



**Charter Schools Institute**  
The State University of New York

## Subsequent Renewal Report

# **Community Partnership Charter School**

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**1/10/2012**

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The final version of Institute renewal reports should be broadly shared by the school with the entire school community. This report 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 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 SUMMARY DISCUSSION**

### **Recommendation**

#### **Full Term Renewal**

The Institute recommends that the SUNY Trustees approve the Application for Subsequent Renewal of the Community Partnership Charter School and renew its charter for a period of five years with authority to provide instruction to students in Kindergarten through 8<sup>th</sup> grade in such configuration as set forth in its Application for Renewal, with a maximum projected enrollment of 450 students.

### **Background and Required Findings**

According to the SUNY Renewal Practices:

*In subsequent renewal reviews, and in contrast to initial renewal reviews, the SUNY 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.<sup>2</sup> This approach is consistent with the greater time that a school has been in operation 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.*

Community Partnership Charter School (“Community Partnership”) has applied for a Subsequent Full-Term Renewal of five years. In its twelfth year of operation, and at the end of its third charter period, the SUNY Renewal Practices provide only two possible outcomes for Community Partnership: Full-Term Renewal or Non-Renewal. In order to earn a Full-Term Renewal,

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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>.

<sup>2</sup> For the purpose of reporting student achievement results, the Accountability Period is defined in the SUNY Renewal Practices as the time the Accountability Plan was in effect. In the case of a Subsequent Renewal, the plan covers the last year of the previous charter period and the first four years of the current charter period.

Community Partnership must demonstrate that it has met the criteria for such a renewal as described in the SUNY Renewal Practices. Specifically, the school “must have been previously renewed and met or come close to meeting its academic Accountability Plan goals during the Accountability Period.” Having previously been awarded a Full-Term Renewal of five years based on the Institute’s review of the evidence that it gathered and that Community Partnership has provided including, but not limited to, the school’s Application for Early Subsequent Renewal, evaluation visits conducted during the charter period, a renewal evaluation visit conducted in the final year of the current charter period, and the school’s record of academic performance determined by the extent to which it has met its academic Accountability Plan goals, the Institute finds that the school has consistently met or come close to meeting its academic Accountability Plan goals during the Accountability Period.

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. Community Partnership as described in the Application for Renewal 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 Community Partnership’s Application for Renewal and renew the school’s charter for a full term of five years.

### **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 district comments were received in response.

### **Summary Discussion**

#### *Academic Success*

Community Partnership has consistently met its Accountability Plan’s mathematics and English language arts goals in recent years. The school met its mathematics goal in the last four years and its English language arts goal in the last three years of the period. The school outperformed its local community school district each year in both subjects. While Community Partnership did not meet its performance target for a number of years in comparison to demographically similar schools statewide, it did at least perform better than predicted in both subjects during the last three years of the Accountability Period. The school is meeting its science and No Child Left Behind (NCLB) goals.

Based on results of the five measures in its Accountability Plan, Community Partnership has met its English Language Arts goal in the last three years of the Accountability Period. The school’s performance has exceeded the absolute target of 75 percent proficiency in these three years after not having met it in the first years of the Accountability Period. The school has consistently exceeded the NCLB Annual Measureable Objective (AMO) set by the state and outperformed the local community school district each year. In comparison to demographically similar schools, the school

met the target in one year, but has at least performed better than predicted in comparison to these comparable schools in four of the Accountability Period's five years. The school met its cohort growth target in only one year, but did show overall cohort growth in four of the five years with about half the individual grade-level cohorts showing the requisite gains during the Accountability Period.

Based on the results of the five measures in its Accountability Plan, Community Partnership has met its mathematics goal in the last four years of the Accountability Period. It has consistently exceeded the absolute target of 75 percent proficiency, with over 90 percent of students achieving proficiency in the most recent three years of the Accountability Period. The school has consistently exceeded the state's AMO and outperformed the local community school district each year, with a margin of more than ten percent in recent years. In comparison to demographically similar schools statewide, the school met its target in the three most recent years of the Accountability Period, performing better than expected to at least a small degree in each of these years. While the school did not meet its year-to-year cohort growth target in any year of the Accountability Period, it showed an overall year-to-year increase in cohort performance during three of the five years in the Accountability Period.

With an expanding school situated at two separate locations, Community Partnership's leadership structure changed a number of times during the charter period. At the end of the charter period, the school had two co-principals with responsibility for the two respective school sites, while the rest of the leadership team, consisting of content-specific staff developers and the dean of students, split its time between locations. The team holds teachers accountable for quality instruction through multiple weekly observations, the frequency of which has increased under the new leadership model, and timely, effective feedback.

As part of Community Partnership's professional development program, teachers receive weekly coaching sessions from staff developers based on individual needs identified through observations. Teachers also receive a full day of professional development from school leadership each month determined by teacher interest and identified school-wide needs. Additionally, teachers receive two weeks of training during the summer and the opportunity to attend external professional development activities.

