



Charter Schools Institute
The State University of New York

Subsequent Renewal Report

Child Development Center of the Hamptons Charter School

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

REPORT INTRODUCTION

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

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

RECOMMENDATION AND EXECUTIVE SUMMARY

Recommendation

Full-Term Renewal

The Charter Schools Institute recommends that the SUNY Trustees approve the Application for Subsequent Renewal of the Child Development Center of the Hamptons Charter School and renew its charter for a period of five years with authority to provide instruction to students in kindergarten through 5th grade with a maximum enrollment of 106 students, and consistent with the other terms set forth in its Application for Subsequent Renewal.

Background and Required Findings

According to the SUNY Renewal Practices:

In subsequent renewal reviews, and in contrast to initial renewal reviews, the State University Trustees evaluate the strength and effectiveness of a school’s academic program almost exclusively by the degree to which the school has succeeded in meeting its academic Accountability Plan goals during the Accountability Period. This approach is consistent with the greater time that a school has been in operation and a concomitant increase in the quantity and quality of student achievement data that the school has generated. It is also consistent with the Act’s purpose of moving from a rules-based to an outcome-based system of accountability in which schools are held accountable for meeting measurable student achievement results.

The Child Development Center of the Hamptons Charter School (“CDCH Charter School”) has applied for a Subsequent, Full-Term Renewal of five years. In its tenth year of operation, the SUNY Renewal Practices provide only two possible renewal outcomes for the CDCH Charter School: Full-Term Renewal or Non-Renewal. In order to earn a Full-Term Renewal, CDCH Charter School must demonstrate that it has met the criteria for such a renewal as described in the SUNY Renewal

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

Practices. Specifically, the school must demonstrate that it “has met or come close to meeting its academic Accountability Plan goals during the Accountability Period,” or it must face Non-Renewal. Based on the Institute’s review of the evidence that it gathered and that CDCH Charter School has provided including, but not limited to, the school’s Application for Subsequent Renewal, evaluation visits conducted during the charter period, a renewal evaluation visit conducted during the final year of the charter period, and the school’s record of academic performance as determined by the extent to which it has met its academic Accountability Plan goals, the Institute finds that the school has met or come close to meeting its academic Accountability Plan goals during the Accountability Period.”²

Based on all the evidence, the Institute makes the following findings required by the Act. The Child Development Center of the Hamptons Charter School as described in the Application for Renewal meets the requirements of the Act and all other applicable laws, rules and regulations. The school has demonstrated the ability to operate in an educationally and fiscally sound manner in the next charter period. Finally, given the programs it will offer, its structure and its purpose, approving the school to operate for another five years is likely to improve student learning and achievement and further the purposes set out in Education Law subdivision 2850(2).

Therefore, in accordance with the standard for subsequent renewal found in the SUNY Renewal Practices, the Institute recommends that the SUNY Trustees approve CDCH Charter School’s Application for Charter Renewal and renew the charter for a full term of five years.

Consideration of School District Comments

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

Summary Discussion

Academic Success

CDCH Charter School has made substantial progress towards meeting its key Accountability Plan goals in English language arts and mathematics during the current Accountability Period. Based on its small sample size and unique student population, the school is close to meeting both goals. From 2005-06 through 2007-08, CDCH Charter School was not close to meeting its English language arts goal but in the most recent year, limited data³ suggest that the school is close to meeting this goal. With regard to mathematics, the school was not close to meeting its goal in 2005-06 or 2006-07, but was close to meeting the goal over the last two years. Based on results from extremely small student cohorts, the school is not meeting its science and social studies goals. According to the state’s No Child Left Behind (NCLB) accountability system, the school is deemed to be in good standing.

Throughout its Accountability Period, CDCH Charter School has significantly improved its performance on the state’s English language arts exam. While the school fell well short of its absolute targets from 2005-06 through 2007-08, it outperformed its district of comparison by a wide

² SUNY Renewal Practices, Full-Term Renewal standard (9).

³ Because of the characteristics of its students and where they come from, two of the five required Accountability Plan measures in English language arts and mathematics do not apply to CDCH Charter School.

margin each year. In the most recent year, the school achieved its absolute target for the first time⁴. As the school does not participate in the federal free and reduced-price lunch program, comparison to demographically similar schools (based on the percent of students' eligible for free lunch) state-wide is not possible. With the exception of the 2005-06 school year, the school has exceeded by a wide margin the performance target set by the state for all public schools under its NCLB accountability system. With respect to growth, the school has demonstrated stronger performance in recent years, with each of the school's cohorts achieving their targets in the most recent year and with substantial overall improvement.

CDCH Charter School has improved its performance on the state's mathematics exam throughout the current Accountability Period. In 2005-06 and 2006-07, the school was far from meeting its absolute performance target. In the 2007-08 school year, the school improved and in 2008-09 exceeded its Accountability Plan target for the first time⁵. The school has outperformed its local school district during each year. With the exception of the 2005-06 school year, it has scored above the target set by the state's NCLB accountability system. With respect to growth on the state's mathematics exam, each year a majority of the school's cohorts have achieved their targets during the Accountability Period and in the most recent year, performance improved significantly.

The school has benefited from strong administrative and instructional leadership, which has resulted in the establishment of high expectations for teacher performance and student achievement. The school's leadership, primarily through the use of instructional coaches, provides ongoing support, such as critical feedback and modeling, to teachers in their classrooms. The school has in place a system for evaluating teacher quality and effectiveness. In addition, school leaders ensure that teachers are responding to the needs of at-risk students and students with disabilities.

CDCH Charter School provides sufficient time, personnel, and funding to support a sustained professional development program, which has assisted teachers in meeting student academic needs and school goals by supporting the development of identified shortcomings in teachers' pedagogical skills and content knowledge. Furthermore, the school's professional development activities have dovetailed with its mission and instructional priorities and through the efforts of instructional coaches relate directly to classroom practice. The school has consistently provided training to assist all teachers to meet the needs of students with disabilities.

