

School Information and Cover Page

School Name: Community Partnership Charter School

School Leader: Melanie Bryon

School email address: board@cpcsschool.org

Primary Address: 241 Emerson Place, Brooklyn, NY 11205

School Website: http://www.cpcsschool.org/

School Email: board@cpcsschool.org

Telephone: 718-399-3824 Fax: 718-399-2149

BEDS #: 331300860810

District / CSD of Location: District 13

Charter Authorizer: SUNY (Charter Schools Institute)

Chair, Board of Trustees: Martin Ragde

Date of school first opened for instruction: September, 2000

2010-11 Enrollment: 332

2010-11 Grades Served: K - 6

Our signatures below attest that all of the information contained herein is truthful and accurate.

Melanie Bryon
Print Name, Head of Charter School


Signature and Date

Martin Ragde
Print Name, President, Board of Trustees

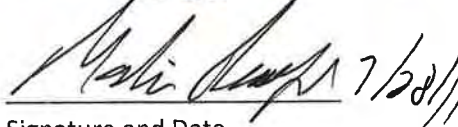

Signature and Date

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NY State Report Card

Below is the link to the school's report card:

<https://www.nystart.gov/publicweb/School.do?county=KINGS&district=&school=331300860810&year=2010>

Charter Revisions

There were no requested modifications of the charter for 2010-11. The school expanded to serve grade 6 pursuant to its application to amend its charter in 2009-10.

Appendix A. Progress Charter Goals

The 2010-11 NYS State Assessment Data has not yet been released. CPCS will submit its Progress Toward Charter Goals Report pursuant to the directions it receives from its authorizer, the Charter Schools Institute of SUNY.

Appendix C. Total Expenditures and Administrative Expenditures Per Child

Total Expenditures \$4,611,093/331.96=**\$13,891**

Total Admin Expenditures \$548,706/331.96=**\$1,653**

To reach the above calculations, the full time equivalent (fte) calculated on August 1, 2011 is 331.96. The expenses may change subject to the final audit.

Appendix F. Disclosure of Financial Interest Form

Please see attached executed forms for school board members during the 2010-11 year.

Appendix F: Disclosure of Financial Interest Form

**Disclosure of Financial Interest by a New York Charter School Board of Trustees Member
Annual Report 2010-11**

**Note: This Disclosure is a public record, but asterisked data fields will be redacted.*

1. **Trustee Name (print)** Melanie Bryon
2. **Charter School Name** Community Partnership Charter School
3. **Charter Authorizer Entity** SUNY
4. **Home Address*** 43 Putnam Avenue, Brooklyn NY 11238
5. **Business Address*** 241 Emerson Place, Brooklyn, NY 11205
6. **Daytime Phone*** 718-399-3824
7. **E-Mail Address*** mbryon@yahoo.com
8. List all positions held on board (e.g., chair, treasurer, parent representative)

9. Is the trustee an employee of the school? **Yes** **No**

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

Director, leader of the school, start date- August 2000, salary- \$135,000

10. Is the trustee an employee or agent of the management company or institutional partner of the charter school? **Yes** **No**

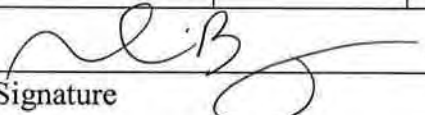
If **Yes**, please provide a description of the position you hold and your responsibilities, your salary and your start date.

11. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school during the time you have served on the board, and in the six-month period prior to such service. If there has been no such financial interest or transaction, write **None**. Please note that if you answered **Yes** to Question 2-4 above, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself
<p><i>Please write "None" if applicable. Do not leave this space blank.</i></p> <p>none</p>			

12. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school that is doing business with the school through a management or services agreement, please identify only the name of the organization, your position in the organization as well as the relationship between such organization and the school. If there was no financial interest, write **None**.

Organization conducting business with the school	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school and the nature of the interest	Steps Taken to Avoid Conflict of Interest
<p><i>Please write "None" if applicable. Do not leave this space blank.</i></p> <p>none</p>				

Signature 

Date 7-18-11

Appendix F: Disclosure of Financial Interest Form

Disclosure of Financial Interest by a New York Charter School Board of Trustees Member
Annual Report 2010-11

**Note: This Disclosure is a public record, but asterisked data fields will be redacted.*

1. Trustee Name (print) JOHN BURKE
2. Charter School Name COMMUNITY PARTNERSHIP CHARTER SCHOOL CPUS
3. Charter Authorizer Entity CSEA
4. Home Address* 161 NINTH AVE, NY, NY
5. Business Address* 55 WATER ST, NY, NY
6. Daytime Phone* 212 438 8697
7. E-Mail Address* jburke@capitaliz.com
8. List all positions held on board (e.g., chair, treasurer, parent representative)
VICE CHAIR

9. Is the trustee an employee of the school? ___ Yes No

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

10. Is the trustee an employee or agent of the management company or institutional partner of the charter school? ___ Yes No

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

Appendix F: Disclosure of Financial Interest Form

Disclosure of Financial Interest by a New York Charter School Board of Trustees Member
Annual Report 2010-11

*Note: This Disclosure is a public record, but asterisked data fields will be redacted.

1. Trustee Name (print) Terri L. Canady
2. Charter School Name Community Partnership Charter School
3. Charter Authorizer Entity CSI
4. Home Address* 333 Lafayette Ave Avenue, Apt. 180, Brooklyn, NY 11238
5. Business Address* 50 Broad Street, Suite 1720, New York, NY 10004
6. Daytime Phone* 212-965-2295
7. E-Mail Address* tcandyl@everybodywinsny.org
8. List all positions held on board (e.g., chair, treasurer, parent representative)
Committees: Community Outreach; Director/School Review;
Grievance

9. Is the trustee an employee of the school? ___ Yes No

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

10. Is the trustee an employee or agent of the management company or institutional partner of the charter school? ___ Yes No

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

Appendix F: Disclosure of Financial Interest Form

Disclosure of Financial Interest by a New York Charter School Board of Trustees Member
Annual Report 2010-11

*Note: This Disclosure is a public record, but asterisked data fields will be redacted.

1. Trustee Name (print) CLARE CUSACK
2. Charter School Name COMMUNITY PARTNERSHIP CHARTER SCHOOL
3. Charter Authorizer Entity ~~NYC DOE~~ CSI
4. Home Address* 235 WEST END AVE APT 9B NY NY 10023
5. Business Address* 101 PARK AVE NY NY 10078
6. Daytime Phone* 646 831 5146
7. E-Mail Address* CCUSACK@MORGANLEWIS.COM
8. List all positions held on board (e.g., chair, treasurer, parent representative)

9. Is the trustee an employee of the school? ___ Yes No

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

10. Is the trustee an employee or agent of the management company or institutional partner of the charter school? ___ Yes No

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

11. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school during the time you have served on the board, and in the six-month period prior to such service. If there has been no such financial interest or transaction, write **None**. Please note that if you answered **Yes** to Question 2-4 above, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself
<i>Please write "None" if applicable. Do not leave this space blank.</i>			
NONE	—	—	—

12. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school that is doing business with the school through a management or services agreement, please identify only the name of the organization, your position in the organization as well as the relationship between such organization and the school. If there was no financial interest, write **None**.

Organization conducting business with the school	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school and the nature of the interest	Steps Taken to Avoid Conflict of Interest
<i>Please write "None" if applicable. Do not leave this space blank.</i>				
NONE	—	—	—	—

Signature Clare Casack Date 7/25/11

Appendix F: Disclosure of Financial Interest Form

Disclosure of Financial Interest by a New York Charter School Board of Trustees Member
Annual Report 2010-11

*Note: This Disclosure is a public record, but asterisked data fields will be redacted.

1. Trustee Name (print) Carol Matthews
2. Charter School Name Community Partnership Charter School
3. Charter Authorizer Entity CSI / SUNY
4. Home Address* 141 E. 88th St Apt 11D NY NY 10028
5. Business Address* 575 Lexington Ave 33rd Floor NY NY 10022
6. Daytime Phone* 212-318-9122
7. E-Mail Address* cmatthews@bwcf.org
8. List all positions held on board (e.g., chair, treasurer, parent representative)
Committees - nominating, community outreach, facilities

9. Is the trustee an employee of the school? ___ Yes No

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

10. Is the trustee an employee or agent of the management company or institutional partner of the charter school? Yes ___ No

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

Chief Operating Officer, Beginning with Children Fdn, start date
Oct 15, 2003, current salary \$176,234.

11. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school during the time you have served on the board, and in the six-month period prior to such service. If there has been no such financial interest or transaction, write **None**. Please note that if you answered **Yes** to Question 2-4 above, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself
<p style="text-align: center;"><i>Please write "None" if applicable. Do not leave this space blank.</i></p> <p><i>None</i> →</p>			

12. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school that is doing business with the school through a management or services agreement, please identify only the name of the organization, your position in the organization as well as the relationship between such organization and the school. If there was no financial interest, write **None**.

Organization conducting business with the school	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school and the nature of the interest	Steps Taken to Avoid Conflict of Interest
<p><i>Beginning with Children Foundation</i></p>	<p><i>Educational Management Organization</i></p>	<p><i>approx \$326,470</i></p>	<p><i>self- COO</i></p>	<p><i>recusal for all matters discussing BuCF's services (for vote)</i></p>

Carol Matthews
Signature

July 18, 2011
Date

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Disclosure of Financial Interest by a New York Charter School Board of Trustees Member
Annual Report 2010-11

**Note: This Disclosure is a public record, but asterisked data fields will be redacted.*

1. Trustee Name (print) MARTIN RAGDE
2. Charter School Name COMMUNITY PARTNERSHIP CHARTER SCHOOL
3. Charter Authorizer Entity SONY
4. Home Address* 6 W 7TH ST 10024
5. Business Address* 745 7TH AVENUE 10019
6. Daytime Phone* 212-526-1567
7. E-Mail Address* martin.ragde@gmail.com
8. List all positions held on board (e.g., chair, treasurer, parent representative)
CHAIR

9. Is the trustee an employee of the school? ___ Yes No

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

10. Is the trustee an employee or agent of the management company or institutional partner of the charter school? ___ Yes No

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

11. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school during the time you have served on the board, and in the six-month period prior to such service. If there has been no such financial interest or transaction, write **None**. Please note that if you answered **Yes** to Question 2-4 above, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself
<p><i>Please write "None" if applicable. Do not leave this space blank.</i></p> <p><i>NONE</i> →</p>			

12. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school that is doing business with the school through a management or services agreement, please identify only the name of the organization, your position in the organization as well as the relationship between such organization and the school. If there was no financial interest, write **None**.

Organization conducting business with the school	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school and the nature of the interest	Steps Taken to Avoid Conflict of Interest
<p><i>Please write "None" if applicable. Do not leave this space blank.</i></p> <p><i>NONE</i> →</p>				

M. J. P.
Signature

1/19/11
Date

Appendix F: Disclosure of Financial Interest Form

Disclosure of Financial Interest by a New York Charter School Board of Trustees Member
Annual Report 2010-11

**Note: This Disclosure is a public record, but asterisked data fields will be redacted.*

1. Trustee Name (print) Carmen Robles
2. Charter School Name Community Partnership Charter School
3. Charter Authorizer Entity CSI
4. Home Address* 218-30 104 Avenue Queens Village, NY 11429
5. Business Address* _____
6. Daytime Phone* 347.209.6734
7. E-Mail Address* bebalex217@yahoo.com
8. List all positions held on board (e.g., chair, treasurer, parent representative)

9. Is the trustee an employee of the school? ___ Yes No

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

10. Is the trustee an employee or agent of the management company or institutional partner of the charter school? ___ Yes No

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

11. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school during the time you have served on the board, and in the six-month period prior to such service. If there has been no such financial interest or transaction, write **None**. Please note that if you answered **Yes** to Question 2-4 above, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself
<i>Please write "None" if applicable. Do not leave this space blank.</i> <div style="font-size: 2em; font-family: cursive;">None</div>			

12. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school that is doing business with the school through a management or services agreement, please identify only the name of the organization, your position in the organization as well as the relationship between such organization and the school. If there was no financial interest, write **None**.