Community Partnership has regularly administered diagnostic, formative and summative assessments and used the data effectively to inform instruction, drive school-wide improvement, identify at-risk students and track student progress. Throughout the charter period, Community Partnership teachers have worked collaboratively to develop interim assessments for monitoring student progress in English language arts and mathematics. At the time of the renewal inspection visit, the school administered interim assessments three times per year.

In the prior charter period, Community Partnership relied on scripted commercial curricular products to prepare students to meet state performance standards. Early in this charter period, the principal organized teachers and hired consultants to develop a new curriculum. Though teachers continue to use some commercial products, the newly created scope and sequence documents appear to be well organized, demonstrating alignment with state standards and providing accurate pacing with extensive curriculum maps. In recent years, the school has revised the curriculum at the end of each academic year using an established review and evaluation process.

During the charter period, teachers have displayed quality instruction throughout most classrooms. Teachers offer whole class and small group instruction while encouraging students to engage in

higher order thinking, employing multiple strategies for differentiated instruction and implementing clearly stated objectives. Lesson and unit plans demonstrate alignment to the school's curriculum and state standards. Most teachers have classroom management routines that promote learning and ensure that students are on task. At the time of the renewal visit, teachers used effective routines to check for student understanding such as call and response, sign language and questioning techniques requiring students to elaborate on explanations in order to demonstrate understanding.

Community Partnership has a well-defined process to serve academically struggling students, students served with Individualized Education Programs (IEPs) and students with English language learner needs. The school has an academic intervention service process to support academically struggling students. During the charter period, the school has moved away from using external consultants to provide services in favor of full-time staff that provide a combination of in-class and special academic support for students who have IEPs. The school also employs a special education coordinator who manages and monitors the progress of students served with IEP's. At the time of the renewal visit, teachers received support and training for meeting the needs of this population and the school offered students targeted and differentiated instruction as well as remediation, tutoring and Saturday school opportunities. Although the school does not have ELL students, it has a process in place to identify, monitor and provide educational services.

Overall, the school has established a safe and orderly environment. Teachers foster an environment that values learning and scholarship. During the charter period, the school adopted a clear approach toward discipline, but at the time of the renewal visit had not yet fully systematized it to ensure consistent implementation across campuses.

### *Organizational Effectiveness and Viability*

Community Partnership has fulfilled its mission to join together families, educators and community members to “create a learning environment that fosters high academic achievement which exceeds the New York State performance standards.” As part of its mission, Community Partnership also endeavors to create “an enriched curriculum and dynamic partnerships between the school, families and community to enable all students to become life-long learners and active citizens who value kindness and respect.” To further ensure achievement of its mission, Community Partnership has faithfully implemented its key design elements of a longer school day with culturally relevant instruction, two teachers in Kindergarten through 5<sup>th</sup> grade classrooms, differentiated instruction with 50 percent of learning time focused on mathematics and literacy, student- and process-centered instruction, after school and weekend enrichment programs, curriculum and staff development driven by data and parent involvement.

Parents, guardians and students at Community Partnership are satisfied with the school according to annual surveys and renewal visit interviews. Of the parents who responded to annual surveys throughout the charter period, an overwhelming percent were satisfied with the school and rated the school above average for engagement and academic expectations. Nevertheless, the results in some years were based on a low response rate. During the charter period, the school has quickly responded to parental concerns about student safety procedures. Moreover, lottery applications along with the school's waitlist continue to increase each year.

Throughout the charter period, Community Partnership's organizational structure has effectively supported the delivery of the educational program even in the midst of structural change to accommodate the school's growth. At the time of the renewal visit, the school had established an

administrative structure with staff, operational systems and procedures that allow the school to carry out its academic program.

Over the course of the charter, the school has generally hired and retained quality staff with some teacher turnover. Community Partnership has a career ladder in place to create leadership opportunities for excellent teachers and to increase the support provided to all teachers. Throughout its charter, the school has allocated sufficient resources to achieving its goals with well stocked classroom libraries, ample curricular resources and significant technology to assist teachers in delivering instruction. Additionally, Community Partnership has regularly monitored and evaluated its programs and made changes as necessary.

During the current charter period, the school has partnered with the Beginning with Children Foundation (BwCF), a New York not-for-profit corporation to provide primarily back office operational support, which supports two other charter schools including the Beginning with Children Charter School II recently approved by the SUNY Trustees. However, the BwCF is currently restructuring to provide full-service academic, operational, and management services to the school. Under the new organizational structure, the BwCF will provide the school with day-to-day academic supervision, as well as more hands-on academic supports, a new manager for recruitment and retention of staff, and maintain operational services. In addition, BwCF would oversee the school's enrollment plan to ensure the school meets student enrollment and retention targets particularly for English language learners through bilingual community outreach. The school board demonstrated a thorough understanding of the proposed Memorandum of Understanding between the school and the BwCF including its role in holding both the BwCF and school leadership accountable for academic results.

