



**Department of
Education**

Carmen Fariña, Chancellor

Annual Comprehensive Review Report for Community Roots Charter School

SCHOOL YEAR 2015-16

NEW YORK CITY DEPARTMENT OF EDUCATION
Office of School Design and Charter Partnerships
52 Chambers Street
New York, NY 10007
Tel: 212-374-5419
CharterSchools@schools.nyc.gov
schools.nyc.gov/charters

TABLE OF CONTENTS

PART 1: SCHOOL OVERVIEW	2
CHARTER SCHOOL BACKGROUND	2
SCHOOL HIGHLIGHTS.....	2
CURRENT SCHOOL SNAPSHOT	3
CURRENT BOARD OF TRUSTEES.....	3
CHARTER AUTHORIZATION PROFILE.....	4
PART 2: ANNUAL COMPREHENSIVE REVIEW PROCESS OVERVIEW	6
FRAMEWORK	6
ESSENTIAL QUESTIONS AND STANDARDS	6
PART 3: REVIEW	7
ESSENTIAL QUESTION 1: IS THE SCHOOL AN ACADEMIC SUCCESS?	7
ESSENTIAL QUESTION 2: IS THE SCHOOL EFFECTIVE AND WELL RUN?	10
ESSENTIAL QUESTION 3: IS THE SCHOOL FINANCIALLY VIABLE?	16
APPENDIX A : SCHOOL OVERVIEW	18
APPENDIX B : ACADEMIC PERFORMANCE	20
APPENDIX C : MOVING THE NEEDLE – CHANGE IN PERFORMANCE LEVELS OVER TIME	21
APPENDIX D : CHARTER SCHOOL GOALS	23
APPENDIX E : RECRUITMENT EFFORTS FOR SPECIAL POPULATIONS	30
APPENDIX F : ADDITIONAL ACCOUNTABILITY DATA	32

For more information about the essential questions and standards discussed in this annual comprehensive review report, please see the NYC DOE OSDCP Accountability Handbook available on the NYC DOE web site at <http://schools.nyc.gov/community/charters/contacts/DOEResources.htm>.

PART 1: SCHOOL OVERVIEW

CHARTER SCHOOL BACKGROUND

Community Roots Charter School (“Community Roots”) is an elementary and middle school located in the Fort Greene neighborhood of Brooklyn. The school is split-sited in two NYC DOE-operated buildings in Community School District 13. The elementary school grades are co-located with P.S. 067 Charles A. Dorsey and P.S. K369 – Coy L. Cox School. The middle school grades are co-located with P.S. 287 Bailey K. Ashford.¹

The school is in its third charter term.

The school leadership team is comprised of the following individuals: Co-Director & Co-Founder Allison Keil has been at the school for 10 years; Co-Director & Co-Founder Sara Stone has been at the school for 10 years; Middle School Co-Director Sarah Weeks has been at the school for 3.5 years; Middle School Co-Director Perren Peterson has been at the school for 3.3 years; and Director of Finance Andrew Ngeseyan has been at the school for 6 years.

SCHOOL HIGHLIGHTS

Community Roots Middle School is in the early phase of transitioning into a partnership with Expeditionary Learning (EL). The Middle School also offers unique opportunities for students to explore and engage in non-traditional academic experiences. Each Wednesday afternoon, all students participate in Studio activities facilitated through partnerships with community organizations, outside experts, Community Roots families and Brooklyn College. Twice a year, students have an opportunity to select a Studio from many choices such as Robotics, Photography, Dance, Fencing, Sculpture, Research Lab, Textile Arts and more. Through the Intensives Program, all students have the opportunity to fully immerse themselves in unique content for one week through hands-on learning experiences that include fieldwork, adventure, internships, service, and work with experts/professionals. Intensive Week culminates with a presentation of learning where each Intensive group shares, with the rest of the community, highlights from the learning experience and the final products of their work. Community Roots also offers opportunities for students to compete in multiple team sports (co-ed soccer, co-ed track, girls’ volleyball and girls/boys basketball). Students also have multiple leadership opportunities through the Ambassador Program, LSA (Learning through Service Action), Student Council, and Morning Read Interns.

¹ According to NYC DOE Location Code Generation and Management System.

CURRENT SCHOOL SNAPSHOT

Community Roots Charter School	
DBN	84K536
School Leader(s)	Allison Keil (ES), Sara Stone (ES), Sarah Weeks (MS), Perren Peterson (MS)
Board Chair(s)	Tracey Strauss, Scott Strasser – Co-Chairs
Charter Management Organization (if applicable)	N/A
Other Partner(s)	Community Based Organization: Brooklyn Academy of Music
District(s) of Location	13
Physical Address(es)	51 Saint Edwards Street, Brooklyn, NY 11205 (K-5) 50 Navy Street, Brooklyn, NY 11201 (6-8)
Facility Owner(s)	DOE
Enrollment ²	462
Grades Served	K-8

CURRENT BOARD OF TRUSTEES

	Board Member Name	Position	Committee(s)	Years on Board	Attendance ³
1.	Scott Strasser	Co-Chair	Finance	6	7/8
2.	Marion Panas	Secretary	Nominating, Legal	10	5/8
3.	Allison Keil	Trustee	Education	10	6/8
4.	K. Don Cornwell	Trustee	Finance, Nominating	10	0/8
5.	Sara Stone	Trustee	Education, Development	10	6/8
6.	Katherine O'Donnell	Trustee	Education	6	4/8

² According to ATS data as of October 14, 2015.

³ The attendance rate is the number of meetings attended by each board member divided by the total number of board meetings applicable to that board member held between July 1, 2015 and February 1, 2016 as evidenced by meeting minutes posted on the school's website.

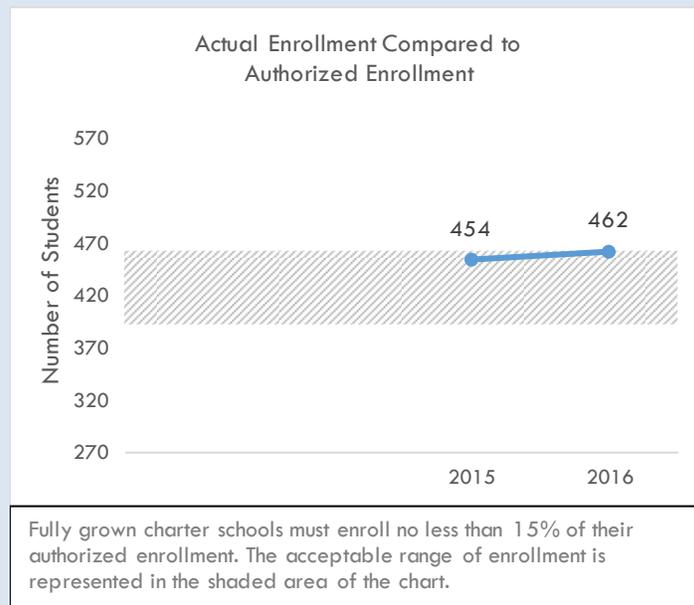
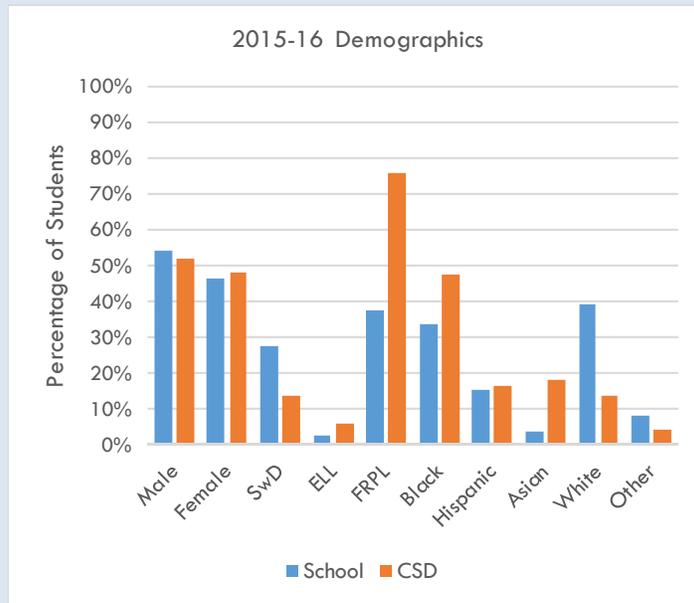
7.	Beth Lief	Trustee	Education, Legal	6	7/8
8.	Tracey Strauss	Co-Chair	Development	10	7/8
9.	Suzanne Fogarty	Trustee	Education	3	3/8
10.	Christine Spadaro	Trustee	Education, Development	3	7/8
11.	Erica Hamilton	Trustee	Education	3	1/8
12.	Omar Kara	Trustee	Finance	2	0/8
13.	Kristin Conklin	Trustee	Development	2	6/8
14.	Brian Shaw	Trustee	Development	1	7/8
15.	David Manheimer	Trustee	Finance	1	6/8
16.	Sarah Rackoff	Trustee	Legal	1	6/8
17.	Josh Thomases	Trustee	Education	<1	2/6

CHARTER AUTHORIZATION PROFILE

Community Roots Charter School	
School Opened For Instruction	2006-2007
Date of First Renewal	2010-2011
Date of Second Renewal	2014-2015
Date of Third Renewal	N/A
Current Charter Term Expiration Date	6/30/2020
Current Authorized Grade Span	K-8
Current Authorized Enrollment	462

Community Roots was renewed for a full five year term in the 2014-15 academic year with no conditions.

