA test in 3rd grade. Most significant gains in Kindergarten were made in the subtests of Listening and Speaking where in the fall 65% were at or above the expected level and In the spring 90% were at or above the expected level; in the sight words subtest Kindergarten students went from 21% mastery in the fall to 76% mastery in the spring and in the subtests of Reading they went from 86% mastery in the Fall to 94% mastery in the Spring.

Our Terra Nova results show that our students are meeting the goal of making more than one year's progress from September to June as demonstrated by the grade mean equivalents in Reading and Language and are performing slightly above grade level in both of these areas. In mathematics our students made exactly one year's progress from September to June however they are performing an average of 6 months below grade level according to this assessment.

E. Additional Evidence: See Student Assessment Data.

Summary: In combination the ECLAS-2 and the DRA-2 results demonstrate that our students have made significant progress this year. These results indicate that our students are making the progress necessary in the early grades to meet our ultimate goal of having at least 75% meet or exceed state standards on state standardized tests beginning in third grade. The Terra Nova results in Reading and Language demonstrate and support the results in the DRA2 and ECLAS-2 and taken together show that our students are making the progress necessary in literacy to be well prepared for the State ELA assessments. However our TERRA NOVA results in Math demonstrate that our students need more support in this area in order to be well prepared for the State math assessments.

Action Plan: We are pleased with our results for this year in literacy and will continue to work in much of the same ways to make sure our students continue to make this type of progress and will give our most struggling students more concentrated support in the upcoming school year. We have hired a second learning specialist who will work half time and will focus on supporting our Kindergarten At Risk and Special Needs population which will allow our full time Learning Specialist to focus on these populations in First and Second grades.

We understand that we need to examine our math curriculum and pedagogy and for this reason have hired a math staff developer to work with our teachers once a week for the entire year and to help Community Roots develop interim math assessments to insure that we are tracking our students' math progress and using this data to inform math instruction. This math staff developer will be working with teachers in their classrooms and meeting with teachers on grade levels on a weekly basis and meeting with Co-Director Allison Keil in order to assist her in supporting teachers in their math instruction. We have also hired a second learning specialist who will work part-time next year with our lowest performing Kindergarten students which will allow

our full time learning specialist to focus solely on students in grades 1st and 2nd. In addition we have hired an after school coordinator who will be revamping our extended day program and looking at adding an intervention component for those students who are performing below grade level.

2. **Goal:** The percentage of students meeting or exceeding state standards by scoring a Level 3 or Level 4 on the state’s ELA and mathematics exams will exceed the respective percentages in our district.
- A. **Measure:** The percentage of students in District 13 scoring level 3 and 4 on the state ELA and math tests are shown on the table below.

<i>Percentage of Students in district scoring 3 and 4 on State ELA and Math Tests in 2007</i>		
	ELA	Math
Grade 3	58%	80.6%
Grade 4	57.4%	70.4%

- B. **Method:** NA
- C. **Results:** During the 2006-2007 school year Community Roots Charter School served grades Kindergarten and First. Therefore there is no State test data for this academic year. However using the same student assessment data referred to in Goal 1 we feel confident that our students will continue to make the progress necessary to outperform District 13.
- D. **Analysis/Evaluation:** NA
- E. **Additional Evidence:** NA

Summary: NA

Action Plan: NA

3. **Goal:** Value Added Goal – Each student in grades k-5 will show more than one academic year’s progress on a norm referenced test from September to September
- A. **Measure:** Terra Nova
- B. **Method:** The Terra Nova is given once in September and once in June beginning in First Grade.
- C. **Results:** The table below shows our First Grade students Grade Mean Equivalent in Reading, Language and Math for September and June.

	September	June
	<i>Grade Mean Equivalent*</i>	<i>Grade Mean Equivalent*</i>
Reading	1.1	2.3
Language	1.4	2.5
Mathematics	0.8	1.6

*Indicates the average year and month of school for which students performance is typical.

The table below summarizes the Terra Nova data by performance level. These performance levels are based on the relationship between the Terra Nova and the New York State tests.

NY Group performance Level	Reading/Language	Mathematics
	<i>Percentage of Students</i>	<i>Percentage of Students</i>
4	32%	12%
3	54%	58%
2	8%	16%
1	6%	14%

Note: This data is not made available for the September administration of the Terra Nova.

