



I. SCHOOL INFORMATION AND COVER PAGE (To be Completed By All Charter Schools)

Last updated: 07/29/2015

Please be advised that you will need to complete this task first (including signatures) before all of the other tasks assigned to you by your authorizer are visible on your task page. While completing this task, please ensure that you select the correct authorizer or you may not be assigned the correct tasks.

Page 1

1. SCHOOL NAME AND AUTHORIZER

(Select name from the drop down menu)

ROOSEVELT CHILDREN'S ACADEMY CS (SUNY TRUSTEES) 280208860024

2. CHARTER AUTHORIZER

(For technical reasons, please re-select authorizer name from the drop down menu).

SUNY-Authorized Charter School

3. DISTRICT / CSD OF LOCATION

Roosevelt

4. SCHOOL INFORMATION

	PRIMARY ADDRESS	PHONE NUMBER	FAX NUMBER	EMAIL ADDRESS
	105 Pleasant Avenue Roosevelt, NY 11575	516-867-6202	516-867-6206	[REDACTED]

4a. PHONE CONTACT NUMBER FOR AFTER HOURS EMERGENCIES

Contact Name	Philip Leconte
Title	Chief Operations Officer
Emergency Phone Number (###-###-####)	[REDACTED]

5. SCHOOL WEB ADDRESS (URL)

rcaeagles.org

6. DATE OF INITIAL CHARTER

2000-05-01 00:00:00

7. DATE FIRST OPENED FOR INSTRUCTION

2000-09-01 00:00:00

8. FINAL VERIFIED BEDS ENROLLMENT FOR THE 2014-15 School Year as reported to Department's Office of Information and Reporting Services (via the NYC DOE for charter schools in NYC) in August.

637

9. GRADES SERVED IN SCHOOL YEAR 2014-15

Check all that apply

Grades Served K, 1, 2, 3, 4, 5, 6, 7, 8

10. DOES THE SCHOOL CONTRACT WITH A CHARTER OR EDUCATIONAL MANAGEMENT ORGANIZATION?

	Yes/No	Name of CMO/EMO
	No	

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11. FACILITIES

Will the School maintain or operate multiple sites?

Yes, 3 sites

12. SCHOOL SITES

Please list the sites where the school will operate in 2015-16.

	Physical Address	Phone Number	District/CSD	Grades Served at Site	School at Full Capacity at Site	Facilities Agreement
Site 1 (same as primary site)	105 Pleasant Avenue Roosevelt, NY 11575	516-867-6202	ROOSEVELT UFSD	2-5	Yes	Own
Site 2	55 Mansfield Avenue Roosevelt, NY 11575	516-771-4871	ROOSEVELT UFSD	K-1	Yes	Rent/Lease
Site 3	201 Debevoise Avenue Roosevelt, NY 11575	516-442-2147	ROOSEVELT UFSD	6-8	Yes	Rent/Lease

12a. Please provide the contact information for Site 1 (same as the primary site).

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Ruth Peets-Butcher	██████████		██████████.
Operational Leader	Philip Leconte	██████████		██████████
Compliance Contact	Reshma Persad	██████████		██████████
Complaint Contact	Ella Portero	██████████		██████████

12b. Please provide the contact information for Site 2.

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Shelia Maxwell	██████████		██████████.
Operational Leader	Philip Leconte	██████████		██████████
Compliance Contact	Reshma Persad	██████████		██████████
Complaint Contact	Ella Portero	██████████		██████████

12c. Please provide the contact information for Site 3.

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Kevin Boston-Hill	██████████		██████████
Operational Leader	Philip Leconte	██████████		██████████
Compliance Contact	Reshma Persad	██████████		██████████
Complaint Contact	Ella Portero	██████████		██████████

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14. Were there any revisions to the school's charter during the 2014-2015 school year? (Please include both those that required authorizer approval and those that did not require authorizer approval).

No

15. Name and Position of Individual(s) Who Completed the 2014-15 Annual Report.

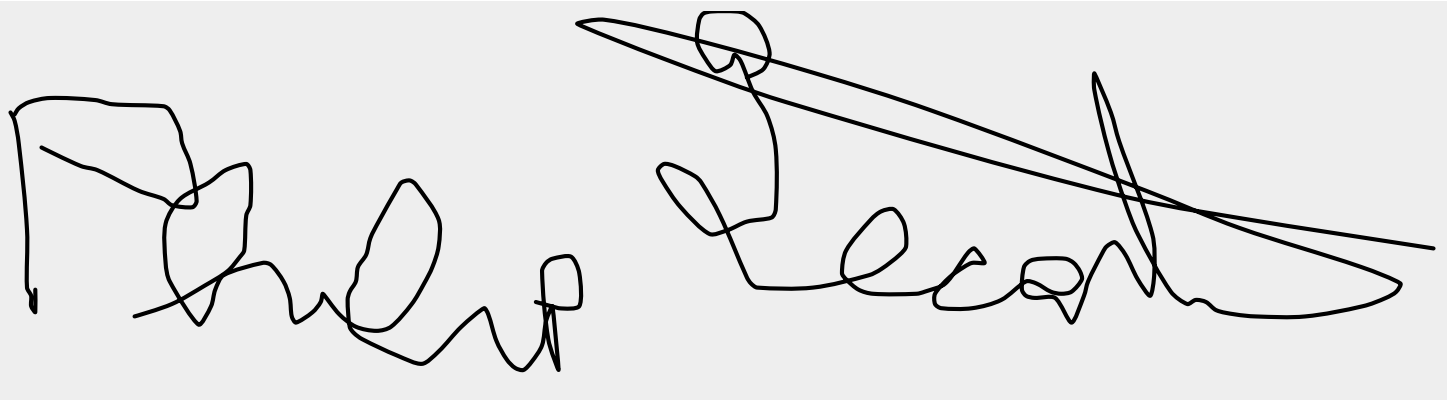
Reshma Persad - Operations

16. Our signatures below attest that all of the information contained herein is truthful and accurate and that this charter school is in compliance with all aspects of its charter, and with all pertinent Federal, State, and local laws, regulations, and rules. We understand that if any information in any part of this report is found to have been deliberately misrepresented, that will constitute grounds for the revocation of our charter. Check **YES if you agree and use the mouse on your PC or the stylist on your mobile device to sign your name).**

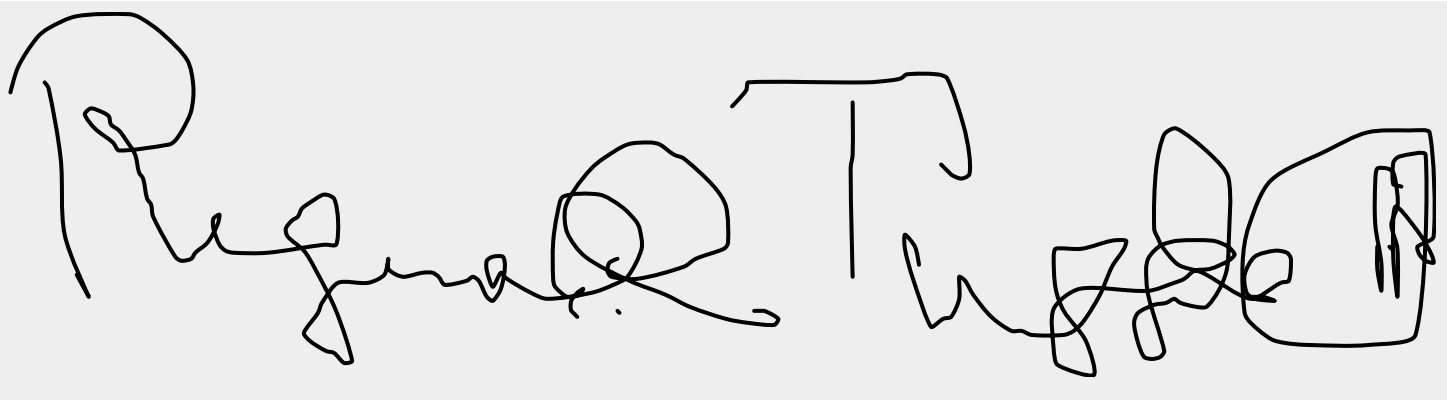
Responses Selected:

Yes

Signature, Head of Charter School

A handwritten signature in black ink on a light gray background. The signature is highly stylized and cursive, appearing to read "David Lee". It features a large initial 'D' and a long, sweeping horizontal stroke that extends across the right side of the signature.

Signature, President of the Board of Trustees

A handwritten signature in black ink on a light gray background. The signature is highly stylized and cursive, appearing to read "Reginald T. White". It features a large initial 'R' and a prominent vertical stroke for the letter 'T'. The signature ends with a large, rounded flourish.

Thank you.



Appendix A: Link to the New York State School Report Card

Last updated: 07/29/2015

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Charter School Name: 280208860024 ROOSEVELT CHILDREN'S ACAD CS

1. NEW YORK STATE REPORT CARD

Provide a direct URL or web link to the most recent New York State School Report Card for the charter school (See <https://reportcards.nysed.gov/>).

(Charter schools completing year one will not yet have a School Report Card or link to one. Please type "URL is not available" in the space provided).

<http://data.nysed.gov/profile.php?instid=800000049633>

**ROOSEVELT CHILDREN'S
ACADEMY CHARTER
SCHOOL**

**2014-15 ACCOUNTABILITY
PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

September 15, 2015

By Kevin E. Boston-Hill and Ruth Peets- Butcher,
Chief Education Officers

105 Pleasant Avenue
Roosevelt, NY 11575
516-867-6202

We are excited about the coming year, our new organization structure and leadership. Join us in congratulating our Leadership Team: Chief Education Officer (CEO) for grades 6-8, Kevin E. Boston- Hill, Chief Education Officer (CEO) for grades K-5, Ruth Peets-Butcher. Together they will oversee all academic and educational matters. Further, Phil Leconte will serve as our Chief Operations Officer (COO) and in this capacity will oversee all non-educational matters. Together, our team has prepared this 2014-15 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
Reginald Tuggle	Chairman
Tony Burden	Secretary
Tyra Washington	Trustee
King-Cheek	Trustee
Darrell Garner	Trustee

Kevin E. Boston- Hill, grades 6-8, and Ruth Peets-Butcher, grades K-5, have served as Chief Education Officers (CEOs) since 2015.