At the time of the renewal evaluation visit, the school had in place the essential components of a clearly defined curriculum for each grade and all core academic subject areas. Teachers are aware of the curricula that they are responsible to teach and have access to electronic curricular documents—such as scope and sequence, pacing charts, and sample lesson plans—that guide the development of their short-and-long term instructional plans. The school has defined a procedure, and has allocated time and resources, for the ongoing review and revision of the curriculum. In addition, the

⁴ In interpreting a school's year-to-year changes in the absolute measure, the Institute puts the results in the context of overall state-wide changes. In general, the state-wide proficiency rate on the English language arts exam increased by five percent from 2006-07 to 2007-08 and by nine percent from 2007-08 to 2008-09. From a related perspective, the median school had a proficiency rate of 68.7 percent, 72.8 percent, and 80.9 percent during the three years respectively. These year-to-year changes suggest the importance of the comparative measures included in the goal.

⁵ In interpreting a school's year-to-year changes in the absolute measure, the Institute puts the results in the context of overall state-wide changes. In general, the statewide proficiency rate on the mathematics exam increased by nearly six percent from 2006-07 to 2007-08 and by eight percent from 2007-08 to 2008-09. From a related perspective, the median school had a proficiency rate of 79.5 percent, 86.2 percent, and 90.8 percent during the three years respectively. These year-to-year changes in absolute results suggest the importance of the comparative measures included in the goal.

school has regularly included teachers in this process, and has supported them with regard to curricular implementation.

The school regularly administers standardized and other assessments to its students and frequently communicates each student's progress to his or her parents/guardians. In addition, the school leadership has used assessment data to monitor, change, and improve the school's academic program. The school's teachers have regularly used assessment data to inform lesson planning and for determining instructional student groupings to improve student learning.

The school promotes a culture of learning and scholarship and maintains high expectations for student behavior. The school has a documented discipline policy that is effectively adapted to specific situations and students. Classroom management techniques and daily routines have established a culture in which learning is valued. Throughout the school, a safe and orderly environment has been established.

Teachers have planned and delivered purposeful lessons with clear learning objectives that specify expectations for what students must know and be able to do in each lesson. At the time of the renewal evaluation visit, students were cognitively engaged in focused, meaningful learning activities, due in large part to the effective use of paraprofessionals and related support staff. Learning time in the school's classrooms has been maximized and instructional transitions are efficient.

CDCH Charter School is demonstrably effective in helping students who are struggling academically. The school deploys sufficient resources to provide academic interventions that address the range of students' needs. The school has clearly defined screening procedures for identifying at-risk students, as well as students with disabilities, and provides them with appropriate interventions. All teachers demonstrate an effective working knowledge of students' Individualized Education Program (IEP) goals and appropriate strategies for meeting those goals.

Organizational Effectiveness and Viability

The CDCH Charter School has been faithful to its mission over the course of the charter period and has generally implemented the key design elements contained in its charter. School stakeholders—including school leaders, faculty and staff, as well as parents—are aware of, and embrace, the school's mission of providing an educational program to meet the individual needs of its students through an inclusion model. Key design elements, particularly the school's co-teaching structure and the establishment of a holistic approach to meeting individual student needs, have been implemented in support of the school's mission.

Parents/guardians and students are satisfied with the school. The school has a process and procedures for evaluating parent satisfaction with the school. Parents interviewed during the renewal evaluation visit noted that the school has acted on feedback provided from parents and has implemented strategies to improve communication. In addition, the school's parents have obtained significant resources through fundraising efforts to assist the school with various initiatives, such as providing an extensive outdoor playground. Students continue to report appreciating the school's caring and supportive atmosphere, as well as the academic skills they have learned.

CDCH Charter School has established a well-functioning organizational structure with staff, systems, and procedures that allow the school to carry out its academic program. The school demonstrates

effective management of day-to-day operations, particularly impressive given the large number of special education related-services and ancillary personnel active in the school on any given day. The school has established clear priorities and has allocated sufficient resources in support of its goals. Roles and responsibilities of the school's leadership are well-defined, providing clear lines of accountability. The school has hired and retained key staff, and has made a concerted effort in recent years to attract teachers who are dually certified in general and special education. The school has benefited from a strong relationship with Services for the Underserved, Inc. ("SUS"), which has provided effective management of back-office and related functions.

The CDCH Charter School Board of Trustees has worked effectively to provide oversight to the school's educational program. The school board has an appreciation for the school's unique mission, and appeared to understand the core business of the school, academic achievement, in sufficient depth to provide effective oversight. The board has adequate skills and expertise with which to carry out its responsibilities. The school board has received regular written and oral reports from the school's leadership. While a few trustees from the prior charter term left the school board, its membership overall has been stable, including many founding trustees. The board has adequate plans for the recruitment of new members.

During the last charter term, the school board began and continues to maintain its relationship with SUS, its institutional partner and sole corporate member. The unique arrangement with, and the low cost services provided by, SUS are critical to the school's operations. While the school board and SUS are searching for another institutional partner, those plans have not been finalized and are not included in the Application for Charter Renewal. Moreover, SUS has assured the Institute that it has no plans to sever its relationship with the school until such an acceptable new partner is found.

In addition to the changes regarding SUS and the successful search for a new school leader, the school board has taken other appropriate actions, some of which involved the use of special committees, during the charter period to sustain the viability of the school and serve its students including the following:

- revised the charter to eliminate the upper grades, which had thin enrollment and were costly to operate;
- revised the charter to allow the school to serve its students with disabilities on a 12-month basis as appropriate to student's IEPs, which eliminates disruption to those students' education at CDCH Charter School and should aid in their achievement;
- undertook a significant legal and educational effort with sending-districts to enable them to gain an understanding about the charter school contract and payment process, to collect funds owed to the school (including the pursuit of state aid intercepts with the State Education Department), and to determine which districts presented too high a risk in meeting their contractual relationships; and
- worked with the Institute and the State Education Department to modify its delivery of special education services and settings in a manner consistent with students' IEPs and acceptable to the State Education Department (and properly revised documentation in accordance therewith).

