

ROOSEVELT CHILDREN'S ACADEMY CHARTER SCHOOL

**The State Education Department**  
The University of the State of New York

**Office of Instructional Support and Development**  
Public School Choice Programs  
462 EBA  
Albany, New York 12234  
518-474-1762

*Charter School Annual Report*  
*2008 - 2009*

**Charter School Information and Cover Page**

**Name of Charter School – Roosevelt Children's Academy Charter School**

**Address – 105 Pleasant Avenue, Roosevelt, NY 11575**

**Telephone** (516) 867-6202 **Fax** (516) 867-6206

**BEDS # 280208860024**

**District/CSD of Location – Roosevelt Union Free School District**

**Charter Entity – SUNY CSI**

**Head of School (Contact Person) Roxanne Greco-Ashley**

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**President, Board of Trustees – Robert Francis**

**E-mail address and Phone Number of Board President**



ROOSEVELT CHILDREN'S ACADEMY CHARTER SCHOOL

*Student Assessment Data  
New York State Assessment Results  
Grades 3 – 8 ELA and Math  
2008-09 Annual Report*

Name of Charter School: Roosevelt Children's Academy Charter School

**Grades 3 – 8 State ELA Assessments Results**

Year of Test	Grade 3				Grade 4				Grade 5				Grade 6				Grade 7				Grade 8			
	L1	L2	L3	L4	L1	L2	L3	L4	L1	L2	L3	L4	L1	L2	L3	L4	L1	L2	L3	L4	L1	L2	L3	L4
2008-09	0	4	84	11	0	2	98	0	0	3	78	19	0	7	82	10	0	8	82	10	0	12	84	4
2007-08	0	17	64	19		11	81	8	11	84	5	0	0	4	90	6	0	12	87	1	0	36	57	7
2006-07	1	16	72	11	0	36	63	1	0	15	77	9	0	17	79	4	0	29	69	2	0	30	70	0
2005-06	0	19	76	4	0	12	82	6	0	11	74	15	0	24	65	10	0	29	71	0				

**Grades 3 – 8 State Math Assessments Results**

Year of Test	Grade 3				Grade 4				Grade 5				Grade 6				Grade 7				Grade 8			
	L1	L2	L3	L4	L1	L2	L3	L4	L1	L2	L3	L4	L1	L2	L3	L4	L1	L2	L3	L4	L1	L2	L3	L4
2008-09	0	2	56	42	0	6	62	32	0	1	66	32	0	2	68	32	0	0	60	40	2	8	86	5
2007-08	0	0	60	40	0	3	82	15	0	3	83	14	0	2	46	52	0	3	66	31	2	13	75	10
2006-07	0	6	78	16	1	20	67	12	0	14	82	4	1	10	64	25	6	39	55	0	4	52	39	4
2005-06	1	7	70	21	0	6	57	37	4	25	62	9	14	31	49	6	0	58	38	4				

ROOSEVELT CHILDREN'S ACADEMY CHARTER SCHOOL

**Grades 3 – 8 State Science Assessments Results**

<i>Year of Test</i>	Grade 3				Grade 4				Grade 5				Grade 6				Grade 7				Grade 8							
	L1	L2	L3	L4	L1	L2	L3	L4	L1	L2	L3	L4	L1	L2	L3	L4	L1	L2	L3	L4	L1	L2	L3	L4				
2008-09					0	0	6	94																	0	14	68	18
2007-08					0	3	33	64																	0	3	76	21
2006-07					0	4	65	30																	4	17	71	8
2005-06					0	0	8	92																				

**Grades 3 – 8 Social Studies Assessments Results**

<i>Year of Test</i>	Grade 3				Grade 4				Grade 5				Grade 6				Grade 7				Grade 8							
	L1	L2	L3	L4	L1	L2	L3	L4	L1	L2	L3	L4	L1	L2	L3	L4	L1	L2	L3	L4	L1	L2	L3	L4				
2008-09									0	0	26	74																
2007-08									3	5	66	26													0	18	77	5
2006-07									0	0	67	33													0	4	79	17

ROOSEVELT CHILDREN'S ACADEMY CHARTER SCHOOL

*Other Student Assessment Data*  
2008-09

Name of Charter School: Roosevelt Children's Academy Charter School

Name of Test: TerraNova (K- 10G, 1st- 11G, 2<sup>nd</sup>- 12G)

Subtest: Reading

Grade	Date of Test (DOT)	# Enrolled in Grade on DOT	# Absent on Grade on DOT	# Exempted in Grade by IEP	# Exempted in Grade by ELL Status	# Students Assessed in Grade*	Score (Indicate Type of Score, e.g., NCE)	Qualitative Level and Percent Attaining*	Other ***
K	10/08/2008	50	1	0	0	49	Mean Scale Score = 449.2		
K	5/15/2009	49	0	0	0	49	Mean Scale Score = 552.3		
1	10/08/2008	56				6	NCE= 37.7		Only new 1 <sup>st</sup> & 2 <sup>nd</sup> grade students are assessed in fall
1	5/15/2009	50	0	0	0	50	NCE = 54.2		
2	10/08/2008	50				3	NCE = 44.7		See above
2	5/15/2009	50	0	0	0	50	NCE= 60.5		

ROOSEVELT CHILDREN'S ACADEMY CHARTER SCHOOL

*Other Student Assessment Data*  
2008-09

Name of Charter School: Roosevelt Children's Academy Charter School

Name of Test: TerraNova (K- 10G, 1st- 11G, 2<sup>nd</sup>- 12G)

Subtest: Math

Grade	Date of Test (DOT)	# Enrolled in Grade on DOT	# Absent on Grade on DOT	# Exempted in Grade by IEP	# Exempted in Grade by ELL Status	# Students Assessed in Grade*	Score (Indicate Type of Score, e.g., NCE)	Qualitative Level and Percent Attaining **	Other ***
K	10/08/2008	50	2	0	0	48	Mean Scale Score = 412.9		
K	5/15/2009	49	0	0	0	49	Mean Scale Score = 538.3		
1	10/08/2008	56	0	0	0	6	NCE= 33.7		Only new 1 <sup>st</sup> & 2 <sup>nd</sup> grade students are assessed in fall
1	5/15/2009	50	0	0	0	50	NCE = 61		
2	10/08/2008	50	0	0	0	3	NCE = 38		See above
2	5/15/2009	50	0	0	0	50	NCE = 54		

# **ACCOUNTABILITY PLAN**

Roosevelt Children's Academy Charter School

**2006-07 and forward**

## **Academic Assessments**

### **English Language Arts**

**Goal 1:** All students at the Roosevelt Children's Academy Charter School will become proficient in reading and writing of the English Language.

#### **Absolute**

##### Measure 1

Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at or above Level 3 on the New York State ELA examination.

##### Measure 2

Each year, the school's aggregate Performance Index (PI) on the State ELA exam will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.

#### **Comparative**

##### Measure 1

Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the State ELA exam will be greater than that of all students in the same tested grades in the local school district.

##### Measure 2

Each year, the school will exceed its predicted level of performance on the State ELA exam by at least a small Effect Size (performing higher than expected to a small degree) according to a regression analysis controlling for students eligible for free lunch among all public schools in New York State.

#### **Value Added – Growth Goal**

##### Measure 1

Each year, each grade-level cohort will reduce by one-half the gap between the percent at or above Level 3 on the previous year's State ELA exam and 75 percent at or above Level 3 on the current year's State ELA exam. If a grade-level cohort exceeds 75 percent at or above Level 3 in the previous year, that cohort is expected to show at least an increase in the current year.

**Mathematics**

**Goal 2:** All students at the Roosevelt Children's Academy Charter School will become proficient in Mathematics.

**Absolute**

Measure 1

Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at or above Level 3 on the New York State Math examination.

Measure 2

Each year, the school's aggregate Performance Index (PI) on the State Math exam will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.

**Comparative**

Measure 1

Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the State Math exam will be greater than that of all students in the same tested grades in the local school district.

Measure 2

Each year, the school will exceed its predicted level of performance on the State Math exam by at least a small Effect Size (performing higher than expected to a small degree) according to a regression analysis controlling for students eligible for free lunch among all public schools in New York State.

**Value Added – Growth Goal**

Measure 1

Each year, each grade-level cohort will reduce by one-half the gap between the percent at or above Level 3 on the previous year's State Math exam and 75 percent at or above Level 3 on the current year's State Math exam. If a grade-level cohort exceeds 75 percent at or above Level 3 in the previous year, that cohort is expected to show at least an increase in the current year.



## ROOSEVELT CHILDREN'S ACADEMY CHARTER SCHOOL

### Science

**Goal 3:** All students at Roosevelt Children's Academy Charter School will demonstrate competency in the understanding and application of scientific reasoning.

#### **Absolute**

##### Measure 1

Each school year commencing in 2006-2007, 75 percent of fourth and eighth grade students who are enrolled in at least their second year will perform at or above Level 3 on the New York State Science examination.

#### **Comparative**

##### Measure 1

Each year, the percent of fourth and eighth grade students who are enrolled in at least their second year and performing at or above Level 3 on the State Science exam will be greater than that of fourth and eighth grade students in the local school district.

**Social Studies**

**Goal 4:** All students at Roosevelt Children's Academy Charter School will demonstrate proficiency in the social sciences.

**Absolute**

Measure 1

Each school year commencing in 2007-08, 75 percent of fifth and eighth grade students who are enrolled in at least their second year will perform at or above Level 3 on the New York State Social Studies examination.

**Comparative**

Measure 1

Each school year commencing in 2006-07, the percent of fifth and eighth grade students who are enrolled in at least their second year and performing at or above Level 3 on the State Social Studies exam will be greater than that of fifth and eighth grade students in the local school district.