Organization conducting business with the school	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school and the nature of the interest	Steps Taken to Avoid Conflict of Interest
<i>Please write "None" if applicable. Do not leave this space blank.</i> <div style="font-size: 2em; font-family: cursive;">None</div>				

Signature *Carmen Robles*

Date 7/28/11

Appendix F: Disclosure of Financial Interest Form

Disclosure of Financial Interest by a New York Charter School Board of Trustees Member
Annual Report 2010-11

**Note: This Disclosure is a public record, but asterisked data fields will be redacted.*

1. Trustee Name (print) DAVID STUTT
2. Charter School Name COMM. PARTNERSHIP CHARTER SCHOOL
3. Charter Authorizer Entity CS1
4. Home Address* 529 2ND ST.
5. Business Address* NA
6. Daytime Phone* 718. 788. 3693
7. E-Mail Address* David.stutte@gmail.com
8. List all positions held on board (e.g., chair, treasurer, parent representative)
TREASURER

9. Is the trustee an employee of the school? ___ Yes No

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

10. Is the trustee an employee or agent of the management company or institutional partner of the charter school? ___ Yes No

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

Appendix F: Disclosure of Financial Interest Form

Disclosure of Financial Interest by a New York Charter School Board of Trustees Member
Annual Report 2010-11

**Note: This Disclosure is a public record, but asterisked data fields will be redacted.*

1. Trustee Name (print) Pamela A. Walker Esq.
2. Charter School Name Community Partnership Charter School
3. Charter Authorizer Entity CST
4. Home Address* 405 Grand Ave. Brooklyn NY 11238
5. Business Address* 1825 Park Avenue, Ste. 102 NY, NY 10035
6. Daytime Phone* 917-301-6106
7. E-Mail Address* pwalker@ngwbllaw.com
8. List all positions held on board (e.g., chair, treasurer, parent representative)
Secretary

9. Is the trustee an employee of the school? ___ Yes No

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

10. Is the trustee an employee or agent of the management company or institutional partner of the charter school? ___ Yes No

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

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

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

Charter School Annual Report
2010 - 2011

Charter School Information and Cover Page

Community Partnership Charter School

Address 241 Emerson Place, Brooklyn NY 11205

Telephone 718-399-3824 **Fax** 718-399-2149

BEDS# 33-13-00-86-0810

District/CSD of Location 13

Charter Entity CSI

Head of School (Contact Person) Melanie Bryon
(print name)

E-mail address of contact person mbryon@cpcsschool.org

President, Board of Trustees Martin Ragde
(print name)

E-mail address and Phone Number of Board President martin.ragde@barclayscapital.com, 212-526-1567

**COMMUNITY PARTNERSHIP
CHARTER SCHOOL**

**2010-11
ACCOUNTABILITY PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

September 2, 2011

**Community Partnership Charter School
241 Emerson Place
Brooklyn, NY 11205
(718) 399-3824**

The Beginning with Children Foundation and the CPCS Principals and COO prepared this 2010-11 Accountability Progress Report on behalf of the school's Board of Trustees:

Trustee's Name	Board Position
Martin J. Ragde	Chair, Audit and Finance (Chair), Director / School Review Committees
John Burke	Vice Chair, Nominating, Audit and Finance, Facilities Committees
Terri L. Canady	Director/School Review, Community Outreach Committees
Clare Cusack	Director/School Review (Chair), Community Outreach
Carol Matthews	Community Outreach, Facilities, Nominating Facilities Committees
Carmen Robles	Community Outreach, Nominating Committee
David Stutt	Treasurer, Nominating (Chair), Audit and Finance, Community Outreach, Facilities (Chair) Committees
Pam Walker	Secretary, Facility, Audit and Finance Committees
Melanie Bryon	Non-voting member <i>ex officio</i> as Lower School Director
Keisha Rattray	Non-voting member <i>ex officio</i> as Middle School Director

INTRODUCTION

Community Partnership Charter School (CPCS) was founded in 2000 by a group of parents in Fort Greene, Brooklyn and the Beginning with Children Foundation (BwCF). At CPCS, families, educators, and community members join together in creating a strong academic base in which students learn to read, write, and perform mathematically at levels that exceed citywide averages. Students are expected to achieve these high levels in an environment that values kindness and respect. The school currently serves approximately 330 students in grades K-6. Following is enrollment data from the past seven years.

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	Total
2003-04	53	51	51	51	51	-	-	257
2004-05	53	51	50	50	50	51	-	305
2005-06	56	51	54	52	52	43	-	308
2006-07	55	52	53	54	48	44	-	307
2007-08	55	55	52	49	54	35	-	300
2008-09	51	54	53	53	53	37	-	301
2009-10	52	51	52	52	52	39	-	298
2010-11	50	49	48	52	52	46	33	330

Community Partnership Charter School Accountability Plan 2007-2008 through 2011-2012

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 life long learners and active citizens who value kindness and respect.

At CPCS, every child is expected to achieve academic success. The following goals will be used to evaluate the progress of the school for the academic years 2007-2008 through 2011-2012.

A. ACADEMIC GOALS

Goal I: CPCS Students will Become Proficient Readers and Writers of the English Language

Measure 1 (Absolute)

Each year, 75% of CPCS students in grades 3 through 5 who are enrolled in at least their second year will achieve proficient scores on the NYS ELA exam. *In light of the recent state changes to the proficiency calculations, CPCS is defining proficiency for purposes of this absolute measure as obtaining scores at or above Level 3 through 2008-09 and performing at or above the state's Time Adjusted Level 3 cut scores in 2009-10 and 2010-11. The school expanded to include a sixth grade in 2010-11.*

Measure 2 (Absolute)

Each year, CPCS's aggregate Performance Index on the NYS ELA exams will meet its Annual Measurable Objective set forth in NYS's No Child Left Behind (NCLB) accountability system. *The State Education Department has not yet determined this year's Annual Measurable Objectives for schools with a 3-8 testing program.*

Measure 3 (Comparative)

Each year, the proficiency rates of CPCS 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 NYS ELA exams. *The school expanded to include a sixth grade in 2010-11.*

Measure 4 (Comparative)

Each year, CPCS will exceed its expected level of performance on the NYS ELA exam by at least a small Effect Size (performing higher than expected to a 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.

Measure 5 (Value-Added)

Each year, the proficiency rates of grade-level cohorts on the NYS ELA exams will reduce by one-half the difference between 75 and the proficiency rates on the previous year's NYS ELA exams. If 75% or more of the grade-level cohorts obtained proficient scores the previous year, their results will increase in the current year.

Goal II: CPCS Students will Become Proficient in the Understanding and Application of Mathematical Skills and Concepts

Measure 1 (Absolute)

Each year, 75% of CPCS students in grades 3 through 5 who are enrolled in at least their second year will achieve proficient scores on the NYS Math exam. *In light of the recent state changes to the proficiency calculations, CPCS is defining proficiency for purposes of this absolute measure as obtaining scores at or above Level 3 through 2008-09 and performing at or above the state's Time Adjusted Level 3 cut scores in 2009-10 and 2010-11. The school expanded to include a sixth grade in 2010-11.*

Measure 2 (Absolute)

Each year, aggregate Performance Index on the NYS Math exams will meet its Annual Measurable Objective set forth in NYS's No Child Left Behind (NCLB) accountability system. *The State Education Department has not yet determined this year's Annual Measurable Objectives for schools with a 3-8 testing program.*

Measure 3 (Comparative)

Each year, the proficiency rates of CPCS 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 NYS Math exams. *The school expanded to include a sixth grade in 2010-11.*

Measure 4 (Comparative)

Each year, CPCS will exceed its expected level of performance on the NYS Math exam by at least a small Effect Size (performing higher than expected to a 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.

Measure 5 (Value-Added)

Each year, the proficiency rates of grade-level cohorts on the NYS Math exams will reduce by one-half the difference between 75 and the proficiency rates on the previous year's NYS Math exams. If 75% or more of the grade-level cohorts obtained proficient scores the previous year, their results will increase in the current year.

Goal III: CPCS Students will Become Proficient in Science

Measure 1 (Absolute)

Each year, 75% of CPCS students who are enrolled in at least their second year will achieve proficient scores on the 4th grade NYS Science exam.

Measure 2 (Comparative)

Each year, the proficiency rates of CPCS students who are enrolled in at least their second year will exceed the proficiency rate of students in District 13 in NYC on the 4th grade NYS Science exam.

Goal IV: CPCS Students will Become Proficient in Social Studies

Measure 1 (Absolute)

Each year, 75% of CPCS students who are enrolled in at least their second year will achieve proficient scores on the 5th grade NYS Social Studies exam. *The NYS 5th grade social studies test has been discontinued.*

Measure 2 (Comparative)

Each year, the proficiency rates of CPCS students who are enrolled in at least their second year will exceed the proficiency rate of students in District 13 in NYC on the 5th grade NYS Social Studies exam. *The NYS 5th grade social studies test has been discontinued.*

Goal V: NCLB Accountability System

Measure 1

Under the state’s NCLB accountability system, the CPCS’s Accountability Status will be “Good Standing” each year.

Goal VI: CPCS Students will Participate in Art, Music, Physical Education and Technology

Measure 1

Every CPCS student will participate in Art, Music, Physical Education, and Technology classes as part of their weekly class schedule.

B. ORGANIZATIONAL VIABILITY

Goal VII: Parents will Express a High Satisfaction Rating with the School

Measure 1

Each year, responses on the school survey will reflect that parents have high satisfaction with CPCS’s program.

Measure 2

Each year, CPCS will have a daily student attendance rate of at least 90%.

Goal VIII: CPCS will be Substantially Compliant with all Legal Requirements

Measure 1

Each year, CPCS will generally and substantially comply with all applicable laws, rules and regulations, including, but not limited to, the NY Charter Schools Act, the NY Freedom of Information Law, the NY Open Meetings Law, the Individuals with Disabilities Education Act (IDEA), and Family Educational Rights and Privacy Act (FERPA), and the provisions of its By-Laws and Charter.

Measure 2

Each year, CPCS will have in place and maintain effective systems, policies, procedures and other controls for ensuring that legal and charter requirements are met.

Measure 3

Each year, CPCS will maintain a relationship with independent legal counsel who review relevant policies, documents, and incidents and make recommendations as needed and in proportion to the legal expertise on the Board of Trustees.

Goal IX: CPCS will Make Responsible Financial Decisions and Demonstrate Sound Fiscal Practices and Management

Measure 1

Each year, CPCS will operate on a balanced budget, meaning actual revenues will equal or exceed actual expenses.

Measure 2

At the end of each fiscal year, unrestricted net assets will be equal to or exceed two percent of the school's operating budget for the upcoming year.

Measure 3

Each year, CPCS will take corrective action, if needed, in a timely manner to address any internal control or compliance deficiencies identified by its external auditor, SED, or CSI.

Measure 4

Each year, the CPCS Board will provide effective financial oversight, including making financial decisions that further the school's mission, program and goals.

Measure 5

Each year, CPCS will operate pursuant to a long-range financial plan and create realistic budgets that are monitored and adjusted when appropriate.

Measure 6

Each year, CPCS will maintain appropriate internal controls and procedures and accurately document transactions in accordance with the Board of Trustees' direction and laws, regulations, grants and contracts.

Measure 7

Each year, CPCS will comply with financial reporting requirements.

Measure 8

Each year, CPCS will maintain adequate financial resources to ensure stable operations and will successfully monitor and manage cash flow.

ACCOUNTABILITY PLAN PROGRESS REPORT 2010-11

Community Partnership Charter School Accountability Plan Progress Report

Introduction

At 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 Learning 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.

During the 2010-11 school year, CPCS continued to strengthen its rich array of programs that nurture its students and challenge them academically. We successfully opened our middle school on the third floor of PS 256 at 114 Kosciuszko Street in Brooklyn for grades 5 and 6 and welcomed a seasoned middle school educator to run the program. Our lower school now serves grades K-4 nearby at PS 270 at 241 Emerson Place. We will continue to expand our program until the year 2012-13 at which point we will serve students in grades K-8 at both sites.

During our expansion and move to a new facility for the middle school, we tackled enrollment, facility and staffing challenges. Despite these challenges, we produced strong results in 2010-11, particularly for our first grade 6, who scored 19.9 percentage points higher than the home district in ELA and 27.2 percentage points higher in math. Over 26 percent of the class obtained a level 4 on the math test.

While it has been a challenge for researchers to clearly define what a middle school program should look like, the CPCS middle school clearly defines itself as a program that is nurturing, child-centered and committed to teaching students the academic and character skills they will need in order to be successful in high school, college and beyond. The school is organized to gradually release our students from a “self-contained” model to a more departmentalized approach in grades 7 and 8 to ensure that our students have content specialists who are continuing to prepare them for the demands of rigorous high school instruction.

Our commitment to creating a child centered environment was evident throughout the teacher selection process. To create continuity between the lower school and the middle school, four out of the seven teachers employed at the middle school were strong teachers from the lower school who had previously taught the 5th and 6th grade cohort. Upon completion of the teacher selection process, all teachers engaged in professional development over the summer to prepare for the new program. A major focus was launching a successful and sustainable advisory program which is held daily for 50 minutes. CPCS adopted the *Developmental Designs* program, which is based on the philosophy that healthy and sustainable relationships are the foundation for success in school. The *Developmental Designs* approach offers teachers an array of strategies to teach early adolescents how to be safe, responsible and engaged in their learning. It parallels nicely with the lower school program which teaches students the importance our core values of REACH: Respect, Excellence, Critical Thinking and Heart.

In addition to our advisory program, the middle school meets weekly for community circle. During community circle, students who exhibit the school’s core values are recognized by either their teachers or peers. Students also have an opportunity to acknowledge their teachers for encouraging them to be better students and people. A monthly assembly also provides us with the opportunity to highlight a student who

embodies all of the REACH values. The lower school continues to celebrate a core value at its monthly assemblies.

