



Charter Schools Institute  
*The State University of New York*

## **Subsequent Renewal Report**

### **Roosevelt Children's Academy Charter School**

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**March 9, 2010**

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The final version of Institute renewal reports should be broadly shared by the school with the entire school community. The reports will be posted on the Institute's website at: [www.newyorkcharters.org/pubsReportsRenewals.htm](http://www.newyorkcharters.org/pubsReportsRenewals.htm).

## **REPORT INTRODUCTION**

This report is the primary means by which the Charter Schools Institute (the “Institute”) transmits to the Board of Trustees of the State University of New York (the “SUNY Trustees”) its findings and recommendations regarding a school’s Application for Renewal, and more broadly, details the merits of a school’s case for renewal. This report has been created and issued pursuant to the *Practices, Policies and Procedures for the Renewal of Charter Schools Authorized by the State University Board of Trustees* (the “SUNY Renewal Practices”).<sup>1</sup>

Information about the SUNY renewal process, including the Institute’s comprehensive Charter Renewal Handbook and an overview of the requirements for renewal under the New York Charter Schools Act of 1998 (as amended, the “Act”), are available on the Institute’s website at: [www.newyorkcharters.org/schoolsRenewOverview.htm](http://www.newyorkcharters.org/schoolsRenewOverview.htm).

## **RECOMMENDATION AND EXECUTIVE SUMMARY**

### **Recommendation**

### **Full-Term Renewal with Conditions**

The Charter Schools Institute recommends that the SUNY Trustees approve the application for subsequent renewal of the Roosevelt Children’s Academy Charter School and renew its charter for a period of five years with authority to provide instruction to students in Kindergarten through eighth grade with a maximum enrollment of 734 students, and consistent with the other terms set forth in its Application for Subsequent Renewal, with the following additional conditions:

- For the duration of the renewal charter term, school trustees shall not be employed by, regularly consult for, or otherwise regularly receive compensation from, the school corporation including specifically the chair of the school’s board of trustees and its treasurer. The school trustees may either resign from the school’s board and continue to consult, or remain on the board but not consult as determined by the trustees and the school’s board.

### **Background and Required Findings**

According to the State University Renewal Practices:

*In subsequent renewal reviews, and in contrast to initial renewal reviews, the State University Trustees evaluate the strength and effectiveness of a school’s academic program almost exclusively by the degree to which the school has succeeded in meeting its academic Accountability Plan goals during the Accountability Period. This approach is consistent with the greater time that a school has been in operation*

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<sup>1</sup> The *Practices, Policies and Procedures for the Renewal of Charter Schools Authorized by the State University Board of Trustees* (revised September 15, 2009) are available at: <http://www.newyorkcharters.org/documents/renewalPractices.doc>.

*and a concomitant increase in the quantity and quality of student achievement data that the school has generated. It is also consistent with the Act's purpose of moving from a rules-based to an outcome-based system of accountability in which schools are held accountable for meeting measurable student achievement results.*

Roosevelt Children's Academy Charter School ("Roosevelt Children's Academy") has applied for a Subsequent, Full-Term Renewal of five years. In its tenth year of operation, the SUNY Renewal Practices provide only two possible renewal outcomes for Roosevelt Children's Academy: Full-Term Renewal or Non-Renewal. In order to earn a Full-Term Renewal, Roosevelt Children's Academy must demonstrate that it has met the criteria for such a renewal as described in the SUNY Renewal Practices. Specifically, the school must demonstrate that it "has met or come close to meeting its academic Accountability Plan goals during the Accountability Period," or it must face Non-Renewal. Based on the Institute's review of the evidence that it gathered and that Roosevelt Children's Academy has provided including, but not limited to, the school's Application for Subsequent Renewal, evaluation visits conducted during the charter period, a renewal evaluation visit conducted during the final year of the charter period, and the school's record of academic performance as determined by the extent to which it has met its academic Accountability Plan goals, the Institute finds that the school has met or come close to meeting its academic Accountability Plan goals during the Accountability Period."<sup>2</sup>

The renewal condition relates to two fiscal relationships that school board members maintain with the school corporation and is derived from the SUNY Renewal Practices and the Renewal Benchmarks on governance and legal compliance, as well as organizational capacity and board oversight. While there are no accusations that board members are receiving excessive compensation for their services or that the arrangements with members of the school board violate the school's Internal Revenue Code 501(c)(3) tax-exempt charitable status, school trustee participation in consultant relationships is at a level and for a duration that the Institute finds unacceptable. This determination leaves the school board and affected trustees two choices: 1) remain on the school board but terminate the consultant relationships; or 2) resign from the school board and maintain the consultant relationship. The Institute makes this recommendation with the acknowledgement that it is intruding on a charter school's autonomy to contract with whom it wishes, and that Roosevelt Children's Academy faces unique problems with finding suitable facilities within the Roosevelt Union Free School District. Nevertheless, on balance, the conflict of interest is too great for the dual relationship not to be remedied.

Based on all the evidence submitted in the current charter term and as described in, or submitted with, the Application for Renewal, the Institute makes the following findings required by the Act. The Roosevelt Children's Academy as described in the Application for Subsequent Renewal and with the above conditions meets the requirements of the Act and all other applicable laws, rules and regulations. The school has demonstrated the ability to operate in an educationally and fiscally sound manner in the next charter period. Finally, given the programs it will offer, its structure and its purpose, approving the school to operate for another five years is likely to improve student learning and achievement and materially further the purposes set out in Education Law subdivision 2850(2).

Therefore, in accordance with the standard for Subsequent Renewal found in the SUNY Renewal Practices, the Institute recommends that the SUNY Trustees approve Roosevelt Children's

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<sup>2</sup> SUNY Renewal Practices, Full-Term Renewal standard (9).

Academy's Application for Charter Renewal and renew the charter for a Full Term of five years with the condition described above.

### **Consideration of School District Comments**

In accordance with the Act, the Institute notified the school district in which the charter school is located regarding the school's Application for Renewal. As of the date of this report, no comments were received in response.

### **Summary Discussion**

#### *Academic Success*

Roosevelt Children's Academy has consistently met its key Accountability Plan goals of English language arts and mathematics, meeting all measures for both goals each year, with the exception of the respective growth measures, which are unlikely to be met because of the large proportion of students scoring at the proficient level in previous years. In addition, the school has also met its science and social studies goals during the Accountability Period. According to the state's No Child Left Behind (NCLB) accountability system, the school is deemed to be in good standing.