The school board makes appropriate use of outside counsel as needed and has one lawyer on the board. The outside counsel has attended board meetings as appropriate and helped update school policies. However, some policy and procedure issues still need to be addressed, which is not uncommon even for schools of this age. The school has been responding to the State Education Department's various monitoring reports and inquiries and has directly addressed the single largest legal issue – the implementation of IEPs as written. While secondary issues may remain, including the co-location of a pre-school in the charter school's space, none should rise to the level of a material violation of law or charter. Based on the evidence gathered throughout the charter term and at the time of the renewal evaluation visit, the school appears to be in general and substantial compliance with the terms of its charter and applicable state and federal laws, rules and regulations.

Fiscal Soundness

CDCH Charter School has created realistic budgets over the course of the charter period that are monitored and adjusted when appropriate. Annual budgets are developed by the executive director and controller of SUS along with appropriate input from the head of school, business manager and members of the school board. Budget variances are routinely analyzed by SUS and material variances are discussed with the head of school and school board. Actual expenses have been equal to or less than actual revenue over the course of the charter period with no material exceptions.

The school has maintained appropriate written fiscal policies and procedures related to external and internal compliance for cash disbursements, cash receipts, bank reconciliations, payroll, fixed assets, grants/contributions, and the preparation of financial statements. The head of school and SUS, in conjunction with the school board, ensure that policies and procedures are documented and followed by school staff. Transactions have been accurately recorded and appropriately documented in accordance with management's direction. The school's fiscal year ("FY") 2008-09 audit report on internal controls over financial reporting and compliance with laws, regulations and grants disclosed no material weaknesses, or instances of non-compliance. The lack of other deficiencies in the reports provides some, but not absolute, assurance that the school has maintained adequate internal controls and procedures.

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

The school and SUS have maintained adequate financial resources to ensure stable operations and have monitored and successfully managed cash flow. The school completed FY 2008-09 in fairly stable financial condition, slightly increasing both total net assets and cash reserves. The school has debt due to SUS, mostly associated with the school's facility that totals just over \$1.3 million. The school has had a negative working capital ratio in each year of the charter period, which indicates the school does not have enough short-term assets to cover immediate liabilities/short-term debt. Resources provided by SUS are used to bridge any expense gaps that may occur in the short-term with policies in place for repayment of any borrowed funds. The school has no major investments

and all cash is left in savings and money market accounts to ensure the school has sufficient cash available to pay current bills and other payables that are shortly due.

Plans for the Next Charter Period

The school has provided information on all of the key structural elements for a renewal charter and they are deemed to be reasonable, feasible and achievable. The school would keep its current mission statement, which is a modified version of the school's original mission as stated in the following:

To provide a dynamic and richly individualized educational experience for all children. We seek through a model of true inclusion and a personal learning plan to foster the greatest possible development of each child with equal dedication to those with disabilities; to teach responsibility and compassion; and, to promote within each student a lifelong love for learning and for the continued betterment of self and the world.

The school plans to continue providing instruction to students in kindergarten through 5th grade, consistent with the revision to the school's charter executed during the current charter period that eliminated the 6th through 8th grades. Projected enrollment would be 95 students in the first year of the next charter period and 106 students in the final year. The school year would include 183 days of instruction and would maintain a schedule consistent with the local school district's annual calendar.

CDCH Charter School has proposed some changes to its educational program and key design elements for the term of the next charter. The school would continue to employ a holistic team-based approach involving regular education teachers, special education teachers and related service providers. The school proposes an increased focus on differentiating instruction to meet the needs of each child through research and evidence-based strategies. Most notably, the school would implement a portfolio assessment system in addition to the current battery of assessments in order to measure student attainment of foundational skills and grade-level content. Consistent rubrics would be used by teachers to evaluate skills demonstrated in portfolios on a number of different dimensions that are aligned with New York State Learning Standards. Due to its unique academic program, the school has included additional measures in its proposed Accountability Plan based on its portfolio assessment system. The Institute will require the school to further define these measures with greater specificity as part of the request for amendments to the Application for Renewal process. In addition, the school will be required to identify the process by which it will systematically collect, analyze, and report data from the portfolio assessment system to the Institute in a way that ensures reliability and validity in determining the extent to which the school meets the measures during the next Accountability Period. After approval by the Institute, the additional detail regarding these measures will become part of the terms and conditions of the school's renewal charter.

Other key design elements for the next charter period would include the following: a co-teaching model of instruction, including regular and special education teachers; flexible student groupings; an instructional philosophy that considers effective teaching for students with disabilities substantively the same as effective teaching for all students; increasing staff and parental involvement in decision-making; incorporating technology into the daily structure of classrooms; maintaining opportunities for shared instructional experiences between the school and local community organizations; supporting professional growth opportunities for staff; and promoting a network of community members who are interested in bringing new ideas to public school design and practice.

In sum, the Child Development Center of the Hamptons Charter School has presented a plan for implementing an educational program that would likely allow it to meet its Accountability Plan Goals during the next charter period.

Members of the school's current board of trustees expressed their intent to continue their service to the school. The school board would continue to operate with SUS serving as the sole corporate member. The board has not proposed significant changes to its governance structure, but has presented several changes to its practices. The sustainability committee would refocus its charge and serve as the governance committee, responsible for the ongoing review and recommendations related to board composition and board development (orientation, board roles and responsibilities, etc.). In addition, a "board buddy" would be assigned to each new member to help guide them through the formal and informal working structure of the board. Education and finance committees would be established to provide more targeted oversight of the school. The school would remain in its current location, housed in a facility owned by the CDCH Foundation for Special Children. The board has the requisite skill sets and understanding of its roles and responsibilities in order to adequately govern the Child Development Center of the Hamptons Charter School during the term of the next charter.