INTRODUCTION

Mission and Values

As the first charter school on long island (est. 2000), Roosevelt Children's Academy (RCA) is committed to providing an atmosphere of exceptional learning. We believe that a positive attitude will produce great academic achievement. The mission of RCA is to provide our children with educationally secured programs to broaden their horizons and maximize their abilities, so that each individual student may fulfill their potential and become productive members of our society. As an agent of change, each member of our educational community promise to maintain high expectations for our students and must also build each child's confidence and self-esteem, support individualized thinking, encourage critical thinking and foster a love of learning. To meet the educational needs of our families, RCA has a very strong set of core values governing all areas of school life. We are committed to providing:

An Early Educational Intervention Program - Starting with grade K students, RCA offers an instructional program that promotes school readiness in literacy, math, and social development. RCA has created a Response To Intervention (RTI) Program with staff members skilled in reading and math in order to focus the needs and intervention services of its Tier II and Tier III students. We have also purchased several diagnostic systems that will assist with identifying the strengths and weaknesses of at-risk students. Every Tier II and Tier III student will receive consistent services in reading and math development assisted by the RTI Staff.

More Time on Task - Students at RCA are in academically rigorous learning environments for longer school days and for an extended year. A relentless focus on the details allows students and teachers to spend more time on task.

A Standards Based Curriculum - Our academic program align with the Core Curriculum is research-proven and has demonstrated significant student achievement in reading, writing, and math.

Early and Frequent Assessments - RCA teachers know the power of assessing student progress and using data to track student performance. We identify students' academic needs early and adjust teaching strategies accordingly. This system of assessment allows us to respond with targeted immediacy.

A Team of Highly Skilled Teachers - The RCA teaching team are empowered to receive ongoing professional development to build skills to adjust for the change in the rigor of our academic environment, create and maintain a community of respect and collaboration with our staff , parents/guardians.

A Continued Community Partnership - We embrace students' parents and guardians as essential partners in the education of their children. As a result, we anticipate that parents/guardians will join with staff and students to share in the responsibility of their child's education. We engage families, university partners and the wider community to support RCA.

College Internship - Through our extensive partnerships with Universities in surrounding communities, programs assign students to gain experiential skills tutoring students with reading and math skills and school counseling activities on health and wellness.

Field Placement - Programs, provide teaching candidates a range of opportunities to teach and learn at RCA.

Visits to Colleges - Annual visits to colleges and universities keep students focused on skills and academic preparation in high school that colleges require. Scheduled high school counselors transition meetings help middle school students focus on academic preparation that high school require.

Rich Extracurricular Activities - We offer afterschool programs and Summer School for additional enrichment and organize field trip opportunities that are aligned with classroom work to connect to the real world and build background knowledge.

Community Organization - We partner extensively with community organizations that have a vested interest in the success of our students. Career exploration and annual career day programs encourage students to pursue their career interests.

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	Total
2011-12	121	114	92	91	94	50	45	48	70	725
2012-13	91	115	105	86	80	90	44	36	40	687
2013-14	72	86	114	94	68	74	65	31	20	624
2014-15	77	95	83	94	71	66	66	53	30	636

- AS of BEDS Day

ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

All students at the Roosevelt Children's Academy Charter School (RCACS) will become proficient in reading and writing of the English Language.

Background

Roosevelt Children's Academy has purchased commercial curricula that inform teachers' daily instruction in all grades in all subjects. The new Wonders and Code X curricula have embedded science, ELA and social studies lessons and content that is appropriately leveled for each grade. Each program has a planned out pacing guide that gives a clear picture to the teacher as to what to teach and how to teach it each day.

All lessons are Common Core Standards built and contain research based instructional activities that have been shown to improve student learning. Teachers are given common planning time to review lesson content and adjust lesson plans to fit the needs of their specific population. Although each curriculum program provides lesson plans, teachers utilize the district lesson template to deconstruct the activities and content in each lesson block for better instructional understanding, and they make appropriate adjustments to those activities and content whenever necessary. These adjustments are done in collaboration with the Teaching and Learning Department to ensure implementation of all curriculum components content and activities with high fidelity. Teachers are to follow the research based pacing guide for each program.

Due to the urgency of this year's academic focus on ELA and math and in keeping with the structure of the CCSS, it was decided to focus on a high fidelity implementation of those content area curricula while embedding the secondary core subjects within the aforementioned two. Therefore the science and social studies curriculum for the 2013-2014 school year was embedded in the ELA foci for this academic school year and was explored using the ELA pacing guide(s).

The framework for RCA's core curricula programs is Constructivist learning using Understanding by Design principles within the structure dimensions of the Common Core State Standards for each grade-level. Every activity and lesson component are linked to creating a student learning experience that embraces the Common Core State Standards and relates to the principle that students are actively building their own knowledge. The curriculum leads teachers into a facilitator's role where activities are more student centered. While we acknowledge that this is a continued area of growth, there has been some development in this area this year. In order to ensure a strong implementation, Instructional Specialists in ELA were assigned to support faculty and assist in teacher development. Formative and Summative assessments have helped to inform teacher instruction and drive student achievement and development.

Each component of RCA's assessment plan plays an important role in improving student learning and instructional effectiveness. RCA utilizes several research based assessments such as, Commercial Curriculum Common Core Aligned or built weekly and benchmark assessments; STAR Reading programs, which supply regular progress monitoring data in 4 to 5 week intervals; ACUITY (which measures taught curriculum standards through custom built tests/assessments- one every 10 weeks) and SuccessMaker (a program that remediates students' weaknesses through individualized computer directed instruction). Together all of the aforementioned programs provide the framework or the RCA assessment system. Additionally, they produce specific data sets of information that allow for administrators, specialists and teachers to gain the opportunity these data instructionally informative ways.

RCA hired three Literacy Specialists to provide coaching for our teachers. The specialists build relationships with every teacher and offer continual guidance. The Department of Teaching and Learning follows the RCA Training and Development Plan to identify, coach and mentor teachers.

Goal 1: Absolute Measure

Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State English language arts examination for grades 3-8.

Method

The school administered the New York State Testing Program English language arts assessment to students in grades 3 through 8 in April 2015. Each student's raw score has been converted to a grade-specific scaled score and a performance level.

The table below summarizes participation information for this year's test administration. The table indicates total enrollment and total number of students tested. It also provides a detailed breakdown of those students excluded from the exam. Note that this table includes all students according to grade level, even if they have not enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year).

**2014-15 State English Language Arts Exam
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested ¹			Total Enrolled
		IEP	ELL	Absent	
3	66			27	93
4	58			10	68
5	50			14	64

1 Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

6	53			7	60
7	40			9	49
8	23			6	29
All	290			73	363

Results

18 percent of all students and 19 percent of students in at least their second year at RCACS performed at standards 3 and 4 on the 2015 NYS ELA exam.

Performance on 2014-15 State English Language Arts Exam By All Students and Students Enrolled in At Least Their Second Year

Grade s	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	18%	66	17%	60
4	17%	59	18%	56
5	16%	50	18%	40
6	15%	53	17%	46
7	23%	40	26%	35
8	17%	23	18%	22
All	18%	291	19%	259

Evaluation

RCACS did not achieve this measure.

Additional Evidence

The overall percent of students in at least their second year performing at standards 3 and 4 at RCA has been improving year to year in ELA.

English Language Arts Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2012-13		2013-14		2014-15	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	14	76	17	77	17%	60
4	11	73	15	62	18%	56
5	8	87	10	62	18%	40

6	7	42	3	61	17%	46
7	14	29	26	23	26%	35
8	6	36	33	18	18%	22
All	10%	343	14%	303	19%	259

Goal 1: Absolute Measure

Each year, the school's aggregate Performance Level Index ("PLI") on the State English language arts exam will meet the Annual Measurable Objective ("AMO") set forth in the state's NCLB accountability system.

Method

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards enabling all students to be proficient. As a result, the state sets an AMO each year to determine if schools are making satisfactory progress toward the goal of proficiency in the state's learning standards in English language arts. To achieve this measure, all tested students must have a Performance Level Index ("PLI") value that equals or exceeds the 2014-15 English language arts AMO of 97. The PLI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PLI is 200.²

Results

The RCACS Performance Level Indicator in ELA calculates to 77, which is less than the AMO of 97.

English Language Arts 2014-15 Performance Level Index (PLI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
290	41	41	14	4

$$\begin{array}{rclclclclcl}
 \text{PI} & = & 41 & + & 14 & + & 4 & = & 59 \\
 & & & & 14 & + & 4 & = & \underline{18} \\
 & & & & & & \text{PLI} & = & 77
 \end{array}$$

Evaluation

RCACS did not achieve this measure.

Goal 1: Comparative Measure

² In contrast to SED's Performance Index, the PLI does not account for year-to-year growth toward proficiency.

Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of all students in the same tested grades in the local school district.

Method

A school compares tested students enrolled in at least their second year to all tested students in the surrounding public school district. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.³

Results

RCACS outperformed the local district overall, 19% vs 9%, and in each grade.

2014-15 State English Language Arts Exam Charter School and District Performance by Grade Level

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	17%	60	9%	200
4	18%	56	11%	200
5	18%	40	5%	193
6	17%	46	15%	183
7	26%	35	10%	189
8	18%	22	5%	199
All	19%	259	9%	1,164

Evaluation

RCACS achieved this measure.

Additional Evidence

RCACS continues to outperform the local Roosevelt UFSD in ELA year to year.

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

Grade	Percent of Students Enrolled in at Least their Second Year Who Are at Proficiency Compared to Local District Students					
	2012-13		2013-14		2014-15	
	Charter School	Local District	Charter School	Local District	Charter School	Local District

³ Schools can acquire these data when the New York State Education Department releases its Access database containing grade level ELA and math test results for all schools and districts statewide. The NYSED announces the release of the data on its [News Release webpage](#).