ROOSEVELT CHILDREN'S ACADEMY CHARTER SCHOOL

**No Child Left Behind**

Measure 1

Each year the school will be deemed in 'good standing' by the state's accountability system.

**ROOSEVELT CHILDREN'S ACADEMY  
CHARTER SCHOOL**

**2008-09  
ACCOUNTABILITY PLAN  
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

August 1, 2009

By Roxanne Greco-Ashley

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ROOSEVELT CHILDREN'S ACADEMY CHARTER SCHOOL

Roxanne Greco- Ashley prepared the 2008-09 Accountability Progress Report on behalf of the school's Board of Trustees:

Trustee's Name	Board Position
Robert Francis	Chair
Steve Budhu	
Philip A. Leconte	Treasurer
Denise Washington	
Reginald Tuggle	
David M. Wirtz	Counsel
Dr. King Cheek	

ROOSEVELT CHILDREN'S ACADEMY CHARTER SCHOOL

**INTRODUCTION**

Roosevelt Children’s Academy Charter School (RCACS) opened in 2000 to a groundswell of community support for additional public school options in Roosevelt, New York. That support and community interest in this public charter school have been at the core of our parent involvement, our shared decision making, and we believe, our remarkable success. Now eight years later, RCACS begins its ninth year with a K-8 campus of five hundred students, and we have never been stronger academically. We are coming off yet another complete success in terms of exceeding the most critical absolute and comparative measures in our accountability plan. Even as our size has expanded over the years with adding grades, we have not lost our focus, as is seen when some schools attempt to be both elementary and middle schools. This has not happened in RCACS’ case because we were as relentless in our pursuit of high standards with our middle school program as were with elementary.

We enter 2009-10 with the same excitement and enthusiasm as when we began nine years ago. Our purpose of providing a high quality public education alternative in our community is something we continue to cherish as a valued privilege and opportunity. In the following pages of this progress report, the reader will learn of our academic successes, and witness just how seriously we have taken this privilege.

**School Enrollment by Grade Level and School Year**

School Year	K	1	2	3	4	5	6	7	8	Total
2003-04	50	50	50	75	50	25				300
2004-05	50	50	50	50	75	50	25			350
2005-06	50	50	75	75	50	75	50	25		450
2006-07	50	50	50	75	75	50	75	50	25	500
2007-08	52	51	47	52	73	65	49	69	42	499
2008-09	50	54	50	45	51	67	67	50	66	500

## ENGLISH LANGUAGE ARTS

### Goal 1: English Language Arts

**All students at the Roosevelt Children's Academy Charter School (RCACS) will become proficient in reading and writing of the English Language.**

All of our grades have unwrapped POWER STANDARDS for the ELA program. The entire staff along with Leadership and Learning Organization from Denver worked numerous hours to have a user friendliness and staff ownership in these unwrapping of the standards. With the continued support of the Assistant Instructional Principal, administration and staff, the ELA program and plan is strong at Roosevelt Children's Academy. Title I staff, Reading Resource Staff, and all support staff take part in the preparation of our children for life and for the ELA exam.

Below are just a few of the strategies used to support the children.

#### *ELA Schedule*

11:15-12:15 Scott Foresman Reading  
1:30-2:15 ELA/Literacy

Scott Foresman Reading is the basis of RCA's reading/ELA program Kindergarten – 6<sup>th</sup> Grades and consists of the following components on a daily basis:

- ❖ Skill Lessons
- ❖ Vocabulary Building
- ❖ Building Background information activity
- ❖ Grammar lessons
- ❖ Spelling Pre-tests
- ❖ Preview and predict activity (picture walk)
- ❖ Reading the selection (story) for that particular week.
- ❖ Leveled Readers – the students are divided into three reading groups and the classroom teacher instructs the group in greatest need, while the cooperating teacher will teach the middle group. The highest group works with chapter books so that they will continue to be given the opportunity to interact with a text with a support staff member such as the Reading Resource Teacher.

**\*\*\* Offering the highest group the opportunity to interact with the chapter books is a new component added this year to our curriculum.**

Writer's Workshop: The students will work through the writing process from beginning to end with the teacher modeling the process as well as his/her thoughts.

- ❖ The Look Back and Write question at the end of the selection will be used as a basis for the writer's workshop. This will help to build a higher level of thinking when answering the questions and providing support for each answer.

**\*\*\* The writer's workshop was a new component added this year to our curriculum on a weekly basis to help improve writing skills and our performance on the New York State ELA Assessments.**

- ❖ Spelling Assessments
- ❖ Reading Comprehension/Vocabulary Assessment (Selection Test)
- ❖ Incorporating the BIG IDEA into the curriculum
- ❖ The BIG IDEA will change each month to be able to address all the ELA needs of the students necessary for success on each NYS ELA assessment. (See attached schedule for the BIG IDEA.)

**ELA/LITERACY**

1:30-2:15

This part of the schedules consists of lessons geared to the ELA skills needed to build strong ELA learners throughout all school subjects.

- In the afternoon, the writing part of the ELA program will be addressed together with the grammar component. The social studies curriculum topics focus of the writing activities.
- In addition, the teacher incorporates the End of Unit thought provoking questions from the DBQ Practice Book as a basis for their writing session.

The plan has been aligned with the Scott Foresman skill lessons.

**Goal 1: Absolute Measure**

**Each year, 75% of students in each assessed grade who have been continuously enrolled in the school for two or more years will perform at or above Level 3 on the New York State English Language Arts (ELA) Assessment.**

**Method**

The school administered the New York State Testing Program English language arts assessment to students in 3rd through 8th grade in January 2009. Each student's raw score has been converted to a grade-specific scaled score and a performance level. The criterion for success on this measure requires students who have been enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year) to score at Levels 3 or 4.

The table below summarizes participation information for this year's test administration. The table indicates total enrollment and total number of students tested. It also provides a detailed breakdown of those students excluded from the exam. Note that this table includes all students according to grade level, even if they have been enrolled for less than one year.

**2008-09 State English Language Arts Exam  
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested <sup>1</sup>			Total Enrolled
		IEP	ELL	Absent	
3	45	0	0	0	45
4	51	0	0	0	51
5	67	0	0	1	68
6	67	0	0	0	67
7	49	0	0	1	50
8	67	0	0	0	67
All	346	0	0	2	348

<sup>1</sup> Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.



ROOSEVELT CHILDREN'S ACADEMY CHARTER SCHOOL

**Results**

The overall percent of students in at least their second year performing at Levels 3 & 4 is **95%**.

**Charter School Performance on 2008-09 State English Language Arts Exam  
By All Students and Students Enrolled in At Least Their Second Year**

Grade	Population	Percent at Each Performance Level					Number Tested
		Level 1	Level 2	Level 3	Level 4	Level 3/4	
3	All Students	0	4%	84%	11%	96%	45
	Students in At Least 2 <sup>nd</sup> Year	0	6%	83%	11%	<b><u>94%</u></b>	35
4	All Students	0	2%	98%	0	98%	51
	Students in At Least 2 <sup>nd</sup> Year	0	2%	98%	0	<b><u>98%</u></b>	51
5	All Students	0	3%	78%	19%	97%	67
	Students in At Least 2 <sup>nd</sup> Year	0	2%	83%	16%	<b><u>98%</u></b>	57
6	All Students	0	7%	82%	10%	93%	67
	Students in At Least 2 <sup>nd</sup> Year	0	8%	79%	14%	<b><u>93%</u></b>	52
7	All Students	0	8%	82%	10%	92%	49
	Students in At Least 2 <sup>nd</sup> Year	0	5%	82%	13%	<b><u>95%</u></b>	39
8	All Students	0	12%	84%	4%	88%	67
	Students in At Least 2 <sup>nd</sup> Year	0	12%	83%	5%	<b><u>88%</u></b>	59
All	All Students	0	6%	84%	10%	94	346
	Students in At Least 2 <sup>nd</sup> Year	0	6%	85%	10%	<b><u>95%</u></b>	293

**Evaluation**

We met this outcome measure. We again had a successful year at Roosevelt Children's Academy. As seen from the table, 278 of our 293 cohort students (95%) are proficient in English Language Arts. We do this with one of the largest campus wide enrollments in NYS Charter Schools, allowing more students to benefit from our fine program. We credit the hard work of our teaching staff for making this possible, and are proud to have met this accountability goal again this year. Further, each of our grades far surpassed the goal of 75% proficiency on the NYS ELA tests.

**Additional Evidence**

Roosevelt Children's Academy Charter School has performed overall at greater than 80% proficiency rate since 2006.

ROOSEVELT CHILDREN'S ACADEMY CHARTER SCHOOL

**English Language Arts Performance by Grade Level and School Year**

Grade	Percent of Students Enrolled in At Least Their Second Year at Levels 3 and 4							
	2005-06		2006-07		2007-08		2008-09	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	80.8%	52	88%	57	83%	48	94%	35
4	91%	43	67%	54	92%	63	98%	51
5	90%	60	90%	41	87%	54	98%	57
6	78.6%	42	87%	54	95%	37	93%	52
7	69.6%	23	71%	39	88%	59	95%	39
8			65%	20	63%	38	88%	59
All	<b>83.6%</b>	220	<b>80%</b>	265	<b>86%</b>	299	<b>95%</b>	293

**Goal 1: Absolute Measure**

Each year, the school's aggregate Performance Index (PI) on the State English language arts exam will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.

**Method**

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards all students being proficient by the year 2013-14. As a result, the state sets an Annual Measurable Objective (AMO) each year to determine if schools are making satisfactory progress toward the goal that 100 percent of students will ultimately be proficient in the state's learning standards in English Language Arts. To achieve this measure, all tested students must have a Performance Index (PI) value that equals or exceeds this year's English language arts AMO, which for 2008-09 is 133. The PI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PI is 200.