D. Analysis/Evaluation: Community Roots met it's goal of more than one years progress from September to September on a norm referenced test in Reading and Language. In math students made exactly one years progress but not more than one years progress. In Reading and Language our students on average are considered to be performing above grade level. In math our students on average are performing 6 months below grade level.

The performance level table indicates that 86% of our students are predicted to score on or above grade level on the 4th grade NY State ELA test and that 70% of our students are predicted to perform on or above grade level on the NY State math test.

E. Additional Evidence: NA

Summary: NA

Action Plan: After reviewing our Terra Nova results closely it is clear to us that our students are not demonstrating the progress they have made on this assessment as compared with the progress on the DRA-2 and ECLAS-2. We believe that this is due to the fact that the Terra Nova is a very different type of assessment than any other we use in our classrooms where as the DRA-2 and ECLAS-2 are much more familiar to our students. We realize that the format of the Terra Nova closely resembles the State Tests in 3rd, 4th and 5th grades and therefore will make some changes next year to insure that our students are much more familiar with this type of test taking formats and become more fluid and efficient in demonstrating their knowledge and progress on these types of assessments.

The Terra Nova indicates that while our students did make one years progress in math they are still performing on average 6 months below grade level. In order to insure that our students make the progress necessary to meet or exceed state standards we will be working with a math consultant next year. This consultant will work with teachers on

math instruction, and assist us in developing and helping teachers to effectively use interim assessments to improve instruction.

We will also be adding an After School Coordinator to our staff next year who will work to develop a remediation and intervention component to our extended day program., in order to give our lowest performing students the support they need to make significant gains and work towards mastery of grade level content.

4. Goal: Show continuous improvement on tests taken in accordance with Individualized Education Plans for students with an IEP.

A. Measure: DRA-2 and ECLAS-2 Assessments (See Goal 1)

Additionally, we have used the following measures to ensure that students are on track to meet Community Roots' Goals for the 2006-2007 school year. Students with IEPs can also receive academic intervention, when a need is determined, e.g. when a student is performing below grade level based on reading scores and/or teacher observations and anecdotal notes.

The majority of our students with IEPs receive related services. Of the 12% of students with IEPs, 1% of students receives SETSS 5 periods a week; 8% of students receive Speech and Language Therapy and of that 6% receive individual services, 4% receive group therapy, and 2% receive both; 2% of students receive counseling and of that 1% receive group counseling and 1% individual counseling; 3% of students receive occupational therapy; 3% receive physical therapy; and 1% requires hearing education services and requires an FM unit.

B. Method: Students with special needs are tracked and monitored in many of the same ways that students without IEPs are tracked. At Community Roots we are constantly looking at where students are academically as compared to our academic expectations and Exit Outcomes. Instruction is based on the bridge between these two, whether a child has an IEP or is typically developing.

C. Results: With the exception of one student who will be repeating his current grade all students with Individualized Education Plans have made significant progress both academically as evidenced by the DRA-2 and ECLAS-2 assessments and socially and emotionally as evidenced by these categories in our checklist and narrative reports. Additionally, the student who did not make progress received reading intervention 5xweek. This student had poor attendance, which was an

issue worked on with the family by the teachers, social worker and director.

D. Analysis/Evaluation: With the overall majority of our students with Individualized Education Plans making progress we feel the following procedures have helped us meet each student’s individual goals within the school’s educational goals.

Method	Description	Timeframe
IEP Agreement Sheets	Teachers, related services providers and SETSS teachers read and fill out a summary sheet on students’ Goals and Objectives, as well as classroom accommodations and interventions.	At the beginning of each school year and any time a new IEP is generated.
Narrative Reports	Related Service Providers write a narrative report to accompany the classroom checklists and narratives, and the page 6 in the IEP. The narratives report on student progress made towards goals, observations and comments on student progress, and suggested supports at home.	End of Fall, Winter, and Spring
Child Study Team	Child Study Team meets to assess, adapt, and help teachers modify curriculum to meet the needs of individual students who are not meeting grade level expectations and/or are not reaching their potential academically, socially, and/or emotionally. The team reconvenes to track and monitor student progress and determine whether or not adaptations and interventions are helping student growth and in some cases whether or not a formal evaluation is recommended by either the CSE or an outside evaluator.	Every other week on grade level.
Academic Intervention	Students receiving academic intervention for reading meet with the SETSS teacher once a day for intensive instruction. Reports on progress are made every other month which details student’s progress towards meeting goals, observations and comments, suggested supports at home, and future goals.	5xweek

Summary: Our findings state that students with Individualized Education Plans are making continuous process as evidenced by the DRA-2 and ECLAS-2 scores in accordance with promotional standards as stated in their IEP and CRCS promotional criteria.