While community building is the hallmark at our school, there is equal emphasis paid on meeting students' academic needs. Shortly after the mid-winter break, small group instruction (SGI) at the middle school began four times per week between February and May 2011 for approximately 50 minutes in place of Advisory. SGI was designed to address the literacy and math concerns of our scholars. The formation of the groups was based on information gathered by teachers from internal longitudinal assessments (such as Running Records and internal assessments) as well as classroom teachers' anecdotal records, in class tests/quizzes, and end of unit assessments in both math and reading. The small groups were made up of between five and ten students from across grade levels who shared a need for specific skill building.

At the lower school, where every class has two teachers, students break into smaller groups during the literacy block which are led by staff. The literacy staff developer also oversaw an intervention group for students in grades K-2 during the school day. Students in need of extra support in grades 3-5 participated in an after-school program.

Differentiated instruction is a hallmark of classroom instruction at CPCS for all grades. In classrooms, teachers work with smaller groups of students who require additional assistance in learning specific skills. Exit slips, aligned with the skill(s) taught during a lesson, were introduced this year in math and ELA classes for grades 3-6 and proved very successful in helping teachers monitor student progress. Teachers worked with staff developers to create the exit slips based on the results of shortened assessments of the day's lesson. During weekly content meetings, the data was carefully analyzed by teachers, staff developers and the school leader, with special attention paid to common misconceptions. Based on the information, teachers implemented a more 'scaffolded' approach to re-teach skills, using various approaches to help students master the material.

We are particularly proud of our expanded enrichment programs that were offered to students this year. Thirty students enjoyed drama instruction that was led by a teaching artist and community member four nights a week. The program focused on developing improvisation, public speaking and acting skills. Middle school participants performed at a PTCC meeting in the spring to showcase their talents. CPCS also offered a Robotics class which taught students how to build, manage and create robots. Students are looking forward to continuing this program next year and participating in the Lego League Competition. A weekly art club was offered at the lower school which introduced students to sculpture, helped them analyze the work of artists and also provided an opportunity for them to create their own 3-D masterpieces. Middle school students developed and illustrated a novel in their art club. A basketball club attracted 22 students in grades 5 and 6 who joined the school team to compete against other charter schools. CPCS also partnered with Fit4Life to provide an opportunity for students to learn modern, jazz and step dance as well as choreograph their own dances. The school's track club worked on strengthening, stretching and building endurance while running one day a week. This was our fourth year of an important partnership with Chess-in-the-Schools, which provides a chess master who teaches the subject one day each week and also runs an after-school chess club. This year, our chess team competed in 13 citywide and online tournaments and placed third in the city in their category. Eight members of the team earned a spot to compete in the National Elementary Chess Tournament in Dallas, Texas where they earned sixth place.

Our students gain knowledge and skills through experiential learning opportunities including weekly Senior Academies that are devoted to the study of special careers. We connect learning to the outside world and expand students' ambitions and opportunities through field trips and project learning opportunities. This past year, we offered more choices for students to select areas of interest. At the lower school, every class

participated in a service learning activity, which was featured in a culminating Spring Concert. Classes made shirts in art that communicated the message they had learned through their service projects and performed songs that addressed responsibility to community. Projects ranged from partnering with an animal shelter and a senior center to cleaning up local parks and playgrounds and conducting a recycling campaign.

As we look ahead, we are excited about increasing the rigor of our current academic program with providing all teachers with a larger toolbox of teaching methodologies that can be used when executing lessons. We will also be paying attention to creating lesson plans that include several types of questions that will increase our students' ability to think critically and to synthesize previously learned material with new material. We are equally excited to include more opportunities for our students to become active members of our community by participating in additional community service.

Goal I: CPCS students will become proficient readers and writers of the English language.

CPCS develops lifelong readers who enjoy reading a wide range of fiction and non-fiction to make sense of the world and influence its direction. Literacy is integrated throughout the day in a print-rich environment that fosters a love of reading. Students select their own independent reading books that they are encouraged to read at different times throughout the day during free time. In addition to the language arts block, morning meetings present rich opportunities for teachers to model reading strategies to students. Non-fiction content-area reading is also included in the social studies and science curriculum.

The core ELA instructional program is a Reader's/Writer's Workshop grounded in the work of Lucy Caulkins, Irene Fountas and Gay Su Pinnell. It includes the components of Balanced Literacy and a wide range of teaching materials necessary to meet the needs of a diverse student body.

CPCS offers an extensive collection of meaningful, culturally relevant texts, as well as classic stories and engaging books on a variety of topics, themes and levels, and a book room that supplements classroom materials with multiple copies of texts for targeted guided reading groups. With guidance, each student is able to freely select books from the classroom library for their independent reading.

SRA Reading Mastery is the program implemented to support phonics instruction in grades K-2. It also is used for those students who need more support in developing fluency in higher grades, generally those new to the school. CPCS uses a balanced literacy approach providing targeted support and explicit instruction in grammar, decoding and comprehension. Every day, students receive at least 120 minutes of literacy instruction using a workshop model. During Reading Workshop, students read authentic texts and are taught to think critically about the content. We insist that each student ask and answer the questions, "What have you learned today about yourself as a reader and learner?" and "How has this strategy helped you understand what you have read and will read in the future?" We believe, it is through knowing what they know, and how and when to access such knowledge that students will be successful readers and learners.

The Reading Workshop components are the Mini-Lesson, Independent Reading/Guided Reading, and the Share. Other components of the framework, Read Aloud, and Word Work, and Shared Inquiry happen outside of the Reading Workshop, in other valuable parts of the day. Teachers also choose to supplement their instruction with help from such programs as *Text Talk* from Scholastic to support shared reading, *Junior Great Books* to promote inquiry and *Wordly Wise* for enhancing vocabulary knowledge.

In grades 3-5, classes are departmentalized with a dedicated ELA teacher in each grade who teaches the Literacy Workshop. The same pattern of balanced literacy is in place as in the lower grades, with additional time for guided reading (focusing on reading comprehension), independent reading, and direct instruction in vocabulary. Teachers continue to use leveled books to support independent reading. Teachers introduce a great range of content reading and use the *Wordly Wise* vocabulary program to supplement classroom learning.

Writing is taught as a process that students must engage in to develop necessary skills. Currently, the Writer's Workshop, based on the work of Lucy Caulkins, is taught by the ELA teacher daily as part of the literacy block. Process instruction is balanced with direct skill instruction that relates to the authentic writing project in which students are engaged. This ensures rigorous instruction for all students while providing rich, process based opportunities for children to develop holistically.

Each unit of study is based on a genre and follows the writing process. The daily Writer's Workshop starts with a 10 to 15 minute teacher-led mini-lesson, with succinct but explicit instruction intended to help move children forward in their writing. Students learn grammar and punctuation through explicit instruction aimed at helping them to create meaningful texts. These skills are best learned when students write daily in authentic and personally meaningful ways. After the mini-lesson, children spend 30 to 40 minutes writing independently. During this independent work, teachers confer with students one-on-one, or in small groups, drawing on recent writing assessment data. Students are encouraged to share their work and thoughts at the end of each workshop period. In all grades, students' writing is honored at the end of each unit with a Writer's Celebration. Opportunities to support writing are integrated throughout the school day.

At morning meeting, teachers in grades K-2 employ shared and modeled writing to introduce and practice writing skills. Students in grades 3-5 edit passages to reinforce writing conventions. Students also are encouraged to write throughout the day in other disciplines. For example, students keep reading journals and science and social studies logs; they label block buildings and write letters to friends and teachers.

This year, the staff continued to improve its techniques with Running Records to monitor students' progress in reading. Running Records data is collected quarterly at CPCS in the school assessment database to monitor student progress toward mastery of skills. Staff continued to focus their expertise in analyzing the reasoning behind students' incorrect answers, which is referred to as the miscue analysis for Running Records, with support in workshops from the staff developers.

In addition, the school continued to implement internally created interim assessments modeled on state standards for tracking student progress in literacy. With the support of the BwCF Research Team, the school used the REMARK system to grade interim assessments very efficiently and obtain test results within a day. Over the last two years, this improved system freed up substantial staff time that in the past had been devoted to the logistics of grading assessments, and enabled teachers to focus their energies on analyzing data and crafting strategies to re-teach skills and further refine the curriculum. The BwCF Research team also added some additional components to the school assessment database, linking results from multiple assessments for teachers and the leadership staff.

Small group instruction (SGI) within the school day is a hallmark of CPCS's interventions to help struggling students. This year in the Middle School, SGIs were formed four times a week to address academic concerns that teachers had with specific students. Teachers based the creation of the groups on information they gathered through assessments, such as Running Records, interim assessments and unit tests and quizzes, as well as through their anecdotal records. The small groups, consisting of between five and ten students across grades, were led by a teacher and focused specifically on skill building.

A new system this year was the introduction of “exit slips” for students after their daily lessons in ELA and math. These documents identified specific skills which individual students needed to work on and were based on shortened assessments of the day’s lesson. During weekly content meetings, teachers carefully analyzed the data with special attention to common misconceptions across the class. This “scaffolding” approach, which involved review by teachers, the staff developer and the Middle School Principal, helped students master material.

This past year, the ELA curriculum was cross walked to the revised May-to-May state standards and key indicators were highlighted for mastery on each grade. We revised our scope and sequence of skills and concepts as a result of the change in state testing dates and the corresponding increase in the state standards tested. Over the current summer, staff developers have worked with an experienced literacy consultant to revise the curriculum again to ensure its alignment with the new core standards.

Measure 1 (Absolute) Each year, 75% of CPCS students in grades 3 through 5 who are enrolled in at least their second year will achieve proficient scores on the NYS ELA exam.

For this year’s report, proficiency is defined as obtaining scores at or above Level 3 through 2008-09 and performing at or above the state’s Time Adjusted Level 3 cut scores in 2009-10 and 2010-11. The school expanded to include a sixth grade in 2010-11.

Method

The New York State English Language Arts (ELA) examination is administered to all students in grades 3-6 to meet requirements under No Child Left Behind and as part of the CPCS Accountability Plan. For the first time this year, the assessment was given in May. The tests also were much more challenging than in the past. The CPCS assessment coordinators schedule, coordinate, and oversee the administration of these tests and ensures school-wide participation, accommodations and compliance practices.

2010-11 Number Tested

Grade	Total Tested	Not Tested			Total Enrolled
		IEP	ELL	Absent	
3	51	0	0	0	51
4	52	0	0	0	52
5	49	0	0	0	49
6	33	0	0	0	33
All	185	0	0	0	185

Results

CPCS Cohort Proficiency Rate 2010-11 NYS ELA Exam				
Grade	% At or Above Time Adjusted Level 3 Cut Score	# At or Above Time Adjusted Level 3 Cut Score	ELA Time Adjusted Cut Scores	# Tested
3	72.9%	35	657	48
4	80.0%	40	654	50
5	83.3%	30	654	36
6	82.6%	19	654	23
All	79.0%	124		157

**Charter School Performance on 2010-11 State English Language Arts Exam
By All Students and Students Enrolled in At Least Their Second Year**

Grade	Population	Percent Scoring at or above Time Adjusted Level 3 Cut Score	Number Tested
3	All Students	70.6%	51
	Students in At Least 2 nd Year	72.9%	48
4	All Students	78.8%	52
	Students in At Least 2 nd Year	80.0%	50
5	All Students	85.7%	49
	Students in At Least 2 nd Year	83.3%	36
6	All Students	81.8%	33
	Students in At Least 2 nd Year	82.6%	23
All	All Students	78.9%	185
	Students in At Least 2 nd Year	79.0%	157

Percent of Students Enrolled in At Least Their Second Year at Levels 3 and 4 through 2008-09 and a Scale Score at or above Time Adjusted Level 3 cut score in 2009-10 and 2010-11								
	2007-08		2008-09		2009-10		2010-11	
	Percent	Number Tested	Percent	Tested	Percent	Number Tested	Percent	Number Tested
3	65.8%	38	84.4%	45	77.6%	49	72.9%	48
4	61.9%	42	73.7%	38	70.8%	48	80.0%	50
5	80.0%	30	81.8%	33	89.2%	37	83.3%	36
6	-	-	-	-	-	-	82.6%	23
3-5	68.2%	80	80.2%	83	78.4%	134	78.4%	134
3-6	-	-	-	-	-	-	79.0%	157

Evaluation

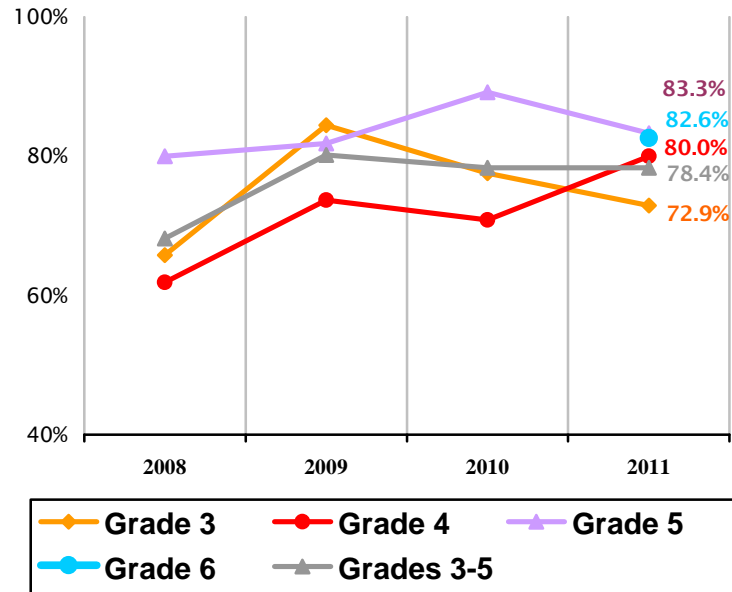
CPCS met this measure overall and in every grade individually except for grade 3.