**Results**

The students of Roosevelt Children's Academy Charter School achieved an aggregate PI score of 194, surpassing the goal AMO of 133.

**Calculation of 2008-09 English Language Arts Performance Index (PI)**

Grades	Percent of Students at Each Performance Level				Number Tested
	Level 1	Level 2	Level 3	Level 4	
3-8	0	6	84	10	346

$$\begin{array}{rccccccccc}
 \text{PI} & = & 6 & + & 84 & + & 10 & = & 100 \\
 & & & & + & & 10 & = & 94 \\
 & & & & & & \text{PI} & = & \mathbf{194}
 \end{array}$$

ROOSEVELT CHILDREN’S ACADEMY CHARTER SCHOOL

**Evaluation**

We met this outcome measure. We tested 346 students and every single grade level surpassed the AMO mark set by NYSED.

**Additional Evidence**

Roosevelt Children’s Academy Charter School’s PI has far surpassed the target AMO since 2006.

**English Language Arts Performance Index (PI) and Annual Measurable Objective (AMO) by School Year**

Year	Grades <sup>2</sup>	Number Tested	Percent of Students at Each Performance Level				PI	AMO
			Level 1	Level 2	Level 3	Level 4		
2005-06	3-7	257	0%	18%	74%	8%	182	122
2006-07	3-8	337	0%	23%	71%	5%	175	122
2007-08	3-8	345	0%	14%	79%	8%	186	133
2008-09	3-8	346	0%	6%	84%	10%	194	133

**Goal 1: Comparative Measure**

Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the state English language arts exam will be greater than that of all students in the same tested grades in the local school district.

**Method**

Tested students who were enrolled in at least their second year are compared to all tested students in the surrounding public school district, Roosevelt Union Free School District. Comparisons are between the results for each grade in which the school had tested students and the results for the respective grades in the local school district, as well as between the total result of students in at least their second year at the school and the total result for all students at the corresponding grades in the school district, Roosevelt Union Free School District.

**Results**

Overall, RCACS has a 95% proficiency rate compared to the district’s 78.5% proficiency rate.

<sup>2</sup> Beginning in 2005-06 the state administered tests in grades 3-8 and a single AMO was set for the aggregate PI of all tested students in those grades.

ROOSEVELT CHILDREN'S ACADEMY CHARTER SCHOOL

**2008-09 State English Language Arts Exam  
Charter School and District Performance by Grade Level**

Grade	Percent of Students at Levels 3 and 4			
	Charter School Students In At Least 2 <sup>nd</sup> Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	94%	35	77%	322
4	98%	51	86%	372
5	98%	57	90%	360
6	93%	52	72%	119
7	95%	39	62%	107
8	88%	59	60%	99
All	<b>95%</b>	293	<b>78.5%</b>	1379

**Evaluation**

We met this outcome measure. From the table, the reader can see that Roosevelt Children’s Academy Charter School is surpassing the ‘same grade’ proficiency levels of the local school district, Roosevelt Union Free School District. Separation in performance is greatest at the middle school level (6-8). Overall, RCACS has a 95% proficiency rate to their 78.5% proficiency rate. We are encouraged to see the local district exceeding 75% overall proficiency as we wish their students success.

**Additional Evidence**

Roosevelt Children’s Academy Charter School has outperformed the local district in overall proficiency rates in the four years represented in the table below. RCACS has also performed greater than 75% proficient in all four years.

**English Language Performance of Charter School and Local District  
by Grade Level and School Year**

Grade	Percent of Charter School Students Enrolled in At Least Second Year and All District Students at Levels 3 and 4							
	2005-06		2006-07		2007-08		2008-09	
	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District
3	80.8%	89.5%	87.7	75.2%	83%	75.9%	94%	77%
4	91%	84.7%	66.7%	89.6%	92%	81%	98%	86%
5	90%	83.5%	90.2%	82.6%	87%	85.6%	98%	90%
6	78.6%	80%	87%	76.9%	95%	65.1%	93%	72%
7	69.6%	34.1%	71.8%	40.3%	88%	60.4%	95%	62%
8			65%	38.6%	63%	41.5%	88%	60%
All	<b>83.6%</b>	<b>74%</b>	<b>79.6%</b>	<b>66.11%</b>	<b>86%</b>	<b>68.56%</b>	<b>95%</b>	<b>78.5%</b>

ROOSEVELT CHILDREN'S ACADEMY CHARTER SCHOOL

**Goal 1: Comparative Measure**

Each year, the school will exceed its predicted level of performance on the state English language arts exam by at least a small Effect Size (performing higher than expected to a small degree) according to a regression analysis controlling for students eligible for free lunch among all public schools in New York State.

**Method**

The Charter Schools Institute conducts a Comparative Performance Analysis, which compares the school's performance to demographically similar public schools state-wide. Regression analysis is used to control for the percentage of students eligible for free lunch among all public schools in New York State. The school's actual performance is then compared to the predicted performance of public schools with a similar free lunch percentage. The difference between the actual and predicted performance, relative to other schools with similar free lunch statistics, produces an Effect Size. An Effect Size of 0.3 is considered performing higher than expected to a small degree, which is the requirement for achieving this measure. Given the timing of the state's release of poverty data, the 2008-09 analysis is not yet available. This report contains 2007-08 results, the most recent ones available.

**Results**

Students at all levels exceeded the predicted proficiency rates. The overall Effect Size was 1.77 in 2008.

**2007-08 English Language Arts Comparative Performance by Grade Level**

Grade	Percent Eligible for Free Lunch	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size	
			Actual	Predicted			
3		52	82.70	62.82	19.88	1.54	
4		73	89.00	63.79	25.21	1.95	
5		64	89.10	71.45	17.65	1.56	
6		49	95.90	56.49	39.41	2.63	
7		69	88.40	60.29	28.11	1.69	
8		42	64.20	44.00	20.20	1.15	
All		58.47	349	85.95	60.95	24.99	1.77

<b>School's Overall Comparative Performance:</b>
<b>Higher than expected to a large degree</b>

**Evaluation**

This outcome measure has been met. The overall Effect size was 1.77, far surpassing the 0.3. Every grade's proficiency rate was greater than 15% better than predicted, with an overall margin of greater by 24.99%.

**Goal 1: Growth Measure**

Each year, each grade-level cohort will reduce by one-half the gap between the percent at or above Level 3 on the previous year's state English language arts exam and 75 percent at or above Level 3 on the current year's state English language arts exam. If a grade-level cohort exceeds 75 percent at or above Level 3 in the previous year, that cohort is expected to show at least an increase in the current year.

**Method**

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making towards the absolute measure of 75 percent proficient. Each grade level cohort consists of those students who took the state exam in 2008-09 and also have a state exam score in 2007-08. It includes students who repeated the grade. The criterion for achieving this measure is for each grade-level cohort to halve the difference between the percentage of students proficient in 2007-08 and 75 percent proficient in 2008-09. If a cohort had already achieved 75 percent proficient in 2007-08, it is expected to show some positive growth in the subsequent year. In addition, the aggregate of all cohorts is examined to determine the growth of all students who took a state exam in both years.

**Results**

Overall the cohort group improved from an 89.2% proficiency rate in 2008 to a 94.4% rate in 2009. All cohort groups achieved above a 75% proficiency rate in 2008 so needed to show growth this year. All grades maintained the same rate or improved, with the exception of grade 8. Grade 8 dropped only 1% to an 88% proficiency rate, which is still well above the 75% absolute measure.

**Cohort Growth on State English Language Arts Exam from 2007-08 to 2008-09**

Grade	Cohort Size	Percent at Levels 3 and 4			Target Achieved
		2007-08	Target	2008-09	
4	49	84%	Increase	98%	Yes
5	59	88%	Increase	98%	Yes
6	54	89%	Increase	93%	Yes
7	41	98%	Increase	98%	Yes
8	65	89%	Increase	88%	No
<b>All</b>	<b>268</b>	<b>89.2%</b>	<b>Increase</b>	<b>94.4%</b>	<b>Yes</b>

**Evaluation**

We met this outcome measure in 2008-09. We are proud of the overall grades 4-8 cohort accomplishment of increasing proficiency by 5.2% on the ELA test to 94.4%. Students in grade 8 were the only ones who did not maintain or improve their performance, however their proficiency rate is 88% and only down 1% from 2008.

ROOSEVELT CHILDREN'S ACADEMY CHARTER SCHOOL

**Summary of the English Language Arts Goal**

We exceeded every single measure with our English Language Arts goal.

<b>Type</b>	<b>Measure</b>	<b>Outcome</b>
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at or above Level 3 on the New York State examination.	Achieved
Absolute	Each year, the school's aggregate Performance Index (PI) on the State exam will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	Achieved
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the State exam will be greater than that of all students in the same tested grades in the local school district.	Achieved
Comparative	Each year, the school will exceed its predicted level of performance on the State exam by at least a small Effect Size.	Achieved
Growth	Each year, each grade-level cohort will reduce by one-half the gap between the percent at or above Level 3 on the previous year's State exam and 75 percent at or above Level 3 on the current year's State exam.	Achieved

**MATHEMATICS**

**Goal 2: Mathematics**

**All students at the Roosevelt Children's Academy Charter School will demonstrate competency in the understanding and application of mathematics computation and problem solving.**

**Background**

Roosevelt Children's Academy is fortunate to have a Lead Math Teacher who oversees the entire Math program as well as teaches Honors Math. The Lead Math teacher has bi-weekly math meetings with staff members, grade levels, and administration. The grade levels, with her supervision, have created a Mathematics Pacing Calendar. This calendar guides instruction of math and has the entire grade levels specifically paced weekly with the performance indicators, big ideas, and resources used to obtain high scores. The staff turns in monthly assessment reports to administration and discusses these reports at monthly grade level and data team meetings.

