

**COMMUNITY ROOTS  
CHARTER SCHOOL  
RENEWAL REPORT**

**NOVEMBER 2010**

# Part 1: Executive Summary

## **School Overview and History:**

Community Roots Charter School is an elementary school serving approximately 300 students from kindergarten through grade 5 in the 2010-2011 school year.<sup>1</sup> The school opened in 2006 with students in kindergarten and first grade.<sup>2</sup> It is currently co-located in PS 67 in District 13.<sup>3</sup> The student body includes 1% English language learners and 16% special education students.

The school has a significant waitlist and experienced low student attrition during the charter period. The student attrition rate for Community Roots was 1.98% in 2008-2009, compared to 5.9% for the district. In 2010-2011 714 students applied for only 50 open seats. There are currently 710 students on the waitlist. 98% of parents report on parent satisfaction surveys that they are “satisfied” or “very satisfied” with the school. The average attendance rate for the school year 2009 - 2010 was 94.7%.<sup>4</sup> The school earned an A on the Environment section of the NYC DOE Progress Report.

Community Roots Charter School significantly out-performed the City and its Community School District in both the NY State English Language Arts and Math Exams; however, the school did not perform well compared to its peer group as calculated by the NYC DOE Progress Report. As such, the school earned an F on its progress report in 2009-2010. The school is in good standing with state and federal accountability.<sup>5</sup>

## **Renewal Review Process Overview:**

The NYC DOE Charter Schools Office conducted a thorough review of this school’s Retrospective Renewal Report; annual reporting documents; surveys; student achievement data; and state, local and federal accountability metrics as well as a detailed audit of the school’s finance, operations and governance practices. In addition, the CSO conducted a detailed site visit on the following dates: May 12 and 13, 2010.

The following experts participated in the review of this school:

- Michael Duffy, Executive Director, Charter Schools Office, NYC DOE
- Sam Sloves, Principal in Residence, Office of Portfolio Development, NYC DOE
- Aquila Haynes, Director of Community Engagement, Charter Schools Office, NYC DOE

## **Renewal Recommendation:**

NYC DOE CSO recommends that the State Board of Regents approve the application for renewal of the Community Roots Charter School for a period of 5 years consistent with the terms of the renewal application on the following condition:

- o The school must demonstrate improved student achievement by scoring in the 25<sup>th</sup> percentile or above of all schools on the NYC DOE Progress Report within one year after renewal, in the 50<sup>th</sup> percentile or above of all schools on the NYC DOE Progress Report within two years after renewal, and in the 75<sup>th</sup> percentile or

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<sup>1</sup> NYC DOE ATS system

<sup>2</sup> NYC DOE ATS system and charter agreement

<sup>3</sup> NYC DOE Location Code Generating System database

<sup>4</sup> 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 7 of this report.

<sup>5</sup> New York State Education Department - [www.nysed.gov](http://www.nysed.gov)

above of all schools on the NYC DOE Progress Report in each of the 3rd, 4th and 5th years after renewal.

The NYC DOE CSO has found Community Roots Charter School to be an academically successful school that is organizationally viable and in compliance with applicable laws and regulations pertaining to its current charter. Based on the findings delineated below, Community Roots Charter School is an educationally and fiscally sound organization, is likely to improve student learning and achievement, and meets the requirements of the Charter Schools Act and applicable law.