Additional Evidence

The chart below reflects year-to-year trends during the past four years, showing CPCS's progress towards meeting this measure.

Measure Met (Y/N) by Grade and Year				
YEAR	Gr3	Gr4	Gr5	Gr6
2010-11	N	Y	Y	Y
2009-10	Y	N	Y	-
2008-09	Y	N	Y	-
2007-08	N	N	Y	-

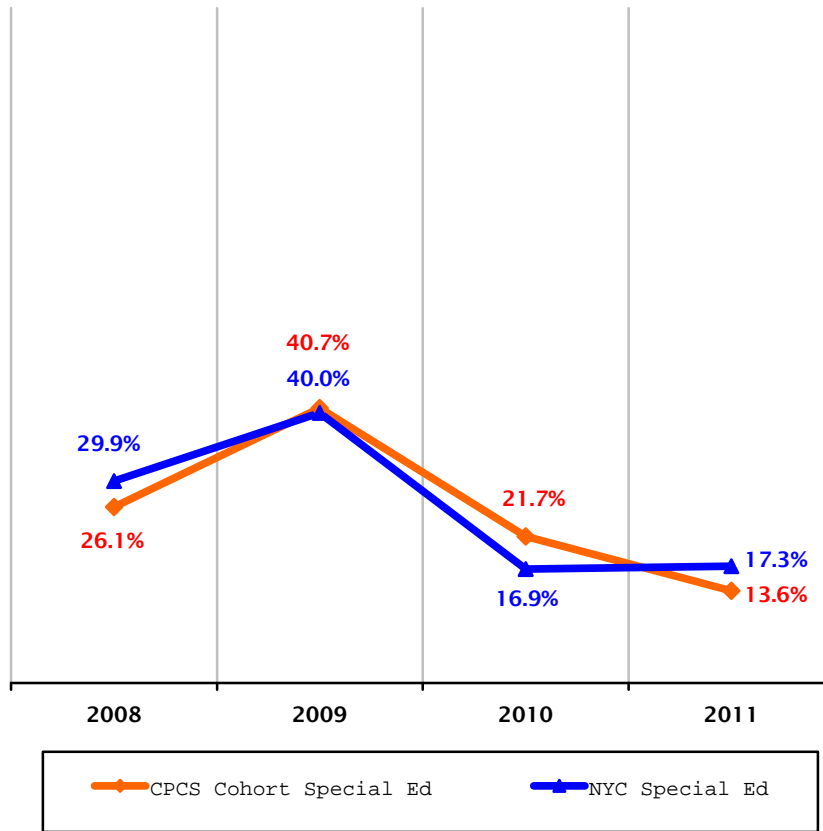
**CPCS Cohort ELA Percentage At or Above 650, 2008-2009,
At or Above Time Adjusted Cut Score 2010-2011**



As set forth above, CPCS has made relatively steady gains towards meeting this measure. The collapsed proficiency rate for grades 3-5 during this charter period is 78.4%. Grade 6's proficiency rate of 82.6% is even higher. Of note, progress in the lower grades appears to be weakest with this past year's 3rd grade and 2008-09 and 2009-10's 4th grade not meeting the measure.

The chart below indicates that the school's special education interventions are not showing the strong results that we were able to obtain earlier in our charter. The number of students tested is quite small; however, the slope of the school's progress for IEP students is in the wrong direction.

CPCS Cohort ELA Special Ed. Students Proficiency 2008-2011



Grade	CPCS Cohort		NYC	
	# Tested	% Proficient	# Tested	% Proficient
Grade 3	3	0.0%	12,976	19.4%
Grade 4	7	0.0%	13,527	19.5%
Grade 5	8	12.5%	13,511	17.5%
Grade 6	4	50.0%	12,902	12.7%
Total	22	13.6%	52,916	17.3%

Measure 2 (Absolute) Each year, CPCS’s aggregate Performance Index on the NYS ELA exams will meet its Annual Measurable Objective set forth in NYS’s No Child Left Behind (NCLB) accountability system.

Method

Under NCLB, the State Education Department sets an Annual Measurable Objective (AMO) to determine if schools are making satisfactory progress toward the goal that 100 percent of students will be proficient in the State’s learning standards in ELA by 2013–14. To meet the standard in ELA set in the Accountability Plan, all tested students must have a Performance Index (PI) value that equals or exceeds that year’s AMO in English language arts. The PI is calculated by adding the sum of the percent of students at level 2 and above with the sum of the percent of students at level 3 and above.

Results

As SED has not yet determined this year’s AMO for schools with a 3-8 testing program, schools need not calculate their Performance Index and may omit reporting on this measure.

Additional Evidence

The following chart compares last year’s PI and AMO to those of previous years, and also shows changes to the percentage of students at Level 1 and Level 2. We exceeded this measure in previous years. The State has not yet released this data for 2010-11.

Year	Grades	Number Tested	Percent of Students at Each Performance Level				PI	AMO
			Level 1	Level 2	Level 3	Level 4		
2009-10	3-5	141	7.09*	39.01*	45.39*	8.51*	178**	155
2008-09	3-5	134	0.00	22.39	70.90	6.71	178	144
2007-08	3-5	128	1.56	31.25	63.28	3.91	166	133

Year	School	Subject	Performance Index	AMO	Goal Attainment
2009-10	CPCS	ELA	178**	155	MET
2008-09	CPCS	ELA	178	144	MET
2007-08	CPCS	ELA	166	133	MET

*actual percentages

**PI source: Accountability Overview Report, nySTART

Measure 3 (Comparative)

Each year, the proficiency rates of CPCS 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 NYS ELA exams. *The school expanded to include a sixth grade in 2010-11.*

Method

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

Results

As set forth in the chart below, CPCS’s collapsed proficiency rate in ELA this year was 51.6%, exceeding its home district collapsed proficiency rate for the same grades by 7.1 percentage points. Proficiency rates for grades 3 and 5 at CPCS exceeded the home district proficiency rates by 8.9 and 6.9 percentage points respectively. In grade 6, CPCS exceeded the home district by 19.9 percentage points. In grade 4, however, CPCS’s proficiency rate was 4.9 percentage points less than the home district.

**2010-11 State English Language Arts Exam
Charter School and District Performance by Grade Level**

Grade	Percent of Students at Levels 3 and 4			
	CPCS Cohorts in at Least 2 nd Year		District 13 Students	
	Percent	Number Tested	Percent	Number Tested
3	54.2%	48	45.3%	1091
4	46.0%	50	50.9%	1056
5	52.8%	36	45.9%	1050
6	56.5%	23	36.6%	1132
All	51.6%	157	44.5%	4329

Evaluation

This measure was met for grades 3-6 collapsed and also for grades 3, 5, and 6 individually. CPCS did not meet this measure for grade 4.

Additional Evidence

The chart below contains a comparison of CPCS and District 13 proficiency rates on the NYC ELA tests for the past four years. This measure was met for all years, with the exception of this year's 4th grade.

Measure Met (Y/N) by Grade and Year				
YEAR	Gr3	Gr4	Gr5	Gr6
2010-11	Y	N	Y	Y
2009-10	Y	N	Y	-
2008-09	Y	Y	Y	-
2007-08	Y	Y	Y	-

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

Grade	Percent of Charter School Students at Levels 3 and 4 and Enrolled in At Least their Second Year Compared to Local District Students							
	2007-08		2008-09		2009-10		2010-11	
	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District
3	65.8%	57.9%	84.4%	66.4%	65.3%	44.8%	54.2%	45.3%
4	61.9%	57.2%	73.7%	68.4%	35.4%	42.3%	46.0%	50.9%
5	80.0%	66.5%	81.8%	72.0%	62.2%	42.1%	52.8%	45.9%
6	-	-	-	-	-	-	56.5%	36.6%
All	68.2%	60.5%	80.2%	68.9%	53.7%	43.1%	51.6%	44.5%

Measure 4 (Comparative)

Each year, CPCS will exceed its expected level of performance on the NYS ELA exam by at least a small Effect Size (performing higher than expected to a 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.

Method

To address this measure, the Charter Schools Institute (CSI) conducts a Comparative Performance Analysis which is sent to schools. In it a regression analysis is conducted to determine the predicted percentage of students scoring at Levels 3 and 4 on the state ELA and mathematics exams controlling for the percent of students eligible for free lunch in all public schools statewide. Each charter school's actual performance is compared to the level of performance predicted for a school with that particular level of poverty. An effect size is then determined by dividing the difference between the predicted and actual level of performance by the standard deviation. An effect size is calculated for each grade level and an aggregate effect size is computed for the overall performance of the school. It is the aggregate effect size that pertains directly to this outcome measure. This measure is met if a school's effect size is equal to or greater than 0.3 which is considered performing higher than expected to a small degree.

Results

CPCS received a *Higher than expected to a small degree* rating for its overall comparative performance on the 2009-10 ELA exam as a result of the regression analysis.

2009-10 English Language Arts Comparative Performance by Grade Level

Grade	Percent of Free Lunch Eligible Students	Number of Students Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3		51	66.7	49.6	17.1	1.28
4		52	34.6	49.9	-15.3	-1.04
5		38	63.2	46.6	16.6	1.12
All	55	141	53.9	48.9	5	0.38

School's Overall Comparative Performance:

Higher than expected to a small degree

Evaluation

The measure was met.

Additional Evidence

Measure Met (Y/N) by Grade and Year			
YEAR	Gr3	Gr4	Gr5
2010-11	-	-	-
2009-10	Y	N	Y
2008-09	Y	N	Y
2007-08	Y	N	Y

Below is a chart showing the school's performance on this measure for the past three years. During the course of its current charter, the school made steady progress towards meeting the measure which was accomplished this year. Prior to this current year, CPCS had not met this measure for ELA, although last year's results showed a positive effect size which was closer to 0.3 than in previous years.

School Year	Grades	Percent Eligible for Free Lunch	Number Tested	Actual	Predicted	Effect Size
2009-10	3-5	55	141	53.9	48.9	0.38
2008-09	3-5	48.8	135	77.8	75.5	0.21
2007-08	3-5	53.7*	128	67.2	67.3	0.00

Measure 5 (Value-Added)

Each year, the proficiency rates of grade-level cohorts on the NYS ELA exams will reduce by one-half the difference between 75 and the proficiency rates on the previous year's NYS ELA exams. If 75% or more of the grade-level cohorts obtained proficient scores the previous year, their results will increase in the current year.

Method

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making towards the absolute measure of proficiency based on the time adjusted level three cut scores. Each grade level cohort consists of those students who took the state exam in 2009-10 and the subsequent grade level in 2010-11. The criterion for achieving this measure is for each grade-level cohort to halve the difference between the 75 percent proficiency benchmark in the Accountability Plan. If a cohort had already achieved 75 percent proficient in 2008-09, it is expected to show some positive growth in the subsequent year. In addition, the aggregate of all cohorts is examined to determine the growth of all students who took a state exam in both years.

CPCS used 2009-10 and 2010-11 scale scores to conduct this analysis.

Results

The 2009-10 grade 4 cohort showed a gain of 4.2 percentage points, the grade 5 cohort showed a gain of 8.3 percentage points, and the grade 6 cohort showed a loss of 8.7 percentage points.

CPCS Cohort Growth on State English Language Arts Exam from 2009-10 to 2010-11

Grade in 2010-11	Cohort Size	2009 -10 % At or Above Time Adjusted Cut Scores	Gain Required	2010-11 % At or Above Time Adjusted Cut Scores	Actual Gain	Target Achieved
4	48	79.2%	0.1%	83.3%	4.2%	YES
5	36	75.0%	0.1%	83.3%	8.3%	YES
6	23	91.3%	0.1%	82.6%	-8.7%	NO
All	107	80.4%	.01%	83.2%	2.8%	YES

Evaluation

This year all three cohorts had a proficiency rate at or above the 75% mark in 2009-10 and 2010-11, meeting the primary aim of this measure. The fifth grade group that only just met the 75% proficiency mark last year showed eight percent growth this year. However, since groups who already exceeded the 75% mark in the prior year are required to show growth, grade six did not meet the target. Collapsed, the groups showed growth of almost three percentage points compared to last year.

Additional Evidence

Measure Met (Y/N) by Grade and Year			
YEAR	Gr4	Gr5	Gr6
2010-11	Y	Y	N
2009-10	N	Y	-
2008-09	Y	Y	-
2007-08	N	Y	-

As set forth below, two of the three CPCS cohorts met the measure this year. Last year, one out of the two cohorts met the measure.

CPCS Cohort Performance on State ELA Exam Since 2007-08

School Year	Cohort Grades	Number of Cohorts Meeting Target	Number of Cohorts
2010-11	4, 5, and 6	2	3
2009-10	4 and 5	1	2
2008-09	4 and 5	2	2
2007-08	4 and 5	1	2

Summary of English Language Arts Goals

Goal I: CPCS students will become proficient readers and writers of the English language.