**Goal 2: Absolute Measure**

Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at or above Level 3 on the New York State mathematics examination.

**Method**

The school administered the New York State Testing Program mathematics assessment to students in 3rd through 8th grade in March 2009. Each student's raw score has been converted to a performance level and a grade-specific scaled score. The criterion for success on this measure requires students who have been enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year) to score at Levels 3 or 4.

The table below summarizes participation information for this year's test administration. The table indicates total enrollment and total number of students tested. It also provides a detailed breakdown of those students excluded from the exam. Note that this table includes all students according to grade level, even if they have been enrolled for less than one year.

**2008-09 State Mathematics Exam  
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested <sup>3</sup>			Total Enrolled
		IEP	ELL	Absent	
3	41	0	0	4	45
4	50	0	0	0	50
5	65	0	0	4	69
6	62	0	0	5	67
7	46	0	0	4	50
8	65	0	0	1	66
All	329	0	0	18	347

<sup>3</sup> Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam



ROOSEVELT CHILDREN'S ACADEMY CHARTER SCHOOL

**Results**

The overall percent of students in at least their second year performing at Levels 3 & 4 is 96%.

**Charter School Performance on 2008-09 State Mathematics Exam  
By All Students and Students Enrolled in At Least Their Second Year**

Grade	Population	Percent at Each Performance Level					Number Tested
		Level 1	Level 2	Level 3	Level 4	Level 3/4	
3	All Students	0%	2%	56%	42%	98%	45
	Students in At Least 2 <sup>nd</sup> Year	0%	3%	57%	40%	<u>97%</u>	35
4	All Students	0%	6%	62%	32%	94%	50
	Students in At Least 2 <sup>nd</sup> Year	0%	6%	62%	32%	<u>94%</u>	50
5	All Students	0%	1%	66%	32%	98%	68
	Students in At Least 2 <sup>nd</sup> Year	0%	2%	68%	30%	<u>98%</u>	56
6	All Students	0%	2%	68%	31%	99%	65
	Students in At Least 2 <sup>nd</sup> Year	0%	2%	66%	32%	<u>98%</u>	50
7	All Students	0%	0%	60%	40%	100%	50
	Students in At Least 2 <sup>nd</sup> Year	0%	0%	54%	46%	<u>100%</u>	39
8	All Students	2%	8%	86%	5%	91%	66
	Students in At Least 2 <sup>nd</sup> Year	2%	7%	88%	3%	<u>91%</u>	58
All	All Students	0%	3%	67%	29%	97%	344
	Students in At Least 2 <sup>nd</sup> Year	0%	2.88%	67.36%	28.81%	<u>96%</u>	288

**Evaluation**

We met this outcome measure. We are pleased to have again met our most important math measure. All of our grade averages exceeded the 75% mark. 100% of our 7<sup>th</sup> grade students achieved 100% proficiency rates. The overall proficiency rate of all students tested was 97%, with a slightly lower rate of 96% for the overall cohort group.

**Additional Evidence**

The percent of overall students enrolled in at least their second year performing at levels 3 and 4 on the NYS Math test have increased since 2006 from 75% (2006) to 79% (2007) to 98.3%(2008) and a slight dip to 97%(2009). We are very proud of our students' achievements in mathematics.

**Mathematics Performance by Grade Level and School Year**

Grade	Percent of Students Enrolled in At Least Second Year at Levels 3 and 4							
	2005-06		2006-07		2007-08		2008-09	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	89.5	48	94.6	77	100	48	97%	35
4	95.2	42	73.6	69	100	62	94%	50
5	72.8	59	90.2	50	96.1	52	98%	56
6	58.1	43	89	72	100	36	98%	50
7	43.5	23	55.3	49	98.3	58	100%	39
8			45	23	88.9	36	91%	58
All	<u>75</u>	215	<u>79</u>	340	<u>97.5</u>	292	96%	288

**Goal 2: Absolute Measure**

Each year, the school's aggregate Performance Index (PI) on the State mathematics exam will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.

**Method**

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards all students being proficient by the year 2013-14. As a result, the state sets an Annual Measurable Objective (AMO) each year to determine if schools are making satisfactory progress toward the goal that 100 percent of students will ultimately be proficient in the state's learning standards in Mathematics. To achieve this measure, all tested students must have a Performance Index (PI) value that equals or exceeds this year's Mathematics AMO, which for 2008-09 is 197. The PI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PI is 200.

**Results**

The aggregate PI score for the 2009 math exam is 197.

**Calculation of 2008-09 Mathematics Performance Index (PI)**

Grades	Percent of Students at Each Performance Level				Number Tested
	Level 1	Level 2	Level 3	Level 4	
3-8	0%	3%	67%	29%	344

$$\begin{array}{rclclclclcl}
 \text{PI} & = & 3 & + & 67 & + & 29 & = & 100 \\
 & & & & + & & 29 & = & 97 \\
 & & & & & & \text{PI} & = & 197
 \end{array}$$

**Evaluation**

We met this outcome measure. We tested 344 students and every single grade level surpassed the AMO mark set by NYSED. Our school wide Performance Index (PI) was 197.

**Additional Evidence**

Students have surpassed the AMO all four years, and as important, have shown an increase each year. The percentage of students scoring in Level 1 has decreased from 4.1% in 2006 to 0% in 2009. The percentage of students performing at Level 2 has also decreased from 20.8% in 2006 to 3% in 2009.

**Mathematics Performance Index (PI) and Annual Measurable Objective (AMO) by School Year**

Year	Grades	Number Tested	Percent of Students at Each Performance Level				PI	AMO
			Level 1	Level 2	Level 3	Level 4		
2005-06	3-7	265	4%	21%	59%	17%	171	86
2006-07	3-8	340	2%	19%	67%	12%	177	86
2007-08	3-8	348	0%	3%	70%	26%	196	102
2008-09	3-8	344	0%	3%	67%	29%	197	102

**Goal 2: Comparative Measure**

Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the state mathematics exam will be greater than that of all students in the same tested grades in the local school district.

**Method**

Tested students who were enrolled in at least their second year are compared to all tested students in the surrounding public school district. Comparisons are between the results for each grade in which the school had tested students and the results for the respective grades in the local school district, as well as between the total result of students in at least their second year at the school and the total result for the corresponding grades in the school district.

**Results**

Roosevelt Children's Academy Charter School's overall cohort group performed at a 96% proficiency rate on the 2009 math exam, compared to the local district's 78% of students performing at levels 3 and 4 on the same test.

**2008-09 State Mathematics Exams  
Charter School and District Performance by Grade Level**

Grade	Percent of Students at Levels 3 and 4			
	RCACS Students In At Least 2 <sup>nd</sup> Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	97%	35	91%	210
4	94%	50	90%	218
5	98%	56	94%	207
6	98%	50	58%	170
7	100%	39	60%	176
8	91%	58	69%	168
All	<b>96%</b>	288	<b>78%</b>	1149

**Evaluation**

We met this outcome measure. Overall, our cohort students outperformed the local district by a greater than 18% margin on the math test.

ROOSEVELT CHILDREN'S ACADEMY CHARTER SCHOOL

**Additional Evidence**

Roosevelt Children's Academy Charter School's overall cohort group has outperformed the local district since 2006. The margins have been 17% (2006), 15% (2007), 23% (2008) and 18% (2009).

**Mathematics Performance of Charter School and Local District  
By Grade Level and School Year**

Grade	Percent of Charter School Students Enrolled in At Least Second Year And All District Students at Levels 3 and 4							
	2005-06		2006-07		2007-08		2008-09	
	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District
3	90%	83%	95%	86%	100%	89%	97%	91%
4	95%	77%	74%	89%	100%	88%	94%	90%
5	73%	65%	90%	82%	96%	89%	98%	94%
6	58%	52%	89%	75%	100%	67%	98%	58%
7	44%	12%	55%	22%	98%	53%	100%	60%
8			45%	37%	88%	54%	91%	69%
All	<b>75%</b>	<b>58%</b>	<b>79%</b>	<b>64%</b>	<b>98%</b>	<b>74%</b>	<b>96%</b>	<b>78%</b>

**Goal 2: Comparative Measure**

Each year, the school will exceed its predicted level of performance on the state mathematics exam by at least a small Effect Size (performing higher than expected to a small degree) according to a regression analysis controlling for students eligible for free lunch among all public schools in New York State.

**Method**

The Charter Schools Institute conducts a Comparative Performance Analysis, which compares the school's performance to demographically similar public schools state-wide. Regression analysis is used to control for the percentage of students eligible for free lunch among all public schools in New York State. The school's actual performance is then compared to the predicted performance of public schools with a similar free lunch percentage. The difference between the school's actual and predicted performance, relative to other schools with similar free lunch statistics, produces an Effect Size. An Effect Size of 0.3 is considered performing higher than expected to a small degree, which is the requirement for achieving this measure. Given the timing of the state's release of poverty data, the 2008-09 analysis is not yet available. This report contains 2007-08 results, the most recent ones available.

**Results**

The overall Effect Size is 1.44, exceeding the 0.3 requirement of this measure.

