

School Information and Cover Page

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: 371

2010-11 Grades Served: K - 7

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

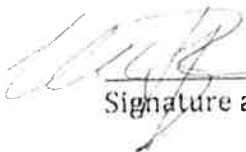
 - 8/1/12
Signature and Date

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NYS Report Card

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

<https://reportcards.nysed.gov/schools.php?year=2011&instid=800000045417>

Charter Revisions

CPCS requested a modification to its Accountability Plan for 2011-12 school year. The requested modification would adjust the growth measures under sections 5B in ELA and Math in regards to the TerraNova exams. It stipulates that only students in grade K-3 will use this accountability measure and grades 4-8 will utilize the New York State exams to measure growth.

Progress Toward Charter Goals

The 2011-12 New York State Assessment Data has only recently been released. CPCS will submit its Progress Toward Charter Goals Report pursuant to the directions it received from its authorizer, the Charter Schools Institute of SUNY.

Appendix B: Instructional Timetable

This Table is required only of Board of Regents-authorized charter schools.

2011-2012 Instructional Time	
Total number of instructional days for the 2011-2012 school year	180
First and last day of the 2011-2012 school year	August 31, 2011 - June 22, 2012 & September 7 - June 22
Length of school day (please note if schedule varies throughout the week or the year)	8:00 am - 4 pm (MS) & 8:20 am - 4 pm (LS)

Appendix C: Total Expenditures and Administrative Expenditures per Child

Total Expenditures $\$4,611,093/331.96=\$15,272$

Total Admin Expenditures $\$548,706/331.96=\$1,917$

To reach the above calculations, the full time equivalent (fte) calculated on August 1, 2012 is 371.050. The expenses may change subject to the final audit.

Appendix D: Unaudited Financial Statements

Please see attached Unaudited Financial Statements for the 2011-12 year.

**Community Partnership Charter School
Projected Statement of Financial Position
July 1, 2011-June 30, 2012**

	ASSETS
CURRENT ASSETS	
CASH	
CASH & CASH EQUIVALENTS	901,389
PETTY CASH	200
TOTAL CASH & CASH EQUIVALENTS	<u>901,589</u>
ACCOUNTS & OTHER RECEIVABLE	
PUBLIC GRANTS RECEIVABLE	122,963
OTHER RECEIVABLES	6,425
TOTAL CURRENT ASSETS	<u>1,030,977</u>
INVESTMENTS	
CERTIFICATES OF DEPOSIT	<u>2,700,000</u>
FIXED ASSETS	
SCHOOL EQUIPMENT	67,731
FURN & FIXT	73,343
HARDWARE & SOFTWARE	264,928
LEASEHOLD IMPROVEMENTS	19,193
ACCUM DEPR-EQUIP	(66,291)
ACCUM DEPR-FURN & FIXT	(42,937)
ACCUM DEPR-HDWR & SFTWR	(173,061)
ACCUM AMORT-LEASEHOLD OLD	(1,919)
TOTAL FIXED ASSETS	<u>140,987</u>
TOTAL ASSETS	<u><u>3,871,964</u></u>
LIABILITIES AND NET ASSETS	
LIABILITIES	
CURRENT LIABILITIES	
ACCOUNTS PAYABLE & ACCRUED EXPENSES	184,316
PAYROLL LIABILITIES	484,632
TOTAL CURRENT LIABILITIES	<u>668,948</u>
TOTAL LIABILITIES	<u>668,948</u>
NET ASSETS	<u>3,203,016</u>
TOTAL LIABILITIES AND NET ASSETS	<u><u>3,871,964</u></u>

**Community Partenership Charter School
Projected Statement of Activities
July 1, 2011-June 30, 2012**

	Total Projected at 6/30/12
<hr/> <hr/>	
Revenues - Private:	
Funds to be Raised	-
Hayden	68,275
Other Private	20,605
Student Meal Reimbursement	3,839
Total Private Revenues	<hr/> 92,719
Revenues - Public:	
NYS Per Student Allocation	5,019,193
Federal IASA (e.g. Title 1) & ERATE funding	117,042
Special Ed Funding	598,594
Federal Title II-VI Funding	23,898
Total Public Revenues	<hr/> 5,758,727
Revenues - Other:	
Interest Income	22,039
Total Other Revenues	<hr/> 22,039
Grand Total Revenue & Other Income	<hr/> <hr/> 5,873,485

**Community Partnership Charter School
 Projected Statement of Activities
 July 1, 2011-June 30, 2012**

	Total Projected at 6/30/12
Total Salaries & Wages	3,630,209
Total Personnel Related	858,901
Grand Total Personnel	<u>4,489,110</u>
Occupancy	
Building Permits	652
Insurance - Prop & Liab	37,592
Moving Expense	600
Cleaning Supplies	667
Utilities	-
Maintenance & Repairs	2,229
Equipment & Furniture Rental	<u>16,366</u>
Total Occupancy	<u>58,106</u>
Educational Programs	
Classroom Instructional Materials & Supplies	72,252
Art Supplies	9,537
Music Supplies	10,370
Math Supplies	15,166
ELA Supplies	20,812
Physical Education Supplies	5,252
Science Supplies	9,131
Social Studies Supplies	4,602
Foreign Language Supplies	-
After School Program	21,000
Summer School Program	-
Library Books	13,679
Curriculum Development	59,400
Community Academic Enrichment	33,840
Staff Development	56,065
Technology Supplies Education	76,151
Research & Testing Supplies	18,884
Family Outreach	3,612
Trips & Admissions	<u>61,955</u>
Total Educational Programs	<u>491,708</u>
Special Needs Program	
Speech and Language Consultants	7,050
Special Needs Supplies	<u>3,458</u>
Total Special Needs Programs	<u>10,508</u>

Community Partenership Charter School
Projected Statement of Activities
July 1, 2011-June 30, 2012

**Total Projected
at 6/30/12**

Other G&A Costs

BwCF Service Fee	473,688
Audit & Accounting	19,750
Organizational Legal	641
ERATE Consultant	-
Health & Safety	758
Employment Search & Advertising	3,579
Telephone /Communications	5,346
Printing & Publications	607
Office Supplies	16,707
Technology Support - Supplies	2,753
Postage & Shipping	5,375
Payroll Service Fees	7,900
Travel	103
Dues & Subscriptions	9,340
Miscellaneous & Bank Fees	133
Student Meals	14,040
Graduation Supplies	-
Conferences & Meetings	2,872
Total Other G&A Costs	563,592

Contingency -

Total Operating Expenditures 5,613,024

Net Operating Income (Deficit) Prior to Depreciation 260,461

Depreciation and Amortization

Depreciation Expense	51,676
Amortization Expense	1,919
	-

Total Capital Expenditures 53,595

Total Operating & Capital Expenditures 5,666,619

Net Operating Income (Deficit) after Capital Expenditures 206,866

Appendix E: FY 2013 Budget

Please see attached FY 2013 budget for the 2011-12 year.

**Community Partnership Charter School School
 Projected Operating & Capital Budget
 Academic Year 2012-2013**

	Approved Budget 2012-2013
Enrollment	<u>427</u>
<hr/>	
Revenues - Private:	
Funds to be raised	98,930
Other Private	
Total Private Revenues	<u>98,930</u>
Revenues - Public:	
NYS Per Student Alloc (@FTE 94% full capacity)	5,776,029
Erate	
Federal IASA (e.g. Title 1) funding	130,000
Special Education Funding	590,519
Federal Title II-VI Funding	<u>10,000</u>
Total Public Revenues	<u>6,506,548</u>
Revenues - Other:	
Interest Income	<u>15,000</u>
Total Other Revenues	<u>15,000</u>
Grand Total Revenue & Other Income	<u><u>6,820,478</u></u>

**Community Partnership Charter School School
 Projected Operating & Capital Budget
 Academic Year 2012-2013**

	Approved Budget 2012-2013
Enrollment	427
<hr/>	
Operating Expenses:	
Total Salaries & Wages	4,058,665
Total Personnel Related	<u>1,055,254</u>
Grand Total Personnel	5,113,919
Occupancy	
Building Permits	12,000
Insurance - Prop & Liab	42,000
Cleaning Supplies	3,000
Utilities	5,000
Maintenance & Repairs	22,501
Equipment Rental	<u>20,000</u>
Total Occupancy	104,501

**Community Partnership Charter School School
 Projected Operating & Capital Budget
 Academic Year 2012-2013**

	Approved Budget 2012-2013
Enrollment	<u>427</u>
<hr/>	
Educational Programs	
Classroom Instructional Materials & Supplies	45,000
Art Supplies	7,501
Music Supplies	10,000
Math Supplies	10,000
ELA Supplies	20,000
Physical Education Supplies	5,000
Social Studies Supplies	7,501
Science Supplies	8,000
Foreign Language Supplies	7,000
After School Program	80,000
Summer School Program	21,000
Library Books	20,000
Curriculum Development	95,000
Staff Development	85,000
Community Academic Enrichment	40,000
Technology Supplies Education	80,000
Testing Materials	20,000
Family Outreach	5,000
Trips & Admissions	<u>55,000</u>
Total Educational Programs	601,002
Special Needs Program	
Social Development	
Speech & Language Consultant	7,501
Special Needs Supplies	<u>4,000</u>
Total Special Needs Programs	11,501