Throughout its Accountability Period, Roosevelt Children's Academy has posted strong results on the state's English language arts exam and met its Accountability Plan goal each year. The school has consistently exceeded its absolute performance target and outperformed its local school district and demographically similar schools statewide by a wide margin. With respect to growth, in 2006-07, overall performance declined and none of the school's cohorts achieved their growth targets. Since then, the majority of cohorts have achieved their targets and overall performance has improved markedly. The school surpassed the performance target set by the state for all public schools under its NCLB accountability system in all years as well.

Roosevelt Children's Academy has posted strong results on the state's mathematics test during the current charter period. Nearly 100 percent of students scored at or above proficient during each of the two previous years. In addition, the school far-outperformed its local school district, and demographically similar schools state-wide each year. In terms of growth, in 2006-07, when two years of state test data first became available, the school's overall performance declined slightly. Since then, each grade-level cohort has either achieved its growth target or maintained a near-perfect proficiency rate. The school surpassed the performance target set by the state for all public schools under its NCLB accountability system in all years as well.

The school has been guided by stable and strong leadership over the course of the charter period. School leaders have established an environment of high expectations for student achievement throughout the school, resulting most notably in the school's strong and consistent record of student achievement. Instructional leaders at Roosevelt Children's Academy have in place a regular and on-going system for evaluating teacher quality and effectiveness, which has strengthened teaching and learning within the school. Schools leaders also organize and deliver a coherent and sustained professional development program in support of the needs of its teachers, which includes the establishment of individual professional development goals for each teacher, the attainment of which is supported by the school's professional development program.

The school has a system to gather assessment data and uses it to improve instructional effectiveness and student learning. The school regularly administers standardized and other assessments, including those that provide diagnostic, formative, and summative information. The school utilizes various procedures to systematically collect and analyze assessment data, notably through the use of data team meetings, to adjust and improve lesson planning and classroom instruction. In addition, school leaders regularly use assessment data to monitor, change and improve the school's academic program and have made necessary changes to ensure that the school is effectively working to maintain its high level of academic success and thereby continue to meet its academic Accountability Plan goals. Finally, the school regularly communicates to the school community its overall academic performance and to parents/guardians each student's progress and growth.

At the time of the renewal visit, Roosevelt Children's Academy had in place a curriculum framework for each grade level and core subject area aligned to state learning standards and performance indicators. Teachers have access to, and regularly utilize guiding curricular resources, such as textbooks, curriculum maps and scope and sequence documents, to support them in lesson plan development. School leaders adequately monitor instructional planning to ensure that the curriculum, as implemented, is aligned to state standards. The school's practice of reviewing and revising its curriculum varied throughout the school at the time of the renewal visit, suggesting that a clear and consistent procedure for the completion of this work has not been developed or effectively communicated to all of the school's instructional staff.

High quality instruction is evident throughout Roosevelt Children's Academy. Teachers plan and implement purposeful lessons with objectives aligned to the school's curriculum and state performance standards. Instruction is generally rigorous, resulting in high levels of cognitive engagement and student involvement. At the time of the renewal visit, teachers posed challenging questions to students, asking them to predict, infer, support their opinions with details, and evidence-based justifications for their answers, all of which promote depth of understanding and the development of higher-order thinking skills. In addition, the school differentiates instruction to meet the range of learning needs represented in its student population, including an enrichment program for students that are excelling beyond grade level expectations.

The school has clear procedures for identifying struggling students—including those with potential disabilities, English language learners, and students generally at-risk of academic failure—and has in place effective structures for meeting their needs. The school's special education program is coordinated appropriately; teachers demonstrate an awareness of the Individualized Education Programs for identified students; effective communication between regular and special education teachers was evident at the time of the renewal visit. The effectiveness of the school's programs to meet the needs of struggling students is regularly monitored and evaluated.

Roosevelt Children's Academy promotes a culture of learning and scholarship. Throughout the school, a safe and orderly environment has been established, likely a result of the development and implementation of a documented discipline policy that is consistently applied. Classroom management techniques and daily routines have established a culture in which learning is valued and clearly evident.

### *Organizational Effectiveness and Viability*

Roosevelt Children's Academy has been faithful to its mission throughout the charter period and has implemented the key design elements included in its charter. At the time of the renewal visit, all

school stakeholders were familiar with, and supportive of, the school’s mission. The implementation of the school’s key design elements, namely an extended school day, individualized instruction, and a staff that views themselves as “self-reflective and continuous learners” has supported the school in the pursuit of its mission. In addition, the school has an effective process to evaluate parent satisfaction with the school. Results indicate that parents and guardians, as well as students, are satisfied with the work of the school.

The school has established a well-functioning organizational structure with staff, systems, and procedures that allow the school to carry out its academic program. At the time of the renewal visit, the school’s faculty and staff were clear about the roles and responsibilities of the various members of the school’s leadership team, which support clear lines of accountability. However, the school’s multiple locations and facilities do not meet its needs, especially in enabling teachers to provide small-group instruction, as well as physical education. These facility constraints have been an issue throughout the life of the school and have hindered the school’s ability to make an effective application for expansion of the school into high school grades.

Over the course of the charter period, the Roosevelt Children’s Academy’s board of trustees has worked effectively to achieve the school’s mission and provide oversight to the total educational program. The board members have adequate skills and expertise to provide rigorous oversight to the school, with the two exceptions addressed below. The board understands the core business of the school—student achievement—in sufficient depth to permit it to provide effective oversight. Additionally, the school board has set clear priorities and has made decisions consistent with these priorities. The school board also provided for a smooth transition from management by Victory Schools, Inc. to self-management, which has saved the school a significant amount of money each year.

Notwithstanding its ability to carry out the academic oversight responsibilities, the school board has not avoided creating and maintaining conflicts of interest, which the Institute views as a material organizational deficiency within the meaning of the SUNY Renewal Practices.

All SUNY-authorized charter schools are expected to avoid transactions with affiliates per Paragraph 7 of each school’s charter agreement as follows:

7.5 Transactions with Affiliates. The School Corporation shall not, directly or indirectly, enter into or permit to exist any transaction (including the purchase, sale, lease or exchange of any property or the rendering of any service) with any affiliate of the School Corporation, any member past or present of the School Board or any employee past or present of the School Corporation, or any immediate family member of the foregoing individuals, unless the terms of such transaction (considering all the facts and circumstances) are no less favorable to the School Corporation than those that could be obtained at the time from a person that is not such an affiliate, member or employee or an individual related thereto.

In addition, the following SUNY Renewal Benchmark has specific proscription against conflicts of interest.