The school has developed an adequate budget for the term of the next charter period and has presented a reasonable and feasible fiscal plan. The school has used conservative assumptions when budgeting revenue and is projecting a minor net surplus in each of the next five years. These surpluses are contingent to the school meeting enrollment projections. If these projections are met, cash reserves would grow by forty-eight percent from FY 2008-09 to FY 2014-15. The school is heavily dependent on its relationship with SUS. It is important to the school's long-term viability that the school establishes a relationship with another strong corporate/sole member; therein the issue of marginal sustainability would be alleviated. Long-range fiscal projections are more susceptible to error than those for a single year. Such projections are subject to revision due to changes in local conditions, objectives, laws and state funding.

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

SCHOOL OVERVIEW

Opening Information

Date Initial Charter Approved by SUNY Trustees	January 21, 2001
Date Initial Charter Approved by Board of Regents	August 15, 2000
School Opening Date	January, 2001

Location

School Year(s)	Location(s)	Grades	District*
2001-2004	175 Daniels Hole Road Wainscott, NY	All	Wainscott Common School District
2004-05 through present	110 Stephens Hand Path Wainscott, NY	All	Wainscott Common School District

*Please note that CDCH is unique in that it serves a small number of students from multiple school districts across Long Island.

Partner Organizations

	Partner Name	Partner Type	Dates of Service
Current Partner	CDCH Foundation for Special Children	Non-profit	2001-present
Current Partner	Services for the Underserved	Non-profit service provider	2004-present

Renewal

Type of Renewal	Date
Date SUNY Trustees Award Initial Full-Term Renewal	March 1, 2005
Date Renewal Charter became Effective by Operation of Law	June 24, 2005

Current Mission Statement

To provide a dynamic and richly individualized educational experience for all children. We seek through a model of true inclusion and a personal learning plan to foster the greatest possible development of each child with an equal dedication to those with disabilities; to teach responsibility and compassion; and, to promote within each student a lifelong love for learning and for the continued betterment of self and the world.

Current Key Design Elements

• Employing a co-teaching model of instruction with regular education teachers and special education teachers implementing differentiated instruction for all students.
• Employing classroom sub-grouping that support and strengthen individualized instruction for all students.
• Employing other instructional strategies and grouping necessary to implement each student’s IEP and to best serve the student, including, but not limited to special class settings where deemed appropriate.
• Employing a holistic team-based effort to meet each student’s needs.
• Increasing parental and staff involvement in decision-making.
• Increasing the data-driven decision-making process towards instructional approaches and school-wide issues.
• Providing access to technologies, and incorporating their use into the daily structure of the classroom.
• Utilizing authentic assessments to gather information about students’ learning and progress over time to inform educational strategies.
• Maintaining opportunities for shared instructional experiences between the school and local community organizations.
• Supporting professional growth opportunities for staff and life-learning opportunities for all.
• Promoting a network of community members that is interested in bringing new ideas to public school design and practice.

School Characteristics

School Year	Original Chartered Enrollment	Revised Charter Enrollment	Actual Enrollment ⁶	Original Chartered Grades	Actual Grades	Days of Instruction
2000-01	24	24	24	K-4	K-4	185
2001-02	36	36	47	K-4	K-4	185
2002-03	48	72	55	K-4	K-5	185
2003-04	60	70	70	K-4	K-6	185
2004-05	72	85	94	K-4	K-7	182
2005-06	110	N/A	107	K-8	K-8	182
2006-07	125	70	65	K-8	K-8	186
2007-08	135	85	67	K-8	K-8	186
2008-09	135	85	75	K-8	K-8	186
2009-10	135	85	61	K-8	K-5	186

⁶ Source: SUNY Charter School Institute’s Official Enrollment Binder. (Figures may differ slightly from New York State Report Cards, depending on date of data collection.)

Student Demographics

	2006-07 ⁷		2007-08 ⁸		2008-09	
	School Enrollment	Wainscott School District Enrollment	School Enrollment	Wainscott School District Enrollment	School Enrollment ⁹	Wainscott School District Enrollment ¹⁰
Race/Ethnicity						
American Indian or Alaska Native	0%	0%	0%	0%	3%	N/A
Black or African American	12%	0%	6%	0%	5%	N/A
Hispanic	32%	0%	27%	31%	24%	N/A
Asian, Native Hawaiian, or Pacific Islander	3%	0%	0%	6%	3%	N/A
White	53%	100%	66%	63%	63%	N/A
Multiracial	0%	0%	2%	0%	3%	N/A
Special Populations						
Students with Disabilities ¹¹	58%	N/A	54%	N/A	68%	N/A
Limited English Proficient	0%	13%	0%	6%	0%	N/A
Free/Reduced Lunch						
Eligible for Free Lunch	0%	0%	0%	0%	NA	NA
Eligible for Reduced-Price Lunch	0%	0%	0%	0%	NA	NA

⁷ Source: 2006-07 School Report Cards, New York State Education Department.

⁸ Source: 2007-08 School Report Cards, New York State Education Department.

⁹ Source: 2008-09 Demographics and Limited English Proficient Percentages calculated from BEDS reports submitted at the beginning of the school year. This information is unverified by the schools. It also does not include Free/Reduced Lunch status, but rather categorizes students as “economically disadvantaged.”

¹⁰ Aggregated district data not yet available for 2008-09.

¹¹ New York State Education Department does not report special education data. School data is school-reported from the school’s Application for Renewal.