**Community Partnership Charter School School
Projected Operating & Capital Budget
Academic Year 2012-2013**

	Approved Budget 2012-2013
Enrollment	<u>427</u>
<hr/>	
Other G&A Costs	
BwCF Service Fee (10% of ppf & title \$)	591,603
Audit & Accounting	22,000
Legal	5,000
ERATE Consultant	-
Health & Safety	1,000
Employment Search & Advertising	10,000
Telephone/Communications	10,000
Printing & Publications	5,000
Office Supplies	18,000
Technology Support Consultants	50,000
Technology Supplies Admin	8,000
Postage & Shipping	4,500
Payroll Service Fees	7,501
Travel	1,200
Dues & Subscriptions	10,000
Bank Fees	250
Graduation Supplies	1,500
Student Meals	15,000
Conferences and Meetings	2,501
Total Other G&A Costs	<u>763,055</u>
Contingency	-
Total Operating Expenditures	<u>6,593,978</u>
Net Operating Income (Deficit) Prior to Capital Expenditures	<u>(72,430)</u>
Capital Expenditures:	
Classroom Furniture & Equipment	14,000
Computer Technology & Equipment	12,500
Total Capital Expenditures	<u>26,500</u>
Total Operating & Capital Expenditures	<u>6,620,478</u>
Net Income (Deficit) after Capital Expenditures	<u>-</u>

The Community Partnership Charter School's (CPCS) 2012-2013 budget reflects reasonable and appropriate staffing and OTPS costs for our K-8 program for the 2012-2013 academic year. The budget assumes no increase in the per pupil revenue allocation from 2011-2012, which is currently at \$13,527. Per pupil enrollment projections include a 5% attrition rate. Special Education revenue is based on FTE's, which is consistent with our 2011-2012 special education population. All Title grant revenue projections are estimated based on prior year actual amounts. The budget reflects the staffing model and costs necessary to support our growth in adding our 8th grade program this year. Salary increases for existing staff are done conservatively based on a 3% inflation factor.

The funds to be raised during the 2012-2013 year are \$98,930. Historically, CPCS has raised private funds and/or managed expenses successfully to alleviate any shortfall. In the unlikely event and to the extent the 2012-2013 fundraising is not achieved, the Board and the Director will make necessary and appropriate reductions in planned expenditures. At all times a level of educational services consistent with the commitments set forth in the Renewal Application will be maintained.

Appendix F: Disclosure of Financial Interest Form

Please see attached executed forms for school board members during the 2011-12 year.

Annual Report 2011-2012

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

1. Trustee Name (print) Terri L. Cavendish
2. Charter School Name Beginning With Children Charter School
3. Charter Authorizer Entity DOE
4. Home Address* _____
5. Business Address* N/A
6. Daytime Phone* 718-857-4617
7. E-Mail Address* terricav@150yorkoo.com
8. List all positions held on board (e.g., chair, treasurer, parent representative)
Board Member

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.

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
		"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
		"NONE"		

Signature *Shirley C. ...*

Date 7-20-12

**Disclosure of Financial Interest by a New York Charter School Board of Trustees Member
Annual Report 2011-2012**

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

1. Trustee Name (print) **DAVID S. STUTT**
2. Charter School Name **COMMUNITY PARTNERSHIP CHARTER SCHOOL**
3. Charter Authorizer Entity **CSI**
4. Home Address*
5. Business Address* **SAME**
6. Daytime Phone* **718.440.5821**
7. E-Mail Address* **David.stutt@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.

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

Please write "None" if applicable. Do not leave this space blank.			
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
Please write "None" if applicable. Do not leave this space blank.				
NONE				

Signature *[Handwritten Signature]*

Date 7/20/12

**Disclosure of Financial Interest by a New York Charter School Board of Trustees Member
Annual Report 2011-2012**

**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 CPCS _____
3. Charter Authorizer Entity CST _____
4. Home Address* _____
5. Business Address* _____
6. Daytime Phone*917-301-6106 _____
7. E-Mail Address*pw@walkerfirmny.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 X 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 X 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
None	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
None	None			

Signature: *[Handwritten Signature]* Date: 7-20-2012

**Disclosure of Financial Interest by a New York Charter School Board of Trustees Member
Annual Report 2011-2012**

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

- 1. **Trustee Name (print)** Carl Matthews
- 2. **Charter School Name** Community Partnership Charter School
- 3. **Charter Authorizer Entity** CSE - SUNY
- 4. **Home Address*** _____
- 5. **Business Address*** _____  } previous
- 6. **Daytime Phone*** 212-750-7320
- 7. **E-Mail Address*** cmatthews@bact.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 previously was an employee until 11/17/2011 resigned from board Nov 2011

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

COO of Beginning with Children Fdn, hired in ~~Nov~~ Oct 2003
Salary when left \$176,000

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
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
Beginning Children Fed	Management Organization	previously CEO of BnCF which received approx \$473,689 in management fees →		recusal as a trustee related to management of school and due diligence of services

Signature Carl Matthews

Date July 17, 2012

**Disclosure of Financial Interest by a New York Charter School Board of Trustees Member
Annual Report 2011-2012**

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

1. **Trustee Name (print)** Joanna White-Oldham _____
2. **Charter School Name** Community Partnership Charter School _____
3. **Charter Authorizer Entity** CSI _____
4. **Home Address*** _____
5. **Business Address*** _____
6. **Daytime Phone*** 347 489 3237 _____
7. **E-Mail Address*** joannawhiteoldham68@gmail.com _____
8. List all positions held on board (e.g., chair, treasurer, parent representative)
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
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
None				

J. Woldham

7/18/12

Signature

Date

**Disclosure of Financial Interest by a New York Charter School Board of Trustees Member
Annual Report 2011-2012**

**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
- 3. Charter Authorizer Entity CSE
- 4. Home Address* _____
- 5. Business Address* _____
- 6. Daytime Phone* 212 438 8697
- 7. E-Mail Address* jburke@capitaliq.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

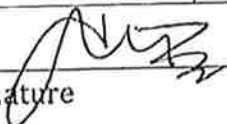
If Yes, please provide a description of the position you hold and your responsibilities, your salary and your start date.

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>Please write "None" if applicable. Do not leave this space blank.</p> <p style="text-align: center;">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>Please write "None" if applicable. Do not leave this space blank.</p> <p style="text-align: center;">NONE</p>				

Signature 

Date 7/15/12

**Disclosure of Financial Interest by a New York Charter School Board of Trustees Member
Annual Report 2011-2012**

**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** SUNY CSI
4. **Home Address*** _____
5. **Business Address*** _____
6. **Daytime Phone*** 646 831 5146
7. **E-Mail Address*** clarecusack2@gmail.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
None	Please write "None" if applicable. Do not leave this space blank		

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
None	Please write "None" if applicable. Do not leave this space blank.			

Signature Clare Casack

Date 7/17/12

**Disclosure of Financial Interest by a New York Charter School Board of Trustees Member
Annual Report 2011-2012**

**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 CSI
4. Home Address* _____
5. Business Address* _____
6. Daytime Phone* 212-526-1567
7. E-Mail Address* mrage@gmail.com
8. List all positions held on board (e.g., chair, treasurer, parent representative)
CHAIR; AUD IT COMM; FIN COMM

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

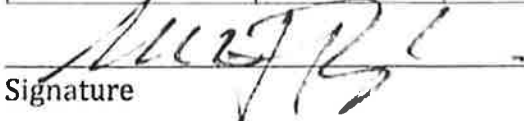
If Yes, please provide a description of the position you hold and your responsibilities, your salary and your start date.

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			

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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 

Date 7/17/12

**Disclosure of Financial Interest by a New York Charter School Board of Trustees Member
Annual Report 2011-2012**

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

1. Trustee Name (print) Bianca Wheeler
2. Charter School Name Community Partnership Charter School
3. Charter Authorizer Entity CSI
4. Home Address* _____
5. Business Address* _____
6. Daytime Phone* 347-216-1346
7. E-Mail Address* Bianca.wheeler@me.com
8. List all positions held on board (e.g., chair, treasurer, parent representative)
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>			

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>				

Birrauduck 7/17/12
 Signature Date

**Disclosure of Financial Interest by a New York Charter School Board of Trustees Member
Annual Report 2011-2012**

**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 CSI
4. Home Address* _____
5. Business Address* _____
6. Daytime Phone* 718.399.3824
7. E-Mail Address* mbryon@cpcsschool.org
8. List all positions held on board (e.g., chair, treasurer, parent representative)
ex-officio

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.

Lower School Director, 135k, August 2000

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

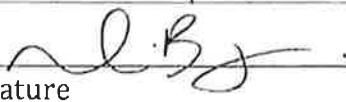
If Yes, please provide a description of the position you hold and your responsibilities, your salary and your start date.

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 

Date 7.12.12

**Disclosure of Financial Interest by a New York Charter School Board of Trustees Member
Annual Report 2011-2012**

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

1. Trustee Name (print) Keisha Rattray
2. Charter School Name Community Partnership Charter School
3. Charter Authorizer Entity SUNY
4. Home Address* _____
5. Business Address* _____
6. Daytime Phone* (718) 636-3904
7. E-Mail Address* Krattray@cps.school.org
8. List all positions held on board (e.g., chair, treasurer, parent representative)
ex officio

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.

Middle School Principal / 128K / July 2010

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

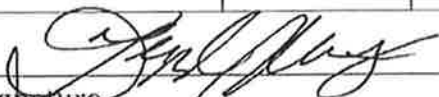
If Yes, please provide a description of the position you hold and your responsibilities, your salary and your start date.

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 style="font-size: 2em; font-family: cursive;">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**.

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<p><i>Please write "None" if applicable. Do not leave this space blank.</i></p> <p style="font-size: 2em; font-family: cursive;">None</p>				

Signature 

Date 7/23/12

Appendix G: Board of Trustees Membership Table

List the board membership and the number of board members joining and leaving the board in the 2011-2012 school year.