2E – Governance

- the school board has implemented a comprehensive and strict conflict of interest policy (and/or code of ethics)—consistent with those set forth in the charter—and consistently abided by them through the term of the charter;

- the school board has generally avoided creating conflicts of interest where possible; where not possible, the school has managed those conflicts of interest in a clear and transparent manner;

One of the conflicts of interest at issue is a consultant contract that the school has with its board chair for \$5,000 per month to provide services in relation to facilities and real estate. Specifically, he is tasked with finding real estate, overseeing the construction of facilities and most importantly navigating the myriad of zoning and other regulations and appeals required to change the approved use of property and construct buildings on Long Island. The other conflict of interest relates to the board treasurer, who is also a member of the school board. He provides fiscal and accounting services for the school at a rate of \$40 per hour and spends a substantial amount of time each month on these activities.

In terms of the calculus required under the school's charter agreement, the school has told the Institute that the services rendered by the board chair are unique and that the combination of real estate, legal and other services required to replace the chair's consultant services would be both difficult to duplicate and expensive. Understanding that the Institute is not the recipient of the services, the Institute has reviewed many of the bills submitted by the board chair and while some of the services listed appear on task others appeared to be normal functions of being a board chair. With respect to the treasurer's consultant arrangement, the school relayed that it has had difficulty finding and retaining an employee to handle those duties and, in the past few cases, the treasurer had to come in and straighten out issues mishandled by school fiscal employees. In terms of cost, the school stated that it would cost \$200k per year to retain someone as skilled as the treasurer to handle the school's fiscal affairs, an assertion the Institute does not challenge. However, the Institute does not believe that the school needs a person of that caliber to handle its fiscal duties or that it would cost that much (even on Long Island) to retain someone who could perform adequately.

The board oversight of day-to-day fiscal and facilities functions is not as effective as it could be when the board members themselves are performing the functions, especially with a minimal size board of six. Moreover, the most qualified members of the board to judge such performance are the trustees providing the service and they must be recused from providing such oversight. The Institute understands that this will still be the situation if the trustees involved in transactions leave the board, but then replacement board members can be elected with those skills. Moreover, during the renewal visit, the Institute found that the other members of the board were not evaluating or benchmarking the conflicted board members' performance as if paid employees or outside service providers were handling the functions. Similarly, while the treasurer's conflict is relatively new (one year) the board chair's conflict has endured for three years and would not abate until a high school facility project is complete, which appears to be a few years out.

In addition to specific the prohibition of conflicts of interest, the Institute draws the following conclusions using its Renewal Benchmarks and based on evidence gathered during the renewal visit: 1) the school's Organizational Capacity is deficient because it does not effectively manage its day-to-day operations and the school's organizational structure does not provide clear lines for accountability; and, 2) Board Oversight is inadequate because it has not conducted regular evaluations of the school's management and/or partner organizations that provide services to the school and has not acted on the results where such evaluations demonstrated shortcomings in performance.

The Institute is not overly concerned when a school trustee steps into the breach to serve in an interim capacity, such as when Roosevelt lost financial staff in the past, or when a lawyer on the



board helps with a specific matter or negotiation (as was also the case at the school). It is the permanency of the relationships here that is unacceptable. While the school may be in the short-term saving money and receiving valuable services in exchange, it is not building sustainable systems with proper oversight when it builds conflicts of interest into the delivery of core functions.

For the foregoing reasons, the Institute recommends that the renewal of Roosevelt Children's Academy be conditioned to eliminate the conflicts of interest of the board chair and the treasurer. The Institute leaves it to the school to decide what specific arrangement is better in each case (the trustee resigns from the school board or the trustees terminates his contract or arrangement with the school). The Institute seeks no long-term prohibition on board service. In other words, the trustees could resign, have their contract run their course and then be re-elected to the board when they are conflict free.

With certain, largely minor, exceptions and one notable exception related to facilities, Roosevelt Children's Academy has been, and at the time of the renewal visit appeared to be, in general and substantial compliance with the terms of its charter, and state and federal laws and regulations. The major deficiency was in the area of facilities. While it is admittedly exceedingly difficult to site charter school facilities in Roosevelt, and while there exists a fairly stringent regulatory framework, which charter schools (considered to be non-public schools for this purpose) must follow, the school did run afoul of its charter requirements in this regard in 2006. As a result, the SUNY Trustees placed the school on probation for two years during which time the school fulfilled the terms of its probationary remedial action plan. However, at the time of the renewal inspection, the school was again found to be out of compliance with its charter agreement for one of its facilities, trailers in the parking lot of 196 Centennial Avenue in Roosevelt. While the Institute has actively investigated the reason why a use permit has not been granted for the trailers, and believes it is not related to the safety of the trailers, such permits should have been obtained prior to occupancy and the school should have properly notified the Institute regarding the proposed use of such facility. We understand that the school did not originally plan to occupy that space and that this was a back-up plan after a failed lease negotiation but would have liked for the school to have taken a more proactive approach to facilities. Any other deficiencies were minor and largely policy related.

The school board has instituted a process for dealing with complaints and has followed that policy including acting in a timely fashion on any such complaints. The school has had a low number of complaints during this charter term and deserves credit for ably handling a particular special education complaint, when it sought the assistance of the student's Committee on Special Education and the Institute to navigate some particularly difficult issues and a difficult parental situation.

The school settled its outstanding litigation with its former management company, Victory Schools, Inc. The school regularly and appropriately consults outside counsel on a variety of matters. The school board has also updated certain policies, such as the student discipline policy, during the charter term. Lastly, except as noted above, the school has put in place effective systems and controls to ensure that legal and charter requirements were and are met.

### *Fiscal Soundness*

Roosevelt Children's Academy has operated pursuant to a long-range financial plan and has created realistic budgets that are monitored and adjusted appropriately. Annual budgets are developed by the school's finance director who is also the acting treasurer of the school's board of trustees with appropriate input from key staff. Budget variances are routinely analyzed by the finance director and

material variances are discussed with the school leader and board. Actual expenses have been considerably less than actual revenue over the course of the charter period with no material exceptions.

The school has maintained appropriate fiscal policies, procedures and controls related to external and internal compliance for cash disbursements, cash receipts, bank reconciliations, payroll, fixed assets, grants/contributions, and the preparation of financial statements. The finance director /board treasurer works with the school's leadership team and accounting staff, along with other members of the school board to ensure that the policies and procedures are documented and followed by school staff. The school's fiscal year (FY) 2008-09 audit report of internal controls—related to financial reporting and compliance with laws, regulations and grants—disclosed no material weaknesses, or instances of non-compliance. The lack of other deficiencies in the reports provides some, but not absolute, assurance that the school has maintained adequate internal controls and procedures.

The school has complied with financial reporting requirements during the charter period. Budget, quarterly and annual financial statement audit reports were filed in a timely, accurate and complete manner. Each of the school's annual financial statement audit reports followed generally accepted accounting principles as required and received an unqualified opinion, indicating that, in the auditor's judgment, the school's financial statements and notes fairly represent, in all material respects, the school's financial position, changes in net assets, and cash flows. The school board, with the exception of the acting treasurer, reviews and approves the annual financial statement audit report.