Action Plan: Based on our current findings, we will be doing the following, in addition to what is already in place, in the 2007-2008 school year (1) scheduling regular meetings to discuss students with IEPs progress with their support team, which includes, but is not limited to related service providers and classroom teachers, and (2) hiring an additional ½ time learning specialist (special education certified) to work with the kindergarten students and teachers, and the current full-time learning specialist (special education) teacher will work with the first and second grade teachers and students and both will service students with IEPs and provide students who are at-risk with reading and math interventions.

5. **Goal:** Meet or exceed the requirements and annual goals of the No Child Left Behind Act of 2001 including Annual Yearly Progress.
 - A. **Measure:** New York State Standardized Tests including ELA in 3rd, 4th and 5th grades; Mathematics in 3rd, 4th and 5th grades; Science in 4th Grade; Social Studies in 5th Grade
 - B. **Method:** NA
 - C. **Results:** : During the 2006-2007 school year Community Roots Charter School served grades Kindergarten and First. Therefore there is no State test data for this academic year and no AYP status available at this time.
 - D. **Analysis/Evaluation:** NA
 - E. **Additional Evidence:** NA

Summary: NA

Action Plan: NA

6. **Goal:** Meet or exceed CRCS exit outcomes, aligned with New York State Standards in all content areas in each grade.
 - A. **Measure:** Community Roots Charter School Checklist Reports
 - B. **Method:** The Community Roots curriculum in all content areas is driven by the Community Roots Exit Outcomes, which are aligned with State Standards and detail what every child needs to know and be able to do in all content areas by the end of each grade. Teachers are constantly assessing children’s mastery of these Exit Outcomes through looking at student work, holding weekly reading and writing conferences and using end of unit assessments. Children’s progress at meeting Exit Outcomes is reported to parents three times per year, twice through detailed checklist reports and once a year through narrative reports. To assess whether Community Roots has met the above stated goal we have compiled the results of the Spring Checklist Reports demonstrating the percentage of students who have met or exceeded each Exit Outcome in each content area.
 - C. **Results:** The chart below summarizes the data from the Spring checklist reports, presenting the average percentage of students meeting or exceeding the Exit Outcomes in each content area.

	<i>Average % of Students meeting or</i>
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	<i>exceeding the Exit Outcomes</i>	
	Kindergarten	First Grade
Social/Emotional Development	82.56%	82.55%
Physical Development	92.35%	96.00%
ELA	88.39%	82.84%
Math	89.55%	83.43%
Social Studies	94.94%	85.20%
Science	92.72%	92.54%
Art	89.40%	93.73%

- D. Analysis/Evaluation:** It is difficult to say whether or not Community Roots met the above stated goal because we did not indicate a target percentage to meet or exceed Exit Outcomes. Students in both grades in all content areas exceeded the goal of 75% meeting or exceeding exit outcomes, which would correlate to our target percentage for students scoring levels three and four on State tests. in 3rd, 4th and 5th grades.
- E. Additional Evidence:** Complete data from Spring Checklist reports for Kindergarten and First Grade is included in this report and can be found attached as part of Student Assessment Data.

Summary

While we are pleased with our percentages of students meeting or exceeding our Exit Outcomes in our first year, we know that there is a lot work to do to insure that all of our students are meeting the academic expectations we have set.

Action Plan:

For the 2007-2008 school year Community Roots is adding a second learning specialist in a half-time capacity. This new position will allow our current learning specialist to work with First and Second grade students with IEPs and students deemed at-risk of academic failure while the half-time learning specialist will work solely with the same population in Kindergarten. We feel that by adding this position our neediest students will get more targeted support.

We are also adding a After School Coordinator to our staff who will be working to develop our extended day program in many capacities one will be to add an academic intervention component for those students in need.

We will also be working with a math staff developer next year who will be assisting us in developing math interim assessments in order to insure that our students are getting the math instruction they need to meet and exceed State Standards, as well as working directly with teachers on math instruction.