Current Board Members					
Trustee Name and Email Address	Position on the Board (e.g., Officers or constituent representative s)	Committee affiliation(s)	Voting Member (Yes/No)	Area of expertise, and/or additional role at school (parent, staff member etc.)	Number of terms served and length of each, including date of election and expiration
Martin J. Ragde, mragde@gmail.com	Board Chair	Audit and Finance, Director/School Review	yes	Finance	
Clare Cusack, clarecusak2@gmail.com	Member	Director and School Review	yes	Law	
David Stutt, david.stut@gmail.com	Treasurer	Audit and Finance, Community Outreach, and Facilities	yes	Finance	
Bianca Wheeler, Bianca.wheeler@me.com	Lower school parent representative		yes	Parent	
Terri Canady, teekee515@yahoo.com	Member		yes	Community member	
Pamela Walker' pw@walkerfirmny.com	Secretary	Nominating	Yes	Law	
John Burke, jburke@capitaliq.com	Vice Chair		Yes	Finance	
Carol Matthews, cmatthews@bwcf.org	Member	Facilities	Yes	Law	
Joanna White-Oldham, joannawhiteoldham68@gmail.com	Middle school parent representative		yes	Parent	
Melanie Bryon, mbryon@cpcsschool.org	Lower School Director		no		

Keisha Rattray, krattray@cpcsschool.org	Middles School Director		no		
Total Members joining the board the 2011-2012 school year					2
Total Members departing the board during the 2011-2012 school year					4

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

2011 - 2012

Charter School Information and Cover Page

Community Partnership Charter School

Address 241 Emerson Place, Brooklyn NY 11205 / 114 Kosciuszko Street, Brooklyn, NY 11216

Telephone 718-399-3824 / 718- 636-3904

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 (LS) / Keisha Rattray (MS)

(print name)

E-mail address of contact person mbryon@cpsschool.org; krattray@cpsschool.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

2011-12 ACCOUNTABILITY PLAN PROGRESS REPORT

Submitted to the SUNY Charter Schools Institute on:

August 15, 2012

Community Partnership Charter School

**241 Emerson Place
Brooklyn, NY 11205
(718) 399-3824**

**114 Kosciuszko Street
Brooklyn, New York 11216
Phone: (718) 636-3904**

The Beginning with Children Foundation and the CPCS Principals prepared this 2011-12 Accountability

Progress Report on behalf of the school's Board of Trustees:

Trustee's Name	Board Position
Martin J. Ragde	Audit and Finance (Chair), Director / School Review Committees (Chair)
Clare Cusack	Audit & Finance Committee, Director / School Review Committee
Bianca Wheeler	Nominating Committee, Community Outreach
Joanna White-Oldham	Director / School Review Committee, Community Outreach
David Stutt	Treasurer, Audit and Finance, Community Outreach (Chair), Nominating Committee (Chair)
Melanie Bryon	Non-voting member <i>ex officio</i> as Director of CPCS LS
Keisha Rattray	Non-voting member <i>ex officio</i> as Director of CPCS MS

Melanie Bryon has served as school leader since January of 2005. In 2010-11 CPCS began adding middle school grades as it transitioned to a K-8 model and Keisha Rattray joined CPCS as the middle school principal.

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 served approximately 385 students in grades K-7 during the 2011-2012 school year. In 2012-13 the school will serve students in grades K-8. Following is enrollment data from the past five years.

School Enrollment* by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	Total
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
2011-12	48	51	48	50	53	49	50	29	378

*Enrollment is as of the BEDS date.

**Community Partnership Charter School Proposed Accountability Plan
2011-2012 through 2015-2016**

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 2011-12 through 2015-16.

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 8 who are enrolled in at least their second year will achieve proficient scores on the NYS ELA exam. Proficiency is defined as obtaining scores at or above Level 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.

Measure 3 (Comparative)

Each year, the proficiency rates of CPCS students in grades 3 through 8 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.

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 5A (Growth)

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

Measure 5B (Growth)

Growth Measure: Each year, on the TerraNova national norm-referenced reading assessment, all grade-level cohorts of students (in grades K-3) will reduce by one half the gap between their average NCE in the previous year and an NCE of 50 in the current year. If a grade-level cohort exceeds an NCE of 50 in the previous year, the cohort is expected to show a positive gain 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 8 who are enrolled in at least their second year will achieve proficient scores on the NYS Math exam.

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.

Measure 3 (Comparative)

Each year, the proficiency rates of CPCS students in grades 3 through 8 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.

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 5A (Growth)

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

Measure 5B (Growth)

Growth Measure: Each year, on the TerraNova national norm-referenced math assessment, all grade-level cohorts of students (in grades K-3) will reduce by one half the gap between their average NCE in the previous year and an NCE of 50 in the current year. If a grade-level cohort exceeds an NCE of 50 in the previous year, the cohort is expected to show a positive gain 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 and 8th grade NYS Science exams.

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 and 8th grade NYS Science exams.

Goal IV: NCLB Accountability System

Measure 1

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

Goal V: CPCS Students will participate in Social Studies, Art, Music, Physical Education and Technology

Measure 1

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

B. ORGANIZATIONAL VIABILITY

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

Measure 1

Each year, responses on the School Climate 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 VII: 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 VIII: 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 2011-12

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.

Community Partnership Charter School (CPCS) served 385 students in grades K-7 in 2011-12 school year. The lower school community worked to refine the adult and student culture as well as the approach to literacy, while the middle school community worked to establish both. CPCS shared expertise and lessons learned across the two campuses but also recognized the different academic and cultural needs that emerge at each level of our students' development. Subsequently, teachers and leaders embarked on several initiatives to improve literacy, to engage students and to create learning environments that embody our mission.

Differentiated instruction continues to be a hallmark of classroom instruction at CPCS. In all classrooms and subject areas, CPCS teachers worked with smaller groups of students who required additional assistance in learning specific skills. Exit slips, aligned with the skills taught during a lesson, were fully implemented school-wide in both math and ELA classes, 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 leaders, with special attention paid to common misconceptions.

The lower school worked to strengthen its social and academic programs. The focus was on enriching student assessment practices in reading in order to better gauge progress and plan for instruction. Throughout the year, K-3 teachers were trained and coached in the implementation of the Strategic Teaching and Evaluation of Progress (STEP) Assessment tool developed by the University of Chicago Urban Education Institute. This process helped the lower school teachers and leaders focus on individual student needs and standardize the approach to guided reading instruction. The STEP assessment data was carefully analyzed in grade level teams for teachers to refine their instruction and group students. The program allowed for more frequent student testing and provided a more systemic approach to tracking student progress. STEP assessments were conducted every six weeks, providing more frequent and updated data than the previous Running Record system. The program helped generate a common language with shared definitions of comprehension terms and trajectories. STEP also allowed the school to begin to track students' writing skills at an earlier age by providing a framework for teachers to assess reading and writing skills starting in grade 3.

With our increased efforts to support the individual needs of students, we have been able to closely observe the impact of the nation's failed economy on our student and families. Subsequently, we had to increase efforts to support children with emotional needs stemming from family trauma. CPCS instituted two social skills groups using the Skills Streaming curriculum for students in grades K-2 to build self-regulation competencies. We also piloted a program aimed at identifying and assisting families in need of support by designating a school-based Family Point Person. This staff member was trained in finding external resources for families and in guiding them through the process of accessing those resources.

While the middle school had to similarly expand its resourcefulness to families in need, its staff spent the second year of the school's life carefully crafting an identity. This community of staff and teachers strived to distinguish itself as a middle school that is nurturing, child centered, and committed to teaching students the academic and character skills they will need to succeed in high school and beyond. Serving middle school aged children always presents challenges because students are at the age in which they are maturing, learning more about themselves and the ways in which the world works, experiencing hormonal changes, navigating the ever important peer dynamic while gaining an understanding of what it means to be a responsible person. Community Partnership Middle School is making every attempt to ensure that our scholars are adequately prepared to deal with those changes by providing support through our advisory program. This year we incorporated a program blending the theories of *Developmental Design* with lessons that addressed social issues affecting our school community. Teachers were encouraged to hold steadfast to Developmental Designs research-based belief that healthy and sustainable relationships are the foundation for success in school. Teachers were also asked to employ lesson plans provided by our dean of students and social worker that actively addressed issues such as respect, bullying, time management and high school preparation.

To meet adolescents' need to feel a sense of belonging and acceptance amongst their peers, CPCS opened our weekly community circle meetings to include student voices. This year, community circle highlighted students who exhibited CPCS core values (REACH: Respect, Excellence, Attentiveness, Critical Thinking and Heart) and included recognition by not only teachers but peers. We also dedicated time to students showcasing talent or work; this provided yet another opportunity to affirm each other. As a school, we continued to host monthly REACH events which provided incentives for students who consistently demonstrate our core values.

With the addition of the seventh grade this past year, the school moved from the self-contained model to classes with content specialists charged with the task of preparing scholars for the demands of rigorous high school instruction. Scholars were introduced and quickly acclimated to the time management skills they will need in high school. We strive to meet the academic needs of all our scholars using small group instruction at various times throughout the day with classroom teachers to ensure that each child is demonstrating progress. In addition to in-class small group instruction, at the mid-year point, students were pulled into groups four times per week in place of advisory. The groups were formed based on information gathered by teachers from internal longitudinal assessments (i.e. running records, mock assessments) as well as classroom teachers' anecdotal records, in-class tests and quizzes, and end-of-unit assessments in math and reading. Small groups consisted of 10-12 students. Every staff member served as a facilitator of small groups, providing remediation and enrichment to scholars.