ENROLLMENT AND DEMOGRAPHICS



PART 2: ANNUAL COMPREHENSIVE REVIEW PROCESS OVERVIEW

FRAMEWORK

The New York City Department of Education (NYC DOE) Office of School Design and Charter Partnerships (OSDCP) performs an annual comprehensive review of NYC DOE Chancellor-authorized charter schools that did not complete the renewal process in the 2015-16 school year to investigate three primary questions: is the school an academic success; is the school effective and well run; and is the school financially viable?

This annual comprehensive review may include a visit to the school. The review is conducted by analyzing student performance data and evaluating the school's governance, organizational structure, operational compliance, and fiscal sustainability. The report outlines evidence found during this review.

ESSENTIAL QUESTIONS AND STANDARDS

ESSENTIAL QUESTION 1 – IS THE SCHOOL AN ACADEMIC SUCCESS?

To assess whether a school is an academic success, the NYC DOE considers performance measures, including, but not limited to the following (as appropriate for grades served):

- New York State ELA and math assessment results and growth rates; New York State Regents exams performance;
- Comparative graduation rates and progress toward career and college readiness; and
- Academic performance for students with disabilities; students eligible for free and reduced price lunch; and students with limited English proficiency;

ESSENTIAL QUESTION 2 – IS THE SCHOOL EFFECTIVE AND WELL RUN?

To assess whether a school is effective and well run, OSDCP focuses on three areas: supportive environment; operational stability; and compliance with all applicable laws and regulations. OSDCP considers a variety of supporting materials and data, including but not limited to the following:

- Board of Trustee bylaws and meeting minutes;
- Annual Reports submitted by schools to New York State Education Department (NYSED); and
- Information about compliance with applicable laws and regulations (for example, fingerprinting requirements and teacher certification)

ESSENTIAL QUESTION 3 – IS THE SCHOOL FINANCIALLY VIABLE?

To assess whether a school is financially viable, OSDCP analyzes the school's independent audited financial statements using the National Association of Charter School Authorizers' Core Performance Framework (found here:

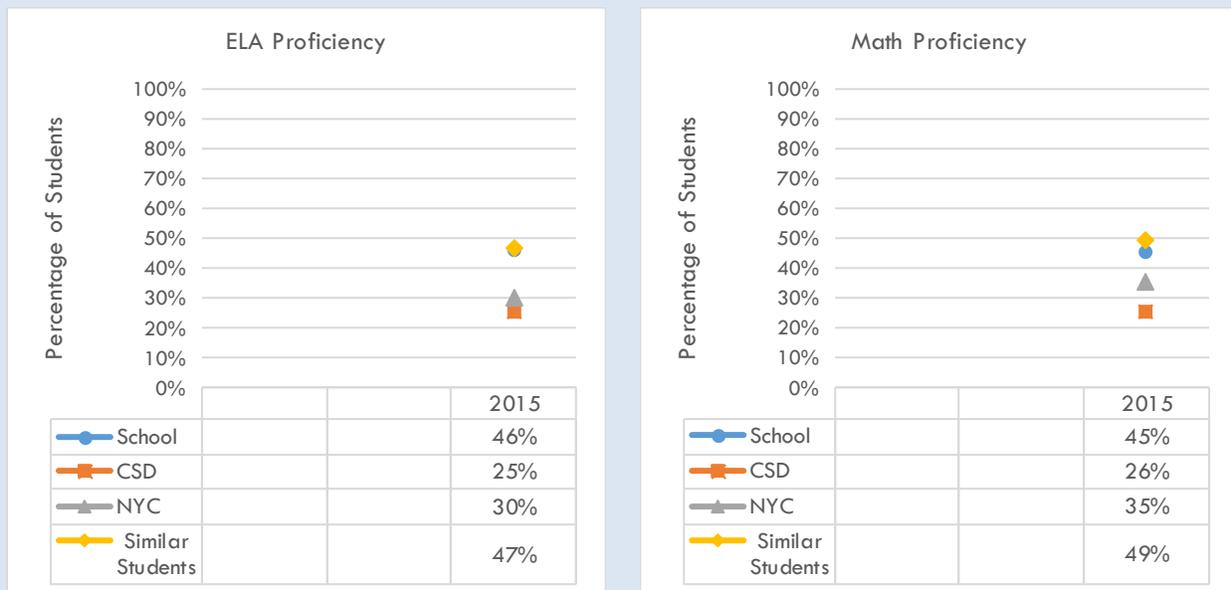
<http://chartercommission.idaho.gov/faq/documents/NACSA%20Core%20Performance%20Framework%20and%20Guidance.pdf>).

PART 3: REVIEW

ESSENTIAL QUESTION 1: IS THE SCHOOL AN ACADEMIC SUCCESS?⁴

For additional academic data, including grade-level proficiency on NYS assessments, please see Appendix B. For detailed information on the school's progress in meeting the academic goals outlined in its charter agreement, please see Appendix D.⁵ These goals relate to academic performance, academic growth, college and career readiness, and closing the achievement gap.

OVERALL PROFICIENCY⁶



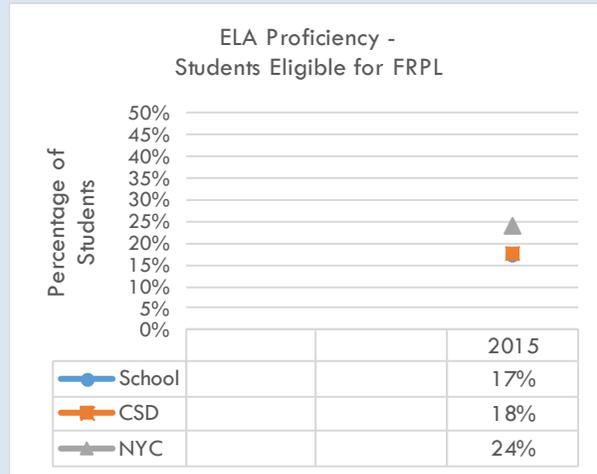
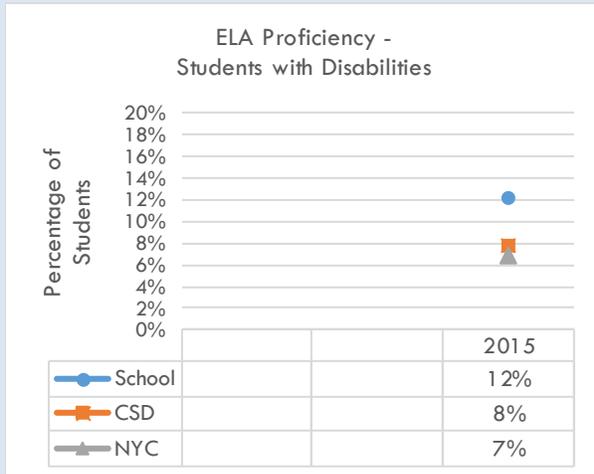
⁴ For NYS assessments administered beginning with the 2012-13 school year, NYS tests were aligned to the Common Core Learning Standards. As such, proficiency rates for school years prior to the 2012-13 are not directly comparable.