Goal 1 Measure	Type	Description	Outcome
1	Absolute	Each year, 75% of CPCS students in grades 3 through 5 who are enrolled in at least their second year will achieve proficient scores on the NYS ELA exam. <i>Proficiency is defined as obtaining scores at or above Level 3 through 2008-09 and at or above the state's Time Adjusted Level 3 cut scores in 2009-10 and 2010-11. The school expanded to include a sixth grade in 2010-11.</i>	Close (grade 3)
2	Absolute	Each year, CPCS's aggregate Performance Index on the NYS ELA exams will meet its Annual Measurable Objective set forth in NYS's No Child Left Behind (NCLB) accountability system. <i>With the change in Proficiency Scores, the State Education Department is currently reviewing the current Annual Measurable Objectives in English language arts and mathematics.</i>	Not Applicable
3	Comparative	Each year, the proficiency rates of CPCS 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 NYS ELA exams. <i>The school expanded to include a sixth grade in 2010-11.</i>	Close (grade 4)
4	Comparative	Each year, CPCS will exceed its expected level of performance on the NYS ELA exam by at least a small Effect Size (performing higher than expected to a 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.	Achieved
5	Value Added	Each year, the proficiency rates of grade-level cohorts on the NYS ELA exams will reduce by one-half the difference between 75 and the proficiency rates on the previous year's NYS ELA exams. If 75% or more of the grade-level cohorts obtained proficient scores the previous year, their results will increase in the current year.	Close (grade 6)

Action Plan

CPCS has enthusiastically embraced the state's new proficiency calculations and revised ELA test as an additional impetus towards the highest possible standards of mastery for our students. This summer, staff worked with a literacy specialist to re-align the curriculum based on the Common Core Standards to bolster student learning. We currently are reviewing results of the 2011 NYS ELA assessment to identify weaknesses in individual student mastery of specific strands and performance indicators and areas for curricular and instructional enhancement. We also are analyzing the results of the nationally-normed TerraNova assessment to monitor student progress during the school year to help us better prepare students in their mastery of increasingly rigorous state standards.

As discussed above, CPCS's record in the lower testing grades has been mixed. For the past two years, students in grade 4 have not performed as well as their counterparts in the district or the city. In addition, this year's 3rd grade did not reach the 75% time-adjusted proficiency target. Our school leadership attributes

this lower performance to a potential weakness in the school's early literacy program. While a strong tool for assessing the development of phonemic awareness, word recognition, vocabulary, and fluency, Running Records have presented some difficulty for our staff for assessing student reading comprehension. Therefore, next year the school is launching a new partnership with the STEP program from University of Chicago in an attempt to help teachers better monitor early reading progress. Developed by the Urban Education Institute at the University of Chicago, STEP is a developmental assessment, instructional tool, and data management system that defines the pathway and tracks the progress of pre-kindergarten through third-grade students as they learn to read using research based milestones.

STEP creates a framework or matrix for tracking literacy skills development which will support teachers' instructional strategies to accelerate student progress. STEP contains a core set of leveled books along with key skills assessments joined at appropriate developmental "steps" and links specific skills-based assessments with reading of authentic texts. STEP transforms data into information for instructional decision making by organizing displays around questions of instructional practice. None of these features are available with our current program.

The program allows for more frequent student testing and provides a more systemic approach to better track student progress. STEP assessments will be conducted every six weeks, providing more frequent and updated data. STEP's system also will organize screening, diagnostic and progress monitoring data in a more "user friendly" format. The program will help create a common language and shared definitions of comprehension terms and trajectories.

ELL and special education students are often overlooked in literacy assessment processes. STEP makes highly individualized assessments possible for all members of student subgroups. Therefore, instructional strategies for these students will be much more tailored to unique needs. The program will help teachers in CTT classrooms to work together to develop strategies to address these students' learning needs.

Another challenge which school leaders have identified this past year is ensuring that teachers and students have a common vision of academic rigor for all subjects, including writing. This past year, teachers sent home examples of "level 4" work to share with families so that they could help raise their children's expectations of what constituted exemplary work. This is an area that the school intends to address in detail in the upcoming year to ensure that staff and students alike have high standards for student mastery of literacy and writing skills. Our leaders are keenly focused on continuing to build school wide common teaching text and create a rigor rubric which will list objectives for instruction and student work. The leadership teams plan to conduct biweekly walk-throughs alongside teachers throughout the year to help support a common understanding of expectations. One of the school wide projects will be to create rubrics that address expectations for quality work and presentations in each grade. We also plan to refine the school wide system for conferring with students in all subject areas to help support consistent expectations. Lastly, professional development structures will be revisited to ensure differentiation development for each teacher.

CPCS is keenly focused on providing targeted support and professional development for its teachers. A literacy specialist will work with staff in grades 3-7 to ensure alignment and rigor in the classroom. We also look forward to refining the CST process to build in more follow up strategies and interventions. We are in the process of planning trips to visit high performing schools to see high standards in practice and understand how they address the range of learning in the classroom.

We will continue to administer Running Records three times a year for grades 3-6 and interim assessments three times a year in literacy for grades 3-7. STEP assessments will be implemented four times a year for grades K-2. The Leadership Teams based at each site will facilitate data summits three times a year to

“audit” the work being produced in each classroom to ensure that students are on track for meeting the goals set forth in the Accountability Plan.

We are examining our phonics program in grades K-2 to increase the rigor. We also are revisiting the ways that we teach grammar and punctuation and infuse these areas into the curriculum webs. In addition, we are changing the way our teachers work with leveled books to ensure that students are being exposed to high level texts at all grade levels. Typically teachers use materials that are on grade level, but after analyzing this year’s test results, we recognize that teachers should teach a higher level of text.

As we look ahead, we are excited to provide all teachers with a larger toolbox of teaching methods that can be used when teaching lessons. We will also be paying attention to creating lesson plans that include several types of questions that will increase our students’ ability to think critically and to synthesize previously learned materials with new materials.

Goal II: CPCS Students will Become Proficient in the Understanding and Application of Mathematical Skills and Concepts

This year CPCS supplemented its core curriculum in mathematics with other programs in order to meet the needs of our range of learners as well as to make certain that all of the New York State Learning Standards were fully addressed. CPCS continued its implementation of *Investigations in Number, Data, and Space* as its core mathematics program for the fifth year in 2010-11. It is delivered through a workshop model similar to the language arts delivery system which includes mini lessons, independent practice and summary work. The core program is supported by a variety of supplementary materials selected to meet the needs of individual students. America’s Choice *Navigator* is implemented to help students’ master basic skills that are identified as weak on unit test results and Screener tests. We used *Navigator* units during the school day as well as during small group tutoring after school in third through fifth grades.

This year we used the new *Contexts for Learning Mathematics* series by Catherine Fosnot and colleagues to develop problem solving skills for fourth and fifth grade students. The *Contexts for Learning Mathematics* series was developed by teacher educators, mathematicians, classroom teachers, and researchers from Mathematics in the City at City College and the Freudenthal Institute in the Netherlands to foster a deep conceptual understanding of essential mathematical ideas, strategies and models. CPCS piloted units from the 3-5 package, *Investigating Multiplication and Division* in 4th grade that focused on division; and units from the 4-6 grade package, *Investigating Fractions, Decimals, and Percents* in the 5th grade that focused on fractions and decimals. These units were chosen because the data from our interim assessments showed that students were struggling in these key areas of mathematics.

CPCS also used the *New York State Coach, Empire Edition*, the *New York State Progress Coach, Empire Edition*, and the *Ladders to Success on the New York State Mathematics Test* as part of our daily instruction and during our Saturday Academies to provide students with more problem solving opportunities and help prepare them for the state math test. As much as possible, CPCS used these resources concurrently with the content strand being taught in *Investigations* instead of in isolation. This allowed students to see the same content in different formats and to question structures. Moving forward, we will continue to use these supplemental resources to complement our core mathematics program in more grades to further develop our students’ problem-solving and computation skills, as well as allowing our students to see similar content in a variety of formats and contexts.

In addition, we have continued to use the powerful manipulative model, the Rekenrek. We piloted the use of this tool last year with our kindergarten through second grade classrooms and have extended its use to students in third grade as well as with struggling fourth graders. Developed by mathematics education researchers in the Netherlands, the Rekenrek is recognized internally as perhaps the most powerful of all manipulative models for young learners in understanding our base-ten system of numbers. We have seen students' understanding of our base-ten number system grow as well as their facility in acquiring basic addition and subtraction facts.

In grades K-2, students receive 60-minute sessions of math instruction daily by their classroom teacher, as well as additional instruction throughout the day as part of their math routine work. Their math routine work focuses on content such as time and money that our student data has shown to require more instruction and sustained practice over time. Research has shown that these are areas of mathematics that ongoing practice throughout the year is most effective.

We have continued to provide departmentalized instruction in third through sixth grades. This allows students to receive 120 minutes of math instruction three times a week and 60 minutes twice each week. The science instruction integrates mathematics skills and concepts, such as measurement and problem solving that naturally overlap both subject areas. Throughout the grades, other school routines provide additional opportunities for students to hone their math skills. For example, morning math practice, a short block of time before morning meeting, is devoted to math problem solving and skills practice on concepts introduced earlier in the school year as well as content that merited re-teaching and practice based on interim assessments, unit assessments, daily exit slips and weekly quizzes. It is during this time as well as during the math block, that the two classroom teachers share the responsibility of pulling small groups of students for re-teaching support. Daily analysis of data, alongside state learning standards guides all decisions on who to pull and what to teach in these small groups.

The math staff developer provides on-going support and feedback to teachers through classroom observations, demonstrations, weekly grade-level meetings and monthly professional development days. School-wide decisions about the math program at CPCS this past year were made by the staff developer and the Director and Middle School Principal based on student data, state and national standards, current research of best practices and classroom observations.

For several years, CPCS has devoted substantial time to developing assessment tasks and aligning them to state performance indicators. After revising our curriculum crosswalks to the revised May-to-May New York State Standards and Performance Indicators, CPCS has begun the same process by cross walking our curriculum to the Common Core State Standards. To familiarize teachers with the breadth and depth of the Common Core Standards, we have sent teachers from first through sixth grades to a series of workshops presented by Math Solutions, the company run by internationally recognized mathematics educator, Marilyn Burns. These workshops along with subsequent in-house workshops have helped CPCS begin to examine the Common Core Standards and consider ways to incorporate them into our math program.

Data driven instruction continued to inform all instructional decisions at CPCS. With the continued support of the BwCF Research team, interim assessment results were processed smoothly using an OMR scanning system and were available for teachers the day after assessments were given. These immediate results provided the school leadership with an efficient way to review student progress and identify students in need of intervention. Students in need of intervention were supported by in-classroom grouping, out of classroom tutorials and a Saturday Academy program that was offered to students over 10 Saturday sessions from January through May. The data system also enabled the school to send home detailed reports about test results, enabling families to provide additional supports with guidance from the school. Math profiles in the

assessment database created by the Research and Evaluation Team (RET) provided historical student assessment data for easy reference by teachers and staff developers. An additional component tracked Navigator assessment results, documenting student participation and mastery of work modules covering specific areas of study. Starting in 2011-12, teachers will access student assessment profiles in the new, comprehensive PowerSchool Studio student information system, where they will also be able to view comparative exam performance and skills mastery levels for students in all of their classes.

Measure 1 (Absolute) Each year, 75% of CPCS students in grades 3 through 5 who are enrolled in at least their second year will achieve proficient scores on the NYS Math exam. *For this year's report, proficiency is defined as obtaining scores at or above Level 3 through 2008-09 and performing at or above the state's Time Adjusted Level 3 cut scores in 2009-10 and 2010-11. The school expanded to include a sixth grade in 2010-11.*

Method

The NYS math examination is administered to all students in grades 3-6 to meet requirements under No Child Left Behind and is part of the CPCS Accountability Plan. For the first time this year, the state exams were given in May, rather than March. The CPCS assessment coordinator schedules, coordinates, and oversees the administration of these tests and school-wide participation, accommodations, and compliance practices.