In the upcoming 2012-13 year, we welcome our final year of expansion with our first graduating class. In the past two years we have learned a great deal about our scholars and have become more adept at using data to inform our curricular decisions. As a result, we have renewed and revised our middle school ELA curricular maps and revamped our math curriculum to reflect New York State's adoption of the Common Core State Standards (CCSS). Ensuring alignment to the CCSS has included outlined instructional shifts in lesson planning. Content area teachers outside of ELA and math will align their curricula to place special emphasis on literacy skills in their planning and instruction. Students will be expected to learn from what they read and to engage in rich conversations about their learning experiences.

The CPCS community remains as invested in enrichment activities as in academic and social supports. We proudly expanded our menu of enrichment programs school wide. Thirty students participated in a drama course four nights each week, led by a teaching artist who lives in our community. The students mastered improvisation, public speaking and acting skills. Middle school participants performed at a PTCC meeting in the spring to showcase their talents. CPCS students built, and created robots in a Robotics class. Students are

looking forward to participating in the Lego League Competition next year. A weekly art club was offered at both the lower and middle school, introducing lower school students to sculpture while the middle school, students developed and illustrated novels. The basketball club attracted 22 students in the fifth and sixth grades. The school team competed against other charter schools. Additionally, CPCS partnered with Fit4Life to provide an opportunity for students to learn modern, jazz, step dance and choreography. 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 weekly and also runs an after-school chess club. The chess team competed in 13 citywide and online tournaments and placed third in the city in their category. Fifteen members of the team earned a spot to compete in the National Elementary Chess Tournament in Nashville, Tennessee. The team qualified to play at this level for the second year in a row.

CPCS students gained knowledge and skills through expanded experiential learning opportunities, including weekly Senior Academies devoted to the study of careers, utilizing field trips and project learning opportunities. Every class at the lower school incorporated a service-learning project into their social studies curriculum. These projects were designed for use of academic skills to solve real world problems. For example, the kindergarten classes collected and counted all of the uneaten pieces of fruit from the cafeteria daily. They then distributed this fruit (apples, oranges, bananas) to families for their use at home. In first grade, the students spent the year witnessing their own classmate battle brain cancer. They decided that in addition to helping their classmate as he battled this tragic and devastating disease, they would like to help other children struggling with cancer. They communicated via Skype with a pediatric oncologist at Memorial Sloan-Kettering and learned a great deal about the program and the patients' interests. They then wrote and illustrated books to be delivered to the pediatric ward at Sloan-Kettering.

As we look ahead, we are excited about increasing the rigor of our current academic program by helping all teachers use their large toolbox of teaching methodologies in meaningful and strategic ways. Through continued refinement of the STEP implementation in grades K-3, we aim to track our young students' literacy achievement more closely and implement a Response to Intervention (RTI) model throughout the grades to facilitate close attention to individual students' needs. We will continue to build on our successful and exciting service learning component and aim to include more rigorous research-based service-learning projects and more project-based learning across our curriculum.

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 literature and factual material 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 are 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 a wide range of books for students, through extensive classroom libraries, which include 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 his or her independent reading.

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 respond in authentic ways. 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 including Read Aloud, Word Work, and Shared Inquiry happen outside of the Reading Workshop. Teachers also supplement instruction with programs such as *Text Talk* from Scholastic to support shared reading, *Junior Great Books* to promote inquiry, and *Wordly Wise* to enhance vocabulary knowledge during the literacy block. This year we are working on adding literacy throughout the day, during morning meeting as well as during the new intervention block, 4-5 times a week.

In grades 3-5, classes are partially 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 focused 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 parallels the Reading Workshop and 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 skills 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 thinking 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.

In 2011-12 school year CPCS implemented the STEP assessment program to monitor students' progress in reading. The STEP assessment is similar to a running record in that students read leveled passages to the tester/ instructor while s/he tracks errors. However, the post-read-aloud comprehension questions in STEP are highly calibrated to students' use of specific reading strategies and have helped teachers to modify instruction in ways that running record data was not able to. STEP assessment data is collected quarterly at CPCS in the school assessment database to monitor student progress. Staff continued to focus their expertise in analyzing the reasoning behind students' wrong answers, or the miscue analysis, and the comprehension analysis, with support in workshops from the STEP staff developers.

This year, the school administered two ELA mock state exams created by Rally and continued to administer 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 PowerSchool Studio program to score assessments and generate reports that allowed teachers to view and analyze student mastery by standard and item and identify skill areas where greater focus was needed on the individual, class or school level.

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 STEP, interim assessments and unit tests and quizzes, as well as anecdotal records. The small groups, consisting of five to ten students across grades, were led by a teacher and focused on specific skill building goals.

Measure 1 (Absolute) Each year, 75% of CPCS students in grades 3 through 8 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 in 2008-09 and performing at or above the state's Time Adjusted Level 3 cut scores in 2009-10, 2010-11, and 2011-12. The school will expand to include eighth grade in 2012-13.

Method

The New York State English Language Arts (ELA) examination is administered to all students in grades 3-7 to meet requirements under No Child Left Behind and as part of the CPCS Accountability Plan. The CPCS assessment coordinator schedules, coordinates, and oversees the administration of these tests and ensures school-wide participation, accommodations and compliance practices. For 2009-10, 2010-11, and 2011-12, the criterion for success on this measure requires students to have a Scale Score at or above the state's Time Adjusted Level 3 cut scores, presented in the table below.

Grade	Time Adjusted Cut Scores
	Level 3
3	657
4	654
5	654
6	654

7	652
8	652

2011-12 Number Tested

Grade	Total Tested	Not Tested			Total Enrolled
		IEP	ELL	Absent	
3	48	0	0	0	48
4	53	0	0	0	53
5	47	0	0	0	47
6	49	0	0	0*	49
7	29	0	0	0	29
All	226	0	0	0*	226

*One student took make-up tests but processing of her test was delayed. The score (performance level 3, scale score 669) became available in the LRPT2 system just prior to submission of this report. Our report will be revised after one outstanding math score processing issue is resolved.

Results

**Charter School Performance on 2011-12 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	75.0%	48
	Students in At Least 2 nd Year	74.4%	43
4	All Students	81.1%	53
	Students in At Least 2 nd Year	82.4%	51
5	All Students	89.4%	47
	Students in At Least 2 nd Year	88.9%	45
6	All Students	79.2%	48
	Students in At Least 2 nd Year	83.3%	42
7	All Students	93.1%	29
	Students in At Least 2 nd Year	92.9%	28
All	All Students	82.7%	225
	Students in At Least 2 nd Year	83.7%	209

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.

English Language Arts Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year at Levels 3 and 4 in 2008-09 and a Scale Score at or above Time Adjusted Level 3 in 2009-10, 2010-11, 1nd 2011-12							
	2008-09		2009-10		2010-11		2011-12	
	Percent	Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	84.4%	45	77.6%	49	72.9%	48	74.4%	43
4	73.7%	38	70.8%	48	80.0%	50	82.4%	51
5	81.8%	33	89.2%	37	83.3%	36	88.9%	45
6	-	-	-	-	82.6%	23	83.3%	42
7	-	-	-	-	-	-	92.9%	28
All*	80.2%	83	78.4%	134	79.0%	157	83.7%	209

*All grades includes grades 3-5 for 2008-09 and 2009-10, grades 3-6 for 2010-11, and grade 3-7 for 2011-12.

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

Calculation of 2011-12 English Language Arts Performance Index (PI)

Grades	Percent of Students at Each Performance Level				Number Tested
	Level 1	Level 2	Level 3	Level 4	
3-7	3.56	40.00	53.78	2.67	153

Evaluation

CPCS met this measure.

Additional Evidence

The following chart compares this year’s PI and AMO to those of previous years. CPCS exceeded this measure in all years except 2009-10.

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

Year	Grades	Number Tested	Percent of Students at Each Performance Level				PI	AMO
			Level 1	Level 2	Level 3	Level 4		
2008-09	3-5	134	0.00	22.39	70.90	6.71	178	144
2009-10	3-5	141	7.09	39.01	45.39	8.51	147	155
2010-11	3-6	185	6.49	43.24	49.19	1.08	144	122
2011-12	3-7	225	3.56	40.00	53.78	2.67	153	148

Measure 3 (Comparative)

Each year, the proficiency rates of CPCS students in grades 3 through 8 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.

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 57.9%, exceeding its home district collapsed proficiency rate for the same grades by 13.4 percentage points. Proficiency rates for grades 3, 4, and 5 at CPCS exceeded the home district proficiency rates by 10.6, 2.6, and 5.8 percentage points respectively. In grades 6 and 7, CPCS exceeded the home district proficiency rates by 24.2 and 25 percentage points respectively.

**2011-12 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	58.1%	43	47.5%	1089
4	52.9%	51	50.3%	1052
5	57.8%	45	52.0%	955
6	61.9%	42	37.7%	1048
7	60.7%	28	35.7%	1093
All	57.9%	209	44.5%	5237

Evaluation

This measure was met for grades 3-7 collapsed and also for each grade individually.

Additional Evidence

The chart below contains a comparison of CPCS and District 13 proficiency rates on the NYS ELA tests for the past four years.