Current Board of Trustees¹²

Board Member Name	Position/Committees	Term
Eugenia Au Kim	Chairman	January, 2008-January, 2010
Paul Hawkins	Vice-President	January, 2009-January 2011
Barbara Cuttone	Secretary	September, 2008-January, 2010
Steve Shapoff	Treasurer	January, 2009-January, 2011
James Corio	Trustee	September, 2008-January, 2010
Paul Flagg	Trustee	January, 2009-January, 2011

School Leader(s)

School Year	School Leader(s) Name and Title
2000-01	Steve Berman, Principal
2001-02 through 2002-03	Shirley Klein and Steve Berman, Principals
2003-04 through 2004-05	Shirley Klein and Tricia Desiderio, Heads of School
2005-06	C. Golden, Head of School
2006-07	C. Golden/Richard Malone, Head of School (Mid-year change)
2007-08 through 2009-10	Richard Malone, Head of School

School Visit History

School Year	Visit Type	Evaluator (Institute/External)	Date
1999-00	None – Planning Year	N/A	N/A
2000-01	First-Year Visit	Institute	June 5, 2001
2001-02	Second-Year Visit	Institute	May 15, 2002
2002-03	Third-Year Visit	External (SchoolWorks)	March 19-20, 2003
2003-04	None	N/A	N/A
2004-05	Initial Renewal Visit	Institute	September 21-23, 2004
2005-06	None	N/A	N/A
2006-07	Seventh-Year Visit	Institute	May 22, 2007
2007-08	Eighth-Year Visit	Institute	April 17, 2008
2008-09	None	N/A	N/A
2009-10	Subsequent Renewal Visit	Institute and External	October 6, 2009

¹² Source: Application for Renewal.

ACADEMIC ATTAINMENT AND IMPROVEMENT

Background

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

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

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

The following presentation indicates the outcome of each of the school’s goals, as well as an analysis of the respective measures for each goal during the Accountability Period.¹³ Italicized text indicates goals or measures as written in the school’s Accountability Plan; bold numbers appearing in the tables are the critical values for determining if a measure was achieved in a given year. Aside from required Accountability Plan measures, the following also presents the results of optional measures that the school may have included in its plan.

English Language Arts

Accountability Plan Goal: Students will become proficient in reading/language arts and each year all students will make progress toward mastery of school achievement standards.

Outcome: Child Development Center of the Hamptons Charter School has met its English language arts goal.

Analysis of Accountability Plan Measures:

Absolute Measure: <i>For the 2005-06 through 2009-2010 school years, 75 percent of 3rd (third) through 8th (eighth) graders who are enrolled in at least their second year will perform at or above Level 3 on the New York State ELA examination.</i>				
Results (in percents)				
	School Year			
Grade	2005-06¹⁴ (Tested: 27)	2006-07 (Tested: 25)	2007-08 (Tested: 27)	2008-09 (Tested: 12 ¹⁵)
3	66.6	50.0	100.0	100.0
4	16.7	75.0	25.0	100.0
5	33.3	33.3	100.0	100.0
6	50.0	83.3	50.0	100.0
7	28.6	12.5	66.7	50.0
8	0.0	-	20.0	50.0
All	29.6	48.0	59.3	83.3

Child Development Center of the Hamptons Charter School has improved its performance on the state’s English language arts exam throughout the Accountability Period. In 2005-06, when 3rd through 8th grade students were tested, 30 percent were proficient and the school fell well short of its 75 percent target. In 2006-07, performance improved and 48 percent were proficient. In 2007-08, 60 percent were proficient and in 2008-09 the school first achieved its target with 83 percent of students scoring proficient or better.

¹³ Because the renewal decision is made in the last year of a charter period, the Accountability Period ends in the next to last year of the charter period. For an Initial Renewal, the Accountability Period is the first four years of the charter period. For a Subsequent Renewal, the Accountability Period includes the last year of the previous charter period through the next to last year of the current charter period.

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

¹⁵ In general, the number of students reported as taking the state exams is small, because most students are enrolled in kindergarten through 2nd grades, students who are new to the school each year across all the grades are not presented in the results which only include students enrolled in at least their second year, and some special education students are exempted from taking the assessment.

Absolute Measure: <i>Each year, the school's aggregate Performance Index on the State ELA exam will meet its Annual Measurable Objective set forth in the State's No Child Left Behind (NCLB) accountability system.</i>				
Results (in percents)				
	School Year			
Index	2005-06¹⁶ (Tested: 65)	2006-07 (Tested: 34)	2007-08 (Tested: 34)	2008-09 (Tested: 21)
PI	111	138	150	173
AMO	122	122	133	144

With the exception of the 2005-06 year, the school has surpassed the English language arts Annual Measurable Objective (AMO) established by the state's NCLB accountability system during each year of its Accountability Period. The school's Performance Index has increased over 60 points from 2005-06 through 2008-09 and the school is currently exceeding the AMO by a wide margin.

Comparative Measure: <i>Each year, the percent of students who are enrolled in at least their second year and performing at or above Level 3 on the State ELA exam in each tested grade will be greater than that of the local school district (indicated as Eastern Suffolk BOCES).</i>				
Results (in percents)				
	School Year			
Comparison	2005-06 (Grades: 3-8)	2006-07 (Grades: 3-8)	2007-08 (Grades: 3-8)	2008-09 (Grades: 3-8)
School	29.6	48.0	59.3	83.3
District	12.4	10.9	10.9	NA

CDCH Charter School has consistently outperformed the Eastern Suffolk BOCES district throughout the Accountability Period. While district comparison data for the most recent year are yet unavailable, CDCH Charter School's 83 percent proficiency rate exceeds that of the district in the previous years. Assuming district performance remained at a similar level on the 2008-09 exam, the school will have met its target.

Comparative Measure: <i>Each year, the percent of students performing at or above Level 3 on the State ELA exam in each tested grade will be equal to or greater than that of the following similar schools: Shelter Island Elementary School, Montauk Elementary School, and John Marshall Elementary School.</i>				
Results (in percents)				
	School Year			
Comparison	2005-06 (Grades: 3-8)	2006-07 (Grades: 3-7)	2007-08 (Grades: 3-8)	2008-09 (Grades: 3-8)
School	13.0	48.0	65.4	83.3
Shelter Island	68.3	72.9	73.1	84.5
John Marshall	88.0	87.0	82.5	86.1
Montauk	79.7	74.1	82.0	88.6

Throughout the Accountability Period, CDCH Charter School has consistently underperformed on the state's English language arts exam the three local schools included in its Accountability Plan. However, in the most recent year the school improved its relative performance and only slightly underperformed the others.