The school board has worked effectively to oversee the educational program and achieve the school's mission. The composition of the board of Community Partnership includes individuals with a diverse set of skills, and includes a parent trustee to effectively communicate the needs of the student body and community to the entire board. While the school board believes that it is well represented in critical areas including legal and financial expertise, it is seeking to add individuals with experience in education, real estate. The school board has no immediate plans to alter its current committee structure. It has generally and substantially met the requirements of the Open Meetings Law.

The school's board of trustees is clearly focused on student achievement. As in previous charter periods, during monthly meetings, board members focus on "real-time data" receiving regular reports regarding school performance from the principal and the executive director of the BwCF. During this charter period, the school board has concentrated on clarifying and defining supervision and accountability for school leaders and the BwCF as a lever to raise student performance. In addition, as a result of its annual self-assessment process, the school board has also recruited additional members with legal expertise and community connections.

The Community Partnership board of trustees has generally avoided creating conflicts of interest where possible, and where conflicts exist, the board has generally managed those conflicts in a clear and transparent manner through recusal. In material respects, the school board has implemented adequate policies and procedures to ensure the effective governance and oversight of the school. The school has adopted a comprehensive complaint policy. The leadership team has promptly and effectively responded to parent and community complaints.

Based on the evidence available at the time of the renewal inspection visit and throughout the current charter term, in material respects Community Partnership has been in general and substantial compliance with the terms of its charter, bylaws, applicable state and federal law, rules and regulations. Minor deficiencies were noted in the areas of teacher certification requirements and Freedom of Information Law compliance. The school board has generally maintained a relationship with outside counsel including the solicitation of pro bono services, for advice on legal, compliance, and real estate matters. The school has substantially followed the terms of its monitoring plan.

The school's renewal application contains all the necessary elements required by the Act. The proposed school calendar allots an appropriate amount of instructional time to comply with all necessary requirements, and taken together with other academic and key design elements, should be sufficient to allow the school to meet its proposed accountability plan goals. Other key aspects of the Application for Renewal, to include the proposed bylaws and code of ethics, have been amended to comply with various provisions of the Education Law, Not-for-Profit Corporation Law, Public Officers Law, and the General Municipal Law, as appropriate.

### *Fiscal Soundness*

Over the course of the charter period, Community Partnership has created realistic budgets that it has monitored and adjusted when appropriate. The school develops annual budgets through the collaborative efforts of the BwCF's controller and chief financial officer and Community Partnership's principals, key staff and board members. The BwCF routinely analyzes budget variances and discusses material variances with the principals and the board on a regular basis. The school continually takes a strategic look at spending trends as well as instructional and staffing needs in the development and monitoring of its budget(s). Actual expenses have been equal to or less than actual revenue over the course of this charter period without exception.

Community Partnership 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 school has accurately recorded and appropriately documented transactions in accordance with management's direction. The BwCF Controller works with the school board, principals and key staff to ensure that school staff document and follow policies and procedures. The school's Fiscal Year (FY) audit reports of internal controls from 2007-08 - 2010-11 —related to financial reporting and compliance with laws, regulations and grants—disclose no material weaknesses, or instances of non-compliance. The lack of any 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 audits indicate that the reports were followed and conducted in accordance with generally accepted accounting principles and received an unqualified opinion, indicating that, in the auditor's opinion, 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 reviews and approves various monthly and quarterly reports along with the annual financial audit report.

Community Partnership has maintained adequate financial resources to ensure stable operations and has monitored and successfully managed cash flow. The school completed the FY 2010-11 in stable



financial condition, slightly increasing the school's total net assets while maintaining and slightly increasing a healthy cash reserve.

As illustrated in the Institute's Fiscal Dashboard,<sup>3</sup> which appears as an appendix to this report, Community Partnership has averaged a "fiscally strong" financial responsibility composite score rating over the current charter term along with its most recent year of operation, 2010-11, indicating a constant level of fiscal stability. The composite score assists in measuring the financial health of a school using a blended score that measures the school's performances on key financial indicators. The blended score allows a school's sources of financial strength to offset areas of financial weakness. The school has also averaged a "medium risk/good" rating in its working capital ratio which indicates the school has had enough short term assets to cover immediate liabilities/short-term debt. Further, Community Partnership has averaged a "low risk/excellent" rating debt-to-asset ratio, indicating the proportion of debt the school has relative to its assets. The school has no short or long-term debt. Finally, the school has averaged a "high risk/poor" rating in regards to the months-of-cash ratio, demonstrating it has had less than the suggested three months of annual expenses in reserves. It should be noted that over the last two fiscal years the school has met the suggested three month reserve measure and the "high risk" average is due to one down year in 2008-09. The school has no major investments and all cash is left in savings and/or money market accounts to ensure the school has sufficient cash available to pay current bills and other payables that are shortly due.

Community Partnership averaged slightly over 88 percent of expenses allocated to program services over the current charter term. The school also saw revenue exceed expenses per student on an average of just over 13 percent a year, consistent with its effective operational plan on a year-to-year basis.

Based on all of the foregoing the school has demonstrated fiscal soundness over the course of its charter term.