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							
	2008-09		2009-10		2010-11		2011-12	
	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District
3	84.4%	66.4%	65.3%	44.8%	54.2%	45.3%	58.1%	47.5%
4	73.7%	68.4%	35.4%	42.3%	46.0%	50.9%	52.9%	50.3%
5	81.8%	72.0%	62.2%	42.1%	52.8%	45.9%	57.8%	52.0%
6	-	-	-	-	56.5%	36.6%	61.9%	37.7%
7	-	-	-	-	-	-	60.7%	35.7%
All	80.2%	68.9%	53.7%	43.1%	51.6%	44.5%	57.9%	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 *Slightly higher than expected* rating for its overall comparative performance on the 2010-11 ELA exam as a result of the regression analysis.

2010-11 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	51	49.9	1.1	0.07	
4		52	44.2	50.3	-6.1	-0.41	
5		49	51	47.4	3.6	0.23	
6		33	57.6	47	10.6	0.69	
7							
8							
All		57	185	50.3	48.8	1.4	0.09

School's Overall Comparative Performance:
Slightly higher than expected

Evaluation

Although the effect size was positive, this measure was not met. The measure was exceeded in the sixth grade, but not in the other grades or for the school as a whole.

Additional Evidence

Below is a chart showing the school's performance on this measure for the past three years. In 2009-10, the school exceeded the 0.3 effect size threshold. This year's results indicate a positive effect size of 0.09.

English Language Arts Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch	Number Tested	Actual	Predicted	Effect Size
2008-09	3-5	48.8	135	77.8	75.5	0.21
2009-10	3-5	55	141	53.9	48.9	0.38
2010-11	3-6	57	185	50.3	48.8	0.09

Measure 5A (Growth)

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 75 percent of students performing at or above proficient. Each grade level cohort consists of those students who took the state exam in 2011-12 and also have a state exam score in 2010-11. It includes students who repeated the grade. Students who repeated the grade are included in their current grade level cohort, not the cohort to which they previously belonged. In addition, the school examines the aggregate of all cohorts to determine the growth of all students taking a state exam in both years. CPCS used 2010-11 and 2011-12 scale scores to conduct this analysis.

Results

CPCS Cohort Growth on State English Language Arts Exam from 2010-11 to 2011-12

2011-12 Grade	Cohort Size	Percent Performing At or Above Level 3			Target Achieved?
		2010-11	Target	2011-12	
4	51	51.0	63.0	52.9	NO
5	44	50.0	62.5	59.1	NO
6	42	52.4	63.7	61.9	NO
7	27	63.0	69.0	59.3	NO
All	165	52.7	63.9	57.6	NO

Evaluation

CPCS did not meet this goal. However, all grade groups except for grade seven showed positive growth, with an increase of 9.5 percentage points, from 52.4 percent to 61.9 percent proficient, for students taking the sixth grade test in 2012. The Action Plan below describes efforts to be undertaken to meet this goal.

Additional Evidence

As set forth below, none of the four CPCS cohorts met the measure this year. Last year, two out of the three cohorts met the measure.

CPCS Cohort Performance on State ELA Exam Since 2008-09

School Year	Cohort Grades	Number of Cohorts Meeting Target	Number of Cohorts
2011-12	4,5,6 and 7	0	4
2010-11	4, 5, and 6	2	3
2009-10	4 and 5	2	2
2008-09	4 and 5	2	2

Measure 5B (Growth)

Each year, on the TerraNova national norm-referenced math assessment, all grade-level cohorts of students (in grades K-3) will reduce by one half the gap between their average NCE in the previous year and an NCE of 50 in the current year. If a grade-level cohort exceeds an NCE of 50 in the previous year, the cohort is expected to show a positive gain in the current year.

Method

This measure examines the change in performance of the same cohort of students from one year to the next on the TerraNova norm-referenced reading test. Each cohort consists of those students who have norm-referenced reading test results for two consecutive years the school. It includes students who repeated the grade. The criterion for achieving this measure is for the cohort to reduce by half the difference between average NCE in the first year and the 50th NCE in the second. If a cohort has already achieved an average NCE of 50, it is expected to show some positive growth in the subsequent year. For the 2011-12 school year CPCS administered the TerraNova reading exam to students in grades K-3 in May 2012.

Results**Cohort Growth on TerraNova Reading Test from Spring 2011 to Spring 2012**

Grade	Class Size	Average NCE			Goal Achieved?
		2010-11 Avg NCE	Target	2011-12 Avg NCE	
1	41	50.88	50.89	50.66	NO
2	39	45.97	47.99	40.74	NO
3	44	50.41	50.42	54.48	YES
All	124	49.17	49.58	48.90	NO

Evaluation

The third grade met the goal but the first and second grades did not. Third grade students performed above the national average with an average NCE of 54.48, up from 50.41 for the same group of students last year. The first grade group performed slightly above the national average and in line with their performance the previous year; this group barely fell short of meeting the goal. Second grade did not meet the targeted goals.

Additional Evidence

This is the first year that the TerraNova reading growth measure has been part of CPCS's accountability plan. The school met the goal for one of three cohorts.

Cohort Performance on the TerraNova Reading Test by School Year

School Year	Cohort Grades	Number of Cohorts Meeting Target	Number of Cohorts
2011-12	1-3	1	3

Summary of English Language Arts Goals

Goal I Measure	Type	Description	Outcome
1	Absolute	Seventy-five percent of all tested students who are enrolled in at least their second year will perform at or above at or above the Time Adjusted Level 3 cut score on the New York State examination.	Achieved
2	Absolute	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.	Achieved
3	Comparative	The proficiency rates of CPCS students in grades 3 through 8 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.	Achieved
4	Comparative	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.	Did Not Achieve
5A	Growth	Each grade-level cohort of students will reduce by one-half the gap between the percent at or above Level 3 on the previous year's state ELA exam and 75 percent at or above Level 3 on the current year's state exam. If a grade-level cohort exceeds 75 percent at or above Level 3 in the previous year, the cohort is expected to show a positive gain in the current year.	Did Not Achieve
5B	Growth	Each year, on the TerraNova national norm-referenced reading assessment, all grade-level cohorts of students (in grades K-3) will reduce by one half the gap between their average NCE in the previous year and an NCE of 50 in the current year. If a grade-level cohort exceeds an NCE of 50 in the previous year, the cohort is expected to show a positive gain in the current year.	Did Not Achieve

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 is working on a Response to Intervention (RTI) plan aimed at a more consistent and timely approach to addressing individual student needs in literacy. This three-tiered plan will ensure that all students receive the level of support that they need based on their ongoing assessments. We currently are reviewing results of the 2012 NYS ELA assessment to identify weaknesses in individual student mastery of specific strands and

performance indicators and areas for curricular and instructional enhancement. Additionally, we are currently analyzing the results of the 2012 nationally-normed TerraNova assessment to inform planning for the 2012-13 school year.

As discussed above, CPCS's record in the lower testing grades has been mixed. For the past two years, students in grade four have not performed as well as their counterparts in the district or the city. In addition, this year's fourth grade did not reach proficiency target. Our school leadership attributes this lower performance to the early stages of the changes we have made in the school's early literacy program. We have examined the curriculum and scope and sequence and made adjustments for the 2012-2013 school year. We will be incorporating Wilson, Foundations as a supplemental program. We will also be extending STEP to 3rd grade for this coming school year to address the deficiencies of the 2nd graders moving into 3rd grade. We will also be instituting a one hour enrichment / remediation block for all students K-4 in order to tailor instruction to ensure their needs are being addressed. As we continue to refine our skills in using the STEP program our teachers will become more skilled at monitoring 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 supports 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. While this program has been very useful, the learning curve for the staff has been steep. As we embark on our second year of STEP as more knowledgeable and seasoned "STEPpers," we are confident that we will be able to fully implement the system we will see the results that we are aiming for.

In addition to continuing to develop more sophisticated and complex ways to use our STEP data, we are investing in the Wilson phonics program, *Foundations*, for students in grades K-2. This program is a phonemic awareness, phonics and spelling program for the general education classroom. Foundations is based upon the Wilson Reading System® principles and serves as a prevention program to help reduce reading and spelling failure. Rather than completely replacing the core curriculum, Foundations provides the research-validated strategies that complement installed programs to meet federal standards and serve the needs of all children. Teachers will incorporate a 20 - 30-minute daily Foundations lesson into their ELA instruction and the rest of the block will remain the same.

English Language Learner (ELL) and special education students are often overlooked in literacy assessment processes. STEP makes highly individualized assessment possible for all members of student subgroups. CPCS, by combining the STEP results with the new RTI model developed this summer, will tailor instructional strategies for ELL and special education students. These strategies will allow teachers in CTT classrooms to work together to better address these students' unique learning needs.

Due to the challenge of meeting the individual needs of all students, the RTI model is aimed at standardizing a process for using assessment and intervention in more rigorous ways. During the summer, the school leadership is creating a **quarterly progress reporting** system that uses measurable objectives to assess proficiency that is aligned to the CPCS testing calendar to ensure the inclusion of the most up to date assessment results (inc. STEP & Interims). They are also developing a tiered system of **targeted intervention** to support all learners using classroom and assessment data, which will allow all students needs to be met by selecting an appropriate intervention from a menu of scientifically-based interventions. The

interventions will be administered in eight week windows with a targeted focus and ongoing assessment of student growth. The intervention cycles will coincide with whole-school assessment windows to continually check student growth. Finally, we are planning **professional development** opportunities to support teachers in the administration of assessments, analyzing data and grouping and assigning students to intervention supports based on the data and using the intervention tools at CPCS.