## Part 2: Findings

### What the school does well:

- The school is a safe, collaborative learning environment that fosters student engagement and learning.
  - Classes are co-taught with several different modes of instruction. Teacher teams work together to support all students in the classroom, differentiating classroom activities and varying the way students and teachers interact throughout the day. In addition, learning specialists, high school interns, and parents may be found working with students. As many as four adults were observed supporting students in a single classroom.
  - All stakeholders including students, staff, and parents embrace the school's values such that a collaborative and academically focused atmosphere exists in each classroom. Students demonstrated an understanding of the school's core values in class, on the playground, and during informal discussions.
  - The hallways and classrooms display a variety of contemporary student work in all subject areas.
  - The school has created a dedicated space -- popular with students -- for special needs students to work with specialists.
  - Students are warmly approached and guided to their destination if found in the hallway.
  - Leadership collaborated with community organizations and other schools in the building to create a playground for students. Well over half of the students were observed playing there before school -- supervised by school staff -- until teachers came and escorted them to class. Students are split in two groups and alternate lunchtime between the cafeteria and the playground.
  - High School students work as interns in the classrooms.
- The school has aligned its curriculum to State standards and works collaboratively to integrate the curriculum horizontally and vertically.
  - The school has worked collaboratively to seamlessly weave the "Integrated Studies" program and the "Community Open Work" into a broad curriculum that addresses affective learning and includes the arts, music, and sciences -- all while focused on the surrounding community.
  - Students investigate "community roots" through an integrated studies program that rigorously incorporates all aspects of literacy. All core subject areas connect in the project-based learning built into the curriculum.
  - Weekly "Community Open Work" sessions allow students to pursue an interest in a mixed-age setting. Classes are taught by teachers, parents, and other staff members.
  - Leadership has targeted staff developers to work with the teachers to align the curriculum vertically. Teachers and school leaders described working with a staff developer to adjust the writing curriculum and build stamina in student writing. All teachers go through the Teachers College Writing and/or Reading Workshop Program.
  - The school maps out clear and understandable exit outcomes for each grade that describe what each student is expected to know and be able to do by the end of the school year.
  - Grade teams plan over the summer and meet regularly to align and refine the curriculum.
  - The school partners with community organizations to offer students diverse after-school activities.
- The school regularly collects individual student data to differentiate instruction and support all learners.

- Teachers developed tri-annual interim assessments in math. They also created assessments for each unit, using data to create differentiated learning opportunities to support students struggling with particular skills and/or content. The assessments are cumulative to assess whether students are retaining previous learning.
- The school uses the ECLAS, the DRA, and/or the QRI administered every other month to track each student's progress in ELA.
- Teachers meet weekly for staff professional development and in grade teams to reflect on data and adjust classroom practices. Teachers described building math interventions for students in need of additional work after examining unit assessments.
- The school has developed strong partnerships with the community and with parents.
  - There are regular formal and informal lines of communications established with parents. Parent surveys reflect a high degree of satisfaction with nearly 70% responding and 99% expressing satisfaction with the school.
  - Student stability was 98% last year.
  - Each class sends home a weekly letter to parents with both school-wide announcements and specific notices about events and activities related to the particular class.
  - Parents, teachers and administrators informally discuss students during before-school play time in the playground.
  - The school sponsors math nights for parents and students.
  - Parents visit the school throughout the school day, helping in classrooms and teaching or assisting with the weekly "Community Open Work" classes. At the time of this visit, one parent was discussing his work at the U.N. with a first grade class. Another parent led a Community Open Work class on campfire songs.
- The school's Board of Trustees has functioned effectively in furthering the school's mission and vision, and maintains sound finances and internal controls.
  - The school continues to maintain an appropriate degree of segregation of functions and proper internal controls at all levels. All processes were found intact and evidence shows that the school is following its adopted financial and human resource policies. The financial statements of Community Roots were prepared on the accrual basis of accounting in accordance with Generally Accepted Accounting Principles (GAAP) acceptable in the United States of America.
  - According to the school's audited financial statements for year ended June 30, 2009, the school possessed assets totaling \$1,591,651 and total liabilities of \$300,151. All of the school's net assets totaling \$1,291,500 remain unrestricted for use purposes. Community Roots has over \$1.3 million dollars in liquid assets that could be converted to cash within a 90 day period. The school remains in good financial condition to meet its obligations.

**What the school should improve:**

- The school should continue efforts to develop and enhance systems to collect and analyze student performance data.
  - While the school gathers and uses individual student data, there is not a comprehensive approach to disaggregate school-wide data to examine potential demographic or academic trends within the school.
  - The school has found the norm-referenced Terra Nova test for first and second grades inadequate, and is in the process of establishing a systematic approach to replacing or substituting other consolidated data to give a clear picture of school-wide success and performance among subgroups.
  - The school has developed a pilot program in which teachers share an overview of student achievement during the course of an academic year. This type of

reflective practice should be continued and enhanced with an increased focus on individual student performance and progress.

- The school should continue to train teachers to use data to inform their instruction to ensure that all students receive the support they need to perform at high levels and make progress.
  - Evidence of differentiation was not evident in all classrooms visited.
  - According to the NYC DOE Progress Report, students at Community Roots did not achieve acceptable scores on the NY State ELA or in Math exams, and did not make acceptable progress on NY State ELA or Math exams. The school should review these results carefully to assess areas of strength and weakness, and formulate data-directed plans to increase student achievement next year
  
- The school should continue efforts to recruit students from the immediate community.
  - The school has a diverse student body and fosters an inclusive community environment in which all students are welcomed and accepted. Currently approximately 30% of students reside outside of the district. According to the school, this proportion will change do to the schools new district preference policy.
  