¹⁶ In 2005-06 English language arts and mathematics testing began in grades 3-8, and the Performance Index was henceforth calculated based on the aggregate of all tested students.

Comparative Measure: <i>Each year, the school will exceed to a specified degree (as set by CSI) its expected level of performance on the State ELA exam, as determined by the performance of other schools that have a similar proportion of students eligible for free lunch among all charter and public schools in districts with charter schools.</i>				
Results (in percents)				
Index	School Year			
	2005-06	2006-07	2007-08	2008-09
Predicted	-	-	-	-
Actual	-	-	-	-
Effect Size	-	-	-	-

As the school has elected not to participate in the federal free and reduced-price lunch program, data on this measure are not available.

Growth Measure: <i>For the 2004-05 through 2009-2010 school years, grade-level cohorts of students will reduce by one-half the gap between their average NCE in the previous spring on the Terra Nova, a nationally-normed reading test, and an NCE of 50 (i.e., grade-level) in the current spring. If a grade-level cohort exceeds an NCE of 50 in the previous year, the cohort is expected to show at least an increase in the current year.</i>				
Results (in percents)				
Mean NCE	School Year			
	2005-06¹⁷	2006-07¹⁸	2007-08 (Grades 1-8) (N=34)	2008-09 (Grades 1-8) (N=28)
Baseline	-	-	47.3	49.8
Target	-	-	48.7	49.9
Actual	-	-	49.9	55.5
Cohorts Made	-	-	(4 of 8)	(8 of 8)
Target	-	-	(4 of 8)	(8 of 8)

With respect to growth on the English portion of the nationally norm-referenced Terra Nova exam, the school did not report data for 2006-07 on this measure. Data from the 2005-06 school year are unavailable. In 2007-08, four of the school's eight 1st through 8th grade student cohorts achieved their targets and overall performance improved slightly. In the most recent year, all eight of the school's grade level cohort achieved their growth targets and overall performance improved.

¹⁷ Data are not available

¹⁸ Data are not available

Growth Measure: For the 2006-07 through 2009-2010 school years, grade-level cohorts of students will reduce by one-half the gap between the percent at or above Level 3 on the previous year's State ELA exam and 75 percent at or above Level 3 on the current year's State ELA exam. If a grade-level cohort exceeds 75 percent at or above Level 3 in the previous year, the cohort is expected to show at least an increase in the current year.

Results (in percents)				
Percent Level 3 & 4	School Year			
	2005-06	2006-07¹⁹ (Grades: 4-7) (N=19)	2007-08 (Grades: 4-8) (N=23)	2008-09 (Grades: 4-8) (N=12)
Baseline	-	31.6	52.2	41.7
Target	-	53.3	63.6	58.4
Actual	-	42.1	52.2	75.0
Cohorts Made Target	-	(1 of 4)	(2 of 5)	(4 of 5)

In 2006-07, when the state test data first for a growth analysis first became available, one of the four cohorts achieved its growth target and overall performance improved. In 2007-08, two out of five cohorts achieved their targets and overall performance remained level. In 2008-09, four out of five cohorts achieved their targets and performance improved substantially.

Analysis of Additional Evidence:

Additional Measure: Each year, students will demonstrate academic progress as evidenced by increasing at least 1 performance level for 70% of all ELA goals indicated on the student's Student Centered Plan (SCP).

While this measure appears in CDCH Charter School's Accountability Plan, the school has not reported on any results during the entire Accountability Period.

Mathematics

Accountability Plan Goal: Students will become proficient in math and each year all students will make progress toward mastery of school achievement standards.

Outcome: Child Development Center of the Hamptons Charter School has met its mathematics goal.

Analysis of Accountability Plan Measures:

¹⁹ New York State began administering English language arts and mathematics exams in grades 3-8 in 2005-06, thus year-to-year growth could not be evaluated until 2006-07 when two years' of results were first available.

Absolute Measure: For the 2005-06 through 2009-2010 school years, 75 percent of 3rd (third) through 8th (eighth) graders who are enrolled in at least their second year will perform at or above Level 3 on the New York State Mathematics examination.				
Results (in percents)				
	School Year			
Grade	2005-06²⁰ (Tested: 46)	2006-07 (Tested: 25)	2007-08 (Tested: 26)	2008-09 (Tested: 12 ²¹)
3	33.3	100.0	66.7	100.0
4	11.1	75.0	100.0	0.0
5	40.0	50.0	100.0	100.0
6	0.0	50.0	33.3	100.0
7	0.0	0.0	33.3	100.0
8	0.0	-	60.0	50.0
All	13.0	48.0	65.4	83.3

Throughout the Accountability Period, CDCH Charter School has greatly improved its performance on the state’s mathematics exam. In 2005-06, when third through 8th grade students were tested, 13 percent of students were proficient and the school fell well short of its target. In 2006-07, performance improved markedly and 48 percent were proficient. In 2007-08, the school improved again with 65 percent of students being proficient. In the most recent year, 83 percent of students were proficient and the school first exceeded its target.

Absolute Measure: Each year, the school’s aggregate Performance Index on the State mathematics exam will meet its Annual Measurable Objective set forth in the State’s No Child Left Behind (NCLB) accountability system.				
Results (in percents)				
	School Year			
Index	2005-06²² (Tested: 60)	2006-07 (Tested: 36)	2007-08 (Tested: 36)	2008-09 (Tested: 22)
PI	85	131	145	173
AMO	86	86	102	119

With the exception of the 2005-06 school year, when the school fell just short of achieving its target, CDCH Charter School has exceeded the Annual Measurable Objective (AMO) set by the state as part of its NCLB accountability program during each year of the Accountability Period. The school’s Performance Index has improved over 90 points from 2005-06 through 2008-09 and, in the most recent year, the school exceeded the AMO by over 50 points.