CPCS is keenly focused on providing targeted support and professional development for its teachers. A literacy specialist will continue to work with targeted staff in grades 3-7 to ensure alignment and rigor in the classroom. Instructional coaches will meet regularly with every grade team to review classroom-based work as well as formal assessment data. We will be adopting six- week coaching cycles this year to ensure a common focus on particular best practices. For example, one of our early cycles will focus on reading response journals. Through this work, we will work as a school to use best practices in teaching our students how to write a reading response, and also how to analyze student responses for writing clarity, analytical quality, complexity of response, and type of response. Through this careful analysis we will be able to refine our practices and understand how our students are using the skills and strategies that are being taught.

We have also restructured our coaching support teams for next year. In addition to instructional coaching from the leadership team, we have created two model ELA classrooms, one in grade three and one in grade seven. These classrooms will be staffed by experienced teachers who have been regarded as highly effective based on observations as well as by student data. We plan to use these classrooms as laboratories for best practices in literacy instruction in which other teachers can visit and observe, ask questions, and learn new techniques. This plan is part of our ongoing plan to insure that our best teaching talent remains in instructional roles.

We will continue to administer Running Records three times a year for grades 4-7 and interim assessments three times a year in literacy for grades 4-7. STEP assessments will be implemented four times a year for grades K-3. The Leadership Teams based at each site will facilitate data summits three times a year to “audit” the classroom work as well as the assessment data being produced in each classroom to ensure that students are on track for meeting the goals set forth in the Accountability Plan.

As we look ahead, we are excited about providing all teachers with a more sophisticated capacity to select from their large toolbox of teaching methodology using primarily higher level texts for instruction. We have found that the more teachers use high level texts for instruction, the more quickly students rise to the comprehension challenge. We aim for our teachers to teach with precision, rigor, high expectations, and each individual student in mind.

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

CPCS continued to supplement 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 Mathematics Learning Standards were fully addressed. CPCS continued its implementation of *Investigations in Number, Data, and Space* in grades K-5, and *Connected Mathematics Project 2 (CMP2)* for grades 6 and 7, as its core mathematics programs. These curricula are delivered through a workshop model similar to the language arts delivery system which includes mini lessons, independent practice and

summary work. The core programs are supported by a variety of supplementary materials selected to meet the needs of individual students.

CPCS established a systematic approach to Response to Intervention (RTI) where students were identified as needing intervention and were given small group instruction (SGI) for 45 minutes four days a week (two of the sessions were devoted to ELA instruction and two were devoted to math.) By carefully analyzing interim assessment and mock assessment data, CPCS identified the content that most students struggled with, grouped students by similar strengths and struggles, and developed problems based on state exam items. Students' progress during SGI sessions were tracked throughout the year and work was adjusted to meet each student's needs. Concurrently, CPCS used America's Choice *Navigator series* during the math block as well as during small group tutoring after school to help students master basic skills. Screeners were used to identify struggling students and each student was assigned to a module of study based on their individual needs. These modules were co-taught by the math staff developer and the CTT teacher or assistant teacher. Students were given pre- and post-tests and students who did not master the content by the end of the module were given intensive, targeted and often one-on-one support.

An important aspect of CPCS's approach to intervention has been the role of the CTT teachers and the assistant teachers. In grades K-4, every classroom has either a special education teacher or assistant teacher alongside the regular education teacher. In fifth to seventh grades, some classes are designated as CTT classrooms. This staffing structure has allowed CPCS to provide small group instruction and targeted support for all students. All decisions from student grouping to content taught, were based on careful analysis of student assessment data.

Similarly, the middle school decided to incorporate two new math curricula in 2012-13 based on the data collected this year. *Envision Math: Common Core* from Pearson will be used in the fifth grade and *Prentice Hall Mathematics: Courses 1, 2, 3* will be used in sixth through eighth grades. These curricula were chosen to compliment *Investigations in Number, Data, and Space* in fifth grade and *Connected Mathematics Project (CMP2)* in sixth and seventh grades. The goal is to fill in holes in our present curricula in order to prepare students for the demands of the Common Core Math Standards. This year we used the *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 taught units from *Investigating Multiplication and Division* in fifth grade to small groups of students needing remedial support. 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* and *CMP2* instead of in isolation. This allowed students to see the same content in different formats and in different question structures. Moving forward, we will continue to use these supplemental resources to complement our

core mathematics 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 have used this tool in 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 internationally 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 require ongoing practice throughout the year to be most effective.

We have continued to provide departmentalized instruction in third through seventh 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. In the upper grades, CPCS has provided additional targeted opportunities for students to hone their math skills. For example, this year we have piloted small group instruction (SGI) in third through seventh grades. Having piloted SGI last year in fifth and sixth grade, we recognized that targeted, small group instruction was a crucial for both our struggling learners and accelerated students. By implementing SGI in all the testing grades, we were able to meet all students' needs and better prepare them for the state exams. Students were initially grouped according to our assessment data. Careful analysis of this data was used to design predictable tasks and problems to solve and weekly analysis of data collected during daily sessions were used to revise instructional plans.

The math staff developer provided on-going support and feedback to teachers through classroom observations, demonstrations, weekly grade-level meetings and 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. This collaboration has led to new initiatives at CPCS.

Realizing the students struggled to approach and solve word problems, the school leaders and math staff developer implemented the Singapore Math model drawing approach. Singapore has consistently ranked in the top three countries in the Trends in International Mathematics and Science Study (TIMSS), since 1999. This approach, which is a cornerstone of Singapore's curriculum, allows students to graphically represent the relationship between numbers and operations that are needed to solve problems presented in stories. Teachers from first through sixth grade along with specialists and the math staff developer were sent to a full day professional development workshop to learn the method. Workshops were provided to parents learn about the method as well. CPCS plans to continue and extend the work next

year as well. We will continue to monitor data to track the efficacy of this method as it relates to student achievement.

Recognizing algebra is a cornerstone for success in technology, science, and engineering – fields that will account for a significant proportion of future jobs, and acknowledging that many students lack the fundamental knowledge and skills to succeed in algebra, CPCS set out to infuse algebraic thinking and reasoning across grades. To this end CPCS sent three teachers and the math coach to a three day intensive professional development conference, “3-8 Institute on Algebra Readiness” in Baltimore, Maryland. Some foci of the Institute were to have teachers explore tasks and instructional techniques, including questioning strategies that support students’ development of conjectures and generalizations, learn instructional strategies that provide all students with opportunities to develop strong algebraic reasoning skills, and understand how concepts within multiple domains of the Common Core State Standards for Mathematics (CCSSM) support algebraic reasoning. The work our teachers did at the Institute was brought back to their students and shared with colleagues. CPCS will continue to focus on developing students’ algebraic thinking and reasoning.

Data-driven instruction continued to inform all instructional decisions at CPCS. With the continued support of the BwCF Research and Evaluation Team (RET) interim assessment results were processed smoothly and available for teachers within days 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 eight Saturday sessions from January through May. This year CPCS began to administer two Mock Assessments based on the New York State math exam. These mock assessments from Rally Education® mirrored the content and format of the state exams and provided valuable data on gaps in our mathematics instruction as data was compared both within and across grades. Such data informed both instruction at each grade-level and decisions on a school-wide level. For example, it was noted that graphing data was a challenge for students across grades. This information besought that we look more closely at this and other content that had been taught but not mastered, and led to a revision in our scope and sequence to allow for more ongoing practice with such content.

BwCF provided considerable support and guidance this year in the implementation of PowerSchool Studio, a comprehensive student information system. This system allowed teachers to access student assessment profiles and view comparative exam performance and skills mastery levels for students in all of their classes. The data system also enabled the school to send home detailed reports about student grades and test results, enabling families to provide additional supports with guidance from the school. Math profiles in the PowerSchool database provided historical student assessment data for easy reference by teachers and staff developers. Tracking data in a central location has allowed for a more comprehensive view of student progress and performance, at classroom, grade and school-wide levels. CPCS, with the ongoing support and guidance of BwCF, with continue to expand and refine our use of this powerful data tracking system.

Measure 1 (Absolute) Each year, 75% of CPCS students in grades 3 through 8 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 in 2008-09 and performing at or above the state's Time Adjusted Level 3 cut scores in 2009-10, 2010-11, and 2011-12. The school will expand to include eighth grade in 2012-13.

Method

The NYS math examination is administered to all students in grades 3-7 to meet requirements under No Child Left Behind and is part of the CPCS Accountability Plan. CPCS assessment coordinator schedules, coordinates, and oversees the administration of these tests and school-wide participation, accommodations, and compliance practices. For 2009-10, 2010-11, and 2011-12, the criterion for success on this measure requires students to have a Scale Score at or above the state's Time Adjusted Level 3 cut scores, presented in the table below.

Grade	Time Adjusted Cut Scores
	Level 3
3	656
4	655
5	653
6	653
7	651
8	652

2011-12 Number Tested

Grade	Total Tested	Not Tested			Total Enrolled
		IEP	ELL	Absent	
3	48	0	0	0	48
4	52	0	0	1*	53
5	47	0	0	0	47
6	49	0	0	0	49
7	29	0	0	0	29
All	225	0	0	0	226

*One student took make-up tests but one section of her test appears to have been misplaced in processing. We have contacted the DOE and SED to investigate this issue.

Results

**Charter School Performance on 2011-12 State Mathematics 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	100.0%	48
	Students in At Least 2 nd Year	100.0%	43
4	All Students	96.2%	52
	Students in At Least 2 nd Year	96.0%	50
5	All Students	93.6%	47
	Students in At Least 2 nd Year	93.3%	45
6	All Students	87.8%	49
	Students in At Least 2 nd Year	90.7%	43
7	All Students	96.6%	29
	Students in At Least 2 nd Year	96.4%	28
All	All Students	94.7%	225
	Students in At Least 2 nd Year	95.2%	209

Evaluation

CPCS dramatically exceeded the measure. Using the time-adjusted level three cut scores, 100 percent of third graders, 96 percent of fourth graders, 93.3 percent of fifth graders, 90.7 percent of sixth graders, and 96.4 percent of seventh graders were proficient on the state math exam.