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

Community Partnership has provided all of the key structural elements for a renewal charter and they are deemed to be reasonable, feasible and achievable. The school proposes to continue implementing the core features of its educational program and to change the mission, key design elements, grades served, curriculum design and structure of instructional leadership.

The school would make a minor revision to its mission statement as follows:

*At the Community Partnership Charter School, families, educators, and community members join to create a learning environment that fosters high academic achievement which exceeds the New York State performance standards. An enriched curriculum and dynamic partnerships between the school, families and community enable all students to become lifelong learners and active citizens who value kindness and respect.*

In the 2012-2013 academic year, the school would provide instruction to 8<sup>th</sup> grade students for the first time. Projected enrollment within the proposed charter period would grow to 450 students.

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<sup>3</sup> The Institute's Fiscal Dashboard, which provides a detailed financial analysis of each school authorized by the SUNY Trustees, is available at: <http://www.newyorkcharters.org/FiscalDashboard.htm>. A memo explaining the metrics used within the dashboard is also available at that web address.

To better reflect the educational program on the ground, Community Partnership would revise its key design elements during the next charter period as follows:

- An intensive, longer school day and school year that results in no less than 20 percent more time on task than NYC Department of Education schools;
- At least two teachers in the classroom for grades K-5 at all times
- An emphasis on the development of writing, literacy, and mathematical skills, devoting at least 50 percent of academic time to these subjects;
- Social Studies, science, music, art, technology and physical education included as core subjects taught by specialists;
- Assessments to drive curriculum and staff development which is responsive to individual student's needs;
- Leadership team members (principal, dean, or staff developer) assigned to specific teachers to support literacy and math instruction, data management and classroom culture and discipline;
- Senior academies for students in grades 3-7 supporting the study of interested careers and subjects such as digital animation and literary magazine writing;
- An after-school program, which provides academic enrichment programs, utilizes best practices and is aligned with the regular school day;
- Saturday Enrichment Academy for at-risk students in order to ensure their classroom success
- Development of a fully inclusionary intervention model;
- Dynamic community partnerships which support enrichment programs that teach students to become life-long learners and active citizens; and
- Parent/Guardian involvement at all levels of the school community.

With its firm commitment to devote at least 50 percent of instructional time to literacy and mathematics, Community Partnership would partner with the University of Chicago's Urban Education Institute to launch the Strategic Teaching and Evaluation of Progress (STEP) program. The STEP program is intended to help teachers improve the reading comprehension development and tracking of pre-kindergarten through third grade students.

The school also proposes to solidify changes to its leadership structure. While members of the leadership team previously split their time across the elementary and middle school locations, the school plans to maintain dedicated leadership at each site to allow for greater staff development opportunities and overall support of the instructional program.

Members of the current school board of trustees expressed their interest in continuing their service to the school. The school board would maintain its existing committee structure to carry out its responsibilities and recruit additional members with real estate and education experience in Brooklyn.

The school has presented a reasonable, appropriate and strategic fiscal plan for the term of the next charter period including adequate and achievable budgets. Due to state deficit problems and the uncertainty of per-pupil funding beyond 2012-13, Community Partnership has developed a working budget that uses the 2010-11 and 2011-12 funding level as a baseline for 2012-13 academic year projections. The school would increase this baseline one percent each year thereafter. The plan projects a zero operating and cash flow surplus in each year that is contingent upon the school continuing to meet enrollment goals as it has done in the past. Without the generation of cash flow

surpluses, Community Partnership will need to maintain current reserves and resources throughout the next charter period to ensure fiscal stability.

Long-range fiscal projections are more susceptible to error than those for a single year. Such projections are subject to revision due to changes in local conditions, objectives, laws and state funding. The school would be required to continually develop and adopt annual budgets based on known per pupil amounts for the districts from which it draws enrollment. Based on the foregoing fiscal information and the school's track record of fiscal soundness to date, the Institute finds that the school has demonstrated the ability to operate in a fiscally sound manner during the next charter term.

## **SCHOOL OVERVIEW**

### **Opening Information**

Date Initial Charter Approved by SUNY Trustees	January 21, 2000
Date Initial Charter Approved by Board of Regents	April, 2000
School Opening Date	September, 2000

### **Location**

<b>School Year(s)</b>	<b>Location(s)</b>	<b>Grades</b>	<b>District</b>
2000-2003	171 Clermont Ave, Brooklyn, NY	K-3	NYC CSD 13
2003-2004	171 Clermont Ave & 80 Underhill Ave, Brooklyn, NY	K-4	NYC CSD 13
2004-2010	241 Emerson Place, Brooklyn, NY	K-5	NYC CSD 13
2010–present	241 Emerson Place, Brooklyn, NY 114 Kosciusko Street, Brooklyn, NY	K-5 6-7	NYC CSD 13

### **Partner Organizations**

	<b>Partner Name</b>	<b>Partner Type</b>	<b>First Date of Service</b>
Current Partner	Beginning with Children Foundation	Foundation	September 2000

### **Renewal**

<b>Type of Renewal</b>	<b>Date</b>
Short-Term Renewal	March 1, 2005
Full Term Renewal	March 20, 2007

### **Current Mission Statement**

At the Community Partnership Charter School, families, educators, and community members join to create a learning environment that fosters high academic achievement which exceeds the New York State performance standards. An enriched curriculum and dynamic partnerships between the school, families and community enable all students to become lifelong learners and active citizens who value kindness and respect.

