

**2012-2013 Progress Toward Attainment of Academic Charter Goals**

Academic Goal or Objective	Measure used to evaluate progress toward attainment of goal	2012-2013 progress toward attainment of goal		If not met, describe efforts the school will take to meet goal
1. Each year 75% of CRCS students in grades 3-8 will demonstrate proficiency (i.e. score at or above Level 3) on NYS ELA and Math exams; 75% of the grade 4 students will demonstrate proficiency on the NYS Science exam; and 75% of the grade 5 students will demonstrate proficiency on the NYS Social Studies exams.	New York State Standardized Exams	Grade 3 ELA	43.1	We are partnering with Achievement Network to work with grades 2-7 in the 2013-2014 school year in order to develop our curriculum to more greatly align to the common core. We will also use the data from the assessment cycles to inform our instruction and small group work to meet the individual needs of students.  We are for the first time at the elementary school having math specialists in the school. One teacher will work with K-2 and the other 3-5. Their work will be a combination of helping teachers develop curriculum, supporting teachers in their classroom instruction, and working with students individually and in small groups for intervention and extension work.  Additionally at the elementary school the focus with our literacy staff developer will be on how to use data to inform instruction
		Grade 3 Math	47.1	
		Grade 4 ELA	68.0	
		Grade 4 Math	70.0	
		Grade 5 ELA	32.6	
		Grade 5 Math	42.0	
		Grade 6 ELA	31.3	
		Grade 6 Math	28.9	
		Grade 4 Science	94.0	

			<p>and make revisions to the curriculum based on formal and informal assessments as well as the common core standards to meet individual student needs. Multiple forms of assessments, including rubrics, exit slips and reading and math assessments (DRA/QRI and Engage NY math module assessments) will be used to inform flexible small groups according to students' performance and needs as well as used with students to help them understand their progress and setting personal goals.</p> <p>At the middle school, two periods of academic "coaching" are programmed into the weekly schedule to provide academic intervention, with particular focus on ELA and Math, as well as enrichment opportunities in flexible small groups according to students' needs.</p> <p>Also at the middle school, professional development and instruction across the curriculum focusing on 6+1 Trait Writing provides a common</p>
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			<p>framework for supporting narrative, informational, and argumentative writing, which should improve the quality of student writing and awareness of genre features and thereby improve students' performance on extended response prompts and assorted other question types on the NYS ELA exam.</p> <p>By offering an advanced Math class to 7<sup>th</sup> graders at the middle school, we are targeting Math instruction more directly to students' needs and skill levels, as well as reducing class size by dividing 7<sup>th</sup> graders into 3 sections of Math, which allows for more individualized attention to boost students' Math skills according to individual needs and skills.</p> <p>Our former middle school learning specialist is co-teaching Science at the middle school, helping to introduce targeted nonfiction reading instruction through Science, reflective of the Common Core's emphasis on nonfiction reading, which we expect will</p>
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			increase students' nonfiction reading comprehension.																																																
2. Each year, the percentage of students demonstrating proficiency on NYS ELA and Math exams will increase. In the event that the percentage of students in a grade level cohort of the same students demonstrating proficiency is below 75%, the grade level cohort will reduce by at least one-half each year the difference between the percentage demonstrating proficiency and 75%. In the event that the percentage of students in a grade level cohort of the same students demonstrating proficiency is at or above 75%, the grade level cohort will continue to demonstrate growth each year.	New York State Standardized Exams	<p>Students graduating from ES (k-5):</p> <table border="1"> <thead> <tr> <th>ELA</th><th>2011</th><th>2012</th><th>2013</th></tr> </thead> <tbody> <tr> <td>Graduating class of 2013</td><td>66%</td><td>74%</td><td>33%</td></tr> <tr> <td>Graduating class of 2014</td><td></td><td>74%</td><td>68%</td></tr> <tr> <td>Graduating Class of 2015</td><td></td><td></td><td>43%</td></tr> </tbody> </table> <table border="1"> <thead> <tr> <th>MATH</th><th>2011</th><th>2012</th><th>2013</th></tr> </thead> <tbody> <tr> <td>Graduating class of 2013</td><td>74%</td><td>72%</td><td>42%</td></tr> <tr> <td>Graduating class of 2014</td><td></td><td>80%</td><td>70%</td></tr> <tr> <td>Graduating Class of 2015</td><td></td><td></td><td>47%</td></tr> </tbody> </table> <p>Students graduating from MS (6-8):</p> <table border="1"> <thead> <tr> <th>ELA</th><th>2013</th><th>2014</th><th>2015</th></tr> </thead> <tbody> <tr> <td>Graduating class of 2015</td><td>31%</td><td></td><td></td></tr> </tbody> </table> <table border="1"> <thead> <tr> <th>MATH</th><th>2013</th><th>2014</th><th>2015</th></tr> </thead> <tbody> <tr> <td>Graduating class of 2015</td><td>29%</td><td></td><td></td></tr> </tbody> </table>	ELA	2011	2012	2013	Graduating class of 2013	66%	74%	33%	Graduating class of 2014		74%	68%	Graduating Class of 2015			43%	MATH	2011	2012	2013	Graduating class of 2013	74%	72%	42%	Graduating class of 2014		80%	70%	Graduating Class of 2015			47%	ELA	2013	2014	2015	Graduating class of 2015	31%			MATH	2013	2014	2015	Graduating class of 2015	29%			See above.
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3. Each year at least 75% of CRCS students in grades K-8 will meet or exceed CRCS Exit Outcomes in all content areas.	Community Roots End of Year Checklist Reports	<p><b>Kindergarten</b>  Social/Emotional Development: 83%  ELA: 86%  Math: 89%  Social Studies: 94%</p> <p><b>First Grade</b>  Social/Emotional Development: 80%  ELA: 84%  Math: 88%  Social Studies: 95%</p>	N/A																																																