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.

Mathematics Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year at Levels 3 and 4 in 2008-09 and a Scale Score at or above Time Adjusted Level 3 cut score in 2009-10, 2010-11, and 2011-12							
	2008-09		2009-10		2010-11		2011-12	
	Percent	Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	100.0%	44	95.9%	49	100.0%	48	100.0%	43
4	89.5%	38	85.4%	48	88.0%	50	96.0%	50
5	100.0%	33	89.2%	37	91.7%	36	93.3%	45
6	-	-	-	-	95.7%	23	90.7%	43
7	-	-	-	-	-	-	96.4%	28
All*	96.5%	115	90.3%	134	93.6%	157	95.2%	209

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**Calculation of 2011-12 Mathematics Performance Index (PI)**

Grades	Percent of Students at Each Performance Level				Number Tested
	Level 1	Level 2	Level 3	Level 4	
3-7	2.67	20.44	47.11	29.78	225

Evaluation

This measure was met for the last four years.

Additional Evidence

The table below shows 2011-12'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.

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

Year	Grades	Number Tested	Percent of Students at Each Performance Level				PI	AMO
			Level 1	Level 2	Level 3	Level 4		
2008-09	3-5	133	0.75	4.51	66.17	28.57	194	119
2009-10	3-5	141	4.26	31.91	48.23	15.60	160	135
2010-11	3-6	185	3.24	25.95	52.43	18.38	168	137
2011-12	3-7	225	2.67	20.44	47.11	29.78	174	158

Evaluation

This measure was met each year for the last four years.

Measure 3 (Comparative)

Each year, the proficiency rates of CPCS students in grades 3 through 8 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 will expand to include an eighth grade in 2011-12.*

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

**2011-12 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	79.2%	48	54.4%	1096
4	82.7%	52	58.1%	1062
5	76.6%	47	60.5%	965
6	65.3%	49	46.2%	1060
7	82.8%	29	47.1%	1102
All	76.9%	225	53.1%	5285

Evaluation

This measure was met. CPCS student proficiency rates exceeded district proficiency rates in every grade. The 3rd grade proficiency rate exceeded the home district by 24.8 percentage points; grade 4, by 24.6 percentage points; grade 5 by 16.1 percentage points; grade 6 by 19.1 percentage points; and grade 7 by 35.7 percentage points. The school's 76.9 percent proficiency rate for grades 3-7 combined is 23.8 percentage points higher than the home district's rate for those grades.

Additional Evidence

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							
	2008-09		2009-10		2010-11		2011-12	
	CPCS	District 13	CPCS	District 13	CPCS	District 13	CPCS	District 13
3	100.0%	89.1%	53.1%	47.0%	75.0%	48.7%	79.2%	54.4%
4	89.5%	84.2%	72.9%	52.4%	68.0%	54.0%	82.7%	58.1%
5	100.0%	83.4%	73.0%	51.2%	80.6%	57.6%	76.6%	60.5%
6	-	-	-	-	69.6%	42.4%	65.3%	46.2%
7	-	-	-	-	-	-	82.8%	47.1%
All grades	96.5%	85.7%	65.7%	50.2%	73.2%	50.5%	76.9%	53.1%

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

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	72.5	54.3	18.2	1.02
4		52	65.4	61.1	4.3	0.26
5		49	77.6	60.4	17.1	0.97
6		33	66.7	55	11.7	0.6
7						

8						
All	57	185	70.8	57.9	12.9	0.72

School's Overall Comparative Performance:
Higher than expected to a medium degree

Evaluation

The measure was met. The analysis using last year's math data shows an effect size of 0.72 for the four grades combined, which was higher than expected to a medium degree.

Additional Evidence

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

Mathematics Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch	Number Tested	Actual	Predicted	Effect Size
2008-09	3 - 5	48.8	134	94.8	88.6	0.8
2009-10	3 - 5	55	141	63.8	56.9	0.4
2010-11	3 - 6	57	185	70.8	57.9	0.72

Measure 5A (Growth)

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 75 percent of students performing at or above proficient. Each grade level cohort consists of those students who took the state exam in 2011-12 and also have a state exam score in 2010-11. It includes students who repeated the grade. Students who repeated the grade are included in their current grade level cohort, not the cohort to which they previously belonged. In addition, the school examines the aggregate of all cohorts to determine the growth of all students taking a state exam in both years. CPCS used 2010-11 and 2011-12 scale scores to conduct this analysis.

Results

Cohort Growth on Math Exam from 2010-11 to 2011-12

2011-12 Grade	Cohort Size	Percent Performing At or Above Level 3			Target Achieved?
		2010-11	Target	2011-12	
4	50	70.0	72.5	82.0	YES
5	44	75.0	75.1	77.3	YES
6	43	79.1	79.2	69.8	NO
7	27	70.4	72.7	81.5	YES
All	164	73.8	74.4	77.4	YES

Evaluation

CPCS met the measure for three of the four cohorts in 2011-12. Students in the 2011-12 fourth grade cohort had a proficiency rate of 82.0 percent this year, up from 70.0 percent in 2010-11. The 2011-12 fifth grade cohort also registered an increase in its proficiency rate from 75.0 to 77.3 percent and the seventh grade cohort increased its proficiency rate by over 11 points, from 70.4 to 81.5 percent. The sixth grade cohort saw a decrease in its proficiency rate from 79.1 to 69.8 percent. The collapsed proficiency rate for all four cohorts combined increased by 3.6 points..

Additional Evidence

Three out of four cohorts met the measure this year, up from two out of three in 2010-11 and one of two each of the previous two years.

CPCS Performance on State Math Exam since 2008-09

School Year	Cohort Grades	Number of Cohorts Meeting Target	Number of Cohorts
2008-09	4 and 5	1	2
2009-10	4 and 5	1	2
2010-11	4, 5, and 6	2	3
2011-12	4, 5, 6, and 7	3	4

Measure 5B (Growth)

Growth Measure: Each year, on the TerraNova national norm-referenced math assessment, all grade-level cohorts of students (in grades K-3) will reduce by one half the gap between their average NCE in the previous year and an NCE of 50 in the current year. If a grade-level cohort exceeds an NCE of 50 in the previous year, the cohort is expected to show a positive gain in the current year.

Method

This measure examines the change in performance of the same cohort of students from one year to the next on the TerraNova norm-referenced math test. Each cohort consists of those students who have norm-referenced reading test results for two consecutive years the school. It includes students who repeated the grade. The criterion for achieving this measure is for the cohort to reduce by half the difference between average NCE in the first year and the 50th NCE in the second. If a cohort has already achieved an average NCE of 50, it is expected to show some positive growth in the subsequent year. For the 2011-12 school year CPCS administered the TerraNova math exam to students in grades K-3 in May 2012.

Results

Cohort Growth on TerraNova Math Test from Spring 2011 to Spring 2012

2011-12 Grade	Cohort Size	Average NCE			Target Achieved
		2010-11	Target	2011-12	
1	41	44.9	47.4	49.2	YES
2	39	44.5	47.2	35.0	NO
3	44	41.9	46.0	52.5	YES
All	124	43.7	46.8	45.9	NO

Evaluation

Two out of three cohorts met the goal. Third grade students showed very strong growth, moving from an average NCE of 41.9 in second grade to an average of 52.5 in third grade. First grade students showed an increase from an average NCE of 44.9 in kindergarten to 49.2 in first grade. Unfortunately students in the second grade did not do well on the TerraNova math exam, with an average NCE of 35, down from 44.5 the prior year. Second grade did not meet the targeted achievement level.

Additional Evidence

This is the first year that the TerraNova math growth measure has been part of CPCS’s accountability plan. The school met the goal for two of three cohorts.

Cohort Performance on the TerraNova Math Test by School Year

School Year	Cohort Grades	Number of Cohorts Meeting Target	Number of Cohorts
2011-12	K-3	2	3

Summary of Math Goals

Goal II Measure	Type	Description	Outcome
1	Absolute	Seventy-five percent of all tested students who are enrolled in at least their second year will perform at or above at or above the Time Adjusted Level 3 cut score on the New York State Math examination.	Achieved
2	Absolute	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.	Achieved
3	Comparative	The proficiency rates of CPCS students in grades 3 through 8 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.	Achieved
4	Comparative	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
5A	Growth	Each grade-level cohort of students will reduce by one-half the gap between the percent at or above Level 3 on the previous year's state math exam and 75 percent at or above Level 3 on the current year's state exam. If a grade-level cohort exceeds 75 percent at or above Level 3 in the previous year, the cohort is expected to show a positive gain in the current year.	Approaching (3 out of 4)
5B	Growth	Each year, on the TerraNova national norm-referenced math assessment, all grade-level cohorts of students (in grades K-3) will reduce by one half the gap between their average NCE in the previous year and an NCE of 50 in the current year. If a grade-level cohort exceeds an NCE of 50 in the previous year, the cohort is expected to show a positive gain in the current year.	Approaching (2 out of 3)

Action Plan

The year's strong results in math are a result of the intensive interim assessment work that was undertaken in all grades, ongoing professional development, and our continued focus on differentiating instruction to meet the needs of all students. Our interim assessment system has helped us identify and attend to the specific strengths and struggles of all students. By carefully attending to assessment data, we have been able to pinpoint misconceptions students have, and provide instruction to approach problems in a consistent way, pushing to develop and refine computational fluency and conceptual understanding. Our analysis of interim assessments revealed that students struggled to make sense of multi-step word problems. In response we adjusted our instruction to provide students opportunities to see problems presented in a variety of contexts. We adjusted our instruction by implementing the Singapore Math model drawing method to help students look for and make sense of the relationships between quantities in a problem.