2010-11 Number Tested

Grade	Total Tested	Not Tested			Total Enrolled
		IEP	ELL	Absent	
3	51	0	0	0	51
4	52	0	0	0	52
5	49	0	0	0	49
6	33	0	0	0	33
All	185	0	0	0	185

Results

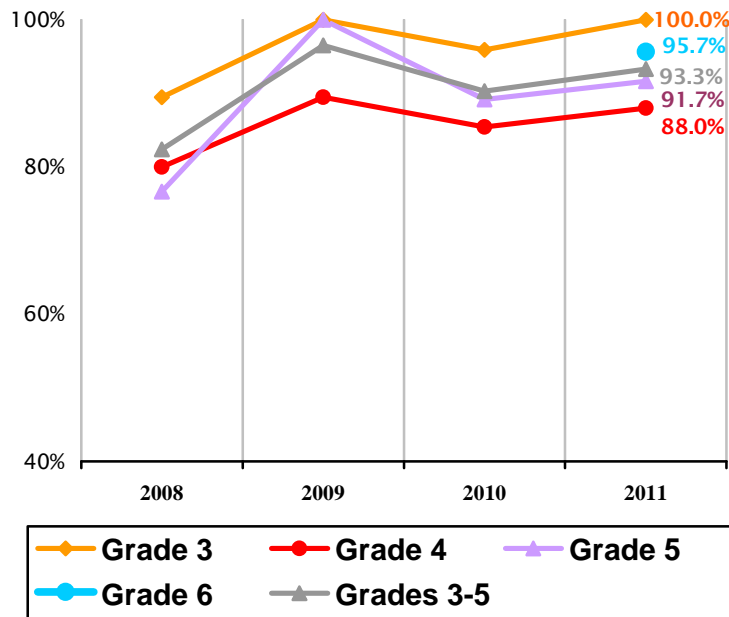
Using the time adjusted level three cut scores, 100% of 3rd graders, 88% of 4th graders, 91.7% of 5th graders, and 95.7% of 6th graders were proficient on the state math exam.

CPCS Cohort Proficiency Rate 2010-11 NYS Math Exam				
Grade	% At or Above Time Adjusted Level 3 Cut Score	# At or Above Time Adjusted Level 3 Cut Score	Math Time Adjusted Cut Scores	# Tested
3	100.0%	48	656	48
4	88.0%	44	655	50
5	91.7%	33	653	36
6	95.7%	22	653	23
All	93.6%	147		157

CPCS All Student and Cohort Comparison: 2010-11 NYS Math

Grade	Population	Percent Scoring at or above Time Adjusted Level 3 Cut Score	Number Tested
3	All Students	100.0%	51
	Students in At Least 2 nd Year	100.0%	48
4	All Students	84.6%	52
	Students in At Least 2 nd Year	88.0%	50
5	All Students	91.8%	49
	Students in At Least 2 nd Year	91.7%	36
6	All Students	93.9%	33
	Students in At Least 2 nd Year	95.7%	23
All	All Students	92.4%	185
	Students in At Least 2 nd Year	93.6%	157

CPCS Cohort Math Percentage At or Above 650, 2008-2009, At or Above Time Adjusted Cut Score 2010-2011



Evaluation

CPCS dramatically exceeded the measure.

Additional Evidence

The table below outlines student progress in math at CPCS for the past four years. CPCS has met this measure for the past four years.

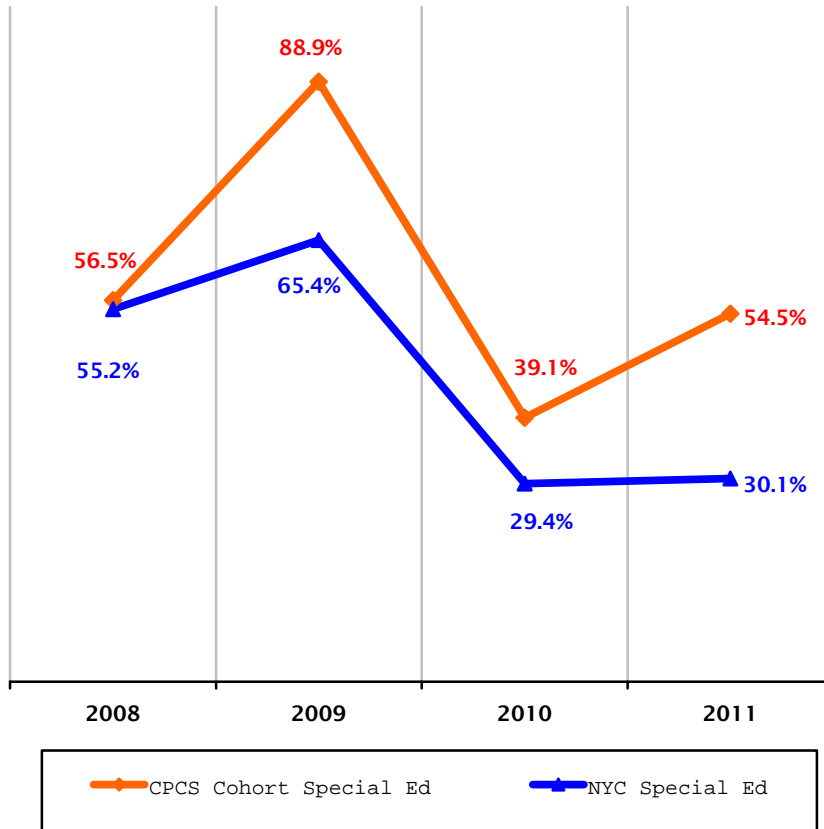
Measure Met (Y/N) by Grade and Year				
YEAR	Gr3	Gr4	Gr5	Gr6
2010-11	Y	Y	Y	Y
2009-10	Y	Y	Y	-
2008-09	Y	Y	Y	-
2007-08	Y	Y	Y	-

Mathematics Performance by Grade Level and School Year

Percent of Students Enrolled in At Least Their Second Year at Levels 3 and 4 through 2008-09 and a Scale Score at or above Time Adjusted Level 3 cut score in 2009-10 and 2010-11								
Grade	2007-08		2008-09		2009-10		2010-11	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	89.5%	38	100.0%	44	95.9%	49	100.0%	48
4	80.0%	40	89.5%	38	85.4%	48	88.0%	50
5	76.7%	30	100.0%	33	89.2%	37	91.7%	36
6	-	-	-	-	-	-	95.7%	23
3-5	82.4%	108	96.5%	115	90.3%	134	93.3%	134
3-6	-	-	-	-	-	-	93.6%	157

As set forth in the chart below, CPCS made good gains this past year with helping to support mastery of mathematics with our special education students.

CPCS Cohort Math Special Ed. Students Proficiency 2008-2011



Grade	CPCS Cohort		NYC	
	# Tested	% Proficient	# Tested	% Proficient
Grade 3	3	100.0%	12,970	30.2%
Grade 4	7	28.6%	13,528	32.7%
Grade 5	8	75.0%	13,493	33.5%
Grade 6	4	25.0%	12,862	23.7%
Total	22	54.5%	52,853	30.1%

In addition, nearly a fifth of our students achieved Level 4 on the math exam:

Grade	# at L4	# Tested	% at L4
3	5	48	10.4%
4	12	50	24.0%
5	7	36	19.4%
6	6	23	26.1%
Total	30	157	19.1%

Measure 2 (Absolute)

Each year, CPCS's aggregate Performance Index on the NYS Math exams will meet its Annual Measurable Objective set forth in NYS's No Child Left Behind (NCLB) accountability system.

Method

Under NCLB, the State Education Department sets an Annual Measurable Objective (AMO) to determine if schools are making satisfactory progress toward the goal that 100 percent of students will be proficient in the State's learning standards in mathematics by 2013–14. To meet the standard in math set in the Accountability Plan, all tested students must have a Performance Index (PI) value that equals or exceeds that year's AMO in mathematics. The PI is calculated by adding the sum of the percent of students at level 2 and above with the sum of the percent of students at level 3 and above.

Results

As the NYS SED has not yet determined this year's AMO for schools with a 3-8 testing program, schools need not calculate their Performance Index and may omit reporting on this measure.

Additional Evidence

The table below shows 2010's PI and AMO in comparison to previous years, as well as changes to the percentage of students at Level 1 and Level 2. CPCS exceeded the AMO for all four years, despite the new scoring methods used last year and the new test format this year.

Year	Grades	Number Tested	Percent of Students at Each Performance Level				PI	AMO
			Level 1	Level 2	Level 3	Level 4		
2009-10	3-5	141	4.26*	31.91*	48.23*	15.60*	178**	135
2008-09	3-5	133	0.75	4.51	66.17	28.57	194	119
2007-08	3-5	127	0.00	15.75	66.93	17.32	184	102

Year	Performance Index	AMO	Goal Attainment
2009-2010	178**	135	MET
2008-2009	194	119	MET
2007-2008	184	102	MET

*actual percentages

**PI source: Accountability Overview Report, nySTART

Evaluation

This measure was met each year that an annual measurable objective was set.

Measure 3 (Comparative)

Each year, the proficiency rates of CPCS 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 NYS Math exams. *The school expanded to include a sixth grade in 2010-11.*

Method

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

Results

CPCS student proficiency rates exceed district proficiency rates in every grade. The 3rd grade proficiency rate exceeded the home district by 26.3 percentage points; grade 4, by 14 percentage points; grade 5 by 23 percentage points; and grade 6 by 27.1 percentage points. The school’s 73.2% proficiency rate for grades 3-6 combined is 22.7 percentage points higher than the home district’s rate for those grades.

**2010-11 State Mathematics Exam
Charter School and District Performance by Grade Level**

Grade	Percent of Students at Levels 3 and 4			
	CPCS Students In At Least 2 nd Year		All District 13 Students	
	Percent	Number Tested	Percent	Number Tested
3	75.0%	48	48.7%	1101
4	68.0%	50	54.0%	1067
5	80.6%	36	57.6%	1058
6	69.6%	23	42.4%	1138
All	73.2%	157	50.5%	4364

Evaluation

This measure was met.

Additional Evidence

Measure Met (Y/N) by Grade and Year				
YEAR	Gr3	Gr4	Gr5	Gr6
2010-11	Y	Y	Y	Y
2009-10	Y	Y	Y	-
2008-09	Y	Y	Y	-
2007-08	Y	Y	Y	-

The chart below shows comparative data for the past four years. We have met this measure every year but by a wider margin this year than in the previous three.

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

Grade	Percent of Charter School Students Enrolled in At Least Second Year and All District Students at Levels 3 and 4							
	2007-08		2008-09		2009-10		2010-11	
	CPCS Cohorts	District 13	CPCS Cohorts	District 13	CPCS Cohorts	District 13	CPCS Cohorts	District 13
3	89.5%	86.8%	100.0%	89.1%	53.1%	47.0%	75.0%	48.7%
4	80.0%	77.0%	89.5%	84.2%	72.9%	52.4%	68.0%	54.0%
5	76.7%	77.3%	100.0%	83.4%	73.0%	51.2%	80.6%	57.6%
6	-	-	-	-	-	-	69.6%	42.4%
3-5	82.4%	80.4%	96.5%	85.7%	65.7%	50.2%	-	-
3-6	-	-	-	-	-	-	73.2%	50.5%

Measure 4 (Comparative)

Each year, CPCS will exceed its expected level of performance on the NYS Math exam by at least a small Effect Size (performing higher than expected to a 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.

Method

To address this measure, CSI conducts a Comparative Performance Analysis which is sent to schools. In it, a regression analysis is conducted to determine the predicted percentage of students scoring at Levels 3 and 4 on the state ELA and mathematics exams controlling for the percent of students eligible for free lunch in all public schools statewide. Each charter school's actual performance is compared to the level of performance predicted for a school with that particular level of poverty. An effect size is then determined by dividing the difference between the predicted and actual level of performance by the standard deviation. An effect size is calculated for each grade level and then an aggregate effect size is computed for the overall performance of the school. It is the aggregate effect size that pertains directly to this outcome measure. This measure is met if a school's effect size is equal to or greater than 0.3 which is considered performing higher than expected to a small degree.

Results

CPCS received a *Higher than expected to a small degree* rating for our overall comparative performance on the 2009 Math exam as a result of the regression analysis.

2009-10 Mathematics Comparative Performance by Grade Level

Grade	Percent of Free Lunch Eligible Students	Number of Students Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
			3	51		
4	52	69.2	58.1	11.1	0.65	
5	38	73.7	59	14.7	0.86	
All	55	141	63.8	56.9	6.9	0.4

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

Evaluation

The measure was met. The analysis using last year's math data shows an effect size of 0.8 for the three grades combined, which was higher than expected to a large degree.

Additional Evidence

The chart below shows comparative data for math for CPCS students during the past three school years.

Measure Met (Y/N) by Grade and Year			
YEAR	Gr3	Gr4	Gr5
2010-11	-	-	-
2009-10	N	Y	Y
2008-09	Y	Y	Y
2007-08	Y	Y	N

Mathematics Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch	Number Tested	Actual	Predicted	Effect Size
2009-10	3 - 5	55	141	63.8	56.9	0.4
2008-09	3 - 5	48.8	134	94.8	88.6	0.8
2007-08	3 - 5	53.66	127	84.25	82.86	0.15

Measure 5 (Value-Added)

Each year, the proficiency rates of grade-level cohorts on the NYS Math exams will reduce by one-half the difference between 75 and the proficiency rates on the previous year's NYS Math exams. If 75% or more of the grade-level cohorts obtained proficient scores the previous year, their results will increase in the current year.

Method

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making towards the absolute measure of proficiency based on the time adjusted level three cut scores. Each grade level cohort consists of those students who took the state exam in 2009-10 and in the subsequent grade in 2010-11. The criterion for achieving this measure is for each grade-level cohort to halve the difference between the 75 percent proficiency benchmark in the Accountability Plan. If a cohort had already achieved 75 percent proficient in 2008-09, it is expected to show some positive growth in the subsequent year. In addition, the aggregate of all cohorts is examined to determine the growth of all students who took a state exam in both years.