3	14	12	17	10	17%	9%
4	11	16	15	10	18%	11%
5	8	13	10	12	18%	5%
6	7	7	3	11	17%	15%
7	14	5	26	4	26%	10%
8	6	7	33	12	18%	5%
All	10%	10%	14%	10%	19%	9%

Goal 1: Comparative Measure

Each year, the school will exceed its predicted level of performance on the state English language arts exam by an Effect Size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

Method

The Charter Schools Institute conducts a Comparative Performance Analysis, which compares the school's performance to demographically similar public schools state-wide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The Institute compares the school's actual performance to the predicted performance of public schools with a similar economically disadvantaged percentage. The difference between the schools' actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3 or performing higher than expected to a meaningful degree is the requirement for achieving this measure.

Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2014-15 analysis is not yet available. This report contains 2013-14 results, the most recent Comparative Performance Analysis available.

Results

The comparative performance 2013-14 ELA effect size is -0.47, less than the target 0.3.

2013-14 English Language Arts Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3	90.4	85	18	19.7	-1.7	-0.13
4	83.8	63	15	22.4	-7.4	-0.54
5	79.7	65	9	20.4	-11.4	-0.89
6	80.0	63	3	18.1	-15.1	-1.11
7	80.6	26	27	18.1	8.9	0.61
8	65.0	18	33	28.7	4.3	0.26
All	82.7	320	14.2	20.5	-6.3	-0.47

School's Overall Comparative Performance:
Lower than expected

Evaluation

RCACS did not achieve this measure.

Additional Evidence

The 2013-14 effect size is shows improvement over 2012-13 and it's anticipated that the 2014-15 results will continue on that trend.

English Language Arts Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch/Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2011-12	3-8	72.3	397	36.0	41.0	-0.31
2012-13	3-8	87.6	367	10.1	17.4	-0.69
2013-14	3-8	82.7	320	14.2	20.5	-0.47

Goal 1: Growth Measure⁴

Each year, under the state's Growth Model, the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the state's unadjusted median growth percentile.

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 in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2013-14 and also have a state exam score from 2012-13 including students who were retained in the same grade. Students with the same 2012-13 score are ranked by their 2013-14 score and assigned a percentile based on their relative growth in performance (student growth percentile). Students' growth percentiles are aggregated school-wide to yield a school's mean growth percentile. In order for a school to perform above the statewide median, it must have a mean growth percentile greater than 50.

⁴ See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

Given the timing of the state’s release of Growth Model data, the 2014-15 analysis is not yet available. This report contains 2013-14 results, the most recent Growth Model data available.⁵

Results

The 2013-14 Mean Growth Percentile of 54.5 exceeds the statewide median of 50.

2013-14 English Language Arts Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Statewide Median
4	52.45	50.0
5	56.43	50.0
6	43.7	50.0
7	69.12	50.0
8	70.78	50.0
All	54.5	50.0

Evaluation

RCACS achieved this measure.

Additional Evidence

The 2013-14 mean growth percentile of 54.5 shows much improvement over the 2012-13 MGP of 41.20

English Language Arts Mean Growth Percentile by Grade Level and School Year

Grade	Mean Growth Percentile			
	2011-12 ⁶	2012-13	2013-14	Statewide Median
4		50.13	52.45	50.0
5		36.04	56.43	50.0
6		41.80	43.7	50.0
7		36.26	69.12	50.0
8		38.66	70.78	50.0
All		41.20	54.5	50.0

Summary of the English Language Arts Goal

⁵ Schools can acquire these data from the NYSED’s Business Portal: portal.nysed.gov.

⁶ Grade level results not available.

Although RCACS did not achieve all the accountability measures in English Language Arts, this report outlines the progress that we have demonstrated growth and we are still outperforming the local district.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English language arts exam for grades 3-8.	Did Not Achieve
Absolute	Each year, the school's aggregate Performance Level Index (PLI) on the state English language arts exam will meet that year's Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	Did Not Achieve
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of students in the same tested grades in the local school district.	Achieved
Comparative	Each year, the school will exceed its predicted level of performance on the state English language arts exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2013-14 school district results.)	Did Not Achieve
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the state's unadjusted median growth percentile.	Achieved

Action Plan

2015-16 holds several changes for the RCACS organization. As previously mentioned, the school leadership has been restructured to having two Chief Education Officers; one for K-5 and the other for 6-8. These leaders hit the ground running this summer and have the following plans going forward:

- Renewed membership with the NYC Charter Center Special Education Collaborative. This membership will allow access to professional development workshops designed to support our teachers on instructional strategies.
- The creation of three lab classrooms (one at the primary level, 1st grade, one at the elementary level, 4th grade, and one at the middle school level – 6th grade). This lab classroom model will allow for our ELA specialist to model for grade level teachers specific instructional strategies for teachers.
- Last period of the day will be for Tiered instruction. This is a time for all staff to support the students where they are academically.
- Purchase of Boardworks software to assist teachers in developing differentiated lessons to reach students of varying levels and abilities, including students with IEPs and ELL students.
- Danielson Framework will continue to be utilized for our observations and evaluations.

- Parents are truly partners at RCA, therefore, the elementary report card will be adjusted to a standards based report card. This will give parents further insight into the content being taught in school. In addition, parents will be provided with specific strategies on how they can support their children at home. This support will be provided through targeted parent workshops throughout the school year.
- It has been determined that students are not spending enough time reading independently with books at their level. The structure of the ELA program has been modified to mimic a reader's and writer's workshop model. This will give students time in class daily to read independently. The expectation will be for students to develop their stamina to read for long periods of time.

MATHEMATICS

Goal 2: Mathematics

All students at the Roosevelt Children's Academy Charter School will demonstrate competency in the understanding and application of mathematics computation and problem solving.

Background

As stated in the ELA section, Roosevelt Children's Academy has purchased commercial curricula that inform teachers' daily instruction in all grades in all subjects. The Go Math and Digits programs also provide for daily instruction in mathematics and appropriate daily pacing. Every activity and lesson component are linked to creating a student learning experience that embraces the Common Core State Standards and relates to the principle that students are actively building their own knowledge. The curriculum leads teachers into a facilitator's role where activities are more student centered. While we acknowledge that this is a continued area of growth, there has been some development in this area this year. In order to ensure a strong implementation, two Instructional Specialists in math were assigned to support faculty and assist in teacher development. Formative and Summative assessments have helped to inform teacher instruction and drive student achievement and development.

Goal 2: Absolute Measure

Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State mathematics examination for grades 3-8.

Method

The school administered the New York State Testing Program mathematics assessment to students in grades 3 through 8 in April 2015. Each student's raw score has been converted to a grade-specific scaled score and a performance level.

The table below summarizes participation information for this year's test administration. The table indicates total enrollment and total number of students tested. It also provides a detailed breakdown of those students excluded from the exam. Note that this table includes all students according to grade level, even if they have not enrolled in at least their second year.

**2014-15 State Mathematics Exam
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested ⁷			Total Enrolled
		IEP	ELL	Absent	
3	66			27	99
4	55			13	68
5	47			17	64
6	52			8	60
7	39			9	48
8	18			11	29
All	277	0	0	85	362

Results

36 percent of all students and 37 percent of students in at least their second year at RCACS performed at standards 3 and 4 on the 2015 NYS Math exam.

**Performance on 2014-15 State Mathematics Exam
By All Students and Students Enrolled in At Least Their Second Year**

Grade s	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	42%	66	42%	60
4	36%	56	38%	53
5	30%	47	33%	40
6	19%	52	22%	45
7	51%	39	50%	36
8	39%	18	41%	17
All	36%	278	37%	251

Evaluation

RCACS did not achieve this measure.

Additional Evidence

The math results were disappointing this year after such a surge in success in 2014. The gaps are being analyzed for pacing information.

⁷ Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

Mathematics Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2012-13		2013-14		2014-15	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	17%	76	51%	81	42%	60
4	22%	73	34%	61	38%	53
5	3%	87	31%	60	33%	40
6	19%	42	48%	61	22%	45
7	31%	29	43%	26	50%	36
8	33%	36	69%	19	41%	17
All	18%	343	44%	309	37%	251

Goal 2: Absolute Measure

Each year, the school's aggregate Performance Level Index (PLI) on the State mathematics exam will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.

Method

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards enabling all students to be proficient. As a result, the state sets an AMO each year to determine if schools are making satisfactory progress toward the goal of proficiency in the state's learning standards in mathematics. To achieve this measure, all tested students must have a Performance Level Index (PLI) value that equals or exceeds the 2014-15 mathematics AMO of 94. The PLI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PLI is 200.⁸

Results

The RCACS Performance Level Indicator in math calculates to 112, which exceeds the AMO of 94.

Mathematics 2014-15 Performance Level Index (PLI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
277	22	42	26	9

⁸ In contrast to NYSED's Performance Index, the PLI does not account for year-to-year growth toward proficiency.

$$\begin{array}{rcccccccc}
 \text{PI} & = & 42 & + & 26 & + & 9 & = & 77 \\
 & & & & 26 & + & 9 & = & \underline{35} \\
 & & & & & & \text{PLI} & = & 112
 \end{array}$$

Evaluation

RCACS achieved this measure.

Goal 2: Comparative Measure

Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of all students in the same tested grades in the local school district.

Method

A school compares the performance of tested students enrolled in at least their second year to that of all tested students in the surrounding public school district. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.⁹

Results

RCACS outperformed the local district overall, 37% versus 13%.

2014-15 State Mathematics Exam Charter School and District Performance by Grade Level

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	42%	60	20%	202
4	38%	53	21%	212
5	33%	40	16%	201
6	22%	45	14%	185
7	50%	36	5%	195
8	41%	17	4%	200
All	37%	251	13%	1,195

Evaluation

RCACS achieved this measure.

Additional Evidence

⁹ Schools can acquire these data when the New York State Education Department releases its database containing grade level ELA and math test results for all schools and districts statewide. The NYSED announces the release of the data on its [News Release webpage](#).

RCACS continues to outperform the district in math.