### **Current Key Design Elements**

<ul style="list-style-type: none"> <li>• An intensive, longer school day and school year that results in no less than 20% more time on task than NYC Department of Education schools;</li> <li>• At least two teachers in the classroom for grades K-5 at all times;</li> <li>• An emphasis on the development of writing, literacy and mathematical skills, devoting at least 50% of the academic time to these subjects;</li> <li>• Social studies, science, music, art, technology and physical education as core subjects taught by specialists;</li> <li>• Assessment to drive curriculum and staff development which is response to individual student's needs;</li> <li>• Leadership team members assigned to specific teachers to support literacy and math instruction, data management and classroom culture and discipline;</li> <li>• Senior academies for students in grades 3-8 supporting the study of interested careers and subjects such as digital animation and literary magazine writing;</li> <li>• An after-school program which provides academic enrichment programs, utilizes best practices and is aligned with the regular school day;</li> </ul>
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• Saturday Enrichment Academy for at-risk students in order to ensure their classroom success
• Development of a fully inclusionary intervention model provided primarily in the context of the regular classroom;
• Dynamic community partnerships which support enrichment programs that teach students to become lifelong learners and active citizens; and
• Parent/Guardian involvement at all levels of the school community.

### School Characteristics

School Year	Original Chartered Enrollment	Revised Charter Enrollment	Actual Enrollment <sup>4</sup>	Original Chartered Grades	Actual Grades
2005-06	300	300	300	K-5	K-5
2006-07	300	300	288	K-5	K-5
2007-08	300	300	290	K-5	K-5
2008-09	300	300	289	K-5	K-5
2009-10	300	300	294	K-5	K-5
2010-11	300	335	332	K-6	K-6
2011-12	300	385		K-7	K-7

### Student Demographics

	2007-08		2008-09		2009-10	
	Number of School Enrollment	Percent of School District Enrollment	Number of School Enrollment	Percent of School District Enrollment	Number of School Enrollment	Percent of School District Enrollment
<b>Race/Ethnicity</b>						
American Indian or Alaska Native	1.0%	1.0%	1.0%	1.0%	0.0%	1.0%
Black or African American	89.0%	63.0%	89.0%	61.0%	88.0%	61.0%
Hispanic	10.0%	15.0%	11.0%	15.0%	10.0%	15.0%
Asian, Native Hawaiian, or Pacific Islander	0.0%	15.0%	0.0%	15.0%	0.0%	16.0%
White	0.0%	7.0%	0.0%	7.0%	0.0%	8.0%
Multiracial	0.0%	0.0%	0.0%	0.0%	1.0%	0.0%
<b>Special Populations</b>						
Students with Disabilities <sup>5</sup>	12.4%	9.8%	12.1%	9.9%	10.7%	10.4%
Limited English Proficient	0.0%	4.0%	0.0%	4.0%	0.0%	4.0%

<sup>4</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.)

<sup>5</sup> New York City Department of Education Progress Reports and School Demographics and Accountability Snapshots

	2007-08		2008-09		2009-10	
	Number of School Enrollment	Percent of School District Enrollment	Number of School Enrollment	Percent of School District Enrollment	Number of School Enrollment	Percent of School District Enrollment
<b>Free/Reduced Lunch</b>						
Eligible for Free Lunch	54.0%	60.0%	49.0%	62.0%	55.0%	63.0%
Eligible for Reduced-Price Lunch	17.0%	10.0%	22.0%	10.0%	16.0%	10.0%

#### Current Board of Trustees<sup>6</sup>

Board Member Name	Term Expires	Position/Committees
Mr. Martin J. Ragde	11/2012	Board Chair
Mr. John Burke	11/2011	Vice Chair
Ms. Terri L. Canady	11/2013	Trustee
Ms. Clare M. Cusack	11/2011	Trustee
Ms. Bianca Wheeler	Pending	Trustee
Ms. Keisha Rattray	N/A	Ex officio, non-voting
Mr. David Stutt	11/2012	Treasurer
Pam Walker, Esq.	11/2013	Secretary
Ms. Melanie Bryon	N/A	Ex officio, non-voting

#### School Leader(s)

School Year	School Leader(s) Name and Title
2003-2011	Melanie Byron
2011-2012	Melanie Byron and Keisha Rattray

#### School Visit History

School Year	Visit Type	Evaluator (Institute/External)	Date
2000-2001	First Year Evaluation	Institute	May 21, 2001
2001-2002	Second Year Evaluation	Institute	May 17, 2002
2002-2003	Third Year Evaluation	External	March 17-18, 2003
2004-2005	Initial Renewal	Institute	September 29, 2004
2006-2007	Subsequent Renewal	Institute	October 2006
2008-2009	Evaluation Visit	Institute	April 21, 2009
2011-2012	Subsequent Renewal	Institute	September 20, 2011

<sup>6</sup> Source: School renewal application.