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 organizations, as well as weekly content-focused coaching sessions. Most importantly, our students have benefited 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 at the same time we pulled our students who were more challenged into small groups for intensive targeted instruction. We used small group instruction in response to interim assessments, weekly quizzes, and daily assessments such as exit slips and analysis of student work. This approach is one of the cornerstones of our approach to math instruction.

Moving forward, we will continue to use data-driven, differentiated instruction to meet the needs of all students and refine and reassess our curriculum and practices 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 three 60 minute blocks per week. In grade 7, science was taught by the middle school science teacher who will also lead 8th grade science next year. The lower school science specialist and middle school science teachers coordinate an annual science fair for students in grades 3-7. This science fair was a huge success this year as it allowed students to demonstrate their capacity for original scientific inquiry. The school also hosted a Science and Tech night during which families come to learn about science and technology and to participate in fun and educational activities. These annual events, alongside our rigorous science instruction, have created a school culture in which students see themselves as scientists and technology enthusiasts.

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 and 8th grade NYS Science exams.
The school will expand to include an eighth grade in 2012-13.

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

**Charter School Performance on 2011-12 State Science Exam
 by All Students Enrolled in At Least Their Second Year**

Grade	Population	Percent at Each Performance Level					Number Tested
		Level 1	Level 2	Level 3	Level 4	Level 3/4	

4	All Students	1.9%	9.4%	35.8%	52.8%	88.7%	53
	Students in At Least 2 nd Year	2.0%	7.8%	37.3%	52.9%	90.2%	51

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.

Science Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year at Levels 3 and 4							
	2008-09		2009-10		2010-11		2011-12	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
4	91.9%	37	89.6%	48	89.8%	49	90.2%	51

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 and 8th grade NYS Science exams.

The school will expand to include an eighth grade in 2012-13.

Method

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

Results

**2011-12 State Science 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		District 13 Students	
	Percent	Number Tested	Percent	Number Tested
4	90.2%	51	*	*

* District results are not available.

Evaluation

The district results have not been released.

Additional Evidence

As set forth below, the school’s proficiency rate exceeded that of its home district in 2008-09. District-level data have not been provided for the past three years.

**Science 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							
	2008-09		2009-10		2010-11		2011-12	
	CPCS	District 13	CPCS	District 13	CPCS	District 13	CPCS	District 13
4	91.9%	77.9%	89.6%	<i>Not available</i>	89.8%	<i>Not available</i>	90.2%	<i>Not available</i>

Summary of Science Goals

Goal III 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 4th and 8th grade NYS Science exams.	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 4th and 8th grade NYS Science exams.	Comparative data not available

Action Plan

During the upcoming school year, the CPCS leadership team along with the science specialists will continue to integrate science and math in grades 3-6 and strengthen our core science instruction in seventh grade. Incoming eighth graders will also receive specialized science instruction with a content specialist. The lower school science specialists will continue to collaborate with the middle school science specialists to ensure a seamless transition from lower school to upper school science. Because we are developing more project-based learning opportunities, the lower school science specialist will work with teachers in incorporating science learning into their social studies units.

Next year’s Action Plan contains a goal of 90 percent of our students being proficient on the NYS exam.

Goal IV: NCLB Accountability System

Measure 1 (Absolute) Under the state’s NCLB accountability system, the 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
2011-12	Good Standing
2010-11	Good Standing
2009-10	Good Standing
2008-09	Good Standing

Summary of NCLB Accountability Goal

Goal IV 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 V: CPCS Students will Participate in Social Studies, Art, Music, Physical Education and Technology

Measure 1 (Absolute) Every CPCS student will participate in Social Studies, Art, Music, Physical Education, and Technology classes as part of their weekly class schedule.

Method

Students in grades K-4 participated in Social Studies, Art, Music, Physical Education and Technology classes at least once a week. In grades 5-7, 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 Social Studies, Art, Music, Physical Education, and Technology Goals

Goal V Measure	Type	Description	Outcome
1	Absolute	CPCS Students will Participate in Social Studies, 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. Particular emphasis will continue to be placed on improving technology integration in the classroom and also on providing opportunities for students to learn about potential professions in the arts.

B. ORGANIZATIONAL VIABILITY

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

Measure 1 (Absolute) 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

2011-12 DOE Survey Response Rate		
	CPCS	NYC
Parents	68%	53%
Teachers	100%	82%
Students	97%	82%

2012 Parent Survey Results: CPCS Compared to NYC		
	2012	2011
Academic Expectations	Average	Average
Communication	Average	Average
Engagement	Average	Below Average
Safety & Respect	Below Average	Much Lower than Average

2012 Overall Comparative DOE Survey Results (Parent and Teacher Responses)		
	CPCS Score	Compared to City
Academic Expectations	7.8	Average
Communication	7.4	Average
Engagement	7.4	Average
Safety & Respect	7.3	Below Average

Evaluation

DOE Survey results indicate an average to below average level of parent satisfaction compared with schools citywide. Parent satisfaction with academic expectations, communication, and engagement was average. Parent satisfaction with safety & respect at the school was below average. The full DOE survey

report is available at: http://schools.nyc.gov/OA/SchoolReports/2011-12/Survey_2012_K702.pdf. Measure is not met.

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

Method

CPCS records daily attendance through PowerSchool, a student information system product of Pearson's Assessment & Information group, and reviews the end of year attendance reports to confirm our in-house daily attendance monitoring.

Results

CPCS had a yearly attendance rate of 94.8%.

Evaluation

The measure was met.

Summary of Organizational Viability Goals

Goal VI 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

This year the lower school plans to increase the frequency with which we report academic progress to parents. Historically we have only sent home two report cards a year in January and June. However, in the next year we will move to a quarterly reporting cycle to keep parents informed and engaged in their child's education. We will be monitoring parents' feedback on these report cards with short quarterly surveys. Likewise the middle school will enhance its capacity to engage parents through an interactive parent portal. Parents will be able to monitor student progress and class assignments as well as communicate with teachers about student progress.

We continued to have violent incidents in the blocks immediately surrounding the school. Parents discomfort with this is reflected in our rating for safety and respect. While we worked with the local precincts and elected officials it was still unnerving for parents. Many parents participated in local precinct meetings over the course of the year and this will continue to be an area of focus for us in the coming year.

CPCS 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 that 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 VII: CPCS will be Substantially Compliant with all Legal Requirements

Measure 1 (Absolute) 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 schools' compliance with the above-referenced statutes and other relevant documents such as the schools' Charter and By-laws. In addition, CPCS undertakes internal compliance audits to ensure it is meeting all applicable provisions of the law, its Charter and By-Laws. In 2012, CPCS hired an experienced Director of Operations to assist in compliance oversight.

Results

In 2011-12, the school received a favorable renewal report from CSI concerning its compliance with legal requirements.

Evaluation

CPCS met this measure.

Action Plan

The school continues to follow applicable laws, rules, regulations and statutes. Care is taken to inform families about their right to know information about their children's school files and the certification of their teachers. The school's Policies and Procedures Manual, Staff Manual and Operations Manual are continually revised to include more specific directions to staff, for example, about student and family rights pursuant to FOIL and FERPA. With the assistance of BWCF, the Board of Trustees adjusted its practices to incorporate recent amendments to the Open Meetings Law. The Board of Trustees meetings are held monthly pursuant to the Open Meetings Law and Board meeting materials are submitted in a timely fashion to the school's authorizer.

Measure 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.

Method

See Method discussion above.

Results

See Results discussion above.

Evaluation

CPCS met this measure.

Action Plan

When necessary, the school will continue to consult with outside counsel to assist in legal matters and 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.

Measure 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.

Method

CPCS consulted with Tannenbaum, Helpern, Syracuse and Hirschtritt for legal advice relating to its operations, including its policies and procedures, documents and particular incidents. The Board also consulted with Paul Hastings, LLP to provide an opinion on the Memorandum of Understanding between CPCS and BwCF and with Kehl, Katzive and Simon regarding student discipline procedures. One Board member is an attorney.

Results

The relationships are outlined above.

Evaluation

CPCS met this measure

Action Plan

CPCS will continue to maintain the existing relationships it has established with outside counsel.

Summary of Legal Requirements Goals

Goal VII 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	Achieved

		proportion to the legal expertise on the Board of Trustees.	
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Goal VIII: CPCS Will Make Responsible Financial Decisions and Demonstrate Sound Fiscal Practices and Management

Measure 1 (Absolute) 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 & Evaluation

For the fiscal year ended 6/30/12, CPCS expects actual revenues to exceed actual expenses. Each year, CPCS will strive to achieve a balanced budget. This measure was met.

Measure 2 (Absolute) 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 & Evaluation

For the academic year 2011-12, 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 (Absolute) 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 auditors for the 2011-12.

Results & Evaluation

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

Method

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 & Evaluation

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 (Absolute) 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 & Evaluation

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

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 & Evaluation

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 & Evaluation

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 (Absolute) 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.

Summary of Fiscal Practices Goals

Goal VIII Measure	Type	Description	Outcome
1	Absolute	Each year, CPCS will operate on a balanced budget, meaning actual revenues will equal or exceed actual expenses.	Achieved
2	Absolute	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	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	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	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	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	Each year, CPCS will comply with financial reporting requirements.	Achieved
8	Absolute	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, 2012.