Mathematics Performance of Charter School and Local District by Grade Level and School Year

Grade	Percent of Students Enrolled in at Least their Second Year Who Are at Proficiency Compared to Local District Students					
	2012-13		2013-14		2014-15	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
3	17%	14%	51%	18%	42%	20%
4	22%	19%	34%	19%	38%	21%
5	3%	12%	31%	14%	33%	16%
6	19%	3%	48%	12%	22%	14%
7	31%	1%	43%	4%	50%	5%
8	33%	3%	69%	4%	41%	4%
All	18%	9%	44%	12%	37%	13%

Goal 2: Comparative Measure

Each year, the school will exceed its predicted level of performance on the state mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

Method

The Charter Schools Institute conducts a Comparative Performance Analysis, which compares the school's performance to demographically similar public schools state-wide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The Institute compares the school's actual performance to the predicted performance of public schools with a similar economically disadvantaged percentage. The difference between the schools' actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3 or performing higher than expected to a meaningful degree is the requirement for achieving this measure.

Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2014-15 analysis is not yet available. This report contains 2013-14 results, the most recent Comparative Performance Analysis available.

Results

The comparative performance 2013-14 math effect size is 0.86, exceeding the target 0.3, and deemed higher than expected to a large degree.

2013-14 Mathematics Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3	90.4	84	51	28.4	22.6	1.25
4	83.8	62	35	30.2	4.8	0.24
5	79.7	64	31	29.2	1.8	0.09
6	80.0	62	49	25.7	23.3	1.14
7	80.6	28	40	20.1	19.9	1.05
8	65.0	19	69	18.4	50.6	2.46
All	82.6	319	43.6	27.1	16.5	0.86

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

Evaluation

RCACS achieved this measure.

Additional Evidence

As evidenced by the table below, the 2014 effect size is much improved over the prior years.

Mathematics Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch/ Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2011-12	3-8	72.3	398	39.0	52.3	-0.69
2012-13	3-8	87.6	367	17.5	19.2	-0.12
2013-14	3-8	82.6	319	43.6	27.1	0.86

Goal 2: Growth Measure¹⁰

Each year, under the state's Growth Model, the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the state's unadjusted median growth percentile.

Method

¹⁰ See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

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 in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2013-14 and also have a state exam score in 2012-13 including students who were retained in the same grade. Students with the same 2012-13 scores are ranked by their 2013-14 scores and assigned a percentile based on their relative growth in performance (student growth percentile). Students' growth percentiles are aggregated school-wide to yield a school's mean growth percentile. In order for a school to perform above the statewide median, it must have a mean growth percentile greater than 50.

Given the timing of the state's release of Growth Model data, the 2014-15 analysis is not yet available. This report contains 2013-14 results, the most recent Growth Model data available.¹¹

Results

Within each grade and overall, the RCACS mean growth percentile **far exceeds** the statewide median of 50.0.

2013-14 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Statewide Median
4	55.322	50.0
5	66.4	50.0
6	84.8	50.0
7	77.11	50.0
8	80.947	50.0
All	71.0	50.0

Evaluation

RCACS achieved this measure.

Additional Evidence

In 2012-13 the RCACS mean growth percentile fell short of the statewide median. █

¹¹ Schools can acquire these data from the NYSED's business portal: portal.nysed.gov.

Mathematics Mean Growth Percentile by Grade Level and School Year

Grade	Mean Growth Percentile			
	2011-12 ¹²	2012-13	2013-14	Statewide Median
4		52.93		50.0
5		41.58		50.0
6		63.93		50.0
7		64.13		50.0
8		75.58		50.0
All		55.4		50.0

Summary of the Mathematics Goal

With the exception of the absolute measure of having 75% of students achieve standards 3 and 4, RCACS achieved all the math accountability measures demonstrating solid growth.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State mathematics exam for grades 3-8.	Not Achieved
Absolute	Each year, the school's aggregate Performance Level Index (PLI) on the state mathematics exam will meet that year's Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	Achieved
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of students in the same tested grades in the local school district.	Achieved
Comparative	Each year, the school will exceed its predicted level of performance on the state mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2013-14 school district results.)	Achieved
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the state's unadjusted median growth percentile.	Achieved

Action Plan

In addition to the following math plan, please refer to the aforementioned school-wide strategies in the ELA Action Plan section.

¹² Grade level results not available.

- The lab classroom model will allow for our math specialists to model for grade level teachers specific instructional strategies for teachers.
 - The pacing calendar has been adjusted by our math specialists to ensure the standards are taught in a sequence that will allow for greater understanding. The math block has been broken up and a separate 30 minute block was added specifically to target word problems.
 - The introduction and development of formative assessments to provide alternate ways of measuring student mastery.

SCIENCE

Goal 3: Science

All students at Roosevelt Children’s Academy Charter School will demonstrate competency in the understanding and application of scientific reasoning.

Background

Going forward, RCACS is moving toward project based teaching and learning. The teachers are using the NYC scope and sequence for science. The purchased McGraw Hill Science curriculum is used as a supplement.

Goal 3: Absolute Measure

Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State science examination.

Method

The school administered the New York State Testing Program science assessment to students in 4th and 8th grade in spring 2015. The school converted each student’s raw score to a performance level and a grade-specific scaled score. The criterion for success on this measure requires students enrolled in at least their second year to score at proficiency.

Results

84 percent of all students and two year cohort students scored at levels 3 and 4 on the NYS Science 4 and 8 exams.

Charter School Performance on 2014-15 State Science Exam By All Students and Students Enrolled in At Least Their Second Year

Grade s	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4	93%	58	93%	55
8	66%	29	67%	27
All	84%	87	84%	82

Evaluation

RCACS achieved this measure.

Additional Evidence

The overall percent at science proficiency continues to be greater than 75 percent.

Science Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year at Proficiency					
	2012-13		2013-14		2014-15	
	Percent Proficient	Number Tested	Percent	Number Tested	Percent Proficient	Number Tested
4	93%	73	85%	61	93%	55
8	61%	36	61%	18	67%	27
All	83%	109	80%	79	84%	82

Goal 3: Comparative Measure

Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the state science exam will be greater than that of all students in the same tested grades in the local school district.

Method

The school compares tested students enrolled in at least their second year to all tested students in the surrounding public school district. Comparisons are between the results for each grade in which the school had tested students in at least their second year and the results for the respective grades in the local school district.

Results

The district science results have not been released for the 2015 year.

2014-15 State Science Exam Charter School and District Performance by Grade Level

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4	93%	55		
8	67%	27		
All	84%	82	TBD	

Evaluation

Pending

Additional Evidence

RCACS consistently outperforms the district overall on the NYS science exams.

Science Performance of Charter School and Local District by Grade Level and School Year

Grade	Percent of Charter School Students at Proficiency and Enrolled in At Least their Second Year Compared to Local District Students					
	2012-13		2013-14		2014-15	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
4	93%	91%	85%	80%	93%	
8	61%	70%	61%	47%	67%	
All	83%	82%	80%	66%	84%	

Summary of the Science Goal

RCACS continues to do well in science, however the grade 8 scholars do not perform as well as grade 4. New materials will be purchased in 2015-16 and that will play a major role in the decision.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State examination.	Achieved
Comparative	Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the state exam will be greater than that of all students in the same tested grades in the local school district.	Results Pending

Action Plan

Although the students do well in science, RCACS plans to expand the scientific opportunities available to our students by upgrading the program (including the use of Project-Based Learning (PBL) as a way to foster cross-curricular education) and implementing mandatory lab assignments at the 4th and 8th grade levels. Throughout the year, we will solicit vendors to sample varied curricular programs. The staff will be involved in the process to find a program that will be a best fit for our school. We also await NYS adoption of the Next Generation Science Standards (NGSS) to which our curriculum will be aligned.

NCLB

Goal 4: NCLB

Each year the school will be deemed in 'good standing' by the state's accountability system.

Goal 4: Absolute Measure

Under the state's NCLB accountability system, the school's Accountability Status is in good standing: the state has not identified the school as a Focus School nor determined that it has met the criteria to be identified as school requiring a local assistance plan.

Method

Because *all* students are expected to meet the state's learning standards, the federal No Child Left Behind legislation stipulates that various sub-populations and demographic categories of students among all tested students must meet state proficiency standards. New York, like all states, established a system for making these determinations for its public schools. Each year the state issues School Report Cards. The report cards indicate each school's status under the state's No Child Left Behind (NCLB) accountability system.

Results

RCACS continues to be in Good Standing.

Evaluation

This outcome measure has been met by Roosevelt Children's Academy Charter School.

Additional Evidence

RCACS has been in good standing since opening in the year 2000.

NCLB Status by Year

Year	Status
2012-13	Good Standing
2013-14	Good Standing
2014-15	Good Standing



Appendix B: Total Expenditures and Administrative Expenditures per Child

Last updated: 07/29/2015

Page 1

Charter School Name: 280208860024 ROOSEVELT CHILDREN'S ACAD CS

B. Financial Information

This information is required of ALL charter schools. Provide the following measures of fiscal performance of the charter school in Appendix B (Total Expenditures and Administrative Expenditures Per Child):

1. Total Expenditures Per Child

To calculate '**Total Expenditures per Child**' take total expenditures (from the unaudited 2014-15 Schedule of Functional Expenses) and divide by the year end per pupil count. (Integers Only. No dollar signs or commas).

Line 1: Total Expenditures	9052689
Line 2: Year End Per Pupil Count	590
Line 3: Divide Line 1 by Line 2	15344

2. Administrative Expenditures per Child

To calculate '**Administrative Expenditures per Child**' take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the unaudited 2014-15 Schedule of Functional Expenses) and divide by the year end per pupil count. The relevant portion that must be included in this calculation is defined as follows:

Administrative Expenditures: Administration and management of the charter school includes the activities and personnel of the offices of the chief school officers, the treasurer, the finance or business offices, the purchasing unit, the employee personnel offices, the records management offices, or a public information and services offices. It also includes those administrative and management services provided by other organizations or corporations on behalf of the charter school for which the charter school pays a fee or other compensation.

Please note the following:

- Do not include the FTE of personnel dedicated to administration of the instructional programs.
- Do not include Employee Benefit costs or expenditures in the above calculations.
- A template for the Schedule of Functional Expenses is provided on page 20 of the 2014-15 Annual Report Guidelines to assist schools identify the categories of expenses needed to compute the two per pupil calculations. This template does not need to be completed or submitted on August 1st as it will be submitted November 1st as part of the audited financial statements. Therefore schools should use unaudited amounts for these per pupil calculations. (See the 2014-15 Annual Report Guidelines in "Resources" area of your portal task page).