## 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. The plan also includes science and NCLB goals. For each goal in the Accountability Plan specific outcome measures define the level of performance necessary to meet that goal. The required outcome measures 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<sup>7</sup></b>		<b>Comparative</b>		<b>Growth</b>
	75 percent at or above Level 3 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 at or above Level 3 and 75 percent
<b>English Language Arts</b>	✦	✦	✦	✦	✦
<b>Mathematics</b>	✦	✦	✦	✦	✦
<b>Science</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 last four years of the five-year Accountability Period.<sup>8</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

<sup>7</sup> Note: In 2009-10, the State Education Department (SED) raised its achievement standard, by increasing the scaled score cut off for proficiency or Level 3 performance on the English language arts and mathematics exams. In order to maintain a consistent standard for determining meeting the absolute measure, the Institute has adapted SED's "time-adjusted" cut-offs. In the presentation of English language arts and mathematics results below, we use the "time-adjusted" Level 3 cut-offs for 2009-10 and 2010-11.

<sup>8</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.

achieved in a given year. Aside from 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:** Community Partnership Charter School students will become proficient readers and writers of the English language.

**Outcome:** Community Partnership has come close to meeting its English language arts goals.

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

<b>Absolute Measure:</b> <i>Each year, 75% of Community Partnership students in grade 3 through 5 who are enrolled in at least their second year will proficient scores on the New York State ELA exam. Proficiency is defined as obtaining scores at or above level 3.</i>				
<b>Results (in percents)</b>				
<b>Grade</b>	<b>School Year</b>			
	<b>2007-08</b> (Tested: 111)	<b>2008-09</b> (Tested: 116)	<b>2009-10</b> (Tested: 135)	<b>2010-11</b> (Tested: 159)
3	65.8	84.4	77.6	72.9
4	60.5	73.7	71.4	80.0
5	80.0	81.8	89.2	81.6
6	-	-	-	87.0
7	-	-	-	-
8	-	-	-	-
<b>All</b>	<b>67.6</b>	<b>80.2</b>	<b>78.5</b>	<b>79.3</b>

Community Partnership exceeded the absolute target of 75 percent proficiency in the last three years after having not met target in the first years of the Accountability Period.

<b>Absolute Measure:</b> <i>Each year, the school's aggregate Performance Index on the state ELA exams will meet its Annual Measurable Objective set forth in the State's No Child Left Behind (NCLB) accountability system.</i>				
<b>Results (in percents)</b>				
<b>Index</b>	<b>School Year</b>			
	<b>2007-08</b> (Tested 128)	<b>2008-09</b> (Tested: 135)	<b>2009-10</b> (Tested: 141)	<b>2010-11</b> (Tested: 185)
<b>PI</b>	<b>166</b>	<b>178</b>	<b>178</b>	<b>144</b>
<b>AMO</b>	<b>133</b>	<b>144</b>	<b>155</b>	<b>122</b>

Community Partnership has surpassed the elementary/middle school English language arts Annual Measurable Objective (AMO) established by the state's NCLB accountability system during each of year of its Accountability Period.



<b>Comparative Measure:</b> <i>Each year, the proficiency rates of Community Partnership students in grades 3 through 5 who are enrolled in at least their second year will exceed the proficiency rates of students from District 13 in NYC on the state ELA exams.</i>				
<b>Results (in percents)</b>				
<b>Comparison</b>	<b>School Year</b>			
	<b>2007-08</b> (Grades 3-5)	<b>2008-09</b> (Grades 3-5)	<b>2009-10</b> (Grades 3-5)	<b>2010-11</b> (Grades 3-6)
<b>School</b>	<b>67.6</b>	<b>80.2</b>	<b>54.1</b>	<b>52.2</b>
<b>District</b>	<b>60.5</b>	<b>68.9</b>	<b>43.1</b>	<b>44.5</b>

Community Partnership has outperformed the local school district each year of the Accountability Period.

<b>Comparative Measure:</b> <i>Each year, the school will exceed its expected level of performance on the State ELA exam by at least a small Effect Size (performing higher than expected to small degree) according to a regression analysis performed by CSI controlling for students eligible for free lunch among all public schools in New York State.</i>				
<b>Results (in percents)</b>				
<b>Index</b>	<b>School Year</b>			
	<b>2007-08</b> (Grades 3-5) (Tested: 128)	<b>2008-09</b> (Grades 3-5) (Tested: 135)	<b>2009-10</b> (Grades 3-5) (Tested: 141)	<b>2010-11</b> (Grades 3-6) (Tested: 185)
<b>Predicted</b>	67.3	75.5	48.9	48.8
<b>Actual</b>	67.2	77.8	53.9	50.3
<b>Effect Size</b>	<b>0.00</b>	<b>0.21</b>	<b>0.38</b>	<b>0.09</b>

In comparison to demographically similar schools, the school met the target in one year, but has at least performed better than predicted in comparison to these comparable schools in four of the Accountability Period's five years.