The school has maintained adequate financial resources to ensure stable operations over the course of the charter period and has monitored and successfully managed cash flow. The school completed the FY 2009 school year in stable financial condition and has maintained significant net assets, most of which can be attributed to a healthy cash balance of over seven and a half million dollars. The school has increased total net assets each year over the charter period and has little short- and long-term debt. This is partially the result of a facilities planning model that does not include large up-front borrowing and correspondent construction. The school has a positive working capital ratio, indicating the school has enough short-term assets to cover immediate liabilities/short-term debt. The school has no major investments and all cash is left in savings and money market accounts to ensure that the school has sufficient cash available to pay current bills and other payables that are shortly due. It should also be noted that from FY 2004-05 through 2008-09 revenues have far exceeded expenses and the school's expenses per student did not exceed the school's allocated per pupil funding in any year. This suggests that the school has a strong operational model in place.

#### *Plans for the Next Charter Period*

The school has provided all of the key structural elements for a renewal charter and they are deemed to be reasonable, feasible and achievable. The school has not substantially changed their mission statement, which is presented in the school's application for subsequent renewal as follows:

*The mission of the Roosevelt Children's Academy is to become one of the finest public schools in America. The Academy is built on the philosophy that all children can learn and the Academy will ensure that students meet or exceed New York State performance standards. The focus of RCACS is on the core skills of reading, language, writing and mathematics. The Academy is organized to provide an extended day, a high degree of individualized instruction and an innovative research-based academic curriculum. Staff and*

*students will view themselves as self reflective and continuous learners. Parents will view themselves as partners in their child's education.*

The school would continue providing instruction in kindergarten through eighth grade during the term of the next charter. The school proposes to increase maximum enrollment from 600 in the final year of the current charter period to 734 in the final two years of the proposed charter period. The school year would include a minimum of 180 instructional days.

Roosevelt Academy has not proposed any significant changes to its educational program. However, the school explicitly notes in their application for subsequent renewal their intent on seeking authority to provide a high school program when appropriate curricular programs have been developed and suitable facility space secured. Key design elements proposed by the school for the next charter period include the following: an extended school day, after school program, and Saturday academy; cultivation of a professional learning community supported by collaborative leadership teams and ongoing professional development; family and community involvement; time for teacher collaboration with shared groups of students; strong behavioral interventions and individualized student attention; data teams to examine the progress of students; a balanced-literacy approach to teaching English language arts; a comprehensive mathematics approach using research-based programs; and a strong career awareness program.

Members of the school's board of trustees expressed their intent to continue their service to the school during the next charter term. The board members have the requisite skill sets to adequately govern the school during the term of the next charter. While the Institute's recommended condition may, at the school's option, affect the board make-up, such changes would be mitigated by the board's track record of selecting skilled and dedicated new members. The school board has not proposed any significant changes to the school's governance structure.

The school proposes significant changes and improvements to its use of facilities: adding 11,500 square feet to the Pleasant Avenue location, to include a science room/lab, computer lab, staff offices, and staff workroom. The additional space would allow the school to discontinue the use of the trailer classrooms and may allow the school to cease using another site in a church basement. The construction was on-going at the time of this report.

Roosevelt Children's Academy has presented a reasonable and achievable fiscal plan for the term of the next charter period. The school has taken a strong strategic approach in budgeting and planning for the next charter period, evidenced by the development of a conservative budget that shows per pupil funding remaining flat for each year of the next charter period. The plan projects a strong operating and cash flow surplus in each year, contingent on the school meeting enrollment goals that the school has demonstrated the ability to meet. These surpluses will further strengthen the school's fiscal stability and are likely to allow the school to continue to provide appropriate support of the educational program, staffing, and facility needs. The school acknowledges that long-range fiscal projections are more susceptible to error than those for a single year and such projections are subject to revision due to changes in local conditions, objectives, laws and state funding.

To the extent that Roosevelt Children's Academy has achieved its key academic goals, continues to implement an educational program that supports achieving those goals, operates an effective and viable organization, and is fiscally sound, the Institute deems its plans to continue to implement the educational program as proposed during the next charter period are reasonable, feasible and achievable.

## SCHOOL OVERVIEW

### Opening Information

Date Initial Charter Approved by SUNY Trustees	January 25, 2000
Date Initial Charter Issued by Board of Regents (via Operation of Law)	May 25, 2000
School Opening Date	September 2000

### Location

School Year(s)	Location(s)	Grades	District
2000-01	105 Pleasant Avenue, Roosevelt	All	Roosevelt Union Free School District
2001-02	230 Brookside Avenue, Roosevelt 105 Pleasant Avenue	K 1-3	Roosevelt Union Free School District
2002-03	230 Brookside Avenue 105 Pleasant Avenue	K-1 2-4	Roosevelt Union Free School District
2003-04	230 Brookside Avenue 105 Pleasant Avenue	K-1 2-5	Roosevelt Union Free School District
2004-05	230 Brookside Avenue 105 Pleasant Avenue	K-1 2-6	Roosevelt Union Free School District
2005-06	230 Brookside Avenue 105 Pleasant Avenue 55 Mansfield Avenue, Roosevelt	K-1 2-4 5 <sup>th</sup> , 6 <sup>th</sup> & 7 <sup>th</sup>	Roosevelt Union Free School District
2006-07	230 Brookside Avenue 105 Pleasant Avenue 55 Mansfield Avenue	K-1 2-5 6-8	Roosevelt Union Free School District
2008-09	230 Brookside Avenue 105 Pleasant Avenue 55 Mansfield Avenue	K-1 6-8 & 3 <sup>rd</sup> 2 <sup>nd</sup> -4 <sup>th</sup> -5 <sup>th</sup>	Roosevelt Union Free School District
2009-10	230 Brookside Avenue 105 Pleasant Avenue 55 Mansfield Avenue 196 Centennial Avenue, Roosevelt	2 <sup>nd</sup> – 3 <sup>rd</sup> 7 <sup>th</sup> – 8 <sup>th</sup> 4 <sup>th</sup> -5 <sup>th</sup> -6 <sup>th</sup> K-1	Roosevelt Union Free School District

### Partner Organizations

	Partner Name	Partner Type	Dates of Service
Previous Partner	Victory Schools, Inc.	For-profit educational management organization	2000- June 30, 2007

### Renewal

Type of Renewal	Date
Initial Full-Term Renewal Approved by SUNY Board of Trustees	March 15, 2005
Date Renewal Charter Issued by Board of Regents (via Operation of Law)	June 23, 2005

## Current Mission Statement

**Elementary School:** The mission of the Roosevelt Children's Academy is to become one of the finest public schools in America. The Academy is built on the philosophy that all children can learn and the Academy will ensure that students meet or exceed New York State performance standards. The Focus of the Academy is on the core skills of reading, language, writing and mathematics. The Academy is organized to provide an extended day, a high degree of individualized instruction and an innovative research-based academic curriculum. Staff and students will view themselves as self reflective and continuous learners. Parents will view themselves as partners in their child's education.