²⁰ In 2005-06 New York State implemented English language arts and mathematics exams in grades 3-8. Prior to that, the exams in these subjects were administered only in grades 4 and 8.

²¹ In general, the number of students reported as taking the state exams is small, because most students are enrolled in kindergarten through 2nd grades, students who are new to the school each year across all the grades are not presented in the results which only include students enrolled in at least their second year, and some special education students are exempted from taking the assessment.

²² In 2005-06 English language arts and mathematics testing began in grades 3-8, and the Performance Index was henceforth calculated based on the aggregate of all tested students.

Comparative Measure: <i>Each year, the percent of students who are enrolled in at least their second year and performing at or above Level 3 on the State Math exam in each tested grade will be greater than that of the local school district (indicated as Eastern Suffolk BOCES).</i>				
Results (in percents)				
School Year				
Comparison	2005-06	2006-07	2007-08	2008-09
	(Grades: 3-8)	(Grades: 3-7)	(Grades: 3-8)	(Grades: 3-8)
School	13.0	48.0	65.4	83.3
District	6.3	8.8	8.8	NA

CDCH Charter School has consistently outperformed the Eastern Suffolk BOCES district throughout the Accountability Period. While district comparison data for the most recent year are yet unavailable, CDCH Charter School’s 83 percent proficiency rate exceeds that of the district in each of the two previous years. Assuming district performance remained at a similar level on the 2008-09 exam, the school will have met its target.

Comparative Measure: <i>Each year, the percent of students performing at or above Level 3 on the State Math exam in each tested grade will be equal to or greater than that of the following similar schools: Shelter Island Elementary School, Montauk Elementary School, and John Marshall Elementary School.</i>				
Results (in percents)				
School Year				
Comparison	2005-06	2006-07	2007-08	2008-09
	(Grades: 3-8)	(Grades: 3-7)	(Grades: 3-8)	(Grades: 3-8)
School	13.0	48.0	65.4	83.3
Shelter Island	92.6	89.0	94.7	96.9
John Marshall	97.0	94.6	93.2	96.9
Montauk	57.9	82.0	94.3	94.8

Throughout the Accountability Period, CDCH Charter School has consistently underperformed on the state’s mathematics exam the three local schools included in its Accountability Plan. In the most recent year, while CDCH’s relative performance improved, each of the comparison schools still outperformed CDCH Charter School by over 10 percentage points.

Comparative Measure: <i>Each year, the school will exceed to a specified degree (as set by CSI) its expected level of performance on the State Math exam, as determined by the performance of other schools that have a similar proportion of students eligible for free lunch among all charter and public schools in districts with charter schools.</i>				
Results (in percents)				
School Year				
Index	2005-06	2006-07	2007-08	2008-09
Predicted	-	-	-	-
Actual	-	-	-	-
Effect Size	-	-	-	-

As the school has elected not to participate in the federal free and reduced-price lunch program, data on this measure are not available.

Growth Measure: For the 2004-05 through 2009-10 school years, grade-level cohorts of students will reduce by one-half the gap between their average NCE in the previous spring on the Terra Nova, a nationally-normed math test, and an NCE of 50 (i.e., grade-level) in the current spring. If a grade-level cohort exceeds an NCE of 50 in the previous year, the cohort is expected to show at least an increase in the current year.				
Results (in percents)				
	School Year			
Mean NCE	2005-06	2006-07	2007-08 (Grades) (N=34)	2008-09 (Grades) (N=30)
Baseline	-	-	45.9	44.4
Target	-	-	47.9	47.2
Actual	-	-	46.7	44.7
Cohorts Made	-	-	(4 of 8)	(3 of 8)
Target				

With respect to growth, on the nationally norm referenced Terra Nova mathematics exam, in 2007-08, four of the school's eight grade level cohorts achieved their targets and overall performance improved slightly too just below the national norm. In 2008-09 three of eight cohorts achieved their targets and overall performance remained level.

Growth Measure: For the 2006-07 through 2009-2010 school years, grade-level cohorts of students will reduce by one-half the gap between the percent at or above Level 3 on the previous year's State Math exam and 75 percent at or above Level 3 on the current year's State Math exam. If a grade-level cohort exceeds 75 percent at or above Level 3 in the previous year, the cohort is expected to show at least an increase in the current year.				
Results (in percents)				
	School Year			
Percent Level 3 & 4	2005-06	2006-07²³ (Grades: 4-7) (N=19)	2007-08 (Grades: 4-8) (N=22)	2008-09 (Grades: 4-8) (N=13)
Baseline	-	26.3	50.0	61.5
Target	-	50.7	62.5	68.3
Actual	-	36.8	63.6	76.9
Cohorts Made	-	(2 of 4)	(3 of 5)	(3 of 5)
Target				

In 2006-07, when the state test data growth analysis first became available, two of the school's four grade level cohorts achieved their growth targets and overall performance improved. In 2007-08, three of five cohorts achieved their targets and overall performance again improved. In the most recent year, three of five cohorts again achieved their targets, and overall performance improved markedly.

²³ New York State began administering English language arts and mathematics exams in grades 3-8 in 2005-06, thus year-to-year growth could not be evaluated until 2006-07 when two years' of results were first available.

Analysis of Additional Evidence:

Additional Measure: *Each year, students will demonstrate academic progress as evidenced by increasing at least 1 performance level for 70 percent of all Math goals indicated on the student’s Student Centered Plan (SCP).*

While this measure appears in CDCH Charter School’s Accountability Plan, the school has not reported on any results during the entire Accountability Period.

Science

Accountability Plan Goal: Students will become proficient in science and each year all students will make progress toward mastery of school achievement standards.

Outcome: Based on the limited data available, the school is not meeting its science goal.