Student Retention/Attrition

7. **Goal:** Community Roots will have a higher than 94.1% student stability rate, which is the student stability rate of District 13 where Community Roots is housed.
- A. **Measure:** Student attrition is tracked through ATS.
 - B. **Method:** Each of the six families who did not finish the school year at Community Roots met with one of the co-directors to discuss reasons for departure.
 - C. **Results:** Community Roots has a 94% student stability rate. Of the six families who did not finish the year at Community Roots, 4 moved out of the area (3 out of state and 1 out of borough), 1 moved to a more restrictive setting and 1 left due to philosophical disagreement with the educational model.
 - D. **Analysis/Evaluation:** While we fell slightly below our goal of 94.1% student stability (by .1%). We know from our follow up meetings with families that our rate of attrition due to dissatisfaction was only 1%. We feel that we have done an excellent job meeting students and families needs.
 - E. **Additional Evidence:** Please see Section V for attrition documents and Parent Survey information.

Summary: NA

Action Plan: NA

Student Attendance

8. **Goal:** Students will maintain a 95% or higher average daily attendance rate for the year.
- A. **Measure:** Student attendance is tracked through ATS.
 - B. **Method:** Teacher's take their class attendance each morning and hand it in to the office. Attendance is entered into ATS each day.
 - C. **Results:** Average daily attendance for the 2006-2007 school year was 92.4%.
 - D. **Analysis/Evaluation:** Our school fell 2.6% short of meeting its target of 95% average daily attendance. For the 2007-2008 school year we have redesigned our process for addressing attendance, which we believe will help us to reach our goal of 95% average daily attendance.
 - E. **Additional Evidence:** NA

Summary: NA

Action Plan:

We are working on redesigning our process for addressing attendance for the 2007-2008 school year. Our social worker rewrote the policy, which details each staff member's role and response to attendance issues. While this year teachers, the social worker and co-directors worked to be responsive to attendance we believe that our policy needs to be more explicit. This new plan for attendance includes teacher's calling home the day a child is absent, the office administrator reporting to the Co-Director when children have

unexcused absences for two consecutive days, and details the schedule of meetings that will occur if attendance does not improve. Our new protocols will be presented to staff during summer professional development and will be included in our revised Family Handbook.

Family/Community Satisfaction

- 9. Goal:** 90% of all families and staff indicating “satisfied” or “extremely satisfied” as an overall rating of CRCS. CRCS will have the additional goal that parent and staff satisfaction will increase over the first five years and then stabilize at 95%.

A. Measure: Parent and Staff Satisfaction Surveys

B. Method: Parent surveys were handed out in March at the Parent/Teacher conferences. Surveys were filled out anonymously and returned to a covered box, which was left outside the main office for two weeks following the March conference dates. Surveys were also made available for the two weeks past conferences; they were handed out at the door as parents dropped their children off at school. Staff surveys were handed out in April and were also filled out anonymously. A staff member was responsible for collecting all surveys. We hired a consultant to design the surveys and the questions were based on the goals in our charter.

C. Results: We had an 84% return on our Parent Surveys. Of the 84 parent surveys, 92% of our families indicated “very happy” in response to the question, “Overall how happy are you with your child’s education at Community Roots?” and 7% of our families indicated “somewhat happy” in response to this question. Note, that one parent survey came back blank on this question.

We had a 100% return on our Staff Surveys. Of the 12 surveys, 92% of our staff indicated that they were “extremely satisfied” with “their overall experience at Community Roots” and 8% of our staff or one person indicated “satisfied.”

D. Analysis/Evaluation: We met our goal for family and staff satisfaction of 95% (within the first five years). 99% of our families indicated either “satisfied” or “extremely satisfied” as an overall rating of Community Roots Charter School.

E. Additional Evidence: Families have attended classroom celebrations, which occur three times a year for each class with almost 100% representation for each child in the class. We have regular parent volunteers working in the art and science rooms on a weekly basis and a very large part of our success with Community Open Work is due to parental involvement, with parents leading workshops and planning and monitoring the growth of the program.

We have had only one teacher leave this year, and that was due to a maternity leave and this teacher will be joining our staff part time in the 2007-2008 school year. Community Roots prides itself on its model of collaboration and all of our teams of teachers elected to stay together despite a huge pay increase if one of our assistant teachers wanted to take on a head teaching position with two classrooms opening up for the 2007-2008 school year.