**Middle School:** We, Roosevelt Children's Academy Educational community, are committed to the education of all children. Through the efforts of a dedicated staff and with the active involvement of parents and community, we seek to create a student centered learning environment which meets the New York State Regents Middle School Goals. In this environment, every student is free to develop at his/her own pace. Every student learns to respect the rights of others and is nurtured, guided, and prepared for an ever changing, technological world.

## Current Key Design Elements

• ongoing student assessment as part of academic intervention;
• infusion of the arts throughout the curriculum with interdisciplinary programs at the middle school level;
• a balanced literacy approach to English language arts to enhance student reading, writing, and listening skills utilizing Scott Foresman, Junior Great Books, Write Source, and Six Traits of Writing;
• a comprehensive mathematics approach using research-based programs including: Everyday Math, Impact Math, and Scott Foresman/Addison-Wesley;
• use of Core Knowledge as the middle school social studies program, supported by literature presenting multiple perspectives;
• strong culture and respect for learning and for others, including the use of elements such as Core Virtues for elementary students and an Advisory Council for middle school students; and
• strong parental involvement.

## School Characteristics

School Year	Original Chartered Enrollment	Revised Charter Enrollment	Actual Enrollment <sup>3</sup>	Original Chartered Grades	Actual Grades	Days of Instruction
2000-01	247	150	143	K-2	K-2	180
2001-02	322-347	200	191	K-3	K-3	180
2002-03	397-447	250	245	K-4	K-4	180
2003-04	472-547	300	300	K-5	K-5	180
2004-05	547-647	300	299	1-6	1-6	180
2005-06	459	459	450	K-7	K-7	180
2006-07	540	500	502	K-8	K-8	180
2007-08	594	550	495	K-8	K-8	180
2008-09	621	575	503	K-8	K-8	180
2009-10	621	575	545	K-8	K-8	180

<sup>3</sup> Source: SUNY Charter School Institute's Official Enrollment Binder. (Figures may differ slightly from New York State Report Cards, depending on date of data collection.)

## Student Demographics

	2006-07 <sup>4</sup>		2007-08 <sup>5</sup>		2008-09	
	Percent of School Enrollment	Percent of Roosevelt UFCD Enrollment	Percent of School Enrollment	Percent of Roosevelt UFCD Enrollment	Percent of School Enrollment <sup>6</sup>	Percent of Roosevelt UFCD Enrollment <sup>7</sup>
<b>Race/Ethnicity</b>						
American Indian or Alaska Native	0%	0%	0%	0%	0%	N/A
Black or African American	92%	68%	93%	66%	92%	N/A
Hispanic	7%	31%	6%	33%	7%	N/A
Asian, Native Hawaiian, or Pacific Islander	1%	0%	0%	0%	1%	N/A
White	0%	0%	0%	0%	0%	N/A
Multiracial	0%	0%	0%	0%	0%	N/A
<b>Special Populations</b>						
Students with Disabilities <sup>8</sup>	4%	12%	4%	13%	4%	N/A
Limited English Proficient	2%	17%	4%	20%	5%	N/A
<b>Free/Reduced Lunch</b>						
Eligible for Free Lunch	59%	41%	58%	33%	N/A	N/A
Eligible for Reduced-Price Lunch	16%	9%	21%	7%	N/A	N/A

## Current Board of Trustees<sup>9</sup>

Board Member Name	Term	Position/Committees
Robert Francis	9/22/09-9/22/14	Chairman
Steve Budhu	9/22/09-9/22/14	Treasurer
Reginald Tuggle	9/22/09-9/22/14	Trustee
King Cheek	9/22/09-9/22/14	Trustee
Philip Leconte	9/22/09-9/22/14	Trustee
Denise Washington	9/22/09-9/22/14	Trustee

<sup>4</sup> Source: 2006-07 School Report Cards, New York State Education Department.

<sup>5</sup> Source: 2007-08 School Report Cards, New York State Education Department.

<sup>6</sup> Source: 2008-09 Demographics and Limited English Proficient Percentages calculated from BEDS reports submitted at the beginning of the school year. This information is unverified by the schools. It also does not include Free/Reduced Lunch status, but rather categorizes students as “economically disadvantaged.”

<sup>7</sup> Aggregated district data not yet available for 2008-09.

<sup>8</sup> New York State Education Department does not report special education data. School data is school-reported from charter renewal applications. District data from NYSED Special Education School District Data Profile.

<sup>9</sup> Source: Application for Renewal.

**School Leader(s)**

<b>School Year</b>	<b>School Leader(s) Name and Title</b>
2000-01	Terry Tchacones, Principal
2001-02	John Howard Jr., Principal
2002-03 - 2009-10 (present)	Roxanne Greco-Ashley, Superintendent

**School Visit History**

<b>School Year</b>	<b>Visit Type</b>	<b>Evaluator (Institute/External)</b>	<b>Date</b>
2000-01	First-Year Visit	Institute	June 4, 2001
2001-02	Second-Year Visit	Institute	May 20, 2002
2002-03	Third-Year Visit	External (SchoolWorks)	January 13-14, 2002
2003-04	None	N/A	N/A
2004-05	Initial Renewal Visit	Institute	September 21-23, 2004
2005-06	None	N/A	N/A
2006-07	Ongoing Evaluation Visit	Institute	May 23, 2007
2007-08	None	N/A	N/A
2008-09	None	N/A	N/A
2009-10	Subsequent Renewal Visit	External and Institute	November 4, 2009

## ACADEMIC ATTAINMENT AND IMPROVEMENT

### Background

At the beginning of the charter period the school developed and adopted an Accountability Plan that set academic goals in the key subjects of English language arts and mathematics, as well as science and social studies. The plan also included an NCLB goal. For each goal in the Accountability Plan specific outcome measures define the level of performance necessary to meet that goal. Furthermore, the Institute has established a set of required outcome measures that include the following three types: 1) the absolute level of student performance on state examinations; 2) the comparative level of student performance on state examinations; and 3) the growth in student learning according to year-to-year comparisons of grade level cohorts. The following table shows the outcome measures currently required by the Institute in each subject area goal, as well as for the NCLB goal. Schools may have also elected to include additional optional goals and measures in their Accountability Plan.