- The school should ensure that all teachers consistently follow school-wide and individual classroom goals.
  - A document shared by school leadership announced the use of accountable talk. However, none of the classrooms visited demonstrated use of this technique.
  - The school values student understanding, but in several instances, teachers did not always check for understanding during the course of a lesson. In one instance a student gave an accurate answer to a question, but could not explain. This student was not pushed to demonstrate understanding or to provide further explanation. In another instance, a student misspoke when commenting on another student's work. The comment was neither corrected nor probed.

## Part 3: Charter School Goals

The Community Roots Charter School has sufficiently met the goals set forth in its charter agreement. Please see the below table of Charter Goals which is excerpted from the school's retrospective report and has been verified by the Charter Schools Office.

Community Roots Charter School  
Renewal Application – Part I: Section II, Retrospective

### A. Demonstration of Achievement of Charter Academic Goals

*Analysis of goal achievement made from most recent complete data available 2008-2009*

Goal/Objective: Desired Level of Attainment	Actual Result: Observed Level of Attainment	Measure Used To Indicate Attainment of The Goal/Objective	Was the Goal/ Objective Met? (Y/N)	Explanation if Not Met																																							
1. 75% of students will meet or exceed state standards on New York State standardized tests by scoring in levels 3 or 4.	84% of our 3 <sup>rd</sup> grade students scored 3's and 4's on the New York State ELA test in 2009.  96% of our 3 <sup>rd</sup> grade students scored 3's and 4's on the New York State Mathematics test in 2009.	New York State Standardized Tests including ELA in 3 <sup>rd</sup> , 4 <sup>th</sup> and 5 <sup>th</sup> grades; Mathematics in 3 <sup>rd</sup> , 4 <sup>th</sup> and 5 <sup>th</sup> grades; Science in 4 <sup>th</sup> Grade; Social Studies in 5 <sup>th</sup> Grade.	Y																																								
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.	84% of our 3 <sup>rd</sup> grade students scored 3's and 4's on the New York State ELA test in 2009.  96% of our 3 <sup>rd</sup> grade students scored 3's and 4's on the New York State Mathematics test in 2009.  Community Roots Charter School exceeded the respective percentages of District 13 on both the 3 <sup>rd</sup> Grade ELA and Mathematics exams.	The following are the percentage of students in District 13 scoring level 3 and 4 on the ELA and in 2009.  <b>Grade 3:</b> 66.5% - ELA 89.1% - Math	Y																																								
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	<p><b>Terra Nova Results – Grade Mean Equivalents and NY Group Performance Levels</b></p> <table border="1"> <thead> <tr> <th>1<sup>st</sup> Grade</th> <th>September</th> <th>June</th> </tr> <tr> <td></td> <td><i>Grade Mean Equivalent</i></td> <td><i>Grade Mean Equivalent</i></td> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>1.6</td> <td>2.1</td> </tr> <tr> <td>Language</td> <td>1.7</td> <td>2.7</td> </tr> <tr> <td>Math</td> <td>1.4</td> <td>2.3</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th>2<sup>nd</sup> Grade</th> <th>June (08)</th> <th>June (09)</th> </tr> <tr> <td></td> <td><i>Grade Mean Equivalent</i></td> <td><i>Grade Mean Equivalent</i></td> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>2.6</td> <td>3.6</td> </tr> <tr> <td>Language</td> <td>2.5</td> <td>2.9</td> </tr> <tr> <td>Math</td> <td>2.0</td> <td>2.8</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th>1<sup>st</sup> Grade</th> <th>Reading/ Language</th> <th>Math</th> </tr> <tr> <td>NY Assessments Group</td> <td>% of Students</td> <td>% of Students</td> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> </tr> </tbody> </table>	1 <sup>st</sup> Grade	September	June		<i>Grade Mean Equivalent</i>	<i>Grade Mean Equivalent</i>	Reading	1.6	2.1	Language	1.7	2.7	Math	1.4	2.3	2 <sup>nd</sup> Grade	June (08)	June (09)		<i>Grade Mean Equivalent</i>	<i>Grade Mean Equivalent</i>	Reading	2.6	3.6	Language	2.5	2.9	Math	2.0	2.8	1 <sup>st</sup> Grade	Reading/ Language	Math	NY Assessments Group	% of Students	% of Students				Terra Nova – Administered in September and June of First and Second Grade.	<p><b>First Grade</b> Reading – N Language – Y Math – Y</p> <p><b>Second Grade</b> Reading – Y Language – N Math - N</p>	According to the Terra nova results in First Grade students made 5 months progress in reading between September and June and on average are two months above where they are expected to be. We do not feel that this is an accurate picture of our children's reading growth. We monitor progress in reading on a weekly basis through conferencing and every other month using the DRA. Through these measures along with our State ELA results (84% 3's and 4's) we feel very confident in our children's literacy growth and achievement.
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4. Show continuous improvement on tests taken in accordance with Individualized Education Plans for students with an IEP.	<p>97% of students showed continuous improvement in accordance with the promotional criteria on their IEP and were promoted to the next grade.</p> <p>One student accounted for the 3% not showing continuous improvement in accordance with the promotional criteria on their IEP. This student was not promoted to the next grade and will continue with the supports that are given in</p>	<p>Promotional criteria for ELA and Math is based on a review of classroom work and teacher observation, internal assessments for math (end of unit assessments and interim assessments), the DRA2, and CRCS Exit Outcomes.</p>	Y																																		