		<p><b>Second Grade</b>  Social/Emotional Development: 89%  ELA: 85%  Math: 83%  Social Studies: 99%</p> <p><b>Third Grade</b>  Social/Emotional Development: 89%  ELA: 87%  Math: 75%  Social Studies: 91%</p> <p><b>Fourth Grade</b>  Social/Emotional Development: 93%  ELA: 89%  Math: 85%  Social Studies: 97%</p> <p><b>Fifth Grade</b>  Social/Emotional Development: 77%  ELA: 84%  Math: 78%  Social Studies: 92%</p> <p><b>Sixth Grade</b>  Advisory: 100%  Humanities: 98%  Math: 98%  Science: 98%</p>																																				
4. The percentage of students demonstrating proficiency on NYS ELA and Math exams will be higher than that of CSD13.	New York State Standardized Exams	<table> <tr> <th>Grade</th> <th>3</th> <th>4</th> <th>5</th> <th>6</th> </tr> <tr> <td>NYC ELA</td> <td>28.1</td> <td>27.2</td> <td>28.7</td> <td>23.3</td> </tr> <tr> <td>Dist. 13 ELA</td> <td>29</td> <td>26.2</td> <td>27.6</td> <td>17.9</td> </tr> <tr> <td><b>CRCS ELA</b></td> <td><b>43.1</b></td> <td><b>68</b></td> <td><b>32.6</b></td> <td><b>31.3</b></td> </tr> <tr> <td>NYC Math</td> <td>33.1</td> <td>35.2</td> <td>29.6</td> <td>28.8</td> </tr> <tr> <td>Dist. 13 Math</td> <td>30.3</td> <td>29.7</td> <td>24</td> <td>14</td> </tr> <tr> <td><b>CRCS Math</b></td> <td><b>47.1</b></td> <td><b>70</b></td> <td><b>42</b></td> <td><b>28.9</b></td> </tr> </table>	Grade	3	4	5	6	NYC ELA	28.1	27.2	28.7	23.3	Dist. 13 ELA	29	26.2	27.6	17.9	<b>CRCS ELA</b>	<b>43.1</b>	<b>68</b>	<b>32.6</b>	<b>31.3</b>	NYC Math	33.1	35.2	29.6	28.8	Dist. 13 Math	30.3	29.7	24	14	<b>CRCS Math</b>	<b>47.1</b>	<b>70</b>	<b>42</b>	<b>28.9</b>	N/A
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5. Each year, the School will receive a 'B' or higher on the Student Progress section of the DOE Progress Report.	DOE Progress Report	Student Progress: B	N/A
6. Each year, the School will be deemed "In Good Standing" on the NYS Report Card.	New York State Report Card	State Accountability: In Good Standing	N/A
7. Each year: 75% of kindergarten students will perform at Levels 1 and 2 on appropriate skill areas on the ECLAS-2; 75% of 1st grade students will perform at or above Level 4 on appropriate skill areas on the ECLAS-2.	ECLAS-2 was discontinued. Fox in a Box is an identical assessment and is now used at CRCS in Fall and Spring in Kindergarten, First and Second Grade.	92% of Kindergarten met grade level expectations for Fox in a Box and 90% of First Grade.	N/A