⁵ Please note that in analyzing a school's progress towards its academic goals as outlined in its charter agreement, the NYC DOE did not review goals that measured a school's academic performance relative to 75% absolute proficiency for school years 2012-13 and beyond because of the move to Common Core Learning Standards in 2012-13. In addition, beginning with the 2013-14 school year, due to a change in state regulation, the NYC DOE will not review goals that are related to standardized assessments for students in grades K-2 or NYC DOE Progress Report grades.

⁶ For more on the NYC DOE's similar students comparisons, please see the information here:

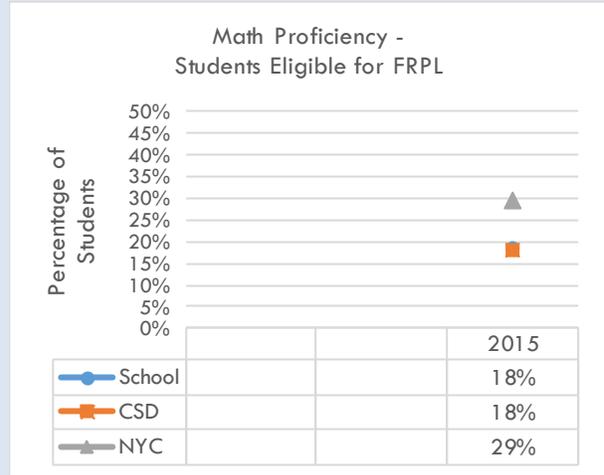
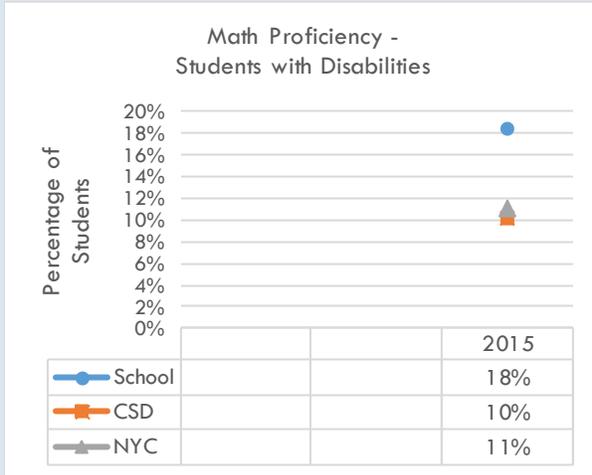
http://schools.nyc.gov/NR/rdonlyres/EC61C6E7-C71C-4B0B-A0B3-37E19354550E/0/SchoolQualityReports_ComparisonGroupDescription_20151209.pdf.

CLOSING THE ACHIEVEMENT GAP – ENGLISH LANGUAGE ARTS



The school did not serve sufficient numbers of English language learners to report on their results.

CLOSING THE ACHIEVEMENT GAP – MATH



The school did not serve sufficient numbers of English language learners to report on their results.

ESSENTIAL QUESTION 2: IS THE SCHOOL EFFECTIVE AND WELL RUN?

The OSDCP Charter Authorizing Team reviewed the following primary and secondary evidence relevant to Essential Question 2:

- Primary Evidence: NYC DOE School Survey; Attendance data; Retention data (ATS); Student discipline data; Received complaints and other feedback; board by-laws and meeting minutes; School leadership, board, and staff interviews; Operational policies and procedures; School records pertaining to health, safety, and civil rights; Charter and charter agreement; NYSED BEDS data; NYSED TEACH system data
- Secondary Evidence: Student/Family and Staff Handbooks; Parents Association meeting calendar and minutes; School visit observations; Operational organizational chart; Professional development plans and resources; Other school records

Details on the school's self-reported education program & learning environment are below.

STRONG SCHOOL CULTURE

The school culture was born out of Community Roots' core values which has allowed the school to develop a shared language and set of expectations that is clear to all stakeholders. The school's warm, safe and welcoming school culture complements the academic rigor.

PURPOSEFULLY DIVERSE

By offering students the opportunity to learn and grow side by side with peers from varied backgrounds, we believe graduates will leave the school with a sense of community, which transcends the traditional borders of race, culture and socioeconomic status, as well as an ability to challenge the misconceptions around gender and sexuality. Community Roots believes that working with peers who are different arms students for success in a very diverse world.

MAINTAINING A MODEL OF INCLUSION AND CO-TEACHING

All students have access to the same curriculum. Each classroom is co-taught. Learnings Specialists, related support providers and other support staff work in collaboration to support students, families and each other in supporting learner variability and a sense of belonging. Co-teaching requires joint problem-solving, co-planning, co-presenting, and co-processing.

ANTI-BIAS APPROACH

Community Roots aligns closely to an anti-bias approach, which it believes is critical to the creation and sustainability of an environment where a diverse student population can thrive. By prioritizing issues of identity, discrimination and social justice in the curriculum and professional development, the school strives to be a brave-space for differences of all kinds, where all staff, students, and families feel supported, empowered and fully engaged.

FAMILY SCHOOL CONNECTION

Community Roots believe that education should be a partnership between home and school and that it is the school's responsibility to create an environment where parents are informed about their child's academic and social experience, about their progress as learners, and where parents are encouraged to share their resources with their child's school.

AN INTEGRATED STUDIES APPROACH TO CURRICULUM

Students are engaged through social studies content which allows them to experience reading, writing, listening and speaking as well as exploring concepts through the arts, music, math and science in a context that is rich and meaningful. Students use what they learn about their own cultures, neighborhoods and belief systems to learn to look outward to faraway places, as well as events, places and people in history. They learn the necessary tools to research and institute change.

GOVERNANCE

The Board of Trustees has a partially developed governance structure. The board has a membership size that meets the minimum of 7 members and maximum of 21 members and meeting minutes and agendas are posted online in a timely manner on the school's website. Financial disclosure forms are missing for five board members.

For detailed information on the school's progress in meeting the operational goals outlined in its charter agreement, please see Appendix D. These goals relate to school environment, leadership, governance, and compliance.

For detailed information on the efforts the school is taking to enroll students with disabilities (SWDs), English Language Learners (ELLs), and students who are eligible for Free or Reduced Price Lunch (FRPL), as per the NYS Charter Schools Act, please see Appendix E.

SUPPORTIVE ENVIRONMENT

<i>Standard</i>	<i>Compliant / Not Compliant</i>	<i>Notes</i>
School has a compliant, formal, and posted procedure for parents and staff to express concerns to school leadership, the Board, and the authorizer	Compliant	

OPERATIONAL STABILITY

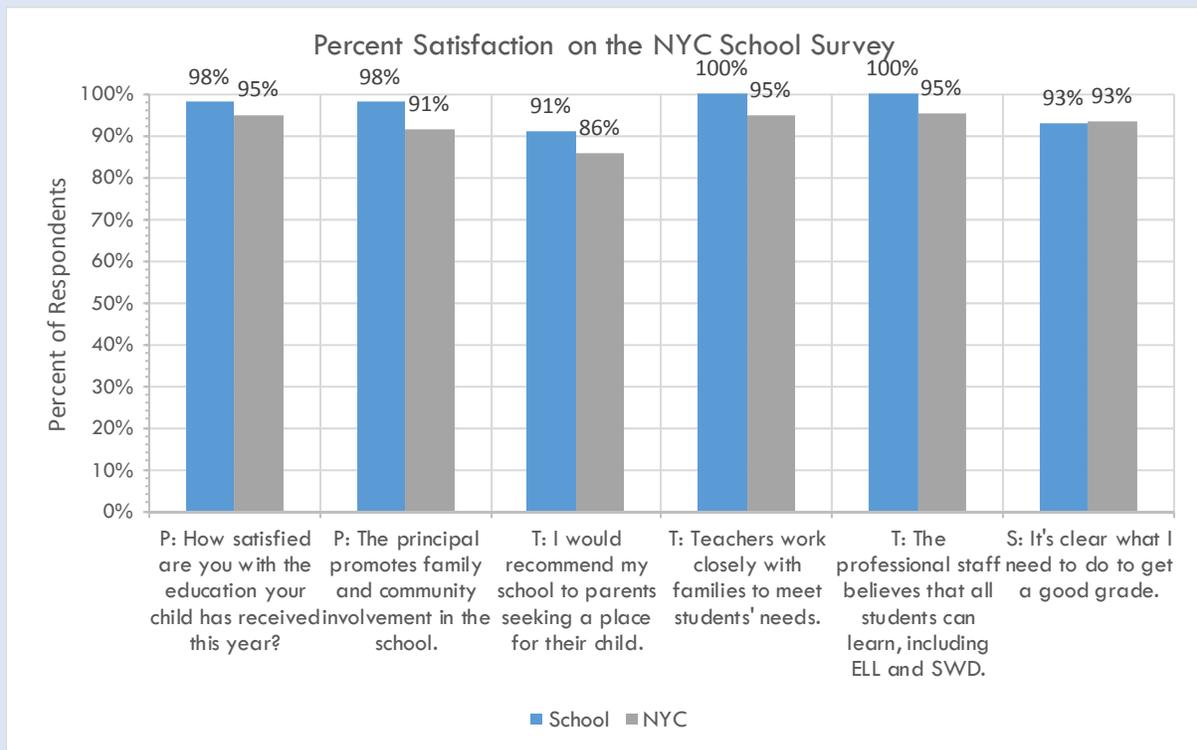
<i>Standard</i>	<i>Compliant / Not Compliant</i>	<i>Notes</i>
School meets all DOE deadlines for annual reporting requirements	Not Compliant	The school has missed deadlines for annual reporting requirements
School meets all DOE deadlines for the SY14-15 Annual NYC DOE Charter School Survey	Compliant	
School has a formal process for evaluating progress against charter school goals	Compliant	
Board has a formalized governance structure including lines of accountability for the board, school leadership, and all staff	Compliant	
Board meetings consistently meet quorum ⁷	Compliant	