To calculate '**Administrative Expenditures per Child**' take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the 2014-15 Schedule of Functional Expenses) and divide by the year end per pupil count. (Integers Only. No dollar signs or commas).

Line 1: Relevant Personnel Services Cost (Row)	3910282
Line 2: Management and General Cost (Column)	1666192
Line 3: Sum of Line 1 and Line 2	5576474
Line 4: Year End Per Pupil Count	590
Line 5: Divide Line 3 by the Year End Per Pupil Count	9452

Thank you.

New York State Education Department

Request for Proposals to Establish Charter Schools Authorized by the Board of Regents

2015-16 Budget & Cash Flow Template

General Instructions and Notes for New Application Budgets and Cash Flows Templates

1	Complete ALL SIX columns in BLUE
2	Enter information into the GRAY cells
3	Cells containing RED triangles in the upper right corner in columns B through G contain guidance on that particular item
4	Funding by School District information for all NYS School district is located on the State Aid website at https://stateaid.nysed.gov/charter/ . Refer to this website for per-pupil tuition funding for all school districts. Rows may be inserted in the worksheet to accomodate additional districts if necessary.
5	The Assumptions column should be completed for all revenue and expense items unless the item is self-explanatory. Where applicable, please reference the page number or section in the application narrative that indicates the assumption being made. For instance, student enrollment would reference the applicable page number in Section I, C of the application narrative.

Roosevelt Children's Academy Charter School

PROJECTED BUDGET FOR 2015-2016

July 1, 2015 to June 30, 2016

Assumptions
DESCRIPTION OF ASSUMPTIONS - Please note assumptions when applicable

Please Note: The student enrollment data is entered below in the Enrollment Section beginning in row 155. This will populate the data in row 10.

	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL
Total Revenue	11,102,208	-	-	-	-	11,102,208
Total Expenses	9,852,889	113,783	-	-	1,836,737	11,103,299
Net Income	2,049,519	(113,783)	-	-	(1,836,737)	(1,001)
Actual Student Enrollment	590	-	-	-	-	590
Total Paid Student Enrollment	590	-	-	-	-	590
<p>CSI: This line should show how many students a school intends to be paid for.</p> <p>For Example: If a school plans on enrollment of 100 students however is budgeting to only receive 95% of those students' CSI: Enter in the Per Pupil Rate (PPR) for the Current Year (CY). For Example: If this application is being submitted in 2009-10 for a school opening in 2011-12, enter in the 2009-10 PPR for that district in the cells below. If a higher PPR is assumed indicate that % increase in the ASSUMPTION column. Refer to the State Aid website for the tuition rates. https://stateaid.nysed.gov/charter/</p>						
SUPPORT SERVICES						
	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL			
REVENUE						
REVENUES FROM STATE SOURCES						
Per Pupil Revenue						
HEMPSTEAD UFSD	\$18,202.00					3,968,036
ROOSEVELT UFSD	\$16,925.00					3,723,500
UNIONDALE UFSD	\$50,214.00					1,192,626
FREERPORT UFSD	\$16,053.00					417,378
NYC CHANCELLOR OFFICE	\$13,877.00					97,138
ROCKVILLE CENTER UFSD	\$19,117.00					19,117
WEST HEMPSTEAD UFSD	\$17,109.00					17,109
ELMONT UFSD	\$14,747.00					29,494
WYANDANCH UFSD	\$17,016.00					68,064
VALLEY STREAM 24 UFSD	\$20,394.00					40,788
AMITYVILLE UFSD	\$17,777.00	106,662				106,662
BRENTWOOD UFSD	\$13,833.00	262,827				262,827
BALDWIN UFSD	\$16,008.00	224,112				224,112
LONG BEACH CITY SD	\$22,988.00	22,698				22,698
LONGWOOD CSD	\$14,730.00					
ALL OTHER SCHOL DISTRICTS	\$19,348.00	193,478				193,478
	10,383,028	-	-	-	-	10,383,028
Special Education Revenue						
Grants						
Stimulus						
Other						
Other State Revenue						
TOTAL REVENUE FROM STATE SOURCES	10,383,028					10,383,028
REVENUE FROM FEDERAL FUNDING						
IDEA Special Needs						
Title I	164,280					164,280
Title Funding - Other	9,436					9,436
School Food Service (Free Lunch)	420,464					420,464
Grants						
Charter School Program (CSP) Planning & Implementation						
Other						
Other Federal Revenue						
TOTAL REVENUE FROM FEDERAL SOURCES	594,180					594,180
LOCAL and OTHER REVENUE						
Contributions and Donations, Fundraising						
Erate Reimbursement	50,000					50,000
Interest Income, Earnings on Investments,	55,000					55,000
NYC-DYCD (Department of Youth and Community Developmrt.)						
Food Service (Income from meals)	20,000					20,000
Text Book						
Other Local Revenue						
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	125,000					125,000
TOTAL REVENUE	11,102,208					11,102,208
EXPENSES						
ADMINISTRATIVE STAFF PERSONNEL COSTS						
Executive Management					330,000	330,000
Instructional Management					220,000	220,000
Deans, Directors & Coordinators					116,760	116,760
CFO / Director of Finance						
Operation / Business Manager						
Administrative Staff					983,232	983,232
TOTAL ADMINISTRATIVE STAFF					1,649,992	1,649,992
INSTRUCTIONAL PERSONNEL COSTS						
Teachers - Regular		55,733				1,857,782
Teachers - SPED						
Substitute Teachers						75,000
Teaching Assistants		21,600				720,000
Specialty Teachers						705,000
Aides						
Therapists & Counselors		3,875				122,500
Other		12,900				430,000
TOTAL INSTRUCTIONAL		93,908				3,910,282
NON-INSTRUCTIONAL PERSONNEL COSTS						
Nurse		3,875				126,175
Librarian						48,888
Custodian		507,600	16,200		16,200	540,000
Security		60,000				60,000
Other		354,335				354,335
TOTAL NON-INSTRUCTIONAL		1,093,324	19,875		16,200	1,129,399
SUBTOTAL PERSONNEL SERVICE COSTS	109	4,909,698	113,783		1,666,192	6,689,673
PAYROLL TAXES AND BENEFITS						
Payroll Taxes		600,000			25,000	625,000
Fringe / Employee Benefits		1,056,480			44,020	1,100,500
Retirement / Pension						
Unemployment		1,656,480			69,020	1,725,500
Other						
TOTAL PAYROLL TAXES AND BENEFITS		6,656,178	113,783		1,735,212	8,415,173
CONTRACTED SERVICES						
Accounting / Audit		50,000				50,000
Legal		150,000			50,000	200,000
Management Company Fee						
Nurse Services						
Food Service / School Lunch						
Payroll Services						
Special Ed Services						
Titement Services (i.e. Title I)		9,436				9,436
Other Purchased / Professional / Consulting		394,725			131,575	526,300
TOTAL CONTRACTED SERVICES		604,161			161,575	765,736
SCHOOL OPERATIONS						
Board Expenses		10,000				10,000
Classroom / Teaching Supplies & Materials		58,800				58,800
Special Ed Supplies & Materials						
Textbooks / Workbooks		35,000				35,000
Supplies & Materials other		75,000				75,000
Equipment / Furniture		54,000				54,000
Telephone		70,000				70,000
Technology		62,000				62,000
Student Testing & Assessment		60,000				60,000
Field Trips		45,000				45,000
Transportation (student)		10,000				10,000
Student Services - other		45,000				45,000
Office Expenses		100,000				100,000
Staff Development		42,000				42,000
Staff Recruitment		25,000				25,000
Student Recruitment / Marketing						
School Meals / Lunch		360,000				360,000
Travel (Staff)		6,500				6,500
Fundraising						
Other		49,000				49,000
TOTAL SCHOOL OPERATIONS		77,300				1,107,300
FACILITY OPERATION & MAINTENANCE						
Insurance		31,900			8,100	270,000
Janitorial						
Building and Land Rent / Lease		31,900			8,100	270,000

List exact titles and staff FTE's (Full time equivalent)

CSI: Sample titles that fall under this line: Director, Deans, Coordinators of Curriculum

CSI: Sample titles that fall under this line: Secretary, Receptionist

CSI: Sample titles that fall under this line: Content/Subject Area Teachers: ELA, Math, Social Studies

CSI: Sample titles that fall under this line: Foreign Languages, Photography, Ceramics

CSI: Cafeteria

CSI: Health and Dental, Social Security, Medicare, Unemployment, Other

CSI: Janitorial, Consultants - Assessment

CSI: Development, Conferences

CSI: Curriculum

CSI: Instructional, Non-Aid, Aids, Music, Hardware, Office Software, Internet, Lead, Wiring

CSI: Printing

CSI: Conferences

CSI: Interest, Bank Charges, Bad Debt, Misc. Fees (i.e. Licensing), Dues & Membership, All Other

CSI: (If any questions contact CSI)



Audited Financial Statement Checklist

Last updated: 10/01/2015

Page 1

Charter School Name:

1. Please check each item that is included in the 2014-15 Audited Financial Statement submitted for your charter school.

	Yes/No
Audited Financial Statements (including report on compliance and report on internal control over financial reporting)	
Single Audit (if applicable)	
CSP Agreed Upon Procedures (if applicable)	
Management Letter	
Report on Extracurricular Student Activity Accounts (if applicable)	
Corrective Action Plans for any Findings	

2. Please indicated if there is a finding(s) noted in any of the following sections of your charter school's 2014-15 Audited Financial Statement.

	Yes/No
Report on Compliance	
Report on Internal Control over Financial Reporting	
Single Audit	
CSP Agreed Upon Procedures Report	
Management Letter	

Thank you.

Required Form: 2014-15 Appendix E - Trustee Disclosure of Financial Interest Form

Created Monday, October 26, 2015

<https://nysed.fluidsurveys.com/account/surveys/537586/responses/export/?collector=109126/s/Regents-Appendix-E-BOT-Form/46>

Page 1

Please open the link to this form using **Google Chrome** as your browser. Doing so will allow you to input your signature on page 2 of the form. Thank you.