**2007-08 Mathematics Comparative Performance by Grade Level**

Grade	Percent Eligible for Free Lunch	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size	
			Actual	Predicted			
3		52	100.00	86.82	13.18	1.39	
4		74	97.30	79.36	17.94	1.47	
5		64	96.90	78.21	18.69	1.35	
6		50	98.00	71.67	26.33	1.63	
7		68	97.10	69.83	27.27	1.54	
8		40	85.00	58.98	26.02	1.19	
All		58.47	348	96.28	74.96	21.32	1.44

<b>School's Overall Comparative Performance:</b>
<b>Higher than expected to a large degree</b>

**Evaluation**

In 2007-08 RCACS achieved this measure by having an Effect Size of 1.44. We performed higher than expected to a large degree compared to similar schools across the state. All grade levels performed better than predicted by at least 13%, with an overall margin of 21.32%.

**Goal 2: Growth Measure**

Each year, each grade-level cohort will reduce by one-half the gap between the percent at or above Level 3 on the previous year's state mathematics exam and 75 percent at or above Level 3 on the current year's state mathematics exam. If a grade-level cohort exceeds 75 percent at or above Level 3 in the previous year, that cohort is expected to show at least an increase in the current year.

**Method**

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making towards the absolute measure of 75 percent proficient. Each grade level cohort consists of those students who took the state exam in 2008-09 and also have a state exam score in 2007-08. It includes students who repeated the grade. The criterion for achieving this measure is for each grade-level cohort to halve the difference between the percentage of students proficient in 2007-08 and 75 percent proficient in 2008-09. If a cohort had already achieved 75 percent proficient in 2007-08, it is expected to show some positive growth in the subsequent year. In addition, the aggregate of all cohorts is examined to determine the growth of all students who took a state exam in both years.

**Results**

All cohort groups achieved greater than 75% proficiency on the Math 2008 and 2009 tests. The overall cohort of students who took the 2008 and 2009 Math Tests achieved 96% proficiency.

ROOSEVELT CHILDREN'S ACADEMY CHARTER SCHOOL

**Cohort Growth on State Mathematics Exam from 2007-08 to 2008-09**

Grade	Cohort Size	Percent at Levels 3 and 4			Target Achieved
		2007-08	Target	2008-09	
4	48	100%	100	94%	No
5	61	100%	100	98%	No
6	53	96%	Increase	98%	Yes
7	41	98%	Increase	100%	Yes
8	61	98%	Increase	90%	No
All	264	98%	Increase	96%	No

**Evaluation**

We partially met this outcome measure. This year, 264 of our 4<sup>th</sup> through 8<sup>th</sup> grade students also took the 3<sup>rd</sup> through 7<sup>th</sup> grade test in 2007-08. Last year, 260 of those 264 students were proficient, or 98%. This year their performance slightly decreased as a whole to 96% proficient on the NYS Math test, or 253/264. Because our students performed so well on the 2007-08 math exams, it was difficult to improve on those numbers. We are very proud of our 2009 results, as the overall proficiency rate is 96%. Each grade level scored far greater than 75% proficiency rate on the 2009 NYS Math test.

ROOSEVELT CHILDREN'S ACADEMY CHARTER SCHOOL

**Summary of the Mathematics Goal**

We met every single measure under our school's Math goal.

<b>Type</b>	<b>Measure</b>	<b>Outcome</b>
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at or above Level 3 on the New York State examination.	Achieved
Absolute	Each year, the school's aggregate Performance Index (PI) on the State exam will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	Achieved
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the State exam will be greater than that of all students in the same tested grades in the local school district.	Achieved
Comparative	Each year, the school will exceed its predicted level of performance on the State exam by at least a small Effect Size.	Achieved
Growth	Each year, each grade-level cohort will reduce by one-half the gap between the percent at or above Level 3 on the previous year's state exam and 75 percent at or above Level 3 on the current year's State exam.	Achieved 75% - All Cohort Groups did not improve, but all groups are greater than 90% proficient

# ROOSEVELT CHILDREN'S ACADEMY CHARTER SCHOOL

## SCIENCE

### Goal 3: Science

All students at Roosevelt Children's Academy Charter School will demonstrate competency in the understanding and application of scientific reasoning.

### Background

The Instructional Principal and Assistant Principals oversee the staff regarding the Science Program. All staff members have a Pacing Guide and the Middle School works on a carefully planned syllabus. Monthly assessments are turned into administration for appraisal, gone over during grade level and data team meetings.

### Goal 3: Absolute Measure

Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at or above Level 3 on the New York State science examination.

### Method

The school administered the New York State Testing Program science assessment to students in 4<sup>th</sup> and 8<sup>th</sup> grade in spring 2009. Each student's raw score has been converted to a performance level and a grade-specific scaled score. The criterion for success on this measure requires students who have been enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year) to score at Levels 3 or 4.

### Results

#### Charter School Performance on 2008-09 State Science Exams By All Students and Students Enrolled in At Least Their Second Year

Grade	Population	Percent at Each Performance Level					Number Tested
		Level 1	Level 2	Level 3	Level 4	Level 3/4	
4	All Students	0	0	6%	94%	100%	52
	Students in At Least 2 <sup>nd</sup> Year	0	0	6%	94%	100%	52
8	All Students	0	14%	68%	18%	86%	66
	Students in At Least 2 <sup>nd</sup> Year	0	14%	66%	21%	87%	58

### Evaluation

We met this outcome measure. 100% of all 4<sup>th</sup> grade students scored at Level 3 or higher. 87% of eighth grade students in at least their second year scored at Level 3 or higher.



**Additional Evidence**

Our NYS Science results have been exceptional for all of the years of this charter period. We are convinced that our solid core reading program has been of great benefit to our Science program, and thus the results on the State Assessment.

**Science Performance  
by Grade Level and School Year**

Grade	Percent of Students Enrolled in At Least Second Year at Levels 3 and 4									
	2004-05		2005-06		2006-07		2007-08		2008-09	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
4	100%	75	100%	50	95%		98%	61	100%	52
8					80%		97%	34	87%	58

**Goal 3: Comparative Measure**

Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the State science exam will be greater than that of all students in the same tested grades in the local school district.

**Method**

Tested students who were enrolled in at least their second year are compared to all tested students in the surrounding public school district. Comparisons are between the results for each grade in which the school had tested students and the results for the respective grades in the local school district.

**Results**

There are no officially released district results for 2008-09. This comparison cannot be performed at this time.

**2008-09 State Science Exams  
Charter School and District Performance by Grade Level**

Grade	Percent of Students at Levels 3 and 4			
	RCACS Students In At Least 2 <sup>nd</sup> Year		All Roosevelt Union Free School District Students	
	Percent	Number Tested	Percent	Number Tested
4	100%	52		
8	87%	58		

**Evaluation**

NA

ROOSEVELT CHILDREN'S ACADEMY CHARTER SCHOOL

**Summary**

<b>Type</b>	<b>Measure</b>	<b>Outcome</b>
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at or above Level 3 on the New York State examination.	Achieved
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the State exam will be greater than that of all students in the same tested grades in the local school district.	District Scores Unavailable

**SOCIAL STUDIES**

**Goal 4: Social Studies**

All students at Roosevelt Children's Academy Charter School will demonstrate competency in the understanding and application of social, geographical, civic and world studies.

**Background**

This school year a new Social Studies curriculum was adopted. The staff had input in the choosing of the program. The Assistant Principals work with the staff to develop an assessment calendar, pacing calendar, and choosing the Power Standards for Social Studies at their grade level. The assessments are turned into administration for input, discussed at Grade Level Meetings and Data Team Meetings.

**Goal 4: Absolute Measure**

Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at or above Level 3 on the New York State social studies examination.

**Method**

The school administered the New York State Testing Program social studies assessment to students in 5<sup>th</sup> grade in November 2008 and 8<sup>th</sup> grade in June 2009. Each student's raw score has been converted to a performance level and a grade-specific scaled score. The criterion for success on this measure requires students who have been enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year) to score at Levels 3 or 4.

**Results**

Of grade 5 students, the overall percent of students in at least their second year performing at Levels 3 & 4 was 100%. Grade 8 cohort students performed at a proficiency rate of 81% on the NYS social studies exam.

**Charter School Performance on 2007-08 State Social Studies Exam  
By All Students and Students Enrolled in At Least Their Second Year**

Grade	Population	Percent at Each Performance Level					Number Tested
		Level 1	Level 2	Level 3	Level 4	Level 3/4	
5	All Students	0	0	26%	74%	100%	68
	Students in At Least 2 <sup>nd</sup> Year	0	0	25%	75%	<b>100%</b>	59
8	All Students	0	20%	75%	5%	80%	65
	Students in At Least 2 <sup>nd</sup> Year	0	19%	76%	5%	<b>81%</b>	58

**Evaluation**

We met this outcome measure. 100% of our fifth grade cohort passed the 5<sup>th</sup> grade social studies exam. 81% of 8<sup>th</sup> grade students in at least their second year scored at Level 3 or higher on the NYS social studies test.

**Additional Evidence**

RCACS cohort students have been proficient in social studies since 2006.

**Social Studies Performance  
by Grade Level and School Year**

Grade	Percent of Students Enrolled in At Least Second Year at Levels 3 and 4							
	2005-06		2006-07		2007-08		2008-09	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
5	100%	60	100%	48	90.8%	55	100%	59
8			95%	24	82%	35	81%	58

**Goal 4: Comparative Measure**

Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the State social studies exam will be greater than that of all students in the same tested grades in the local school district.

**Method**

Tested students who were enrolled in at least their second year are compared to all tested students in the surrounding public school district. Comparisons are between the results for each grade in which the school had tested students and the results for the respective grades in the local school district.

**Results**

We have no 2008-09 local district Social Studies comparative information.