COMPLIANCE (WITH ALL APPLICABLE LAWS & REGULATIONS)

<i>Standard</i>	<i>Compliant / Not Compliant</i>	<i>Notes</i>
School has discipline policy that is consistent with due process and with state and federal laws and regulations governing the placement of SWD	Compliant	
School has required facility documents (certificate of occupancy, certificate of insurance)	Compliant	
School is in compliance with teacher certification requirements proscribed in N.Y. Educ. Law § 2854(3)(a-1)	Compliant	
School is in compliance with employee fingerprinting requirements	Not Compliant	Some staff members were cleared after their start date; fingerprint clearance records are missing for some staff
School has an appropriate safety plan	Compliant	

⁷ Quorum is determined based on the school's board bylaws. If the bylaws are not available, quorum is defined as 50% of the board members plus one member present at a board meeting.

School is meeting Department of Health immunization requirements	Not Compliant	The school had 95.6% complete records; the goal was 99%.
School has submitted its Annual Report to NYSED and posted it online	Compliant	
School has followed all applicable lottery and enrollment regulations	Compliant	

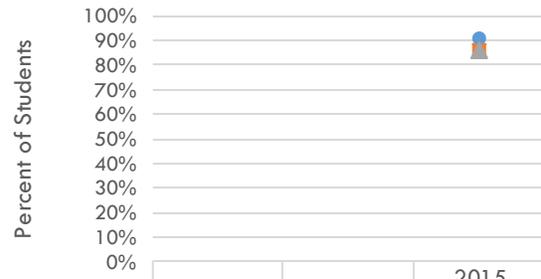


Attendance Rates



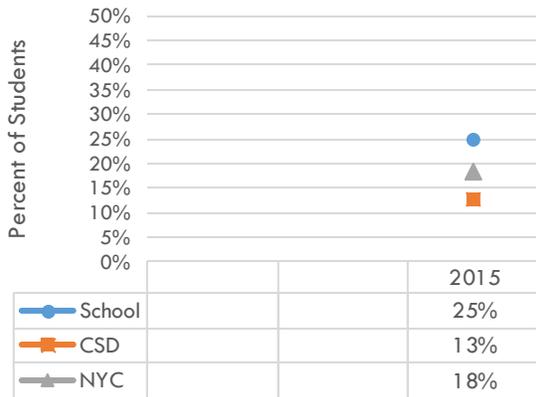
	2015
School	100%
CSD	92%
NYC	92%

Retention Rates

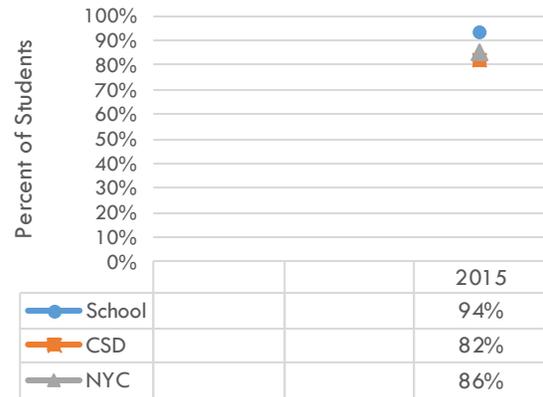


	2015
School	91%
CSD	86%
NYC	86%

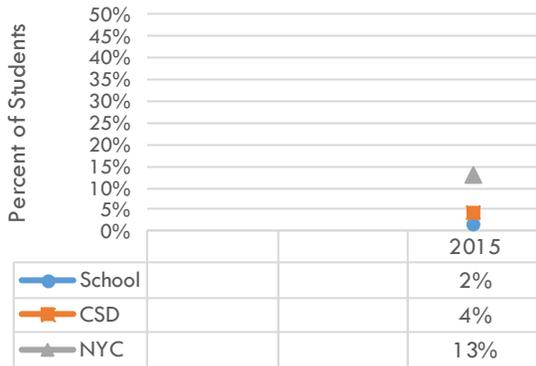
Enrollment Rates - Students with Disabilities



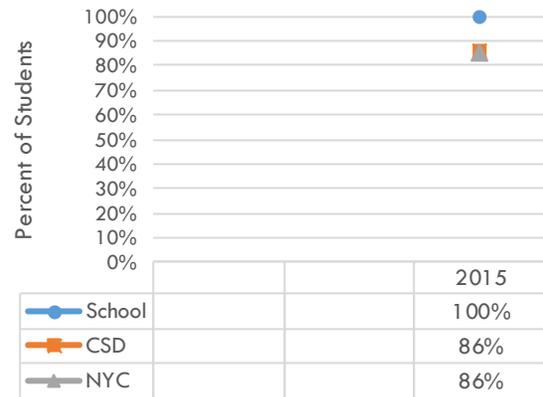
Retention Rates - Students with Disabilities



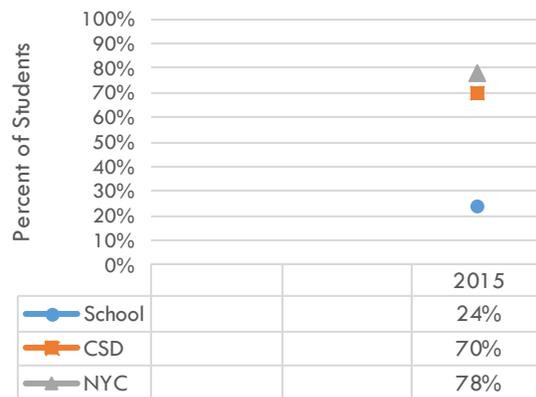
Enrollment Rates - English Language Learners



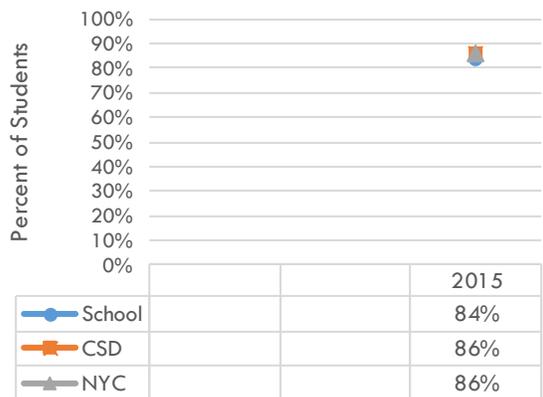
Retention Rates - English Language Learners



Enrollment Rates - Students Eligible for FRPL



Retention Rates - Students Eligible for FRPL



ESSENTIAL QUESTION 3: IS THE SCHOOL FINANCIALLY VIABLE?