1. TRUSTEE NAME

	First Name	Last Name
Trustee Name	Toni	Burden

2. *Your Home Address:

2. *Your Home Address: Street Address	[REDACTED]
2. *Your Home Address: City/State	[REDACTED]
2. *Your Home Address: Zip	[REDACTED]

3. *Your Business Address

3. *Your Business Address Street Address	[REDACTED]
3. *Your Business Address City/State	[REDACTED]
3. *Your Business Address Zip	[REDACTED]

4. *Daytime Phone Number:

[REDACTED]

5. *E-mail Address:

[REDACTED]

6. I am a Trustee of a parent education corporation listed below which governs one or more charter schools.

No, I am not.

7. Select the name of the education corporation that operates a single charter school.

ROOSEVELT CHILDREN'S ACADEMY CS (SUNY TRUSTEES) 280208860024

8. Select all positions you have held on the Board:

(check all that apply)

-
- Secretary
-

9. Are you a trustee and also an employee of the school?

No

10. Are you a trustee and an employee or agent of the management company or institutional partner of the charter school?

No

11. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

12. Are you a member, director, officer or employee of an organization formally partnered with a school that is doing business with the charter school and in which such entity, during your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or relationship?

No

Signature of Trustee

Thank you.

Required Form: 2014-15 Appendix E - Trustee Disclosure of Financial Interest Form

Created Monday, October 26, 2015

<https://nysed.fluidsurveys.com/account/surveys/537586/responses/export/?collector=109126/s/Regents-Appendix-E-BOT-Form/71>

Page 1

Please open the link to this form using **Google Chrome** as your browser. Doing so will allow you to input your signature on page 2 of the form. Thank you.

1. TRUSTEE NAME

	First Name	Last Name
Trustee Name	King	Cheek

2. *Your Home Address:

2. *Your Home Address: Street Address	[REDACTED]
2. *Your Home Address: City/State	[REDACTED]
2. *Your Home Address: Zip	[REDACTED]

3. *Your Business Address

3. *Your Business Address Street Address	[REDACTED]
3. *Your Business Address City/State	[REDACTED]
3. *Your Business Address Zip	[REDACTED]

4. *Daytime Phone Number:

[REDACTED]

5. *E-mail Address:

[REDACTED]

6. I am a Trustee of a parent education corporation listed below which governs one or more charter schools.

No, I am not.

7. Select the name of the education corporation that operates a single charter school.

ROOSEVELT CHILDREN'S ACADEMY CS (SUNY TRUSTEES) 280208860024

8. Select all positions you have held on the Board:

(check all that apply)

-
- Other, please specify...: Trustee
-

9. Are you a trustee and also an employee of the school?

No

10. Are you a trustee and an employee or agent of the management company or institutional partner of the charter school?

No

11. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

12. Are you a member, director, officer or employee of an organization formally partnered with a school that is doing business with the charter school and in which such entity, during your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or relationship?

No

Signature of Trustee

Thank you.

Required Form: 2014-15 Appendix E - Trustee Disclosure of Financial Interest Form

Created Monday, October 26, 2015

<https://nysed.fluidsurveys.com/account/surveys/537586/responses/export/?collector=109126/s/Regents-Appendix-E-BOT-Form/99>

Page 1

Please open the link to this form using **Google Chrome** as your browser. Doing so will allow you to input your signature on page 2 of the form. Thank you.

1. TRUSTEE NAME

	First Name	Last Name
Trustee Name	Darrell	Garner

2. *Your Home Address:

2. *Your Home Address: Street Address	[REDACTED]
2. *Your Home Address: City/State	[REDACTED]
2. *Your Home Address: Zip	[REDACTED]

3. *Your Business Address

3. *Your Business Address Street Address	[REDACTED]
3. *Your Business Address City/State	[REDACTED]
3. *Your Business Address Zip	[REDACTED]

4. *Daytime Phone Number:

[REDACTED]

5. *E-mail Address:

[REDACTED]

6. I am a Trustee of a parent education corporation listed below which governs one or more charter schools.

No, I am not.

7. Select the name of the education corporation that operates a single charter school.

ROOSEVELT CHILDREN'S ACADEMY CS (SUNY TRUSTEES) 280208860024

8. Select all positions you have held on the Board:

(check all that apply)

-
- Other, please specify...: Trustee
-

9. Are you a trustee and also an employee of the school?

No

10. Are you a trustee and an employee or agent of the management company or institutional partner of the charter school?

No

11. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

12. Are you a member, director, officer or employee of an organization formally partnered with a school that is doing business with the charter school and in which such entity, during your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or relationship?

No

Signature of Trustee

Thank you.

Required Form: 2014-15 Appendix E - Trustee Disclosure of Financial Interest Form

Created Monday, October 26, 2015

<https://nysed.fluidsurveys.com/account/surveys/537586/responses/export/?collector=109126/s/Regents-Appendix-E-BOT-Form/81>

Page 1

Please open the link to this form using **Google Chrome** as your browser. Doing so will allow you to input your signature on page 2 of the form. Thank you.

1. TRUSTEE NAME

	First Name	Last Name
Trustee Name	Reginald	Tuggle

2. *Your Home Address:

2. *Your Home Address: Street Address	[REDACTED]
2. *Your Home Address: City/State	[REDACTED]
2. *Your Home Address: Zip	[REDACTED]

3. *Your Business Address

3. *Your Business Address Street Address	[REDACTED]
3. *Your Business Address City/State	[REDACTED]
3. *Your Business Address Zip	[REDACTED]

4. *Daytime Phone Number:

[REDACTED]

5. *E-mail Address:

[REDACTED]

6. I am a Trustee of a parent education corporation listed below which governs one or more charter schools.

No, I am not.

7. Select the name of the education corporation that operates a single charter school.

ROOSEVELT CHILDREN'S ACADEMY CS (SUNY TRUSTEES) 280208860024

8. Select all positions you have held on the Board:

(check all that apply)

-
- Chair/President
-

9. Are you a trustee and also an employee of the school?

No

10. Are you a trustee and an employee or agent of the management company or institutional partner of the charter school?

No

11. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

12. Are you a member, director, officer or employee of an organization formally partnered with a school that is doing business with the charter school and in which such entity, during your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or relationship?

No

Signature of Trustee

•

••

Thank you.

Required Form: 2014-15 Appendix E - Trustee Disclosure of Financial Interest Form

Created Monday, October 26, 2015

<https://nysed.fluidsurveys.com/account/surveys/537586/responses/export/?collector=109126/s/Regents-Appendix-E-BOT-Form/6c>

Page 1

Please open the link to this form using **Google Chrome** as your browser. Doing so will allow you to input your signature on page 2 of the form. Thank you.

1. TRUSTEE NAME

	First Name	Last Name
Trustee Name	Denise	Washington

2. *Your Home Address:

2. *Your Home Address: Street Address	[REDACTED]
2. *Your Home Address: City/State	[REDACTED]
2. *Your Home Address: Zip	[REDACTED]

3. *Your Business Address

3. *Your Business Address Street Address	[REDACTED]
3. *Your Business Address City/State	[REDACTED]
3. *Your Business Address Zip	[REDACTED]

4. *Daytime Phone Number:

[REDACTED]

5. *E-mail Address:

[REDACTED]

6. I am a Trustee of a parent education corporation listed below which governs one or more charter schools.

No, I am not.

7. Select the name of the education corporation that operates a single charter school.

ROOSEVELT CHILDREN'S ACADEMY CS (SUNY TRUSTEES) 280208860024

8. Select all positions you have held on the Board:

(check all that apply)

-
- Vice Chair/Vice President
-

9. Are you a trustee and also an employee of the school?

No

10. Are you a trustee and an employee or agent of the management company or institutional partner of the charter school?

No

11. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

12. Are you a member, director, officer or employee of an organization formally partnered with a school that is doing business with the charter school and in which such entity, during your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or relationship?

No

Signature of Trustee

Thank you.

Required Form: 2014-15 Appendix E - Trustee Disclosure of Financial Interest Form

Created Monday, October 26, 2015

<https://nysed.fluidsurveys.com/account/surveys/537586/responses/export/?collector=109126/s/Regents-Appendix-E-BOT-Form/32>

Page 1

Please open the link to this form using **Google Chrome** as your browser. Doing so will allow you to input your signature on page 2 of the form. Thank you.

1. TRUSTEE NAME

	First Name	Last Name
Trustee Name	Tyra	Washington

2. *Your Home Address:

2. *Your Home Address: Street Address	[REDACTED]
2. *Your Home Address: City/State	[REDACTED]
2. *Your Home Address: Zip	[REDACTED]

3. *Your Business Address

3. *Your Business Address Street Address	[REDACTED]
3. *Your Business Address City/State	[REDACTED]
3. *Your Business Address Zip	[REDACTED]

4. *Daytime Phone Number:

[REDACTED]

5. *E-mail Address:

[REDACTED]

6. I am a Trustee of a parent education corporation listed below which governs one or more charter schools.

No, I am not.

7. Select the name of the education corporation that operates a single charter school.

ROOSEVELT CHILDREN'S ACADEMY CS (SUNY TRUSTEES) 280208860024

8. Select all positions you have held on the Board:

(check all that apply)

-
- Other, please specify...: Trustee
-

9. Are you a trustee and also an employee of the school?

No

10. Are you a trustee and an employee or agent of the management company or institutional partner of the charter school?

No

11. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

12. Are you a member, director, officer or employee of an organization formally partnered with a school that is doing business with the charter school and in which such entity, during your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or relationship?

No

Signature of Trustee

Thank you.