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<p>5. Meet or exceed the requirements and annual goals of the No Child Left Behind Act of 2001 including Annual Yearly Progress.</p>	<p>repeating the second grade. The New York State Report Card states that Community Roots Charter School made AYP requirements in 2007-08 and 2008-09 school year.</p>	<p>New York State Standardized Tests including ELA in 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> grades; Mathematics in 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> grades; Science in 4<sup>th</sup> Grade; Social Studies in 5<sup>th</sup> Grade.  To insure that Community Roots is making progress towards meeting the above stated goal, we assess students using a combination of internal and external assessments; the DRA2, conferencing, end of unit and interim math assessments, review of student work and measured progress on Exit Outcomes.</p>	<p>Y</p>	<p>During the 2008-2009 school year Community Roots Charter School served students in grade 3 for the first time and was found to have met Annual Yearly Progress.</p>																				
<p>6. Meet or exceed CRCS exit outcomes, aligned with New York State Standards in all content areas in each grade.</p>	<table border="1"> <thead> <tr> <th data-bbox="462 966 581 1100">Spring 2009</th> <th data-bbox="581 966 769 1100"><i>Average % of Students meeting or exceeding the Exit Outcomes</i></th> </tr> </thead> <tbody> <tr> <td data-bbox="462 1100 581 1150"></td> <td data-bbox="581 1100 769 1150">K-3<sup>rd</sup> Grade</td> </tr> <tr> <td data-bbox="462 1150 581 1226">Social/Emotional</td> <td data-bbox="581 1150 769 1226">83.04%</td> </tr> <tr> <td data-bbox="462 1226 581 1281">Physical Development</td> <td data-bbox="581 1226 769 1281">94.73%</td> </tr> <tr> <td data-bbox="462 1281 581 1314">ELA</td> <td data-bbox="581 1281 769 1314">84.11%</td> </tr> <tr> <td data-bbox="462 1314 581 1348">Math</td> <td data-bbox="581 1314 769 1348">90.63%</td> </tr> <tr> <td data-bbox="462 1348 581 1381">Social Studies</td> <td data-bbox="581 1348 769 1381">95.65%</td> </tr> <tr> <td data-bbox="462 1381 581 1415">Science</td> <td data-bbox="581 1381 769 1415">94.35%</td> </tr> <tr> <td data-bbox="462 1415 581 1449">Art</td> <td data-bbox="581 1415 769 1449">96.71%</td> </tr> <tr> <td data-bbox="462 1449 581 1482">Music</td> <td data-bbox="581 1449 769 1482">97.06%</td> </tr> </tbody> </table>	Spring 2009	<i>Average % of Students meeting or exceeding the Exit Outcomes</i>		K-3 <sup>rd</sup> Grade	Social/Emotional	83.04%	Physical Development	94.73%	ELA	84.11%	Math	90.63%	Social Studies	95.65%	Science	94.35%	Art	96.71%	Music	97.06%	<p>Community Roots Charter School Checklist Reports  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</p>	<p>Y</p>	<p>Though Community Roots did not indicate a target percentage to meet or exceed Exit Outcomes the School wide student average exceeded the goal of 75% meeting or exceeding exit outcomes which would correlate to our target percentage for students scoring 3's and 4's on State tests. 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 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> grades.</p>
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		<p>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.</p>		
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## Part 4: Charter School Performance Data

Community Roots Charter School adequately met its goals for student academic achievement as measured by New York State exams in English Language Arts and Math as demonstrated in the below chart of student achievement data.