**2008-09 State Social Studies Exam  
Charter School and District Performance by Grade Level**

Grade	Percent of Students at Levels 3 and 4			
	RCACS Students In At Least 2 <sup>nd</sup> Year		All Roosevelt Union Free School District Students	
	Percent	Number Tested	Percent	Number Tested
5	100%	59		
8	81%	58		

**Evaluation**

NA

ROOSEVELT CHILDREN'S ACADEMY CHARTER SCHOOL

**Summary**

Based on the information available, we have met our social studies goals. Our grade 5 students performed at 100% on the test in November 2008. Our grade 8 cohort students performed at 81% proficiency on the social studies test.

<b>Type</b>	<b>Measure</b>	<b>Outcome</b>
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at or above Level 3 on the New York State examination.	Achieved
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the State exam will be greater than that of all students in the same tested grades in the local school district.	District Scores Unavailable

**NCLB**

**Goal 5: Absolute Measure**

Under the state's NCLB accountability system, the school's Accountability Status will be "Good Standing" each year.

**Method**

Since *all* students are expected to meet the state's learning standards, the federal No Child Left Behind legislation stipulates that various sub-populations and demographic categories of students among all tested students must meet the state standard in and of themselves aside from the overall school results. New York, like all states, established a system for making these determinations for its public schools. Each year the state issues School Report Cards which indicate each school's status under the state's NCLB accountability system. For a school's status to be "Good Standing" it must not have failed to make Adequate Yearly Progress (AYP) for two consecutive years.

**Results**

**NCLB Status by Year**

Year	Status
2003-04	Good Standing
2004-05	Good Standing
2005-06	Good Standing
2006-07	Good Standing
2007-08	Good Standing
2008-09	Good Standing

ROOSEVELT CHILDREN'S ACADEMY CHARTER SCHOOL

*Section II.*

**Charter School Student Attrition Rates  
2008-09**

<b>Student Attrition Rates</b>				
	<b>2008-09</b>	<b>2007-2008</b>	<b>2006-2007</b>	<b>2005-2006</b>
Number of students leaving for lack of transportation	0	0	0	0
Number of students leaving for geographic reasons (e.g., out of state/district relocation)	2	5	10	9
Number of students leaving for more restrictive special education setting	0	1	2	0
Number of students leaving due to parental choice (e.g., school transfer closer to residence, local elementary school, parent convenience)	2	17	10	2
Number leaving for other reasons (undetermined)	0	0	13	12
Total number of students leaving.	4	23	35	23
Highest Number Enrolled <i>(July 1 – June 30)</i>	502	499	500	450
<b>Total Percent Attrition</b>	<b>Less than 1%</b>	<b>4.6%</b>	<b>7%</b>	<b>5%</b>

ROOSEVELT CHILDREN'S ACADEMY CHARTER SCHOOL

**Charter School Teacher Attrition Rates  
2008-09**

	<b>2008-09</b>	<b>2007-2008</b>	<b>2006-2007</b>	<b>2005-2006</b>
Number of Classroom Teachers	23	23	18	18
Number of Special Area Teachers	9	5	7	0
Total Number of Teachers	32	28	25	18
Total Number of Teachers Leaving	1	2	2	1
<b>Total Percent Attrition</b>	<b>3%</b>	<b>7%</b>	<b>8%</b>	<b>5.5%</b>



**ROOSEVELT CHILDREN'S ACADEMY CHARTER SCHOOL**

**THE UNIVERSITY OF THE STATE OF NEW YORK  
THE STATE EDUCATION DEPARTMENT  
OFFICE OF ELEMENTARY, MIDDLE,  
SECONDARY AND CONTINUING EDUCATION  
PUBLIC SCHOOL CHOICE PROGRAMS  
ROOM 462, EDUCATION BUILDING ANNEX  
ALBANY, NEW YORK 12234**

**CHARTER SCHOOL ANNUAL  
REPORT OF FISCAL PERFORMANCE  
FOR THE SCHOOL YEAR ENDED 6/30/09**

**Charter School Code:**  
**280208860024**

<b>Charter School Name:</b>	<b>Roosevelt Children's Academy Charter School</b>		
<b>Contact Person:</b>	<b>Philip Leconte</b>	<b>Phone:</b>	<b>[REDACTED]</b>

**REVENUES**

A. STATE SOURCES	\$ 247,690
B. FEDERAL SOURCES	<u>462,501</u>
C. PUBLIC SCHOOL DISTRICTS	
1. BASIC OPERATING REVENUES	<u>8,323,367</u>
2. STATE AID-PUPILS WITH DISABILITIES	<u>-</u>
3. FED. AID-PUPILS WITH DISABILITIES	<u>-</u>
4. OTHER REV FROM PUB SCH DISTRICTS	<u>-</u>
D. ALL OTHER REVENUES	<u>163,397</u>
E. TOTAL REVENUES FROM ALL SOURCES	<u><u>\$ 9,196,954</u></u>
S. ENROLLMENT	<u>497</u>
T. EXPENDITURES PER PUPIL	<u><u>12,715</u></u>

(R/S)

**EXPENDITURES**

	<u>SALARIES</u>	<u>OTHER</u>	<u>TOTAL</u>
F. GENERAL ADMINISTRATION	\$ 697,900	\$ 1,344,232	\$ 2,042,132
G. INSTRUCTIONAL SUPERVISION	<u>290,982</u>	<u>-</u>	<u>290,982</u>
H. ALL OTHER INSTRUCTION	<u>1,564,977</u>	<u>429,394</u>	<u>1,994,371</u>
I. PUPIL SERVICES	<u>81,526</u>	<u>-</u>	<u>81,526</u>
J. PUPILS WITH DISABILITIES	<u>38,793</u>	<u>-</u>	<u>38,793</u>
K. TRANSPORTATION	<u>-</u>	<u>-</u>	<u>-</u>
L. COMMUNITY SERVICE	<u>-</u>	<u>-</u>	<u>-</u>
M. OPERATION & MAINTENANCE	<u>270,704</u>	<u>124,172</u>	<u>394,877</u>
N. EMPLOYEE BENEFITS			<u>682,031</u>
O. DEBT SERVICE			<u>92,293</u>
P. SCHOOL LUNCH			<u>220,322</u>
Q. CAPITAL EXPENSE			<u>482,000</u>
R. GRAND TOTAL EXPENDITURES			<u><u>\$ 6,319,328</u></u>

**COMPLETED FORM SHOULD BE RETURNED  
NO LATER THAN AUGUST 3, 2009 TO:  
PUBLIC SCHOOL CHOICE PROGRAMS  
State Education Department  
Room 462 - Education Building Annex  
Albany, New York 12234**

\* Please also send the Charter School Institute a copy

**Signature:** \_\_\_\_\_  
Chief School Officer

**Date:** \_\_\_\_\_

ROOSEVELT CHILDREN'S ACADEMY CHARTER SCHOOL

**Roosevelt Children's Academy Charter School – 2008-09**

*Statement of Modifications to the School's Educational Program and Governance Structure*

Roosevelt Children's Academy Charter School did not make any substantial and material changes to our school's educational program or governance structure.

ROOSEVELT CHILDREN'S ACADEMY CHARTER SCHOOL

Teacher's Name	Room #	Teaching Assignment (Grades/Subjects)	Type of Certification	Certification Issue Date	Certification Expiration Date	Years Teaching Experience Prior to This Year	Years Teaching Experience at This School Prior to This Year	Highly Qualified (Yes or N/A)
Abrams, Marilyn			K & Common Branch Subjects-Perm	9/1/1963				
Allen Kellene			Math 7-12 Initial	2/1/2009	1/31/2014			
Antos, Jessica			Pre K & K 1-6 Initial	2/1/2002	1/31/2009			
Athanasatos, Dennis			Math 7-12 Prof	1/1/2008				
			Social Studies Prof	9/1/1972				
Bacani,Katherine			Early Childhood Birth-2 Initial	9/1/2007	8/31/2012			
			Students w/Disabilities 1-6 Initial	9/1/2007	8/31/2011			
			Childhood Education 1-6 Initial	9/1/2007	8/31/2011			
Baldwin, Atiya			Early Childhood Birth-2 Initial	9/1/2009	8/31/2014			
Bascelli,Rosemary			Pre K & K 1-6 Perm	9/1/2003				
			Early childhood Pre K-3 Perm EC Annotation	9/1/2003				
Benavides, Patricia			Early Childhood 1-6 Initial	2/1/2008	8/31/2013			
			Childhood Education Birth-2 Initial	9/1/2008	1/31/2013			
Block, Brittany			Physical Education	9/1/2008	8/31/2013			
Campbell, Gwendolyn			Childhood Education Initial	12/14/2006				
Campbell, Lakesha			Nursery, Kindergarten 1-6 Perm	Not Ready for Review	3/31/2008	View Evaluation History		
Alfred Cesar			Visual Arts Initial	9/1/2008	8/31/2013			
			Art-Perm	10/3/2008	8/13/2012			
Delgatto, Danielle			Students w/Disabilities 1-6 Initial	9/1/2007	8/13/2013			
			Childhood Education 1-6 Initial	9/1/2007	8/13/2012			
			Early Childhood Education Birth-2 Initial	9/1/2007	8/13/2012			
Diedrick, Leeann			School Social Worker-Perm	9/1/2007				
Donnelly, Nicole			School Social Worker-Provisional	9/1/2006	8/31/2011			
Galley, Ruth			Childhood Education 1-6 Initial	2/1/2008	1/31/2013			
Geller, Rose			Childhood Education 1-6 Initial	2/1/2005	1/31/2010			
Gordon, Jillian			Early Childhood Education Birth-2 Initial	9/1/2006	8/31/2011			
			Childhood Education 1-6 Initial	9/1/2006	8/31/2011			
Kennedy, Melissa			Childhood Education 1-6 Initial	9/1/2005	8/31/2012			
Kurz, Timothy			Childhood Education 1-6 Initial	9/1/2006	8/31/2011			
Lipner, Michelle			School Counselor Provisional	9/1/2007	8/31/2012			
Livingston, Brian			Social Studies 7-12 Initial	9/1/2007	8/31/2012			
Melella, Antoinette			Math 7-12 Initial	9/1/2008	8/31/2013			
Nobles, Danielle			Students w/Disabilities 1-6 Initial	2/1/2007	1/31/2012			
			Childhood Education 1-6 Initial	2/1/2007	1/31/2012			
			Students w/Disabilities Birth-2 Initial	2/1/2007	1/31/2012			
			Early Childhood Education Birth-2 Initial	2/1/2007	1/31/2012			