<b>Growth Measure:</b> <i>Each year, the proficiency rates of grade-level cohorts on the State ELA exams will reduce by one-half the difference between 75 and the proficiency rates on the previous year's State ELA exams. If 75 percent or more of the grade-level cohorts obtained proficient scores the previous year, their results will increase in the current year.</i>				
<b>Results (in percents)</b>				
<b>Percent Level 3 &amp; 4</b>	<b>School Year</b>			
	<b>2007-08</b> (Grade 3-5) (N=73)	<b>2008-09</b> (Grade 3-5) (N=71)	<b>2009-10</b> (Grade 3-5) (N= 85)	<b>2010-11</b> (Grade 3-6) (N= 109)
Baseline	60.3	64.8	77.6	56.9
Target	67.6	69.9	77.7	65.9
Actual	67.1	77.5	78.8	51.4
<b>Cohorts Made Target</b>	<b>1 of 2</b>	<b>2 of 2</b>	<b>1 of 2</b>	<b>0 of 3</b>

Community Partnership's cohort growth performance on the state's English language arts exam has shown overall improvement in all but the last year of the Accountability Period, with about half the individual grade-level cohorts showing the requisite gains during the Accountability Period.

### Optional Measures:

The school's Accountability plan did not include any optional measure related to its English Language Arts goal.

### Mathematics

**Accountability Plan Goal:** Community Partnership Charter School students will become proficient in the understanding and application of mathematical skills and concepts.

**Outcome:** Community Partnership has met its mathematics goal.

### Analysis of Accountability Plan Measures:

<b>Absolute Measure:</b> <i>Each year, 75% of Community Partnership students in grades 3 through 5 who are enrolled in at least their second year will achieve proficient scores on the New York State Math assessment.</i>				
<b>Results (in percents)</b>				
<b>Grade</b>	<b>School Year</b>			
	<b>2007-08</b> (Tested: 109)	<b>2008-09</b> (Tested: 115)	<b>2009-10</b> (Tested: 135)	<b>2010-11</b> (Tested: 157)
<b>3</b>	89.5	100.0	95.9	80.0
<b>4</b>	80.5	89.5	85.7	88.0
<b>5</b>	76.7	100.0	89.2	91.7
<b>6</b>	-	-	-	95.7
<b>All</b>	<b>82.6</b>	<b>96.5</b>	<b>90.4</b>	<b>93.6</b>

Community Partnership has consistently exceeded the absolute target of 75 percent proficiency, with over 90 percent of students achieving proficiency in the most recent three years of the Accountability Period.

<b>Absolute Measure:</b> <i>Each year, the school's aggregate Performance Index on the state math exams will meet its Annual Measurable Objective set forth in the State's No Child Left Behind (NCLB) accountability system.</i>				
<b>Results (in percents)</b>				
<b>Index</b>	<b>School Year</b>			
	<b>2007-08</b> (Tested 127)	<b>2008-09</b> (Tested: 134)	<b>2009-10</b> (Tested: 141)	<b>2010-11</b> (Tested: 185)
<b>PI</b>	<b>184</b>	<b>194</b>	<b>189</b>	<b>168</b>
<b>AMO</b>	<b>102</b>	<b>119</b>	<b>135</b>	<b>137</b>

Community Partnership has surpassed the elementary/middle school mathematics Annual Measurable Objective (AMO) established by the state's NCLB Accountability system during each year of its Accountability Period.

<b>Comparative Measure:</b> <i>Each year, the proficiency rates of Community Partnership's students in grades 3 through 5 who are enrolled in at least their second year will exceed the proficiency rates of students from District 13 in NYC on the State Math exams.</i>				
<b>Results (in percents)</b>				
<b>Comparison</b>	<b>School Year</b>			
	<b>2007-08</b> (Grades 3-5)	<b>2008-09</b> (Grades 3-5)	<b>2009-10</b> (Grades 3-5)	<b>2010-11</b> (Grades 3-6)
<b>School</b>	<b>82.6</b>	<b>96.5</b>	<b>65.2</b>	<b>73.9</b>
<b>District</b>	<b>80.4</b>	<b>85.6</b>	<b>49.6</b>	<b>50.5</b>

Community Partnership has outperformed the local school district on the state's elementary/middle school mathematics exam during each year of the Accountability Period. In the last two years, Community Partnership's level of performance was over 15 percentage points higher than that of its local district.

<b>Comparative Measure:</b> <i>Each year, the school will exceed its expected level of performance on the State Math exam by at least a small Effect Size (performing higher than expected to small degree) according to a regression analysis performed by CSI controlling for students eligible for free lunch among all public schools in New York State.</i>				
<b>Results (in percents)</b>				
<b>Index</b>	<b>School Year</b>			
	<b>2007-08</b> (Grades 3-5) (Tested: 127)	<b>2008-09</b> (Grades 3-5) (Tested: 134)	<b>2009-10</b> (Grades 3-5) (Tested: 141)	<b>2010-11</b> (Grades 3-6) (Tested: 185)
<b>Predicted</b>	82.9	88.6	56.9	57.9
<b>Actual</b>	84.2	94.8	63.8	70.8
<b>Effect Size</b>	<b>0.15</b>	<b>0.80</b>	<b>0.40</b>	<b>0.72</b>

In comparison to demographically similar schools statewide, the school met its target in the three most recent years of the Accountability Period, performing better than expected to at least a small degree in each of these years.