CPCS used 2009-10 and 2010-11 scale scores on the NYS math exam to conduct this analysis.

Results

Students in the 2010-11 grade 4 cohort had a proficiency rate of 89.6% this year, down from 95.8% in 2009-10. The 2010-11 grade 5 cohort increased its proficiency rate from 88.9% to 91.7% and the sixth grade cohort increased its proficiency rate from 87% to 95.7%. The collapsed proficiency rate for the three cohorts was the same for both years.

Cohort Growth on State Mathematics Exam from 2009-10 to 2010-11

Grade in 2010-11	Cohort Size	2009 -10 % At or Above Time Adjusted Cut Scores	Gain Required	2010-11 % At or Above Time Adjusted Cut Scores	Actual Gain	Target Achieved
4	48	95.8%	0.1%	89.6%	-6.3%	NO
5	36	88.9%	0.1%	91.7%	2.8%	YES
6	23	87.0%	0.1%	95.7%	8.7%	YES
All	107	91.6%	0.1%	91.6%	0.0%	NO

Evaluation

Similar to ELA, all three cohorts had a proficiency rate at or above the 75% mark both years, meeting the primary aim of this measure. Because groups who already exceeded the 75% mark in the prior year are required to show growth, the grade four cohort did not meet the target. Collapsed, the groups had the same overall proficiency in each year.

Additional Evidence

Measure Met (Y/N) by Grade and Year			
YEAR	Gr4	Gr5	Gr6
2010-11	N	Y	Y
2009-10	N	Y	-
2008-09	N	Y	-
2007-08	Y	N	-

CPCS met the measure for two of the three cohorts in 2010-11.

CPCS Performance on State Math Exam Since 2007-08

School Year	Cohort Grades	Number of Cohorts Meeting Target	Number of Cohorts
2010-11	4, 5, and 6	2	3
2009-10	4 and 5	1	2
2008-09	4 and 5	1	2
2007-08	4 and 5	0	2

Summary of Math Goals

Goal II: CPCS Students will Become Proficient in the Understanding and Application of Mathematical Skills and Concepts

Goal 1 Measure	Type	Description	Outcome
1	Absolute	Each year, 75% of CPCS students in grades 3 through 5 who are enrolled in at least their second year will achieve proficient scores on the NYS Math exam. <i>Proficiency is defined as obtaining scores at or above Level 3 through 2008-09 and performing at or above the state's Time Adjusted Level 3 cut scores in 2009-10 and 2010-11. The school expanded to include a sixth grade in 2010-11.</i>	Achieved
2	Absolute	Each year, CPCS's aggregate Performance Index on the NYS Math exams will meet its Annual Measurable Objective set forth in NYS's No Child Left Behind (NCLB) accountability system.	Not applicable
3	Comparative	Each year, the proficiency rates of CPCS 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 NYS Math exams. <i>The school expanded to include a sixth grade in 2010-11.</i>	Achieved
4	Comparative	Each year, CPCS will exceed its expected level of performance on the NYS Math exam by at least a small Effect Size (performing higher than expected to a 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.	Achieved

5	Value Added	Each year, the proficiency rates of grade-level cohorts on the NYS Math exams will reduce by one-half the difference between 75 and the proficiency rates on the previous year's NYS Math exams. If 75% or more of the grade-level cohorts obtained proficient scores the previous year, their results will increase in the current year.	Close (grade 4)
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Action Plan

The year's strong results in math are a result of the intensive interim assessment work that was undertaken in all grades. Our system has helped students, who are stronger in math, approach problems in a consistent way, pushing them to develop computational fluency and conceptual understanding simultaneously rather than in isolation. These students also have benefitted from seeing problems presented in a variety of contexts. Oftentimes students are encouraged to look for keywords as a test strategy to ascertain what operation to use. This is a misleading and incomplete strategy at best. Our program has focused on helping students look for and make sense of the relationships between quantities in a problem. We also encouraged students, especially in the 4th grade, to study the properties of operations and not only articulate their understanding of those properties themselves, but also keep them at the forefront of their thinking as they approached computation.

In addition, our students have enjoyed the benefit of our staff improving their content knowledge and pedagogical knowledge through participation in workshops hosted in-house and through other organization, as well as weekly content-focused coaching sessions.

Most importantly, our students have benefitted from the differentiation of instruction that has been implemented in the classroom. This strategy has helped focus our competent, confident learners and our struggling students in equal measure. We used our data to drive our instruction to push those high achievers further in their conceptual understanding and computational fluency while we pulled our students who were more challenged along to those same high standards. We used small group instruction in response to daily assessments such as exit slips and analysis of student work. Parallel to guided reading in ELA, we implemented guided math and pinpointed groups of students with similar needs, whether they needed remediation or a challenge. This approach will be the cornerstone of our approach to math instruction moving forward.

We continue to analyze ways in which the subject can be taught across the curriculum. One of the school's annual goals for 2011-12 is to further integrate technology into other subjects. We believe that this will provide an additional scaffold for math instruction. In addition, we will continue to refine the curriculum to ensure that it is aligned to the Common Core Standards.

Goal III: CPCS students will become proficient in Science.

CPCS continues to support a rich experiential science curriculum provided by a science specialist in a variety of programmatic delivery models. In grades K-2 science instruction is provided to students in the science classroom setting for two hours weekly. In grades 3-6 science was taught by a science specialist who works with the math classroom teacher in two to three 60 minute blocks per week.

The annual science fair celebrates student mastery of this subject. In addition, CPCS holds a science and technology night for families to participate in activities that they can do at home to build a culture of science and technology enthusiasts.

Measure 1 (Absolute) Each year, 75% of CPCS students who are enrolled in at least their second year will perform at or above level three on the 4th grade NYS Science exam.

Method

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

Results

Grade	Population	Percent at Each Performance Level					Number Tested
		Level 1	Level 2	Level 3	Level 4	Level 3/4	
4	All Students	2.0%	9.8%	35.3%	52.9%	88.2%	51
	Students in At Least 2 nd Year	0.0%	10.2%	34.7%	55.1%	89.8%	49

Evaluation

This measure was met.

Additional Evidence

As set forth in the chart below, the proficiency rate for CPCS’s students in grade 4 remains strong.

Measure Met (Y/N) by Grade and Year	
YEAR	Gr4
2010-11	Y
2009-10	Y
2008-09	Y
2007-08	Y

Proficiency Rate of CPCS Cohort on NYS 4th Grade Science Exam

Grade	Percent of Students Enrolled in At Least Their Second Year at Levels 3 and 4							
	2007-08		2008-09		2009-10		2010-11	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
4	82.1%	39	91.9%	37	89.6%	48	89.8%	49

Measure 2 (Comparative) Each year, the proficiency rates of CPCS students who are enrolled in at least their second year will exceed the proficiency rate of students in District 13 in NYC on the 4th grade NYS Science exam.

Method

CPCS obtains city and district science proficiency results and compares proficiency percentages using a weighted formula to ensure equitable comparisons. District proficiency was calculated from school proficiency data provided by the NYC Department of Education.

Results

Grade	Percent of Students at Levels 3 and 4			
	CPCS Students In At Least 2 nd Year		District 13 Students	
	Percent	Number Tested	Percent	Number Tested
4	89.8%	49	*	*

* District results are not yet available.

Evaluation

The district results have not yet been released.

Additional Evidence

As set forth below, the school’s proficiency rate exceeded that of its home district for the first two years of the charter. Data has not been provided for the past two years.

Grade	Percent of Charter School Students at Levels 3 and 4 and Enrolled in At Least their Second Year Compared to Local District Students							
	2007-08		2008-09		2009-10		2010-11	
	CPCS	District 13	CPCS	District 13	CPCS	District 13	CPCS	District 13
4	82.1%	68.6%	91.9%	77.9%	89.6%	<i>Not Available</i>	89.8%	<i>Not Available</i>

Summary of Science Goals

Goal III Measure	Type	Description	Outcome
1	Absolute	Measure 1 (Absolute) Each year, 75% of CPCS students who are enrolled in at least their second year will achieve proficient scores on the 4th grade NYS Science exam.	Achieved
2	Comparative	Each year, the proficiency rates of CPCS 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 th grade NYS Science exam.	Not available

Action Plan

CPCS continues to build classroom expertise in science while maintaining a strong science specialist on faculty. This past year the school incorporated additional experiential projects for each grade. Fieldtrips continued to focus on the study of science, including a special four day trip to the University of California Irvine for a group of upcoming 6th graders who participated in an extended “Doctors for a Day” program. (Previously our students participated in a “Doctors for a Day” program hosted by the same doctor who previously worked at Morgan Stanley’s Columbia Presbyterian Hospital.) These students practiced their surgical skills in the laparoscopic training lab, studied the body’s organs and were given lessons on healthy eating. They also watched staff perform live demonstrations on ultrasound machines and learned about the process of transplanting organs.

Next year’s Action Plan contains a goal of 90% of our students being proficient on the NYS exam. A science specialist supported science instruction for grades 3-6 this past year. We are focused on building even more specialized science instruction with a content specialist who will be joining the middle school faculty this fall.

Goal IV: CPCS students will become proficient in Social Studies.

The CPCS social studies program helps develop important critically thinking skills for our students as they master content. Students analyze primary documents and also explore civics and community development. They also take field trips to enrich their studies. The subject is integrated into the literacy block and social studies projects often make up the work during independent work time in the lower school. In grades K-6, the subject was taught one hour daily by the classroom teacher. Next year, a specialist will teach the subject to students in grade 7 at the middle school.

This summer we have spent time revamping the curriculum to align to the Common Core Standards for grades 6-8 to ensure that students are not only learning relevant materials but gaining the social studies skills necessary to ask thoughtful questions and seek their answers, make connections between events in history and look for different perspectives in historic as well as current events.

Measure 1 (Absolute) Each year, 75% of CPCS students who are enrolled in at least their second year will perform at or above level three on the 5th grade NYS Social Studies exam.

Method

Prior to 2010, the school administered the New York State Social Studies exam to students in 5th grade in November. Each student’s raw score was converted to a performance level and a grade-specific scaled score. The criterion for success on this measure required students who have been enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year) to score at Levels 3 or 4.

The NYS 5th grade social studies test was discontinued this past school year.

Additional Evidence

The chart below indicates that CPCS students’ proficiency rates on the 5th grade social studies test steadily increased before the test was discontinued. Over the course of this charter term, the proficiency rates climbed from 70% to 83.8%.

Social Studies Performance by Grade Level and School Year

Grade	2007-08		2008-09		2009-10	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
	5	70.0%	30	75.8%	33	83.8%

Measure 2 (Comparative)

Each year, the proficiency rates of CPCS students who are enrolled in at least their second year will exceed the proficiency rate of students in District 13 in NYC on the 5th grade NYS Social Studies exam.

Method

In previous years, CPCS obtained city and district social studies proficiency results and compared proficiency percentages using a weighted formula to ensure equitable comparisons. District proficiency was calculated from school proficiency data provided by the NYC Department of Education.

Results

The NYS 5th grade social studies test has been discontinued and there are no results for 2010-11.

Additional Evidence

As set forth in the table below, the school’s proficiency rate exceeded that of its home district for the first two years of this charter. Data for 2009-10 was not made available.

Grade	Percent of CPCS Students Enrolled in At Least Second Year and All District Students at Levels 3 and 4					
	2007-08		2008-09		2009-10	
	CPCS	District 13	CPCS	District 13	CPCS	District 13
5	70.0%	68.8%	75.8%	74.0%	83.8%	<i>Not available</i>

Summary of Social Studies Goals

Goal IV Measure	Type	Description	Outcome
1	Absolute	Each year, 75% of CPCS students who are enrolled in at least their second year will achieve proficient scores on the 5 th grade NYS Social Studies exam.	Not applicable
2	Comparative	Each year, the proficiency rates of CPCS students who are enrolled in at least their second year will exceed the proficiency rate of students in District 13 in NYC on the 5 th grade NYS Social Studies exam.	Not applicable

Action Plan

The NYS social studies assessment data has improved over the course of the charter. Last year’s 83.8% proficiency rate exceeded the 75% proficiency goal in the Accountability Plan. We continue to focus on getting students to think critically and ask questions in all subject areas, which will help them develop important skills for mastering history.

Goal V: NCLB Accountability System

(Measure 1) Under the state’s NCLB accountability system, CPCS’s Accountability Status will be “Good Standing” each year.

Method

The federal No Child Left Behind (NCLB) Act requires that states develop and report on measures of student proficiency in ELA, mathematics, and a third indicator. In New York State the third indicator is science at the elementary/middle level. Schools or districts that meet predefined goals on these measures are making Adequate Yearly Progress (AYP).

AYP in these three subjects is measured according to participation and performance criteria. In math and ELA, 95 percent of students (in classes of at least 40 students) must participate in the state exams, and in science, 80 percent of students in the tested grades. For math and ELA, performance criteria demand that each group with 30 or more continuously enrolled students must equal or exceed its Effective Annual Measurable Objective (AMO) or the group must make Safe Harbor. For Science the PI of the All Students group must equal or exceed the State Science Standard (100) or the Science Progress Target.

Results

CPCS meets all NCLB criteria and continues to maintain its “Good Standing” accountability status under the NCLB Accountability System.