<b>2012-2013 Progress Toward Attainment of Organizational Charter Goals</b>			
Organizational Goal or Objective	Measure used to evaluate progress toward attainment of goal	2012-2013 progress toward attainment of goal	If not met, describe efforts to be undertaken to meet goal
8. Each year, CRCS will have an annual average student attendance rate of at least 95%, and 95% of all students enrolled on the last day of the school year who do not move will return the following September.	Student Attendance taken by Classroom Teachers/ATS	Attendance Average: 96%  Attrition rate: 2%	N/A
9. Each year, the School will comply with all applicable laws, rules, regulations and	Annual Comprehensive Review (in draft form from the Charter	CRCS found to be in compliance with all applicable laws, rules and regulations.	N/A

contract terms.	Schools Accountability and Support Team)		
10. Annually, student enrollment at CRCS will be within 10% of full enrollment as defined in the School's contract.	Charter Agreement	353 students enrolled for 350 seats K-49 for 50 seats 1 <sup>st</sup> -50 for 50 seats 2 <sup>nd</sup> -50 for 50 seats 3 <sup>rd</sup> -51 for 50 seats 4 <sup>th</sup> - 50 for 50 seats 5 <sup>th</sup> -50 for 50 seats 6 <sup>th</sup> -53 for 50 seats	N/A
11. Each year, at least 90% parents will express satisfaction with CRCS's program, based on the NYCDOE Learning Environment Survey or on the CRCS Family Satisfaction Survey. CRCS will receive scores of 7.5 or higher in each of the four survey domains: Academic Expectations, Communication, Engagement, and Safety and Respect on the NYCDOE Learning Environment Survey.	NYCDOE Learning Environment Survey	Satisfaction: 93%  Academic Expectations: 9.1  Communication: 9.5  Engagement: 9.3  Safety & Respect: 9.3	N/A
12. Each year, teachers will express satisfaction with school leadership and professional development opportunities as determined by the teacher section of the NYCDOE Learning Environment Survey or on the CRCS Teacher Satisfaction Survey. CRCS will also score 7.5 or higher on each of the four survey domains on the NYCDOE Learning Environment Survey.	NYCDOE Learning Environment Survey	Academic Expectations: 9.0  Communication: 8.9  Engagement: 8.8  Safety & Respect: 9.0	N/A
13. Responsive School Leadership, Governance and Management goals will include evidence via the Board meeting minutes that School Leadership informs the Board of appropriate academic, demographic, assessment and financial data and Board member's	Board Meeting minutes and Co-Director Evaluation	School leadership reports at every board meeting. Co-Directors are evaluated annually based on goals co-created with the Education Committee. The Co-Directors met their annual goals. The Finance	N/A

participation in Board subcommittees.		Committee has been instrumental in the school's budgeting process and the Development Committee has led the Board to exceed private fundraising targets for the year. The Board continues to work with High Bar to continue to improve the functionality and communication of the Board and all committees of the Board.	
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<b>2012-2013 Progress Toward Attainment of Financial Charter Goals</b>			
Financial Goal or Objective	Measure used to evaluate progress toward attainment of goal	2012-2013 progress toward attainment of goal	If not met, describe efforts to be undertaken to meet goal
14. Each year, CRCS will operate on a balanced budget and maintain a stable cash flow.	Board approved budget coupled with quarterly financial planning and analysis to ensure our operation activities were in line with expectations.	As of June 30, 2013 the school ended the fiscal year with a small deficit of \$25,000 despite the expansion and introduction of our middle school.	We budgeted for a significant deficit due to the expansion due to the expansion of the middle school, which was to be funded by our reserves. However, we did close the year with a smaller deficit than anticipated.
15. Each year CRCS will undergo an independent financial audit that will result in an unqualified opinion and no major findings.	CRCS submits to an annual financial audit administered by Fruchter, Rosen & Co. Additionally we have quarterly reviews with outside consultants from CSBM (Charter School Business Management Inc.) to ensure added levels of transparency and oversight.	Final results of the 2012-2013 audit are pending and should be available by November 1 <sup>st</sup> , 2013 but preliminary field work and reviews conducted by CSBM show no material weaknesses within the schools financial and operation activities.	N/A