<b>Summary of Required Goals and Outcome Measures in Elementary/Middle School (K-8) Accountability Plans</b>					
<b>GOAL</b>	<b>Required Outcome Measures</b>				
	<b>Absolute</b>		<b>Comparative</b>		<b>Growth</b>
	75 percent proficient on state exam	Performance Index (PI) meets Annual Measurable Objective (AMO)	Percent proficient greater than that of local school district	School exceeds predicted level of performance compared to similar public schools by small Effect Size	Grade-level cohorts reduce by half the gap between prior year's percent proficient and 75 percent
<b>English Language Arts</b>	✦	✦	✦	✦	✦
<b>Mathematics</b>	✦	✦	✦	✦	✦
<b>Science</b>	✦		✦		
<b>Social Studies</b>	✦		✦		
<b>NCLB</b>	School is deemed in "Good Standing" under state's NCLB accountability system				

The most important criterion for renewal is academic success, which is demonstrated in large part by meeting or coming close to meeting the goals in a school's Accountability Plan. The Institute determines the outcome of a goal by evaluating the multiple measures associated with that goal.

The following presentation indicates the outcome of each of the school's goals, as well as an analysis of the respective measures for each goal during the Accountability Period.<sup>10</sup> Italicized text indicates goals or measures as written in the school's Accountability Plan; bold numbers appearing in the tables are the critical values for determining if a measure was achieved in a given year. Aside from

<sup>10</sup> Because the renewal decision is made in the last year of a Charter Period, the Accountability Period ends in the next to last year of the Charter Period. For initial renewals, the Accountability Period is the first four years of the Charter Period. For subsequent renewals, the Accountability Period includes the last year of the previous Charter Period through the next to last year of the current Charter Period.



required Accountability Plan measures, the following also presents the results of optional measures that the school may have included in its plan.

### **English Language Arts**

**Accountability Plan Goal:** All students at the school will become proficient in reading and writing of the English language.

**Outcome:** Roosevelt Children’s Academy Charter School has met its English language arts goal.

### **Analysis of Accountability Plan Measures:**

<b>Absolute Measure:</b> <i>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.</i>				
<b>Results (in percents)</b>				
<b>Grade</b>	<b>School Year</b>			
	<b>2005-06<sup>11</sup></b> (Tested: 220)	<b>2006-07</b> (Tested: 262)	<b>2007-08</b> (Tested: 295)	<b>2008-09</b> (Tested: 292)
3	80.8	86.0	83.3	94.1
4	90.7	69.2	92.1	98.0
5	90.0	90.2	86.8	98.2
6	78.6	84.9	94.4	92.3
7	69.6	71.8	88.1	94.9
8	-	65.0	66.7	88.1
<b>All</b>	<b>83.6</b>	<b>79.4</b>	<b>88.1</b>	<b>94.2</b>

Roosevelt Children’s Academy Charter School has consistently exceeded its Accountability Plan target on the state’s English language arts exam during the current charter period. In the most recent year, 94 percent of students were proficient and the school exceeded the target by nearly 20 percentage points.

<b>Absolute Measure:</b> <i>Each year, the school’s aggregate<sup>3</sup> Performance Index on the State ELA exam will meet or exceed the Annual Measurable Objective set forth in the state’s No Child Left Behind (NCLB) school accountability system.</i>				
<b>Results (in percents)</b>				
<b>Index</b>	<b>School Year</b>			
	<b>2005-06<sup>12</sup></b> (Tested: 257)	<b>2006-07</b> (Tested: 335)	<b>2007-08</b> (Tested: 345)	<b>2008-09</b> (Tested: 345)
<b>PI</b>	<b>182</b>	<b>176</b>	<b>185</b>	<b>194</b>
<b>AMO</b>	<b>122</b>	<b>122</b>	<b>133</b>	<b>144</b>

Roosevelt Children’s Academy Charter School has surpassed the English language arts Annual Measurable Objective (AMO) established by the state’s NCLB accountability system during each year of the Accountability Period.

<sup>11</sup> In 2005-06 New York State implemented English language arts and mathematics exams in grades 3-8. Prior to that, the exams in these subjects were administered only in grades 4 and 8.

<sup>12</sup> In 2005-06 English language arts and mathematics testing began in grades 3-8, and the Performance Index was henceforth calculated based on the aggregate of all tested students.

<b>Comparative Measure:</b> <i>Each year, the percentage of students who have been continuously enrolled in the school for two (2) or more years and who perform at or above Level 3 on the State ELA Assessment will be greater than that of the local school district.</i>				
<b>Results (in percents)</b>				
<b>Comparison</b>	<b>School Year</b>			
	<b>2005-06</b> (Grades 3-7)	<b>2006-07</b> (Grades 3-8)	<b>2007-08</b> (Grades 3-8)	<b>2008-09</b> (Grades 3-8)
<b>School</b>	<b>83.6</b>	<b>79.4</b>	<b>86.1</b>	<b>94.2</b>
<b>District</b>	<b>74.1</b>	<b>66.0</b>	<b>68.6</b>	<b>75.5</b>

Roosevelt Children’s Academy Charter School has consistently outperformed its local community school district by a wide margin on the state’s English language arts exam. In the most recent year, the school’s proficiency rate exceeded that of the district by nearly 20 percentage points.

<b>Comparative Measure:</b> <i>Each year, the school will exceed to a specified degree (as set by the Charter Schools Institute) its expected level of performance on the State ELA exam, as determined by the performance of other schools that have a similar proportion of students eligible for free lunch among all charter and public schools in districts with charter schools.</i>				
<b>Results (in percents)</b>				
<b>Index</b>	<b>School Year</b>			
	<b>2005-06</b> (Grades 3-7) (Tested: 257)	<b>2006-07</b> (Grades 3-8) (Tested: 335)	<b>2007-08</b> (Grades 3-8) (Tested: 345)	<b>2008-09</b> (Grades 3-8) (Tested: 345)
<b>Predicted</b>	58.8	54.8	61.0	70.9
<b>Actual</b>	82.5	76.7	85.9	93.9
<b>Effect Size</b>	<b>1.31</b>	<b>1.46</b>	<b>1.77</b>	<b>1.82</b>

In comparison to demographically similar schools, Roosevelt has consistently performed better than expected to a large degree and exceeded its Effect Size target each year of the Accountability Period. In the most recent year, the school’s 1.82 Effect Size far exceeded its 0.3 target.