Summary:

99% of our families are satisfied with their child's education at Community Roots

100% of our staff is "extremely satisfied" or "satisfied" with their experience at Community Roots. Therefore we have met our goal for parent and staff satisfaction.

Action Plan:

While we are very pleased with the results of both our parent and teacher surveys we are in no way complacent and will always strive to do more for our families and staff. In order to maintain a 95% or higher satisfaction rate with our families we will continue with the structures we put in place in year one including Community Coffee (a monthly open meetings with the co-directors), Community Council (similar to a PTA), Community Open Work (a weekly workshop for students co-taught by parents and teachers), three in depth reporting cycles on children's progress, and will continue to place an immense amount of time and energy on our hiring process, and continuing to develop the school culture as one that is safe and nurturing where families are welcome and children are expected to meet high academic and social expectations.

II. Summary of all Goals

Measure	Description	Outcome
1	75% of students will meet or exceed state standards on New York State standardized tests by scoring in levels 3 or 4.	NA
2	The percentage of students meeting or exceeding state standards by scoring a Level 3 or Level 4 on the state's ELA and mathematics exams will exceed the respective percentages in our district.	NA
3	Value Added Goal – Each student in grades k-5 will show more than one academic year's progress on a norm referenced test from September to September	Met - ELA Did not meet - Math
4	Show continuous improvement on tests taken in accordance with Individualized Education Plans for students with an IEP.	Met
5	Meet or exceed the requirements and annual goals of the No Child Left Behind Act of 2001 including Annual Yearly Progress.	NA
6	Meet or exceed CRCS exit outcomes, aligned with New York State Standards in all content areas in each grade.	Met
7	Community Roots will have a higher than 94.1% student stability rate, which is the student stability rate of District 13 where Community Roots is housed.	Did not Meet (by .1%)
8	Students will maintain a 95% or higher average daily attendance rate for the year.	Did not Meet
9	90% of all families and staff indicating "satisfied" or "extremely satisfied" as an overall rating of CRCS. CRCS will have the additional goal that parent and staff satisfaction will increase over the first five years and then stabilize at 95%.	Met

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Goal: *Family/Community Satisfaction*

90% of all families and staff indicating “satisfied” or “extremely satisfied” as an overall rating of CRCS. CRCS will have the additional goal that parent and staff satisfaction will increase over the first five years and then stabilize at 95%.

A. Measure: Parent and Staff Satisfaction Surveys

B. Method:

Parent surveys were handed out in March at the Parent/Teacher conferences. Surveys were filled out anonymously and returned to a covered box, which was left outside the main office for two weeks following the March conference dates. Surveys were also made available for the two weeks past conferences; they were handed out at the door as parents dropped their children off at school.

Staff surveys were handed out in April and were also filled out anonymously. A staff member was responsible for collecting all surveys.

We hired a consultant to design the surveys and the questions were based on the goals in our charter.

C. Results:

We had an 84% return on our Parent Surveys. Of the 84 parent surveys, 92% of our families are “very happy” being the highest rating and comparable to the language in our charter of “extremely satisfied.” Of the 84 parent surveys, 7% of our families are “somewhat happy” being the second highest rating (out of four total ratings) and comparable to the language in our charter of “satisfied.” Note, that one parent survey came back blank on this question.

We had a 100% return on our Staff Surveys. Of the

D. Analysis/Evaluation: We met our goal of 95% (within the first five years) with 99% of our families either “satisfied” or “extremely satisfied” as an overall rating of Community Roots Charter School.

E. Additional Evidence:

2. Summary

3. Action Plan:

While we are very pleased with the results of both our parent and teacher surveys we are in no way complacent and will always strive to do more for our families and staff. In order to maintain a 95% or higher satisfaction rate with our families we will continue with the structures we put in place in year one including Community Coffee (a monthly open meetings with the co-directors), Community Council (similar to a PTA), Community Open Work (a weekly workshop for students co-taught by parents and

teachers), three in depth reporting cycles on children's progress, and will continue to place an immense amount of time and energy on our hiring process, and continuing to develop the school culture as one that is safe and nurturing where families are welcome and children are expected to meet high academic and social expectations.