Evaluation

CPCS met this measure.

Additional Evidence

NCLB Status by Year

Year	Status
2010-11	Good Standing
2009-10	Good Standing
2008-09	Good Standing
2007-08	Good Standing

Summary of NCLB Accountability Goal

Goal V Measure	Type	Description	Outcome
1	Absolute	Under the state’s NCLB accountability system, the CPCS’s Accountability Status will be “Good Standing” each year.	Achieved

Goal VI: CPCS Students will Participate in Art, Music, Physical Education and Technology

Community Partnership strives to create a well-rounded academic and artistic program for our students. By providing weekly instruction in music, art, technology and physical education, we help students develop diverse sets of skills and new lenses through which they approach learning and life experiences.

(Measure 1) CPCS students will participate in Art, Music, Physical Education, and Technology classes as part of their weekly class schedules.

Method

Students in grades K-4 participated in art, music, physical education and technology classes at least once a week. In the middle school, specialty teachers taught their subject twice a week on a trimester basis. Specialty teachers are responsible for ensuring 100% participation in class.

Results

This measure was met.

Summary of Art, Music, Physical Education, and Technology Goals

Goal VI Measure	Type	Description	Outcome
1	Absolute	CPCS Students will Participate in Art, Music, Physical Education and Technology	Achieved

Action Plan

CPCS will continue to create additional opportunities to enhance our students’ studies in these subjects next year when the Middle School will have its own team of specialists teaching art, music and physical education weekly. Technology is integrated into all subjects with SmartBoards in every classroom. Next year we will continue to identify additional ways to integrate technology in the classroom and also provide additional opportunities for students to learn about potential professions in the arts.

B. ORGANIZATIONAL VIABILITY

Goal VII: Parents will Express a High Satisfaction Rating with the School

(Measure 1) Each year, responses on the school survey will reflect that parents have high satisfaction with CPCS’s program.

Method

This past year, CPCS used the DOE Parent Surveys to measure parent satisfaction. Surveys were distributed at the mid-winter parent teacher conferences. They also were sent home in the school’s Tuesday folder. Parents were encouraged to provide their feedback via the school’s auto dialer and during one of the monthly PTCC meetings. The results were tabulated by the NYC DOE.

Results

DOE Survey results indicate an average to below average level of parent satisfaction. Parent satisfaction with academic expectations and with communication was average. Parent satisfaction with engagement at the school was below average and with safety & respect at the school was much lower than average. The full DOE survey report is available at: http://schools.nyc.gov/OA/SchoolReports/2010-11/Survey_2011_K702.pdf.

2010-11 Parent Satisfaction Survey Responses

2010-11 DOE Survey Response Rate		
	CPCS	NYC
Parents	42%	52%
Teachers	96%	82%
Students	100%	83%

2011 Parent Survey Results: CPCS Compared to NYC		
	2011	2010
Academic Expectations	Average	Above Average
Communication	Average	Much higher than average
Engagement	Below Average	Much higher than average
Safety & Respect	Much Lower than Average	Above Average

Evaluation

We attribute at least part of the disappointing results of this survey to the recent violence at the school. Last year alone, there were two fatal shootings in the housing projects across the street from the school and in the nearby deli. In addition, the adjustment to having the school at two facilities caused some families to feel less engaged to our program.

(Measure 2) Each year, CPCS will have a daily student attendance rate of at least 90%.

Method

CPCS records daily attendance through the NYC ATS system and reviewed the end of year attendance reports to confirm our in-house daily attendance monitoring.

Results

CPCS had a yearly attendance rate of 93.6%.

Evaluation

The measure was met.

Goal VII: Parents will Express a High Satisfaction Rating with the School

Goal VII Measure	Type	Description	Outcome
1	Absolute	Each year, responses on the School Climate Survey will reflect that parents have high satisfaction with CPCS's program.	Did not achieve
2	Absolute	Each year, CPCS will have a daily student attendance rate of at least 90%.	Achieved

Action Plan

We will continue to work on trying to get more parent input into the survey. Our goal is to have at least 85% of families responding to the survey, and to maintain the highest possible levels of parent satisfaction. We also are working to establish a committee structure with our PTCC with will help diversify the parents who are engaged in supporting the school's activities and provide more direction for their work. We also are focused on building a stronger K-8 parent program to help families continue to feel connected to their children's learning and to our program.

Goal VIII: CPCS will be Substantially Compliant with all Legal Requirements

(Measure 1) Each year, CPCS will generally and substantially comply with all applicable laws, rules and regulations, including, but not limited to, the NY Charter Schools Act, the NY Freedom of Information Law (FOIL), the NY Open Meetings Law, the Individuals with Disabilities Education Act (IDEA), and Family Educational Rights and Privacy Act (FERPA), and the provisions of its By-Laws and Charter.

Method

CSI and the SED conduct regular oversight visits at CPCS and audit the school's compliance with the above referenced statutes and other relevant documents such as the school's Charter and By-Laws. In addition, CPCS undertakes internal compliance audits to ensure that it is meeting all applicable provisions of the law, its Charter and its By-Laws.

Results

CPCS met this measure. For example, the school follows the procedures set forth in the above referenced statutes for informing families about their right to know information about their children's school files and certification status of their teachers. The school's Policies and Procedures Manual, Staff Manual, and Operations Manual are continually revised to include more specific directions, for example, to staff about student and family rights pursuant to FOIL and FERPA. The Board of Trustees meetings are held pursuant to the Open Meetings Law and are submitted in a timely fashion to the school's authorizer.

In November 2009, the school received a favorable report from CSI concerning its oversight visit the prior spring. In addition, the school received positive feedback from the SED's Third Year Monitoring visit at CPCS in October 2009.

(Measure 2) Each year, CPCS will have in place and maintain effective systems, policies, procedures and other controls for ensuring that legal and charter requirements are met.

See **Method** discussion above.

Results

CPCS also met this measure. When necessary, the school consults with outside counsel to assist in legal matters and to interpret charter requirements. On an annual basis, the school revises its Operations Manual and updates its Policies and Procedures Manual and Staff Manual to clearly communicate school wide policies, protocols and controls to ensure legal and charter compliance. The Board monitors a "dashboard" of metrics for its monthly meetings relating to the school's operations. This dashboard covers an array of critical information such as enrollment information (including special education and ELL enrollment), test scores, interim assessment data, and other indicators of student achievement and activities at the school. This tool allows the Board to closely monitor the school's progress on a variety of fronts, and to strategize early around any necessary interventions and additional supports or resources.

The Board also regularly updates other school policies such as the Financial Policies and Procedures to reflect suggested changes to policies made by various authorities.

(Measure 3) Each year, CPCS will maintain a relationship with independent legal counsel who review relevant policies, documents, and incidents and make recommendations as needed and in proportion to the legal expertise on the Board of Trustees.

Method

CPCS consults an attorney with the Tannenbaum, Helpert, Syracuse & Hirschtritt firm for legal advice relating to its operations, including its policies and procedures, documents and particular incidents. This past year the Board also consulted with Jeffrey Kehl of Kehl, Katzive & Simon, LLP.

Results

The school has made revisions as necessary.

Summary

Goal VIII. Measure	Type	Description	Outcome
1	Absolute	Each year CPCS will generally and substantially comply with all applicable laws, rules and regulations, including, but not limited to, the New York Charter Schools Act, the New York Freedom of Information Law, the New York Open Meetings Law, the Federal Individuals with Disabilities Education Act (IDEA), and Federal Family Educational Rights and Privacy Act (FERPA) and the provisions of its By-Laws and Charter.	Achieved
2	Absolute	Each year CPCS will have in place and maintain effective systems, policies, procedures and other controls for ensuring that legal and charter requirements are met.	Achieved
3	Absolute	Each year CPCS will maintain a relationship with independent legal counsel who review relevant policies, documents, and incidents and make recommendations as needed and in proportion to the legal expertise on the Board of Trustees.	Achieved

Action Plan

As mentioned above, the Board met these measures. The Board continues to focus on its development needs. Over the course of the charter, the Board has been challenged with keeping parent representatives. The past two members have resigned after moving out of the area or going back to school. The Development committee has worked with the school leaders to help identify potential candidates and meet with them individually before introducing them to the board. The Board hopes to vote on a new parent member at its upcoming meeting.

One of the goals for the upcoming year is to focus on board training. A subcommittee is putting together training materials based on a recent workshop run by the Robin Hood Foundation.

Goal IX: CPCS Will Make Responsible Financial Decisions and Demonstrate Sound Fiscal Practices and Management

(Measure 1) Each year, CPCS will operate on a balanced budget, meaning actual revenues will equal or exceed actual expenses.

Method

The Board meets on a monthly basis to discuss the school's financial standing at its meetings. In addition, the Chair of the Finance Committee consults on a regular basis with the Business Manager and Director.

Results

For the fiscal year ended 6/30/11, CPCS expects actual revenues to exceed actual expenses. Each year, CPCS will strive to achieve a balanced budget. This measure was met.

(Measure 2) At the end of each fiscal year, unrestricted net assets will be equal to or exceed two percent of the school's operating budget for the upcoming year.

Results

For the academic year 2010-11, CPCS's unrestricted net assets will exceed two percent of the school's operating budget for the upcoming school year. This measure was met.

(Measure 3) Each year, CPCS will take corrective action if needed in a timely manner to address any internal control or compliance deficiencies identified by its external auditor SED or CSI.

Method

CPCS retains McGladrey & Pullen as our auditors. They review the school's finances during the annual audit in the late summer and make a report to the Board in the fall each year.

Results

This measure was met. CPCS continues to review and revise internal control procedures to be in compliance with its external auditor, SED and CSI.

(Measure 4) Each year, the CPCS Board will provide effective financial oversight including making financial decisions that further the school's mission program and goals.

Method

See above under Measure 1. In addition, the Board monitors a "dashboard" of metrics for its monthly meetings relating to the school's operations. This tool allows the Board to closely monitor the school's progress and alignment with the school's mission, program and goals.

Results

This measure was met. CPCS's Board of Trustees continues to provide sound financial oversight to further the school's mission, programs and goals. The CPCS Board meets approximately every month. At each meeting, the state of the school's financial position is presented to the full Board for review and discussion. Since its inception, CPCS has received unqualified opinions each year from an independent auditor.

(Measure 5) Each year, CPCS will operate pursuant to a long range financial plan and create realistic budgets that are monitored and adjusted when appropriate.

Method

The Finance Committee conducts extensive budget meetings each spring. We make adjustments to the long range plan according to programmatic needs.

Results

This measure was met. CPCS has defined a long-range financial plan and adjusts this plan each year during its budget process. Adjustments are made with full Board review and approval during the year as needed.

(Measure 6) Each year, CPCS will maintain appropriate internal controls and procedures and accurately document transactions in accordance with the Board of Trustees' direction and laws, regulations, grants and contracts.

Method

See above under Measure 1. The Board reviews the school's Financial Policies and Procedures on a regular basis. The business office gives presentations to staff to ensure compliance with these policies.

Results

This measure was met. CPCS continues to maintain appropriate internal controls and procedures and accurately documents transactions in accordance with the Board of Trustee's direction and laws, regulations, grants and contracts.

(Measure 7) Each year, CPCS will comply with financial reporting requirements.

Method

See above under Measure 1.

Results

This measure was met. CPCS has been in full compliance with all financial reporting requirements to our Board of Trustees and regulatory bodies.

(Measure 8) Each year, CPCS will maintain adequate financial resources to ensure stable operations and will successfully monitor and manage cash flow.

Method

See above under Measures 1 and 5.

Results

This measure was met. CPCS maintains adequate financial resources to ensure stable operations and successfully monitors and manages cash flow.

Goal IX Measure	Type	Description	Outcome
1	Absolute	Measure 1: Each year, CPCS will operate on a balanced budget, meaning actual revenues will equal or exceed actual expenses.	Achieved
2	Absolute	Measure 2: At the end of each fiscal year, unrestricted net assets will be equal to or exceed two percent of the school's operating budget for the upcoming year.	Achieved
3	Absolute	Measure 3: Each year, CPCS will take corrective action, if needed, in a timely manner to address any internal control or compliance deficiencies identified by its external auditor, SED, or CSI.	Achieved
4	Absolute	Measure 4: Each year, the CPCS Board will provide effective financial oversight, including making financial decisions that further the school's mission, program and goals.	Achieved
5	Absolute	Measure 5: Each year, CPCS will operate pursuant to a long-range financial plan and create realistic budgets that are monitored and adjusted when appropriate.	Achieved
6	Absolute	Measure 6: Each year, CPCS will maintain appropriate internal controls and procedures and accurately document transactions in accordance with the Board of Trustees' direction and laws, regulations, grants and contracts.	Achieved
7	Absolute	Measure 7: Each year, CPCS will comply with financial reporting requirements.	Achieved
8	Absolute	Measure 8: Each year, CPCS will maintain adequate financial resources to ensure stable operations and will successfully monitor and manage cash flow.	Achieved

ED Section III. Financial Statements

The audit is being submitted separately.

SED Section IV. Disclosure of Financial Interest

The Trustee Disclosure forms were submitted on August 1, 2011.