<b>Growth Measure:</b> <i>For the 2004-2005 and 2005–2006 school years, grade-level cohorts of students will reduce by one-half the gap between their average NCE in the previous spring on the Iowa Test of Basic Skills (ITBS), a nationally-normed test and an NCE of 50 (i.e., grade-level) in the current spring.</i>				
<b>Results (in percents)</b>				
<b>Mean NCE</b>	<b>School Year</b>			
	<b>2005-06</b> (Grades 1-7) (N=253)	<b>2006-07</b>	<b>2007-08</b>	<b>2008-09</b>
Baseline	56.8	-	-	-
Target	56.9	-	-	-
Actual	54.1	-	-	-
Cohorts Made	-	-	-	-
Target	-	-	-	-

In 2005-06, on the English portion of the Iowa Test of Basic Skills (ITBS), while average student performance remained above the national norm, cohort performance declined slightly from the previous year and the school did not achieve its growth target.

<b>Growth Measure:</b> <i>Each year beginning in 2006-07, grade-level cohorts of students 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.</i>				
<b>Results (in percents)</b>				
<b>Percent Level 3 &amp; 4</b>	<b>School Year</b>			
	<b>2005-06</b>	<b>2006-07<sup>13</sup></b> (Grades 4-8) (N=213)	<b>2007-08</b> (Grades 4-8) (N=244)	<b>2008-09</b> (Grades 4-8) (N=272)
Baseline	-	84.0	79.9	89.0
Target	-	84.1	80.0	89.1
Actual	-	75.1	86.5	94.5
Cohorts Made Target	-	<b>(0 of 5)</b>	<b>(4 of 5)</b>	<b>(3 of 5)</b>

In 2006-07, when two years of state test data first became available for growth analysis, none of the school's 4<sup>th</sup> through 8<sup>th</sup> grade cohorts achieved their target and overall performance declined. In 2007-08, four out of five cohorts achieved their targets and overall performance improved. In the most recent year, three out of five cohorts achieved their targets and overall performance again improved.

## **Mathematics**

**Accountability Plan Goal:** All students at the school will demonstrate competency in the understanding and application of mathematics computation and problem solving.

**Outcome:** Roosevelt Children's Academy Charter School has met its mathematics goal.

### **Analysis of Accountability Plan Measures:**

<b>Absolute Measure:</b> <i>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 Mathematics Assessment.</i>				
<b>Results (in percents)</b>				
<b>Grade</b>	<b>School Year</b>			
	<b>2005-06<sup>14</sup></b> (Tested: 215)	<b>2006-07</b> (Tested: 260)	<b>2007-08</b> (Tested: 293)	<b>2008-09</b> (Tested: 286)
<b>3</b>	89.6	94.6	100.0	97.1
<b>4</b>	95.2	78.0	100.0	94.0
<b>5</b>	72.9	90.2	96.2	98.2
<b>6</b>	58.0	88.9	100.0	98.0
<b>7</b>	43.5	56.4	98.3	100.0
<b>8</b>	-	45.0	88.9	91.4
<b>All</b>	<b>74.9</b>	<b>80.0</b>	<b>97.6</b>	<b>96.2</b>

Since 2005-06, Roosevelt's performance on the state mathematics exam has improved substantially and the school is currently exceeding its absolute target by a wide margin. In 2005-06, 75 percent of students were proficient and the school matched its targeted level of performance. Performance

<sup>13</sup> New York State began administering English language arts and mathematics exams in grades 3-8 in 2005-06, thus year-to-year growth could not be evaluated until 2006-07 when two years' of results were first available.

<sup>14</sup> In 2005-06 New York State implemented English language arts and mathematics exams in grades 3-8. Prior to that, the exams in these subjects were administered only in grades 4 and 8.

improved in 2006-07 and 80 percent of students were proficient. In the two most recent years, performance has remained level, with nearly all students scoring proficient.

<b>Absolute Measure:</b> <i>Each year, the school's aggregate Performance Index on the State Math exam will meet or exceed the Annual Measurable Objective set forth in the state's No Child Left Behind (NCLB) school accountability system.</i>				
<b>Results (in percents)</b>				
<b>Index</b>	<b>School Year</b>			
	<b>2005-06<sup>15</sup></b> (Tested: 265)	<b>2006-07</b> (Tested: 339)	<b>2007-08</b> (Tested: 348)	<b>2008-09</b> (Tested: 343)
<b>PI</b>	<b>171</b>	<b>178</b>	<b>196</b>	<b>196</b>
<b>AMO</b>	<b>86</b>	<b>86</b>	<b>102</b>	<b>119</b>

Roosevelt Children's Academy Charter School has surpassed the mathematics Annual Measurable Objective (AMO) established by the state's NCLB accountability system during each year of its Accountability Period. In the most recent year, the school posted a nearly perfect Performance Index and exceeded the AMO by nearly 80 points.

<b>Comparative Measure:</b> <i>Each year, the percentage of students who have been continuously enrolled in the school for two or more years and who perform at or above Level 3 on the State Mathematics Assessment will be greater than that of the local school district.</i>				
<b>Results (in percents)</b>				
<b>Comparison</b>	<b>School Year</b>			
	<b>2005-06</b> (Grades 3-8)	<b>2006-07</b> (Grades 3-8)	<b>2007-08</b> (Grades 3-8)	<b>2008-09</b> (Grades 3-8)
<b>School</b>	<b>74.9</b>	<b>80.0</b>	<b>97.6</b>	<b>96.2</b>
<b>District</b>	<b>57.6</b>	<b>64.2</b>	<b>74.3</b>	<b>78.3</b>

Roosevelt Children's Academy Charter School has consistently outperformed its local community school district on the state mathematics exam by a wide margin during each year of the Accountability Period. In the most recent year, the school's proficiency rate exceeded that of the district by nearly 20 percentage points.

<b>Comparative Measure:</b> <i>Each year, the school will exceed to a specified degree (as set by CSI) its expected level of performance on the State Math exam, as determined by the performance of other schools that have a similar proportion of students eligible for free lunch among all charter and public schools in districts with charter schools.</i>				
<b>Results (in percents)</b>				
<b>Index</b>	<b>School Year</b>			
	<b>2005-06</b> (Grades 3-7) (Tested: 265)	<b>2006-07</b> (Grades 3-8) (Tested: 339)	<b>2007-08</b> (Grades 3-8) (Tested: 348)	<b>2008-09</b> (Grades 3-8) (Tested: 343)
<b>Predicted</b>	64.9	67.7	75.0	81.5
<b>Actual</b>	75.1	79.4	96.3	96.5
<b>Effect Size</b>	<b>0.59</b>	<b>0.72</b>	<b>1.44</b>	<b>1.25</b>

In comparison to demographically similar schools statewide, Roosevelt Children's Academy Charter School has performed better than expected and exceeded its Effect Size target by a wide margin each year.

<sup>15</sup> In 2005-06 English language arts and mathematics testing began in grades 3-8, and the Performance Index was henceforth calculated based on the aggregate of all tested students.