Analysis of Accountability Plan Measures:

Absolute Measure: <i>In each year, 75 percent of fourth and eighth graders who are enrolled in at least their second year will perform at or above Level 3 on the New York State Science examination.</i>				
Results (in percents)				
	School Year			
Grade	2005-06	2006-07 (Tested: 9)	2007-08 (Tested: 7)	2008-09 (Tested: 6)
4	-	66.7	75.0	50.0
8	-	-	57.0	50.0

In 2006-07, 67 percent of the school’s 4th grade students were proficient and the school fell short of its 75 percent target. In 2007-08, the school’s 4th grade achieved its target and 75 percent of students were proficient. That same year, when the school first tested 8th grade students, 57 percent were proficient and the school fell short of its target. In the most recent year, 50 percent of 4th and 8th graders were proficient and the school failed to achieve its target.

Comparative Measure: <i>Each year, the percent of students who are enrolled in at least their second year and performing at or above Level 3 on the State Science exam will be greater than that of the local school district (indicated as Eastern Suffolk BOCES).</i>				
Results (in percents)				
	School Year			
Comparison	2005-06	2006-07 (Grade 4)	2007-08 (Grades 4, 8)	2008-09 (Grades 4, 8)
School	-	66.7	64.0	50.0
District	-	NA	NA	NA

Science comparison data for the Eastern Suffolk BOCES district are unavailable.

Comparative Measure: <i>Each year, the percent of students performing at or above Level 3 on the State Science exam in each tested grade will be equal to or greater than that of the following similar schools: Shelter Island Elementary School, Montauk Elementary School, and John Marshall Elementary School.</i>				
Results (in percents)				
	School Year			
Comparison	2005-06	2006-07 (Grades 4, 8)	2007-08 (Grades 4, 8)	2008-09 (Grades 4, 8)
School	-	66.7	64.0	50.0
Shelter Island	100	95.0	91.5	NA
John Marshall	94.0	97.0	100.0	NA
Montauk	93.2	87.9	100.0	NA

CDCH Charter School has consistently underperformed on the state science exam the nearby schools included in its Accountability Plan by a wide margin. While comparative data are unavailable for the most recent year, assuming these schools' performance remained level, CDCH Charter School would again have again fallen short of meeting this measure.

Analysis of Additional Evidence:

Additional Measure: <i>Each year, students will demonstrate academic progress as evidenced by increasing at least 1 performance level for 70% of all Science goals indicated on the student's Student Centered Plan (SCP).</i>

While this measure appears in CDCH Charter School's Accountability Plan, the school has not reported on any results during the entire Accountability Period.

Social Studies

Accountability Plan Goal: Students will become proficient in social studies and each year all students will make progress toward mastery of school achievement standards.

Outcome: Based on the limited data available, the school is not meeting its social studies goal.

Analysis of Accountability Plan Measures:

Absolute Measure: <i>In each year, 75 percent of fifth and eighth graders who are enrolled in at least their second year will perform at or above Level 3 on the New York State Social Studies examination.</i>				
Results (in percents)				
	School Year			
Grade	2005-06	2006-07 (Tested: 4)	2007-08 (Tested: 12)	2008-09 (Tested: 7)
5	-	50.0	100.0	100.0
8	-	-	66.7	25.0

In 2006-07, 50 percent of 5th grade students at CDCH Charter School scored proficient on the state social studies exam and the school fell short of its target. In 2007-08, when both 5th and 8th graders were tested, the school exceeded its target in the 5th grade by a wide margin, but fell short of its target

for the 8th grade. In 2008-09, the school's 5th grade maintained its 100 percent proficiency rate and the 8th grade's 25 percent proficiency rate was far below the schools target.

Comparative Measure: <i>Each year, the percent of students who are enrolled in at least their second year and performing at or above Level 3 on the State Social Studies exam will be greater than that of the local school district (indicated as Eastern Suffolk BOCES).</i>				
Results (in percents)				
	School Year			
Comparison	2005-06	2006-07 (Grade 4)	2007-08 (Grades 4, 8)	2008-09 (Grades 4, 8)
School	-	50.0	83.3	57.1
District	-	NA	NA	NA

Social Studies comparison data for the Eastern Suffolk BOCES district are unavailable.

Comparative Measure: <i>Each year, the percent of students performing at or above Level 3 on the State Social Studies exam in each tested grade will be equal to or greater than that of the following similar schools: Shelter Island Elementary School, Montauk Elementary School, and John Marshall Elementary School.</i>				
Results (in percents)				
	School Year			
Comparison	2005-06	2006-07 (Grades 4, 8)	2007-08 (Grades 4, 8)	2008-09 (Grades 4, 8)
School	-	50.0	83.3	57.1
Shelter Island	88.4	82.0	76.8	NA
John Marshall²⁴	-	-	-	-
Montauk	93.3	84.2	82.2	NA

With the exception of the 2007-08 year, CDCH Charter School has underperformed on the state social studies exam the nearby schools included in its Accountability Plan by a wide margin. While comparative data are unavailable for the most recent year, assuming comparison school performance remained level, CDCH Charter School would again have fallen short of meeting this measure.

Analysis of Additional Evidence:

Additional Measure: <i>Each year, students will demonstrate academic progress as evidenced by increasing at least 1 performance level for 70% of all Social Studies goals indicated on the student's Student Centered Plan (SCP).</i>
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While this measure appears in CDCH Charter School's Accountability Plan, the school has not reported on any results during the entire Accountability Period.

NCLB

In addition to meeting its specific subject area goals, the school is expected under No Child Left Behind to made adequate yearly progress towards enabling all students to score at the proficient level on the state English language arts and mathematics exams. In holding charter schools to the same

²⁴ John Marshall Elementary School did not enroll students in tested grades during the Accountability Period.

standards as other public schools, the state issues an annual school accountability report that indicates the school’s status each year.

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

Outcome: The school met the goal. Child Development Center of the Hamptons Charter School was deemed to be in good standing in each of the four years of the Accountability Period.

Absolute Measure: <i>Under the state’s NCLB accountability system, the school’s Accountability Status will be “Good Standing” each year.</i>				
Results				
Status	School Year			
	2005-06	2006-07	2007-08	2008-09
Good Standing	Yes	Yes	Yes	Yes