The OSDCP Charter Authorizing Team reviewed the following primary and secondary evidence for Community Roots Charter School in support of Essential Question 3:

- Primary Evidence: Audited financial statements; Projected budgets
- Secondary Evidence: Quarterly financial statements; Escrow accounts and other fiscal reporting documents

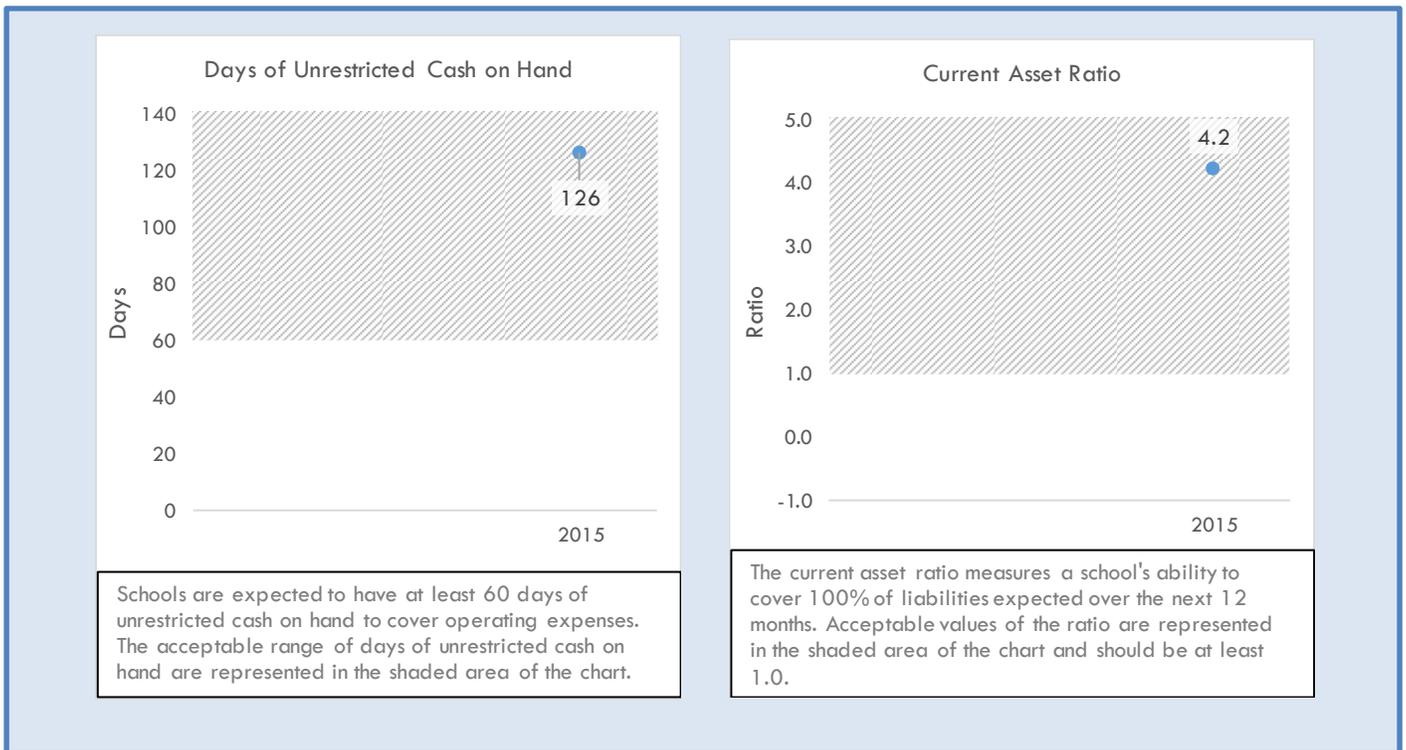
For detailed information on the school's progress in meeting the financial goals outlined in its charter agreement, please see Appendix D. These goals relate to short- and long-term financial viability.

SCHOOL FINANCES

An independent audit performed for fiscal year 2015 (FY15) showed no material findings.

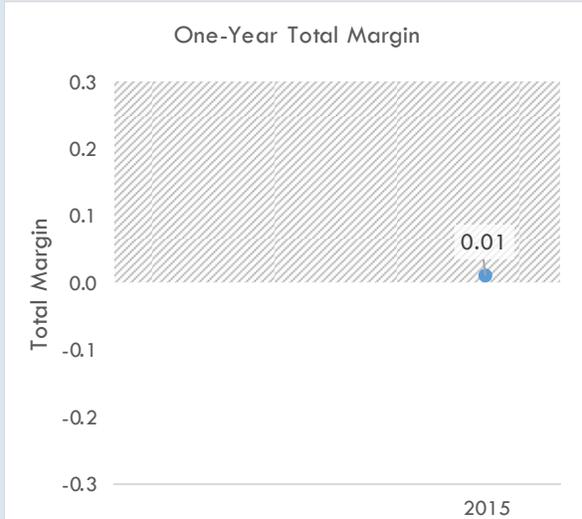
The school has \$72,426 in escrow, meeting the \$70,000 requirement.

SHORT-TERM FINANCIAL VIABILITY⁸

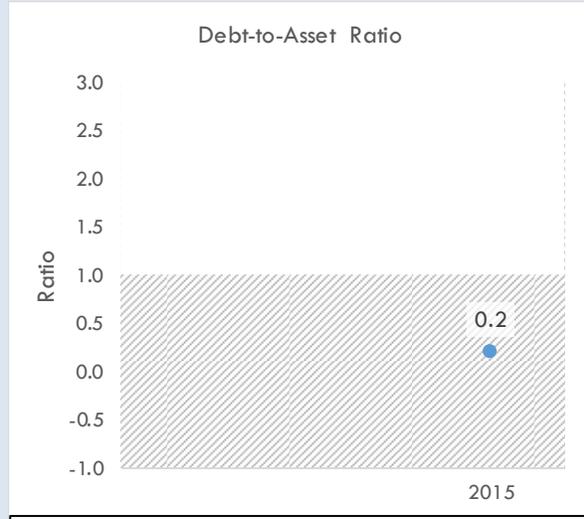


⁸ Schools are also required to have enrollment within 15% of their authorized enrollment as a measure of financial stability. Please see the chart on page 5.

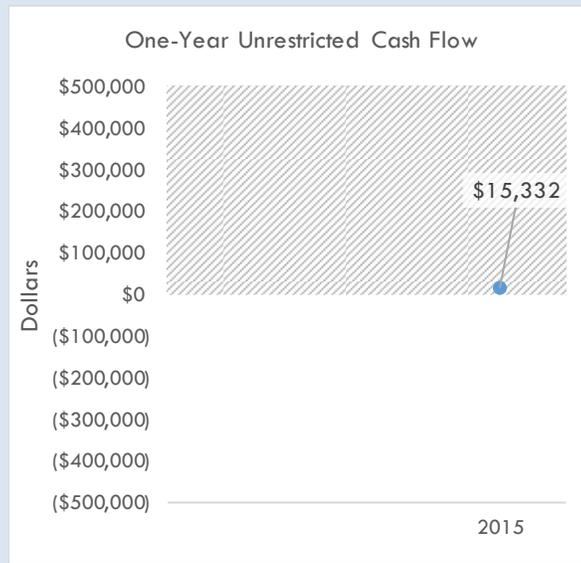
LONG-TERM FINANCIAL SUSTAINABILITY



A total margin greater than 0 indicates that the school is living within its available resources. Acceptable values of total margin are represented by the shaded area on the chart.



This ratio gives an idea of the leverage of the school along with the potential risks the school faces in terms of its debt-load. The acceptable ratio is represented by the shaded area on the chart and should be less than or equal to 1.0.



One-year unrestricted cash flow should be greater than \$0. Acceptable unrestricted cash flow is represented by the shaded area on the chart.