<b>Growth Measure:</b> <i>Each year, the proficiency rates of grade-level cohorts on the State Math exams will reduce by one-half the difference between 75 and the proficiency rates on the previous year's State Math exams. If 75 percent or more of the grade-level cohorts obtained proficient scores the previous year, their results will increase in the current year</i>				
<b>Results (in percents)</b>				
<b>Percent Level 3 &amp; 4</b>	<b>School Year</b>			
	<b>2007-08</b> (Grade 3-5) (N=72)	<b>2008-09</b> (Grade 3-5) (N=71)	<b>2009-10</b> (Grade 3-5) (N= 85)	<b>2010-11</b> (Grade 3-6) (N= 109)
Baseline	77.8	85.9	94.1	63.3
Target	77.9	86.0	94.2	69.1
Actual	77.8	94.4	87.1	73.4
Cohorts Made Target	<b>1 of 2</b>	<b>1 of 2</b>	<b>0 of 2</b>	<b>2 of 3</b>

Community Partnership showed an overall year-to-year increase in cohort performance during three of the five years in the Accountability Period.

### Optional Measures:

The school's Accountability plan did not include any optional measure related to its mathematics goal.

### Science

**Accountability Plan Goal:** Community Partnership Charter School students will become proficient in science.

**Outcome:** Community Partnership has met its science goal.

<b>Absolute Measure:</b> <i>Each year, 75% of Community Partnership students who are enrolled in at least their second year will achieve proficient (i.e. at level three) on the 4<sup>th</sup> grade State Science exam.</i>				
<b>Results (in percents)</b>				
<b>Grade</b>	<b>School Year</b>			
	<b>2007-08</b> (Tested: 39)	<b>2008-09</b> (Tested: 37)	<b>2009-10</b> (Tested: 48)	<b>2010-11</b> (Tested: 49)
<b>4</b>	82.1	91.9	89.6	89.8
<b>8</b>	-	-	-	-

Throughout the Accountability Period, Community Partnership has exceeded its performance target on the state's science exams.

<b>Comparative Measure:</b> <i>Each year, the proficiency rates of Community Partnership students who are enrolled in at least their second year will exceed the proficiency rate of students in District 13 in NYC on the 4<sup>th</sup> grade State Science exam</i>				
<b>Results (in percents)</b>				
<b>Comparison</b>	<b>School Year</b>			
	<b>2007-08</b> (Grade 4)	<b>2008-09</b> (Grade 4)	<b>2009-10</b> (Grade 4)	<b>2010-11</b> (Grade 4)
<b>School</b>	<b>82.1</b>	<b>91.9</b>	<b>89.6</b>	<b>89.8</b>
<b>District</b>	<b>68.6</b>	<b>74.0</b>	<b>77.9</b>	<b>N/A</b>

Community Partnership has outperformed the local community school district on the science exam throughout the Accountability Period.

## **NCLB**

In addition to meeting its specific subject area goals, the school is expected under No Child Left Behind to make 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:** Under the state's NCLB accountability system, the school's Accountability Status will be "Good Standing" each year.

**Outcome:** The school met the goal. Community Partnership was deemed to be in good standing in each of the four years of the Accountability Period.

<b>Absolute Measure:</b> <i>Under the state's NCLB accountability system, the school's Accountability Status will be "Good Standing" each year.</i>				
<b>Results</b>				
<b>Status</b>	<b>School Year</b>			
	<b>2007-08</b>	<b>2008-09</b>	<b>2009-10</b>	<b>2010-11</b>
<b>Good Standing</b>	Yes	Yes	Yes	Yes

### **Analysis of Additional Evidence**

Community Partnership received a letter grade of “B” on its 2010-11 New York City Department of Education (DOE) Progress Report. According to the DOE, overall Progress Report scores are based on school performance in three categories: School Environment, Student Performance and Student Progress, with the greatest emphasis placed on Student Progress. To raise the bar for schools and increase stability in grades, the city reports that overall cut scores were determined for 2010-11 based on a pre-determined scoring distribution: 25 percent A, 35 percent B, 30 percent C, seven percent D, and three percent F.

Community Partnership received the “B” based on the composite score of the three categories. The school received a “C” in school environment, which measures factors other than student achievement. This category is largely based on parent and teacher satisfaction surveys, which are used to measure the conditions necessary for learning. In the category that measures student performance, the school received a “B”, indicating that the school’s absolute performance was better on the whole than its peer schools in New York City. As a result of Community Partnership’s moderate year-to-year growth in comparison to its peer schools, it received a “B” in Student Growth.

These results are consistent with the Institute’s analysis above.

## APPENDIX: FISCAL DASHBOARD