These charts presents 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 13 and New York City.

### Percent of Students Performing at or Above Grade Level – Whole School<sup>6</sup>

ELA	2007	2008	2009	2010
<i>Community Roots</i>	n/a	n/a	84.0%	58.6%
<i>CSD 13</i>			66.2%	38.9%
<i>NYC</i>			71.9%	46.6%

Math	2007	2008	2009	2010
<i>Community Roots</i>	n/a	n/a	96.0%	71.0%
<i>CSD 13</i>			84.1%	46.5%
<i>NYC</i>			88.3%	58.5%

### Student Attendance Rate<sup>7</sup>

Student Attendance Rate	2006-2007	2007-2008	2008-2009	2009-2010
	92.4%	93.7%	94.0%	94.7%

<sup>6</sup> Charter school, district and city test results taken from NYSED testing data:  
<http://www.emsc.nysed.gov/irts/ela-math/>

<sup>7</sup> Attendance rate taken from charter school annual reports.

## Part 5: 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.<sup>8</sup>

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.<sup>9</sup>

A school seeking renewal of its charter must submit a renewal application to the charter entity to which the original charter application was submitted.<sup>10</sup> As one such charter entity, the New York City Department of Education (“NYCDOE”) 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 NYCDOE 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.<sup>11</sup>

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<sup>8</sup> See § 2850 of the Charter Schools Act of 1998.

<sup>9</sup> See §§ 2851(4) and 2852 of the Act.

<sup>10</sup> See generally §§ 2851(3) and 2851(4).

<sup>11</sup> § 2852(5)

## B. NYCDOE'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 NYCDOE's processes and procedures reflect this philosophy and therefore meet the objectives of the Act.<sup>12</sup>

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 NYCDOE 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 NYCDOE 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 Office of Charter Schools of the NYCDOE ("NYCDOE-CSO").

The NYCDOE-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 NYCDOE-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.

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<sup>12</sup> 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 6: Framing Questions and Key Benchmarks

### I. FRAMING QUESTIONS:

Throughout the Renewal Process and the life of each school's charter, the NYCDOE 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 7: NYC DOE School Progress Reports



Department of  
Education

Progress Report  
2009-10

ELEMENTARY

Progress  
Report  
Grade

# F

### 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 17.6
- This school did better than 5% of all Elementary schools citywide.

### This Progress Report is for:

SCHOOL	Community Roots Charter School (84K336)
SCHOOL LEADER	Allison Keil/Sara Stone
ENROLLMENT	250
SCHOOL TYPE	ELEMENTARY
PEER INDEX	28.16

### Green School Award for the 2010 School Survey

### 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

Category	Calculated Score	Category Grade
<b>School Environment</b>	10.8 out of 15	<b>A</b>
<b>Student Performance</b>	2.5 out of 25	<b>D</b>
<b>Student Progress</b>	3.5 out of 60	<b>F</b>
Additional Credit	0.8 (15 max)	
<b>Overall Score</b>	17.6 out of 100	<b>F</b>

### How scores translate to grades:

- Schools receive letter grades based on their overall score.
- Schools with an overall score of 19.0 or lower receive a letter grade of F
- 0.3% of schools earned an F in 2008-10

### Elementary Table - Overall Grades

Grade	Score range	City summary
A	58.5 or higher	25.2% of schools
B	40.7 - 58.4	34.8% of schools
C	29.1 - 40.6	36% of schools
D	19.1 - 29.0	3.7% of schools
F	19.0 or lower	0.3% 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.

### 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
		<b>Percent at Proficiency</b>
-		Self-Contained (ELA)
-		CTT (ELA)
-		SETSS (ELA)
-		Self-Contained (Math)
-		CTT (Math)
-		SETSS (Math)
		<b>Percent at 75th Growth Percentile or Higher</b>
-		English Language Learners (ELA)
-		Lowest Third Citywide (ELA)
-		Self-Contained/CTT/SETSS (ELA)
-		English Language Learners (Math)
+0.75	46.7%	Lowest Third Citywide (Math)
-		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 Community Roots Charter School are:

DBN	School Name	DBN	School Name
24Q049	P.S. 049 Dorothy Bonawit Kole	15K039	P.S. 039 Henry Bristol
02M212	P.S. 212 Midtown West	22K222	P.S. 222 Katherine R. Snyder
29Q174	P.S. 174 William Sidney Mount	31R058	Space Shuttle Columbia School
31R069	P.S. 069 Daniel D. Tompkins	25Q107	P.S. 107 Thomas A Doolley
26Q046	P.S. 046 Ailey Ford	20K200	P.S. 200 Benson School
15K154	Magnet School for Science & Technology	31K101	P.S. 101 The Verrazano
31R035	P.S. 35 The Clove Valley School	22K312	P.S. 312 Bergen Beach
10K024	P.S. 024 Opuyten Duyvil	31K215	P.S. 215 Morris H. Weiss
26Q032	P.S. 032 State Street	21K100	P.S. 100 The Coney Island School
26Q115	P.S. 115 Glen Oaks	28Q175	P.S. 175 The Lynn Gross Discovery School
03M166	P.S. 166 The Richard Rodgers School of The Arts and Tech	15K146	P.S. 146
31R052	P.S. 052 John C. Thompson	21K097	P.S. 97 The Highlawn
02M124	P.S. 124 Yung Wing	31R039	P.S. 39 Francis J. Murphy Jr.
26Q026	P.S. 026 Rufus King	31R041	P.S. 041 New Dorp
20K204	P.S. 204 Vinca Lombardi	20K247	P.S. 247 Brooklyn
26Q031	P.S. 031 Bayside	24Q113	P.S. 113 Isaac Chauncey
28Q139	P.S. 139 Rego Park	22K254	P.S. 254 Dag Hammarskjöld
02M130	P.S. 130 Hernando De Soto	10X344	Ampark Neighborhood
26Q133	P.S. 133 Queens	14K034	P.S. 034 Oliver H. Perry
31R054	P.S. 054 Charles W. Leng	27Q108	P.S. 108 Captain Vincent G. Fowler
84K536	Community Roots Charter 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](mailto:pr_support@schools.nyc.gov)

# Results by Category

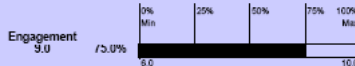
SCHOOL Community Roots Charter School (84K536)  
SCHOOL LEADER Allison Kest/Sara Stone

ELEMENTARY

## 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: 10.8 out of 15		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
Survey Scores (10 points)		Your School Relative to Peer Horizon:						Your School Relative to City Horizon:					
<b>A</b>	Academic Expectations:	9.1	90.0%	7.3			9.3	100.0%	7.0			9.1	
	Communication:	8.9	92.9%	6.3			9.1	107.7%	6.1			8.7	
	Engagement:	8.9	88.5%	6.6			9.2	100.0%	6.2			8.9	
	Safety and Respect:	8.8	61.1%	7.7			9.5	77.3%	7.1			9.3	
	Attendance (5 points)	94.7%	36.6%	93.2%			97.9%	64.0%	89.9%			97.4%	

## Student Performance

Comprises 25% of the Overall Score

This Year's Score: 2.5 out of 25		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
English Language Arts		Your School Relative to Peer Horizon:						Your School Relative to City Horizon:					
<b>D</b>	Percentage of Students at Proficiency (Level 3 or 4):	58.6%	12.9%	52.0%			99.8%	49.2%	18.6%			99.9%	99
	Median Student Proficiency (1.00-4.50):	3.03	-1.9%	3.04			3.58	48.4%	2.44			3.66	99
<b>Mathematics</b>													
	Percentage of Students at Proficiency (Level 3 or 4):	71.0%	-11.1%	73.9%			100.0%	45.5%	46.8%			100.0%	100
	Median Student Proficiency (1.00-4.50):	3.29	-9.3%	3.37			4.23	41.3%	2.60			4.27	100

## Student Progress

Comprises 60% of the Overall Score

This Year's Score: 3.5 out of 60		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
English Language Arts		Your School Relative to Peer Horizon:						Your School Relative to City Horizon:					
<b>F</b>	Median Growth Percentile	44.5	-45.7%	57.8			86.9	-23.2%	52.1			84.8	50
	Median Growth Percentile for School's Lowest Third	46.5	-25.7%	56.0			93.0	-27.1%	56.0			91.1	22
<b>Mathematics</b>													
	Median Growth Percentile	62.0	17.6%	56.0			90.1	39.0%	44.3			80.7	50
	Median Growth Percentile for School's Lowest Third	77.0	65.5%	49.3			91.6	69.9%	47.5			80.7	18