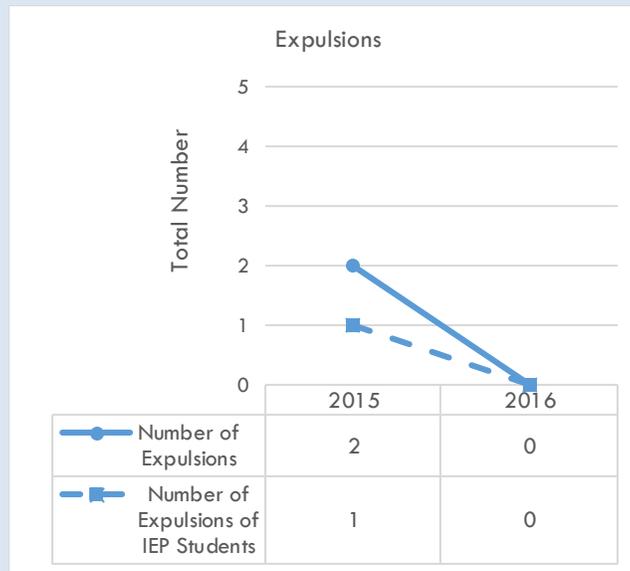
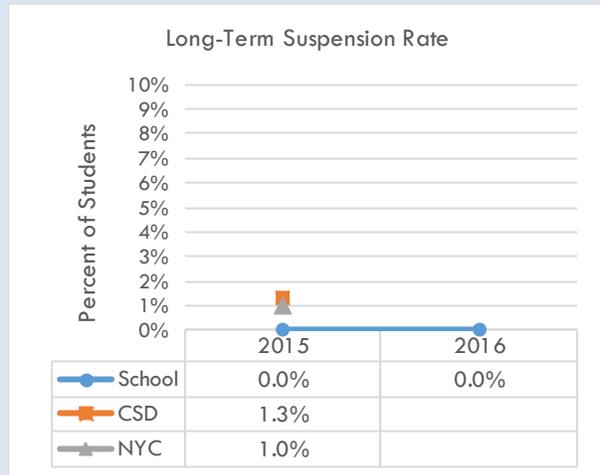
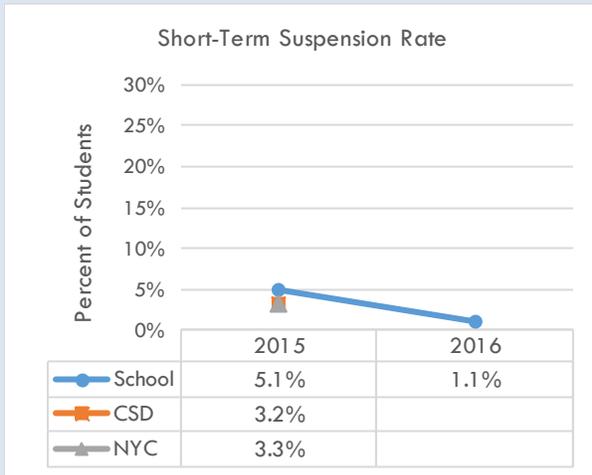
APPENDIX A: SCHOOL OVERVIEW

All information here is self-reported data from the 2015-2016 DOE Annual Charter School Survey and has not been reviewed for accuracy or completeness.

PROGRAMMING, ADMISSIONS, AND LOTTERY

Number of Instructional Days	180
Pre-Kindergarten Program	No
Afterschool Program and/or Other Activities	Yes
Summer Academic Program	No
Saturday Instruction	No
Sections per Grade	Grade K – Grade 8: 2 sections
Primary Entry Grade(s)	K
Additional Grade(s) for which Student Applications are Accepted	1-8
Does School Enroll New Students Mid-Year?	Yes
Number of Applicants for Admission (School Year 2015-16)	1274
Number of Students Accepted via the Lottery (School Year 2015-16)	50 (Grade K)
<i>Lottery Preferences</i>	
Attends a Failing School	No
Does Not Speak English at Home	No
Receives SNAP or TANF Benefits	No
Eligible for Free or Reduced-Price Lunch	No
Has IEP and/or Receives Special Education Services	No
Homeless or Living in Shelter or Temporary Residence	Yes
Lives in New York City Housing Authority Housing	Yes
Unaccompanied Youth	No

SUSPENSION AND EXPULSION RATES⁹



⁹ City and CSD numbers for principal's suspensions ("Short-Term") and superintendent's suspensions ("Long-Term") are provided for rough comparison purposes only; charters are able to use their own definitions for short- and long-term suspensions and so rates may not be directly comparable. Charter suspension rates for 2015-16 are through February 1, 2016. Comparison rates for 15-16 are not yet available for the city or CSD. Rates are calculated as number of events divided by total population.

APPENDIX B: ACADEMIC PERFORMANCE

The data that follow may contain state test performance from a prior charter term. This data is provided for informational purposes only; schools are not evaluated on performance from prior charter terms.

GRADE-LEVEL PROFICIENCY IN ELA

	2012-2013	2013-2014	2014-2015
Community Roots Charter School			
Grade 3	43%	47%	64%
Grade 4	68%	50%	50%
Grade 5	33%	68%	46%
Grade 6	31%	29%	45%
Grade 7		35%	29%
Grade 8			43%
DIFFERENCE FROM CSD			
Grade 3	14%	17%	34%
Grade 4	42%	19%	17%
Grade 5	5%	36%	16%
Grade 6	13%	12%	28%
Grade 7		17%	12%
Grade 8			24%