Appendix F: BOT Membership Table

Created: 07/29/2015

Last updated: 07/30/2015

Page 1

280208860024 ROOSEVELT CHILDREN'S ACAD CS

1. Current Board Member Information

	Trustee Name	Email Address	Committee Affiliation(s)	Voting Member? (Y/N)	Area of Expertise, and/or Additional Role and School (parent, staff member, etc.)	Number of Terms Served and Length of Each (Include election date and term expiration)
1	Reverend Reginald Tuggle	[REDACTED]	Chair/Board President	Yes	Education	Serving 3rd Term, has been on the board since 2000
2	Denise Washington	[REDACTED]	Vice Chair/Vice President	Yes	Finance	Serving 2nd Term, has been on the board since 2006
3	King Cheek	[REDACTED]	Trustee/Member	Yes	Education	Serving 3rd Term, has been on the board since 2000
4	Toni Burden	[REDACTED]	Trustee/Member	Yes	Finance	Serving 1st Term, has been on the board since 2011
5	Darnell Garner	[REDACTED]	Trustee/Member	Yes		Serving 1st Term, joined the board on March of 2015
6	Tyra Washington	[REDACTED]	Trustee/Member	Yes	Education	Serving 1st Term, joined the board on March of 2015
7	Ella Portero	[REDACTED]	Secretary	No		Serving 1st Term, has been on the board since 2014
8						
9						
10						
11						
12						
13						
14						
15						
16						
17						

18						
19						
20						

2. Total Number of Members Joining Board during the 2014-15 school year

2

3. Total Number of Members Departing the Board during the 2014-15 school year

1

4. According to the School's by-laws, what is the maximum number of trustees that may comprise the governing board?

15

5. How many times did the Board meet during the 2014-15 school year?

13

6. How many times will the Board meet during the 2015-16 school year?

13

Thank you.

**Enrollment and Retention Efforts for
Roosevelt Children's Academy Charter School:**

Strategies for Attracting and Retaining a Greater Enrollment for Students with Disabilities:

Roosevelt Children's Academy Charter School's original charter makes clear that every effort will be made to accommodate students with special needs and ensure that they are included in every aspect of the learning process from Kindergarten through 8th grade.

While admission to Roosevelt Children's Academy is based on a lottery system in compliance with state law and the Academy does not control which families register for the lottery, we nonetheless reach out to those families with children who have special needs and we do so in a variety of ways. Our intention is to inform the communities generally and particularly families interested in high quality special education services, that we welcome all and will design programming based on the students specific special education needs as outlined in their Individual Education Plan (IEP) or 504 Plan.

Our outreach includes visiting pre-school programs and informing the staff and parents of the types of services that are available at Roosevelt Children's Academy. In addition, we have attended special education parent/teacher organization's meetings from various surrounding school districts within our catchment area and have presented informational material to parents who wish to learn more about the charter school experience. Finally, in all our official literature describing our programs, we have included detailed explanations of our commitment to the inclusion model of educating children with special education needs in same classes as regular education students and our newly designed web page includes that information as well.

Perhaps the best recruitment tool however is word-of-mouth. Those families of students with special needs who have had a rewarding, enriching and educationally sound experience at RCA have shared their experiences with family, friends, neighbors and community leaders and in turn recommendations are advanced freely. RCA enjoys a fine reputation generally in the communities in which it serves the educational needs of youngsters and will continue to expand that reputation to the families with special needs children.

Strategies for Attracting a Greater Enrollment for English Language Learners:

At Roosevelt Children's Academy we try to learn about the culture and needs of English language learners families surrounding our school's community. Our lottery and registration materials are translated in the predominant language. We also have a bilingual staff member who helps answer families' questions and fill out paperwork. Prior to and during registration, we host an open house meeting in Spanish where parents can become familiar with our curriculum, program benefits, and services. In an effort to aide preschool parents with the transition from Head Start or Daycare to our Kindergarten, we reach out to the parents whose children attend these centers.

Strategies for Retaining a Greater Enrollment for English Language Learners:

At RCA we strive to retain our ELL students by providing them with services and the support necessary to make them feel welcome. In order to improve our communication with limited-English proficient parents of our students, we offer translation and all letters, documentation and interpretation services, whether it's during parent-teacher conferences or phone calls.

In an effort to meet our English language learners enrollment and retention targets at RCA in the near future, we plan to:

- Advertise in families' native languages
- Offer families an adult ESL or literacy program
- Offer more parent involvement opportunities
- Host skills-based workshops and informational meetings for families
- Provide professional development for teachers around culturally diverse populations
- Continue to translate all documents sent home that pertain to services that can enrich the academic life of our English language learners
- Translate our rcaeagles.org website to Spanish and offer an orientation session to help the parents make better use of this resource.

Strategies for Attracting and Retaining a Greater Enrollment for Students Eligible for Free and Reduced Priced Lunch:

The Roosevelt Children's Academy Charter School developed and carried out an action plan to address students who are eligible for free and reduced priced lunch. Roosevelt Children's Academy draws students from local districts who primarily serve an economically disadvantaged population (see chart), thereby reducing the need to overtly recruit economically disadvantaged students.

School District	Percent Economically Disadvantaged
Roosevelt	86%
Hempstead	88%
Uniondale	95%
Freeport	85%

***Information obtained 7/8/15, www.nysed.gov**

At the beginning of the school year, the building secretaries sent home a letter and application with every child enrolled in the district. Each family was expected to return the completed application. The building secretaries were responsible to follow up with every family until the information was returned. Once returned, the building secretaries reviewed the income guidelines to determine eligibility and notified the applicant in writing of the determination.

In order to retain economically disadvantaged students, Roosevelt Children's Academy allowed for early morning drop-off at 7:30 a.m. and provided all students with the opportunity to attend an after-school program until 6:30 p.m. The program was free of charge and allowed the parents of our students to work or attend school knowing that their child remained in a safe environment.



Appendix I: Teacher and Administrator Attrition

Created: 07/29/2015

Last updated: 07/30/2015

Report changes in teacher and administrator staffing.

Page 1

Charter School Name: 280208860024 ROOSEVELT CHILDREN'S ACAD CS

Instructions for completing the Teacher and Administrator Attrition Tables

ALL charter schools should provide, for teachers and administrators only, the full time equivalent (FTE) of staff on June 30, 2014, the FTE for added staff from July 1, 2014 through June 30, 2015, and the FTE for any departed staff from July 1, 2014 through June 30, 2015 using the two tables provided.

2013-14 Teacher Attrition Table

	FTE Teachers on June 30, 2014	FTE Teachers Additions 7/1/14 – 6/30/15	FTE Teacher Departures 7/1/14 – 6/30/15
	48	12	11

2013-14 Administrator Position Attrition Table

	FTE Administrator Positions On 6/30/2014	FTE Administrator Additions 7/1/14 – 6/30/15	FTE Administrator Departures 7/1/14 – 6/30/15
	17	1	2

Thank you



I. SCHOOL INFORMATION AND COVER PAGE

Last updated: 07/06/2015

2013-2014 ANNUAL REPORT COVER PAGE TO BE COMPLETED BY ALL CHARTER SCHOOLS

Page 1

1. SCHOOL NAME

(Select School name from dropdown menu; BEDS # appears first)

280208860024 ROOSEVELT CHILDREN'S ACAD CS

2. CHARTER AUTHORIZER

SUNY-Authorized Charter School

3. DISTRICT / CSD OF LOCATION

Roosevelt

4. SCHOOL INFORMATION

	PRIMARY ADDRESS	PHONE NUMBER	FAX NUMBER	EMAIL ADDRESS
	105 Pleasant Avenue Roosevelt, NY 11575	516-867-6202	516-867-6206	██████████

4a. PHONE CONTACT NUMBER FOR AFTER HOURS EMERGENCIES

Contact Name	Philip Leconte
Title	Chief Operations Officer
Emergency Phone Number (###-###-####)	██████████

5. SCHOOL WEB ADDRESS (URL)

rcaeagles.org

6. DATE OF INITIAL CHARTER

2000-05-01 00:00:00

7. DATE FIRST OPENED FOR INSTRUCTION

2000-09-01 00:00:00

8. TOTAL NUMBER OF STUDENTS ENROLLED IN 2013-14 (as reported on BEDS Day)

(as reported on BEDS Day)

637

9. GRADES SERVED IN SCHOOL YEAR 2013-14

Check all that apply

Grades Served	K, 1, 2, 3, 4, 5, 6, 7, 8
---------------	---------------------------

10. DOES THE SCHOOL CONTRACT WITH A CHARTER OR EDUCATIONAL MANAGEMENT ORGANIZATION?

	Yes/No	Name of CMO/EMO
	No	

Page 2**11. FACILITIES**

Will the School maintain or operate multiple sites?

Yes, 3 sites

12. SCHOOL SITES

Please list the sites where the school will operate in 2014-15.

	Physical Address	Phone Number	District/CSD	Grades Served at Site	School at Full Capacity at Site	Facilities Agreement
Site 1 (same as primary site)	105 Pleasant Avenue Roosevelt, NY 11575	516-867-6202	ROOSEVELT UFSD	2-5	Yes	Own
Site 2	55 Mansfield Avenue Roosevelt, NY 11575	516-771-4871	ROOSEVELT UFSD	K-1	Yes	Rent/Lease
Site 3	201 Debevoise Avenue Roosevelt, NY 11575	516-442-2147	ROOSEVELT UFSD	6-8	Yes	Rent/Lease

12a. Please provide the contact information for Site 1 (same as the primary site).

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Unsel Robinson	██████████		██████████
Operational Leader	Reshma Persad	██████████		██████████

Compliance Contact	Reshma Persad	[REDACTED]		[REDACTED]
Complaint Contact	Ella Portero	[REDACTED]		[REDACTED]

12b. Please provide the contact information for Site 2.

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Seyenne Cooper	[REDACTED]		[REDACTED]
Operational Leader	Reshma Persad	[REDACTED]		[REDACTED]
Compliance Contact	Reshma Persad	[REDACTED]		[REDACTED]
Complaint Contact	Ella Portero	[REDACTED]		[REDACTED]

12c. Please provide the contact information for Site 3.

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Kevin Boston Hill	[REDACTED]		[REDACTED]
Operational Leader	Reshma Persad	[REDACTED]		[REDACTED]
Compliance Contact	Reshma Persad	[REDACTED]		[REDACTED]
Complaint Contact	Ella Portero	[REDACTED]		[REDACTED]

Page 3

14. Were there any revisions to the school's charter during the 2013-2014 school year? (Please include both those that required authorizer approval and those that did not require authorizer approval).