ROOSEVELT CHILDREN'S ACADEMY CHARTER SCHOOL

Teacher's Name	Room #	Teaching Assignment (Grades/Subjects)	Type of Certification	Certification Issue Date	Certification Expiration Date	Years Teaching Experience Prior to This Year	Years Teaching Experience at This School Prior to This Year	Highly Qualified (Yes or N/A)
Nugent, Sean			Physical Education Initial	9/1/2006	8/31/2011			
Persad, Reshma			School Administrator Supervisor Provisional	2/1/2007	1/31/2013			
			Literacy 5-12 Initial	9/1/2006	8/31/2011			
Pisani, Donna			Nursery, Kindergarten 1-6 Perm	2/1/1994				
Pischel, Kristofer			Students w/ Disabilities 1-6 Prof	2/1/2009				
			Childhood Education 1-6 Initial	9/1/2005	8/31/2010			
Ranieri, Daniela			Pre K & Kindergarten 1-6 Perm	9/1/2006				
			Italian 7-12 Initial	7/9/2004				
Schieferstien, Michael			Music Initial	9/1/2006	8/31/2011			
Schiraldi, Denise			Nursery, Kindergarten 1-6 Perm	9/1/2001				
Schnupp, Charla			English Language Arts 7-12 Initial	9/1/2004	8/31/2009			
Sebastien, McGline			No Data Found					
Smalls Vinson			Childhood Education 1-6 Initial	Withdrawn				
Sorcelli, Nicole			Pre K & Kindergarten 1-6 Perm	2/1/2005				
Thomas, Anu			Childhood Education 1-6 Initial	2/1/2008	1/31/2013			
			Childhood Education Internship	9/1/2007	8/31/2009			
Thompson, Tina			Pre K & Kindergarten 1-6 Provisional	2/1/2003	2/1/2003			
Wareing, Michelle			Childhood Education 1-6 Initial	9/1/2007	8/31/2012			
Wareing, Patricia			Childhood Education 1-6 Initial	9/1/2006	8/31/2011			
Wexler, Lauren			Pre K & Kindergarten 1-6 Perm	9/1/2003				
Williams, Mignon			Generalist Middle Childhood 5-9 Initial	Ready for Review	4/17/2009	View Evaluation History		



THE UNIVERSITY OF THE STATE OF NEW YORK  
 THE STATE EDUCATION DEPARTMENT  
 OFFICE OF ELEMENTARY, MIDDLE,  
 SECONDARY AND CONTINUING EDUCATION  
 PUBLIC SCHOOL CHOICE PROGRAMS  
 ROOM 462, EDUCATION BUILDING ANNEX  
 ALBANY, NEW YORK 12234

CHARTER SCHOOL ANNUAL  
 REPORT OF FISCAL PERFORMANCE  
 FOR THE SCHOOL YEAR ENDED 6/30/09

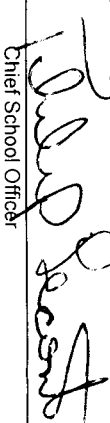
Charter School Code:  
 280208860024

Charter School Name: **Roosevelt Children's Academy** | 516-532-7104  
 Contact Person: **Phillip Leconte**

**REVENUES**

A. STATE SOURCES	\$ 247,689.50
B. FEDERAL SOURCES	462,501.00
C. PUBLIC SCHOOL DISTRICTS	
1. BASIC OPERATING REVENUES	8,323,367.00
2. STATE AID-PUPILS WITH DISABILITIES	
3. FED. AID-PUPILS WITH DISABILITIES	
4. OTHER REV FROM PUB SCH DISTRICTS	
D. ALL OTHER REVENUES	163,396.66
E. TOTAL REVENUES FROM ALL SOURCES	<u>\$ 9,196,954.16</u>
S. ENROLLMENT	497
T. EXPENDITURES PER PUPIL	<u>\$ 12,714.95</u>
	(R/S)

Revenue Per Pupil	18,504.94
Net Profit per Pupil	5,789.99
Net Profit multiply by HeadcountPupil	2,877,625.00
Net Profit per Quickbooks @ 06/30/2009	3,359,625.00
Construction Progress for Fiscal Year 08-09	482,000.00

Signature:   
 Chief School Officer

**EXPENDITURES**

F. GENERAL ADMINISTRATION	\$ 697,900.68	OTHER	\$ 1,344,232.41	TOTAL	\$ 2,042,133.09
G. INSTRUCTIONAL SUPERVISION	290,982.12				290,982.12
H. ALL OTHER INSTRUCTION	1,564,977.12		429,394.32		1,994,371.44
I. PUPIL SERVICES	81,526.00				81,526.00
J. PUPILS WITH DISABILITIES	38,793.00				38,793.00
K. TRANSPORTATION					
L. COMMUNITY SERVICE					
M. OPERATION & MAINTENANCE	270,704.40		124,172.32		394,876.72
N. EMPLOYEE BENEFITS					682,031.41
O. DEBT SERVICE					92,293.39
P. SCHOOL LUNCH					220,321.99
Q. CAPITAL EXPENSE					482,000.00
R. GRAND TOTAL EXPENDITURES					<u>\$ 6,319,329.16</u>
					(482,000.00)

**COMPLETED FORM MUST BE RETURNED  
 NO LATER THAN AUGUST 1, 2009 TO:  
 PUBLIC SCHOOL CHOICE PROGRAMS  
 State Education Department  
 Room 462 - Education Building Annex  
 Albany, New York 12234**

Date: 7/19/09

Section V

NEW YORK STATE EDUCATION DEPARTMENT

Disclosure of Financial Interest by a Charter School Trustee  
Annual Report 2008-09

Name (print) Denise Washington

Name of Charter School Roosevelt Children's Academy

Charter Entity \_\_\_\_\_

Home Address \_\_\_\_\_

Business Address \_\_\_\_\_

Daytime Phone \_\_\_\_\_

E-Mail Address \_\_\_\_\_



1. List all positions held on board (e.g., chair, treasurer, parent representative): trustee

\_\_\_\_\_  
\_\_\_\_\_

2. Is the trustee an employee of the School? \_\_\_ Yes  No

3. If you checked Yes, please provide a description of the position you hold and your responsibilities, your salary and your start date.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school during the time you have served on the board, and in the six month period prior to such service. If there has been no such financial interest or transaction, write **none**. Please note that if you answered **yes** to Question 2, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself
2006	\$ 5,00	temporarily served as attorney to Board to negotiate contract	Denise Washington



Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the School **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the School that is doing business with the School through a management or services agreement, you need not list every transaction between such organization and the School that is pursuant to such agreement. Instead, please identify only the name of the organization, your position in the organization as well as the relationship between such organization and the school. If there was no financial interest, write **none**.

<b>Organization Conducting Business with the School</b>	<b>Nature of Business Conducted</b>	<b>Approximate Value of the Business Conducted</b>	<b>Name of Trustee/ Immediate Family/Member of Household Holding an Interest in the Organization Conducting Business with the School and the Nature of the Interest</b>
<i>none</i>			

*Denise Washington*  
 \_\_\_\_\_  
 Signature

*June 8, 2009*  
 \_\_\_\_\_  
 Date

Section V

NEW YORK STATE EDUCATION DEPARTMENT

Disclosure of Financial Interest by a Charter School Trustee  
Annual Report 2008-09

Name (print) ROBERT FRANCIS  
Name of Charter School ROOSEVELT CHILDREN ACADEMY  
Charter Entity \_\_\_\_\_

Home Address \_\_\_\_\_

Business Address \_\_\_\_\_  
Daytime Phone \_\_\_\_\_  
E-Mail Address \_\_\_\_\_

1. List all positions held on board (e.g., chair, treasurer, parent representative):  
CHAIR

2. Is the trustee an employee of the School?  Yes  No

3. If you checked Yes, please provide a description of the position you hold and your responsibilities, your salary and your start date.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school during the time you have served on the board, and in the six month period prior to such service. If there has been no such financial interest or transaction, write **none**. Please note that if you answered **yes** to Question 2, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself
5/26/09	COACH/TEACHER	Did not vote & Attorney Approval	Self

Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the School **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the School that is doing business with the School through a management or services agreement, you need not list every transaction between such organization and the School that is pursuant to such agreement. Instead, please identify only the name of the organization, your position in the organization as well as the relationship between such organization and the school. If there was no financial interest, write **none**.

Organization Conducting Business with the School	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee/ Immediate Family/Member of Household Holding an Interest in the Organization Conducting Business with the School and the Nature of the Interest
FRANCIS CONSULTING	CONSULTING	\$60,000 per yr	Self

Robert L. ...  
Signature

5/24/09  
Date

Section V

NEW YORK STATE EDUCATION DEPARTMENT

Disclosure of Financial Interest by a Charter School Trustee  
Annual Report 2008-09

Name (print) King V. Chack, Sr.

Name of Charter School Roosevelt Children's Academy.