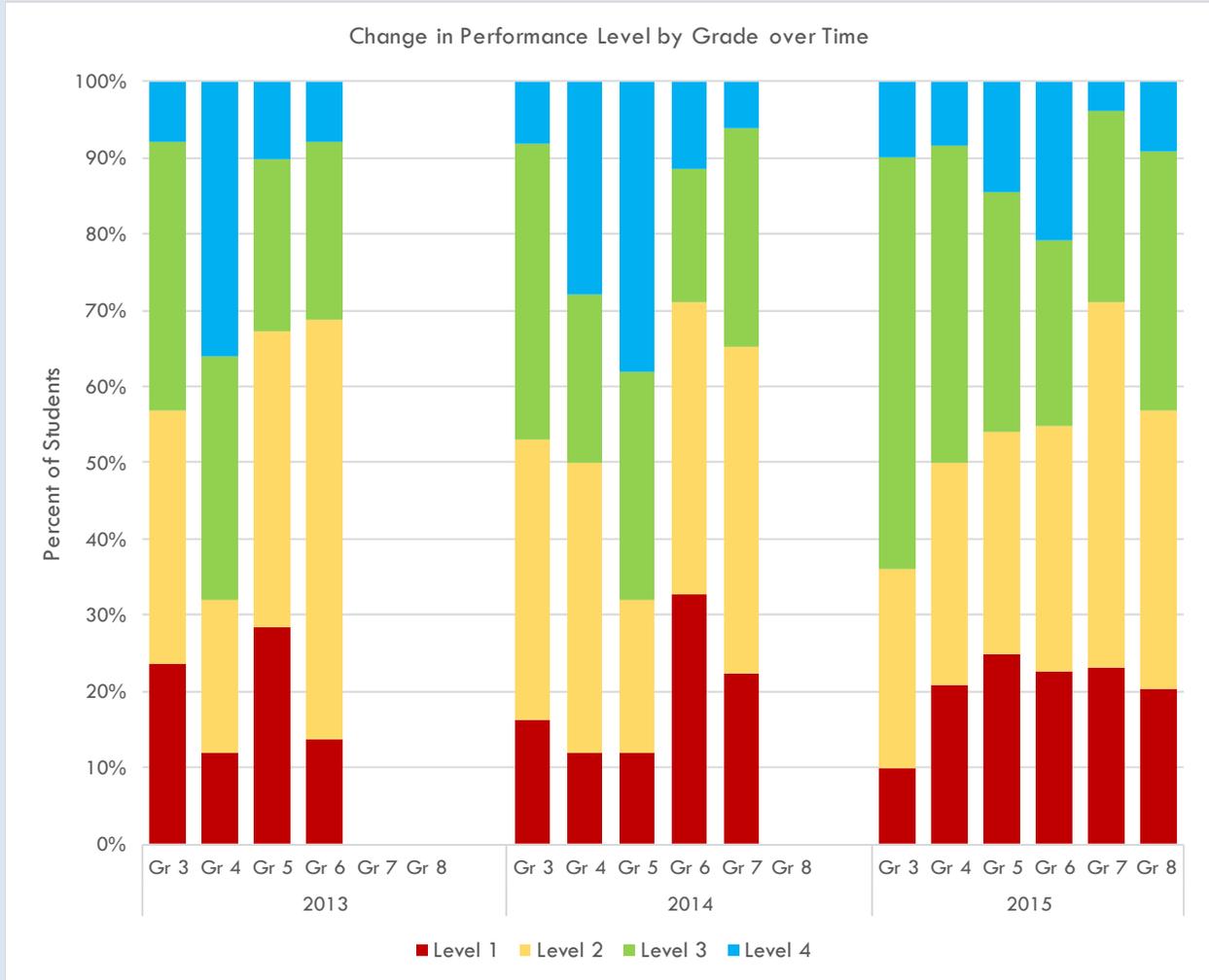
GRADE-LEVEL PROFICIENCY IN MATH

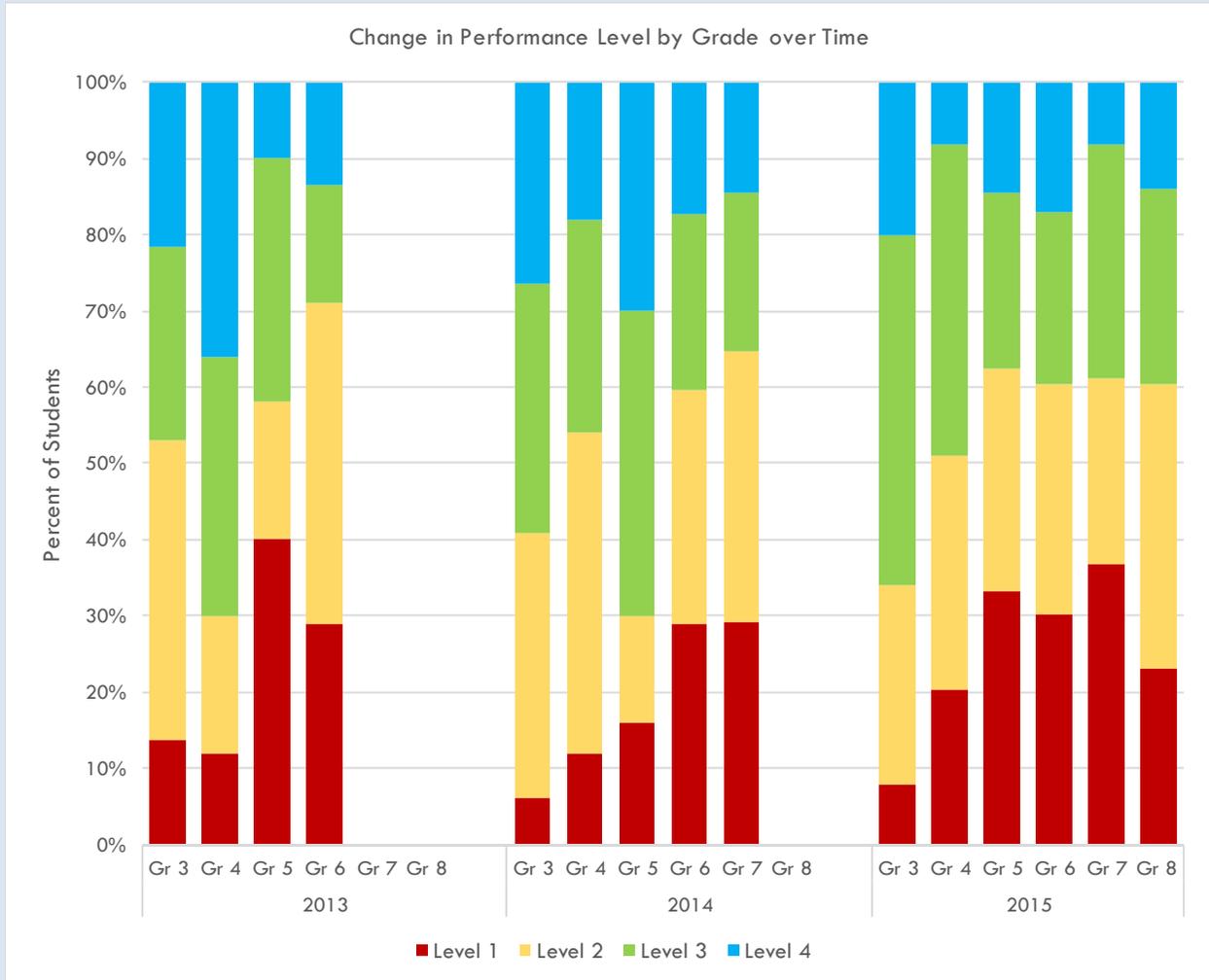
	2012-2013	2013-2014	2014-2015
Community Roots Charter School			
Grade 3	47%	59%	66%
Grade 4	70%	46%	49%
Grade 5	42%	70%	38%
Grade 6	29%	40%	40%
Grade 7		35%	39%
Grade 8			40%
DIFFERENCE FROM CSD			
Grade 3	17%	25%	29%
Grade 4	40%	13%	18%
Grade 5	18%	38%	2%
Grade 6	15%	20%	24%
Grade 7		23%	23%
Grade 8			33%

APPENDIX C: MOVING THE NEEDLE – CHANGE IN PERFORMANCE LEVELS OVER TIME

The charts that follow may contain state test performance from a prior charter term. This data is provided for informational purposes only; schools are not evaluated on performance from prior charter terms.

ENGLISH/LANGUAGE ARTS





APPENDIX D: CHARTER SCHOOL GOALS

According to annual reports submitted to NYSED this school year¹⁰, the school provided data related to its goals as follows. Note that the school did not provide a determination of whether it had met/not met each goal.

Charter Goals		2014-15
Academic Goals	Each year 75% of CRCS students in grades 3-5 will demonstrate proficiency (i.e. score at or above Level 3) on NYS ELA and Math exams; 75% of the grade 4 students will demonstrate proficiency on the NYS Science exam; and 75% of the grade 5 students will demonstrate proficiency on the NYS Social Studies exams.	Grade 3 ELA 64%
		Grade 3 Math 66%
		Grade 4 ELA 50%
		Grade 4 Math 49%
		Grade 5 ELA 46%
		Grade 5 Math 38%
		Grade 6 ELA 45%
		Grade 6 Math 40%
		Grade 7 ELA 29%
		Grade 7 Math 39%
		Grade 8 ELA 43%
		Grade 8 Math 40%
		Grade 4 Science 88%
		Grade 8 Science 83%
		Each year the percentage of students demonstrating proficiency on NYS ELA and Math exams will increase. In the event that the percentage of students in a grade level cohort of the same students

¹⁰ This information was submitted by schools to NYSED and has not been vetted by NYCDOE for accuracy or completeness.

demonstrating proficiency is below 75%, the grade level cohort will reduce by at least one-half each year the difference between the percentage demonstrating proficiency and 75%. In the event that the percentage of students in a grade level cohort of the same students demonstrating proficiency is at or above 75%, the grade level cohort will continue to demonstrate growth each year.

46% in 2015
Class of 2016: 47% in 2014 and 50% in 2015
Class of 2015: 64% in 2015
Math
Class of 2015: 47% in 2013, 46% in 2014 and 38% in 2015
Class of 2016: 59% in 2014 and 49% in 2015
Class of 2015: 66% in 2015
Students graduating from the Middle School:
ELA
Class of 2015: 31% in 2013, 35% in 2014 and 43% in 2015
Class of 2016: 29% in 2014 and 29% in 2015
Class of 2015: 45% in 2015
Math
Class of 2015: 29% in 2013, 35% in 2014 and 40% in 2015
Class of 2016: 40% in 2014 and 39% in 2015
Class of 2015: 40% in 2015

CRCS students in grades K-8 will meet or exceed CRCS Exit Outcomes in all content areas.

Grades K-5
1) SOCIAL/EMOTIONAL DEVELOPMENT
2) ENGLISH LANG ARTS
3) MATH
4) SOCIAL STUDIES
KIND
1) 79%
2) 83%
3) 84%
4) 90%
1ST GRADE
1) 82%
2) 78%
3) 87%
4) 95%

2ND GRADE

- 1) 80%
- 2) 84%
- 3) 80%
- 4) 94%

3RD GRADE

- 1) 87%
- 2) 89%
- 3) 86%
- 4) 98%

4TH GRADE

- 1) 85%
- 2) 83%
- 3) 70%
- 4) 96%

5TH GRADE

- 1) 86%
- 2) 90%
- 3) 71%
- 4) 94%

Grades 6-8

- 1) ELA
- 2) SOCIAL STUDIES
- 3) MATH
- 4) SCIENCE

6TH GRADE

- 1) 91%
- 2) 98%
- 3) 89%
- 4) 96%

7th GRADE

- 1) 85%
- 2) 91%
- 3) 80%
- 4) 85%

8th Grade

- 1) 91%
- 2) 98%
- 3) 58%
- 4) 91%

The percentage of students demonstrating proficiency on NYS ELA and Math exams will be higher than that of CSD13.