<b>Growth Measure:</b> <i>For the 2004-05 and 2005-06 school years, grade-level cohorts of students will reduce by one-half the gap between their average NCE in the previous spring on the Iowa Test of Basic Skills (ITBS), a nationally-normed math test, and an NCE of 50 (i.e., grade-level) in the current spring.</i>				
<b>Results (in percents)</b>				
<b>Mean NCE</b>	<b>School Year</b>			
	<b>2005-06</b> (Grades 1-7) (N=254)	<b>2006-07</b>	<b>2007-08</b>	<b>2008-09</b>
Baseline	56.1	-	-	-
Target	56.2	-	-	-
Actual	50.1	-	-	-
Cohorts Made				
Target	-	-	-	-

In 2005-06, on the mathematics portion of the Iowa Test of Basic Skills (ITBS), while average student performance remained just above the national norm, cohort performance declined from the previous year and the school did not achieve its growth target.

<b>Growth Measure:</b> <i>Each year beginning in 2006-07, grade-level cohorts of students 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.</i>				
<b>Results (in percents)</b>				
<b>Percent Level 3 &amp; 4</b>	<b>School Year</b>			
	<b>2005-06</b>	<b>2006-07<sup>16</sup></b> (Grades 4-8) (N=222)	<b>2007-08</b> (Grades 4-8) (N=248)	<b>2008-09</b> (Grades 4-8) (N=268)
Baseline	-	75.7	85.1	98.1
Target	-	75.8	85.2	98.2
Actual	-	74.3	97.2	95.9
Cohorts Made				
Target	-	(1 of 5)	(5 of 5)	(2 of 5)

In 2006-07, when two years of state test data first became available for growth analysis, one out of five of Roosevelt's 4<sup>th</sup> through 8<sup>th</sup> grade cohorts achieved their target and overall performance declined slightly. In 2007-08, each of the school's five cohorts achieved their target and overall performance improved substantially. In the most recent year, two out of five cohorts achieved their targets and the school maintained a high level of performance.

## **Science**

**Accountability Plan Goal:** All students at the school will demonstrate competency in the understanding and application of scientific reasoning.

**Outcome:** Based on the limited data available, the school met its science goal.

<sup>16</sup> New York State began administering English language arts and mathematics exams in grades 3-8 in 2005-06, thus year-to-year growth could not be evaluated until 2006-07 when two years' of results were first available.

### Analysis of Accountability Plan Measures:

<b>Absolute Measure:</b> 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 Science Assessment.				
Results (in percents)				
Grade	School Year			
	2005-06 (Tested: 50)	2006-07 (Tested: N/A)	2007-08 (Tested: 95)	2008-09 (Tested: 110)
4	100.0	95.0	98.0	100.0
8	-	80.0	97.0	87.0

Roosevelt Children's Academy Charter School has consistently exceeded its 75 percent absolute proficiency target on the state science exam. In 2005-06, when only 4<sup>th</sup> graders were tested, 100 percent of students were proficient. Roosevelt maintained this high level of performance from 2006-07 through 2008-09.

<b>Comparative Measure:</b> Each year, the percentage of students who have been continuously enrolled in the school for two or more years and who perform at or above Level 3 on the State Science Assessment will be greater than that of the local school district.				
Results (in percents)				
Comparison	School Year			
	2005-06 (Grade 4)	2006-07 (Grades 4,8)	2007-08 (Grades 4,8)	2008-09 (Grades 4,8)
School	100.0	87.5	97.6	93.1
District	NA	79.0	76.0	NA

While district comparison data for the 2008-09 school year are yet unavailable, Roosevelt Children's Academy Charter School's 93 percent proficiency rate exceeded the district's performance by a wide margin in each of the two previous years. Assuming district performance remained at a similar level on the 2008-09 exam, the school will have met its target.

### Social Studies

**Accountability Plan Goal:** All students at the school will demonstrate competency in the understanding and application of social, geographical, civic and world studies.

**Outcome:** Based on the limited data available, the school met its social studies goal.

### Analysis of Accountability Plan Measures:

<b>Absolute Measure:</b> 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 Social Studies Assessment.				
Results (in percents)				
Grade	School Year			
	2005-06 (Tested: 60)	2006-07 (Tested: 72)	2007-08 (Tested: 90)	2008-09 (Tested: 117)
5	100.0	100.0	90.8	100.0
8	-	95.0	82.0	81.0

Roosevelt Children’s Academy Charter School has consistently exceeded its 75 percent target on the state social studies exam. In 2005-06, when only 5<sup>th</sup> graders were tested, 100 percent of students were proficient. Roosevelt maintained this high level of performance from 2006-07 through 2008-09.

<b>Comparative Measure:</b> <i>Each year, the percentage of students who have been continuously enrolled in the school for two or more years and who perform at or above Level 3 on the State Social Studies Assessment will be greater than that of the local school district.</i>				
<b>Results (in percents)</b>				
<b>Comparison</b>	<b>School Year</b>			
	<b>2005-06</b> (Grade 4)	<b>2006-07</b> (Grades 5,8)	<b>2007-08</b> (Grades 5,8)	<b>2008-09</b> (Grades 5,8)
<b>School</b>	<b>100.0</b>	<b>98.3</b>	<b>87.4</b>	<b>90.1</b>
<b>District</b>	<b>NA</b>	<b>67.3</b>	<b>69.2</b>	<b>NA</b>

While district comparison data for the 2008-09 school year are yet unavailable, Roosevelt Children’s Academy Charter School’s 90 percent proficiency rate exceeded the district’s performance by a wide margin in each of the two previous years. Assuming district performance remained at a similar level on the 2008-09 exam, the school will have met its target.

## **NCLB**

In addition to meeting its specific subject area goals, the school is expected under No Child Left Behind to made adequate yearly progress towards enabling all students to score at the proficient level on the state English language arts and mathematics exams. In holding charter schools to the same standards as other public schools, the state issues an annual school accountability report that indicates the school’s status each year.

**Accountability Plan Goal:** The school will demonstrate academic success by making adequate yearly progress as required by NCLB.

**Outcome:** The school met the goal. Roosevelt Children’s Academy Charter School was deemed to be in good standing in each of the four years of the Accountability Period.

<b>Absolute Measure:</b> <i>Each year, the school will be designated in “Good Standing” under the Federal Title I component of the state’s “school accountability system.”</i>				
<b>Results</b>				
<b>Status</b>	<b>School Year</b>			
	<b>2005-06</b>	<b>2006-07</b>	<b>2007-08</b>	<b>2008-09</b>
<b>Good Standing</b>	<b>YES</b>	<b>YES</b>	<b>YES</b>	<b>YES</b>