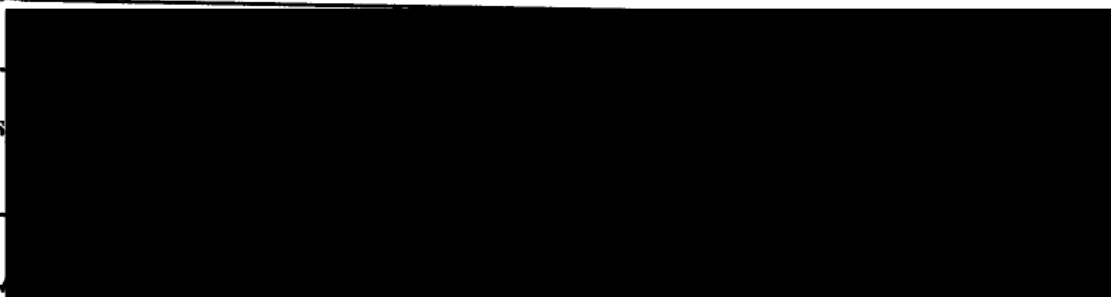
Charter Entity \_\_\_\_\_

Home Address \_\_\_\_\_

Business Address \_\_\_\_\_

Daytime Phone \_\_\_\_\_

E-Mail Address \_\_\_\_\_



1. List all positions held on board (e.g., chair, treasurer, parent representative): \_\_\_\_\_

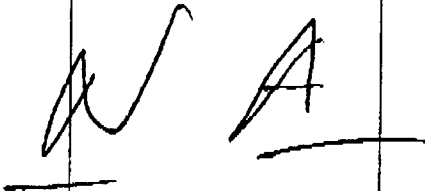
member,  
Academic Committee.

2. Is the trustee an employee of the School? \_\_\_ Yes  No



3. If you checked Yes, please provide a description of the position you hold and your responsibilities, your salary and your start date.

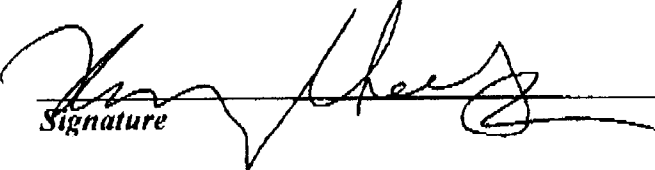
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school during the time you have served on the board, and in the six month period prior to such service. If there has been no such financial interest or transaction, write **none**. Please note that if you answered yes to Question 2, you need not disclose again your employment status, salary, etc.

<b>Date(s)</b>	<b>Nature of Financial Interest/Transaction</b>	<b>Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)</b>	<b>Name of person holding interest or engaging in transaction and relationship to yourself</b>
			

Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the School **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the School that is doing business with the School through a management or services agreement, you need not list every transaction between such organization and the School that is pursuant to such agreement. Instead, please identify only the name of the organization, your position in the organization as well as the relationship between such organization and the school. If there was no financial interest, write **none**.

Organization Conducting Business with the School	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee/ Immediate Family/Member of Household Holding an Interest in the Organization Conducting Business with the School and the Nature of the Interest
			

  
 \_\_\_\_\_  
 Signature

May 25, 2009  
 \_\_\_\_\_  
 Date

Section V

NEW YORK STATE EDUCATION DEPARTMENT

Disclosure of Financial Interest by a Charter School Trustee  
Annual Report 2008-09

Name (print) REV REGINALD TUGGLE

Name of Charter School Roosevelt Childrens Academy

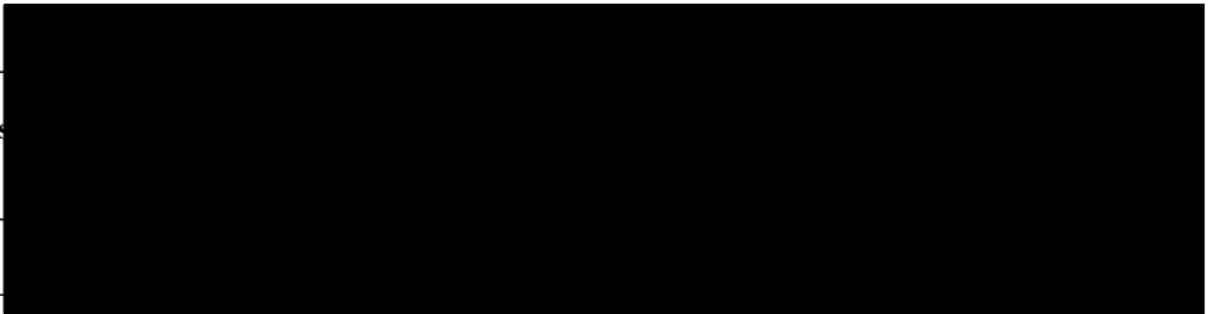
Charter Entity \_\_\_\_\_

Home Address \_\_\_\_\_

Business Address \_\_\_\_\_

Daytime Phone \_\_\_\_\_

E-Mail Address \_\_\_\_\_



1. List all positions held on board (e.g., chair, treasurer, parent representative): Board member chairperson of educational committee.

2. Is the trustee an employee of the School? \_\_\_ Yes  No

3. If you checked **Yes**, please provide a description of the position you hold and your responsibilities, your salary and your start date.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school during the time you have served on the board, and in the six month period prior to such service. If there has been no such financial interest or transaction, write **none**. Please note that if you answered **yes** to Question 2, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself

I am Pastor of the Memorial Presbyterian Church where on occasion RCA uses ~~the~~ space for various events. When RCA does use space they give a donation to the church.

Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the School **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the School that is doing business with the School through a management or services agreement, you need not list every transaction between such organization and the School that is pursuant to such agreement. Instead, please identify only the name of the organization, your position in the organization as well as the relationship between such organization and the school. If there was no financial interest, write **none**.

Organization Conducting Business with the School	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee/ Immediate Family/Member of Household Holding an Interest in the Organization Conducting Business with the School and the Nature of the Interest
	N/A		

Basim Rezaul Sumra  
Signature

5/26/09  
Date

Section V

NEW YORK STATE EDUCATION DEPARTMENT

Disclosure of Financial Interest by a Charter School Trustee  
Annual Report 2008-09

Name (print) PHILIP LECOUTE

Name of Charter School ROOSEVELT CHILDREN'S ACADEMY

Charter Entity \_\_\_\_\_

Home Address \_\_\_\_\_

Business Address \_\_\_\_\_

Daytime Phone \_\_\_\_\_

E-Mail Address \_\_\_\_\_

1. List all positions held on board (e.g., chair, treasurer, parent representative): BOARD MEMBER - FINANCE COMMITTEE

2. Is the trustee an <sup>CONSULTANT</sup> employee of the School?  Yes  No

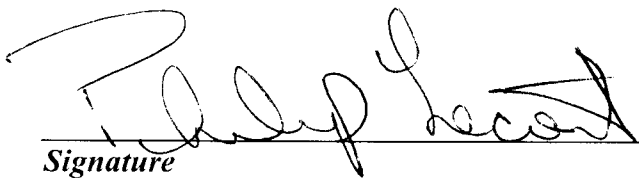
3. If you checked Yes, please provide a description of the position you hold and your responsibilities, your salary and your start date.  
PROVIDE FINANCIAL MANAGEMENT AND OVERSIGHT OF ACCOUNTING DEPARTMENT.  
6/08 - START DATE @ \$40 PER HR.

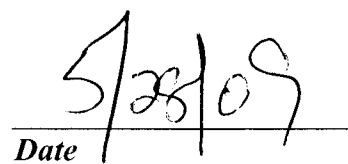
Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school during the time you have served on the board, and in the six month period prior to such service. If there has been no such financial interest or transaction, write **none**. Please note that if you answered **yes** to Question 2, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself
06/08 - PRESENT	\$40/HR	DID NOT VOTE, DID NOT PARTICIPATE IN DISCUSSION	PHILIP LEONTE

Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the School **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the School that is doing business with the School through a management or services agreement, you need not list every transaction between such organization and the School that is pursuant to such agreement. Instead, please identify only the name of the organization, your position in the organization as well as the relationship between such organization and the school. If there was no financial interest, write **none**.

Organization Conducting Business with the School	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee/ Immediate Family/Member of Household Holding an Interest in the Organization Conducting Business with the School and the Nature of the Interest
LECONTE & ASSOCIATES	PROVIDE FINANCIAL MANAGEMENT AND OVERSIGHT OF ACCOUNTING DEPARTMENT	\$40/HR	PHILIP LECONTE

  
 \_\_\_\_\_  
 Signature

  
 \_\_\_\_\_  
 Date

TO THE  
BEST OF  
OUR KNOWLEDGE (R.F.)

**Statement of Assurances**

Our signatures below attest that all of the information contained herein is truthful and accurate, and that this charter school is in compliance with all aspects of its charter, and with all pertinent Federal, State, and local laws, regulations, and rules. We understand that if any information in any part of this report is found to have been deliberately misrepresented, that will constitute grounds for the revocation of our charter.

A. C. A.  
Print Name, Head of Charter School

[Signature] - 5/24/09  
Signature and Date

[Signature]  
Notary Public Signature and Seal

LLOYD R. McGHANEY  
NOTARY PUBLIC, State of New York  
No. 01MC4862170  
Qualified in Nassau County  
Commission Expires Oct. 11 2010

Robert [Signature]  
Print Name, President, Board of Trustees

[Signature] 5/24/09  
Signature and Date

[Signature]  
Notary Public, Signature and Seal

LLOYD R. McGHANEY  
NOTARY PUBLIC, State of New York  
No. 01MC4862170  
Qualified in Nassau County  
Commission Expires Oct. 11 2010