3rd Grade

D13 ELA: 30% CRCS ELA: 64% D13 MATH: 37% CRCS MATH: 6^%

4th Grade

D13 ELA: 33% CRCS ELA: 50% D13 MATH: 31% CRCS MATH: 49%

5th Grade

D13 ELA: 30% CRCS ELA: 46% D13 MATH:
36% CRCS MATH: 38%

6th Grade

D13 ELA: 18% CRCS ELA: 45% D13 MATH:
16% CRCS MATH: 40%

7th Grade

D13 ELA: 17% CRCS ELA: 29% D13 MATH:
16% CRCS MATH: 39%

8th Grade

D13 ELA: 20% CRCS ELA: 43% D13 MATH:
7% CRCS MATH: 40%

Each year, the School will receive a 'B' or higher on the Student Progress section of the DOE Progress Report.

Data Unavailable

Each year, the School will be deemed "In Good Standing" on the NYS Report Card.

Grade

3

4

5

6

7

8

D13 ELA

30%

33%

30%

18%

17%

20%

CRCS ELA

64%

50%

46%

45%

29%

43%

D13 MATH

37%

31%

36%

16%

16%

7%

CRCS MATH

66%

49%

		38%
		40%
		39%
		40%
	Each year: 75% of kindergarten students will perform at Levels 1 and 2 on appropriate skill areas on the ECLAS-2; 75% of 1st grade students will perform at or above Level 4 on appropriate skill areas on the ECLAS-2.	90% of Kindergarten Students met Fox in a Box benchmarks.76% in First Grade met the applicable benchmarks for sight words and 70% in decoding. 84% of 2nd Grade students met applicable Fox in a Box benchmarks.
Operational Goals	Each year, CRCS will have an annual average student attendance rate of at least 95%, and 95% of all students enrolled on the last day of the school year who do not move will return the following September.	Attendance Average 94.3% Returning Students 97%
	Each year, the School will comply with all applicable laws, rules, regulations and contract terms	Each year CRCS reviews applicable laws, rules and regulations to ensure that the school is operating in compliance. CRCS also consults with legal counsel when new regulations emerge to make any necessary adjustments to ensure compliance.
	Annually, student enrollment at CRCS will be within 10% of full enrollment as defined in the School's contract.	_454_ students enrolled for _450__ seats Grade Enrolled # Seats per Charter Kindergarten 49 50 1st 50 50 2nd 50 50 3rd 50 50 4th 50 50 5th 50

		50
		6th
		53
		50
		7th
		55
		50
		8th
		47
		50
	Each year, at least 90% parents will express satisfaction with CRCS's program, based on the NYCDOE Learning Environment Survey or on the CRCS Family Satisfaction Survey. CRCS will receive scores of 7.5 or higher in each of the four survey domains: Academic Expectations, Communication, Engagement, and Safety and Respect on the NYCDOE Learning Environment Survey.	97% of Parent responses expressed Satisfaction across all domains
	Each year, teachers will express satisfaction with school leadership and professional development opportunities as determined by the teacher section of the NYCDOE Learning Environment Survey or on the CRCS Teacher Satisfaction Survey. CRCS will also score 7.5 or higher on each of the four survey domains on the NYCDOE Learning Environment Survey.	94% of Teacher responses expressed Satisfaction across all domains
	Responsive School Leadership, Governance and Management goals will include evidence via the Board meeting minutes that School Leadership informs the Board of appropriate academic, demographic, assessment and financial data and Board member's participation in Board subcommittees.	School leadership reports at every board meeting. Co-Directors are evaluated annually based on goals co-created with the Education Committee. The Co-Directors met their annual goals. The Finance Committee has been instrumental in the school's process of creating a budget that keeps the school in a strong financial position while prioritizing meeting student needs.
Financial Goals	Each year, CRCS will operate on a balanced budget and maintain a stable cash flow.	As of 06/30/15 the CRCS expect to produce a surplus of \$107,093 including depreciation costs vs an originally planned deficit of \$149,016. The capital expenditure cost for the year was \$160,000.

	<p>The aforementioned surplus was driven primarily by higher than expected Special Education revenue at \$330,191 over plan despite not hitting our General Education enrollment targets and \$79,034 over budget in private fundraising. This account for an overall revenue increase vs budget of \$206,986. Special education revenue and increased focus on private fundraising continue to be key drivers of favorable changes to our revenue base.</p>
<p>Each year CRCS will undergo an independent financial audit that will result in an unqualified opinion and no major findings.</p>	<p>Final results for the 2014-2015 audit are pending and should be available by November 1st, 2015 but interim preliminary field work and testing conducted by our financial auditors and CSBM show no material weaknesses within the schools financial and operations activities.</p>

APPENDIX E: RECRUITMENT EFFORTS FOR SPECIAL POPULATIONS

NYC DOE Chancellor-authorized charter schools are required to meet enrollment and retention targets in addition to demonstrating the means by which they will meet or exceed these targets for students with disabilities (SWDs), English Language Learners (ELLs), and students who are eligible for Free or Reduced Price Lunch (FRPL). As per the NYS Charter Schools Act, enrollment and retention targets have been finalized by the Board of Regents and the Board of Trustees of the State University of New York. As part of their mandated Annual Report to NYSED, schools are required to describe the efforts they have made towards meeting these targets and any plans for meeting or making progress towards these targets in the future.

LIMITED ENGLISH PROFICIENCY (LEP) STUDENTS

- Increasing budget allocation for recruitment targeting under-served subgroups and additional marketing efforts such as radio, print, billboard, social media, etc., especially promoting the date of the CRCS admissions lottery, the provision of busing transportation for all, before-school programming, after-school programming, special education services, services for English Language Learners (ELL), and academic intervention supports (Title 1 Services).
- Further developing and/or creating relationships with relevant community partners, including but not limited, non-profit, religious and other community associations that serve at-risk populations.

STUDENTS WITH DISABILITIES (SWD)

- Community Roots also continued outreach efforts to families of children with disabilities by providing brochures and enrollment materials to the District 13 CSE and directly to pre-schools serving children with disabilities. All classrooms at Community Roots Charter School are Integrated Co-Teaching environments and all related services for children with IEP's are on sight including counseling, Occupational Therapy (OT), Physical Therapy (PT), Special Education Teacher Support Services (SETSS).
- Every other week beginning in January, Community Roots hosts tours for interested families. On these tours, staff discuss the support services and the ICT model as well as tour the OT/PT room, and the Learning Center. It is also discussed that an essential part of the mission is to be inclusive and serve children with Special Needs. Community Roots Middle School tours begin in the early Fall ahead of the Middle School application deadlines set by the Department of Education.

STUDENTS ELIGIBLE FOR THE FREE OR REDUCED PRICE LUNCH PROGRAM

- In December 2011 Community Roots Charter School changed the lottery preferences for Kindergarten to give a 40% preference to children qualifying for free and reduced price lunch. Community Roots attends every Kindergarten forum at Head Starts in District 13 as well as at Community Centers that serve NYCHA residents. CRCS also provides recruitment materials and applications to Head Starts that do not host Kindergarten Forums.
- Amending the 2016 application to include optional economic information sections for applying families. This information will be used to track applicants to determine the makeup of the lottery pool and to further focus and adjust future recruiting efforts.

- Amending current procedures for identifying economically disadvantaged applicants and for all enrolled students. Currently, ED students are identified by Free and Reduced Price Lunch forms alone. Per SED's definition of economically disadvantaged, CRCS will expand on this by also asking families to report participation in other economic assistance programs, such as Social Security Insurance (SSI), Food Stamps, Foster Care, Earned Income Tax Credit (EITC), Home Energy Assistance Program (HEAP), Safety Net Assistance (SNA), Bureau of Indian Affairs (BIA) or Family Assistance; Temporary Assistance for Needy Families (TANF).

APPENDIX F: ADDITIONAL ACCOUNTABILITY DATA

Please refer to additional accountability reports for this school on the NYC DOE's web site at <http://schools.nyc.gov/community/charters/information/doeauthorizedschools.htm>.

The NYC DOE's School Quality Reports are available on the NYC DOE's web site at <http://schools.nyc.gov/Accountability/tools/report/default.htm>. These reports may provide Chancellor-authorized school communities with additional data, but please note that the reports are not specific to the terms of the charter or to the 2015-16 Accountability Framework for NYC DOE Chancellor-Authorized Charter Schools at http://schools.nyc.gov/NR/rdonlyres/AB35987B-A0E5-4D48-86E0-8BC3A3BE33DC/0/NYCDOECharterSchoolsAccountabilityHandbook201516_V1_August2015.pdf.