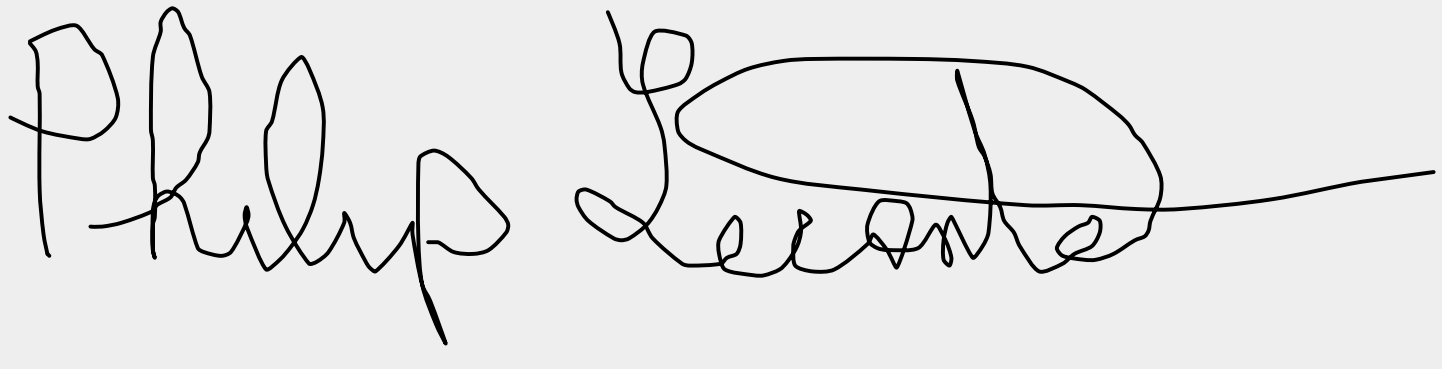
No

16. Our signatures below attest that all of the information contained herein is truthful and accurate and that this charter school is in compliance with all aspects of its charter, and with all pertinent Federal, State, and local laws, regulations, and rules. We understand that if any information in any part of this report is found to have been deliberately misrepresented, that will constitute grounds for the revocation of our charter. Check **YES if you agree and use the mouse on your PC or the stylus on your mobile device to sign your name).**

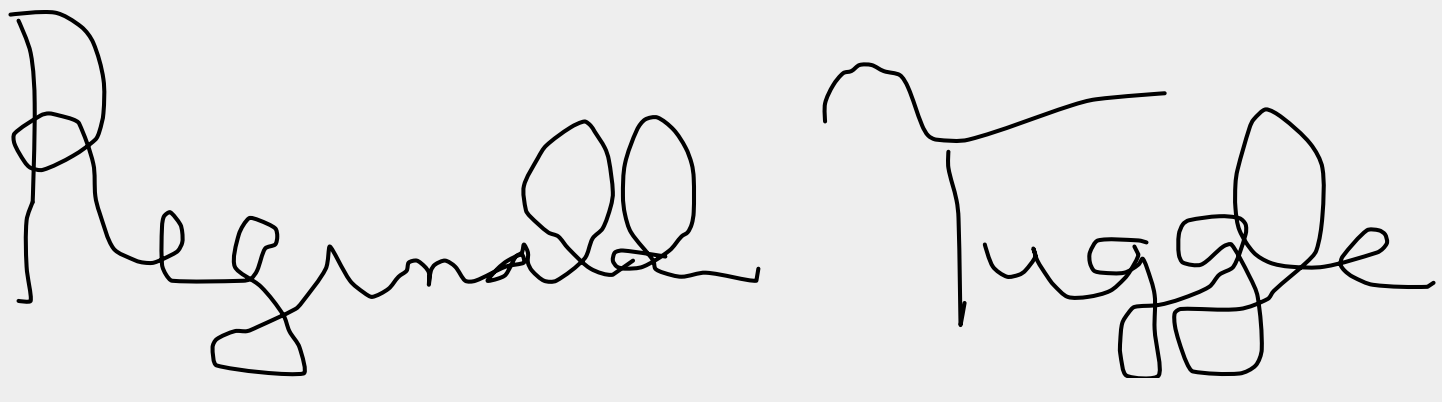
Responses Selected:

Yes

Signature, Head of Charter School

A handwritten signature in black ink on a light gray background. The name "Philip Luciano" is written in a cursive style. The "P" is large and loops back. The "L" is also large and loops back. The "C" is a simple loop. The "i" is a small dot. The "a" is a simple loop. The "n" is a simple loop. The "o" is a simple loop. The "t" is a simple loop. The "e" is a simple loop. The signature ends with a long horizontal line.

Signature, President of the Board of Trustees

A handwritten signature in black ink on a light gray background. The name "Reginald Tuggle" is written in a cursive style. The "R" is large and loops back. The "e" is a simple loop. The "g" is a simple loop. The "i" is a simple loop. The "n" is a simple loop. The "a" is a simple loop. The "l" is a simple loop. The "d" is a simple loop. The "T" is large and loops back. The "u" is a simple loop. The "g" is a simple loop. The "g" is a simple loop. The "l" is a simple loop. The "e" is a simple loop. The signature ends with a long horizontal line.

Thank you.



Appendix A: Link to the New York State School Report Card

Last updated: 07/08/2015

Page 1

Charter School Name: 280208860024 ROOSEVELT CHILDREN'S ACAD CS

1. NEW YORK STATE REPORT CARD

Provide a direct URL or web link to the most recent New York State School Report Card for the charter school (See <https://reportcards.nysed.gov/>).

(Charter schools completing year one will not yet have a School Report Card or link to one. Please type "URL is not available" in the space provided).

<http://data.nysed.gov/profile.php?instid=800000049633>



Appendix F: BOT Membership Table

Last updated: 07/09/2015

Page 1

280208860024 ROOSEVELT CHILDREN'S ACAD CS

1. Current Board Member Information

	Full Name of Individual Trustees	Position on Board (Officer or Rep).	Voting Member	Area of Expertise &/or Additional Role	Terms Served & Length (include date of election and expiration)	Committee affiliations
1	Reverend Reginald Tuggle	Chair/President	Yes	Education	Serving 3rd Term, has been on the board since 2000	Education Committee
2	Denise Washington	Vice Chair/Vice President	Yes	Finance	Serving 2nd Term, has been on the board since 2006	Finance Committee
3	King Cheek	Member	Yes	Education	Serving 3rd Term, has been on the board since 2000	Education Committee
4	Toni Burden	Member	Yes	Finance	Serving 1st Term, has been on the board since 2011	Finance Committee
5	Darnell Garner	Member	Yes		Serving 1st Term, joined the board on March of 2015	
6	Tyra Washington	Member	Yes	Education	Serving 1st Term, joined the board on March of 2015	Education Committee
7	Ella Portero	Secretary	No		Serving 1st Term, has been on the board since 2014	
8						
9						
10						
11						
12						
13						
14						
15						
16						
17						
18						

19						
20						

2. Total Number of Members Joining Board during the 2013-14 school year

0

3. Total Number of Members Departing the Board during the 2013-14 school year

1

4. According to the School's by-laws, what is the maximum number of trustees that may comprise the governing board?

15

5. How many times did the Board meet during the 2013-14 school year?

13

6. How many times will the Board meet during the 2014-15 school year?

13

Thank you.

**Enrollment and Retention Efforts for
Roosevelt Children's Academy Charter School:**

Strategies for Attracting and Retaining a Greater Enrollment for Students with Disabilities:

Roosevelt Children's Academy Charter School's original charter makes clear that every effort will be made to accommodate students with special needs and ensure that they are included in every aspect of the learning process from Kindergarten through 8th grade.

While admission to Roosevelt Children's Academy is based on a lottery system in compliance with state law and the Academy does not control which families register for the lottery, we nonetheless reach out to those families with children who have special needs and we do so in a variety of ways. Our intention is to inform the communities generally and particularly families interested in high quality special education services, that we welcome all and will design programming based on the students specific special education needs as outlined in their Individual Education Plan (IEP) or 504 Plan.

Our outreach includes visiting pre-school programs and informing the staff and parents of the types of services that are available at Roosevelt Children's Academy. In addition, we have attended special education parent/teacher organization's meetings from various surrounding school districts within our catchment area and have presented informational material to parents who wish to learn more about the charter school experience. Finally, in all our official literature describing our programs, we have included detailed explanations of our commitment to the inclusion model of educating children with special education needs in same classes as regular education students and our newly designed web page includes that information as well.

Perhaps the best recruitment tool however is word-of-mouth. Those families of students with special needs who have had a rewarding, enriching and educationally sound experience at RCA have shared their experiences with family, friends, neighbors and community leaders and in turn recommendations are advanced freely. RCA enjoys a fine reputation generally in the communities in which it serves the educational needs of youngsters and will continue to expand that reputation to the families with special needs children.

Strategies for Attracting a Greater Enrollment for English Language Learners:

At Roosevelt Children's Academy we try to learn about the culture and needs of English language learners families surrounding our school's community. Our lottery and registration materials are translated in the predominant language. We also have a bilingual staff member who helps answer families' questions and fill out paperwork. Prior to and during registration, we host an open house meeting in Spanish where parents can become familiar with our curriculum, program benefits, and services. In an effort to aide preschool parents with the transition from Head Start or Daycare to our Kindergarten, we reach out to the parents whose children attend these centers.

Strategies for Retaining a Greater Enrollment for English Language Learners:

At RCA we strive to retain our ELL students by providing them with services and the support necessary to make them feel welcome. In order to improve our communication with limited-English proficient parents of our students, we offer translation and all letters, documentation and interpretation services, whether it's during parent-teacher conferences or phone calls.

In an effort to meet our English language learners enrollment and retention targets at RCA in the near future, we plan to:

- Advertise in families' native languages
- Offer families an adult ESL or literacy program
- Offer more parent involvement opportunities
- Host skills-based workshops and informational meetings for families
- Provide professional development for teachers around culturally diverse populations
- Continue to translate all documents sent home that pertain to services that can enrich the academic life of our English language learners
- Translate our rcaeagles.org website to Spanish and offer an orientation session to help the parents make better use of this resource.

Strategies for Attracting and Retaining a Greater Enrollment for Students Eligible for Free and Reduced Priced Lunch:

The Roosevelt Children's Academy Charter School developed and carried out an action plan to address students who are eligible for free and reduced priced lunch. Roosevelt Children's Academy draws students from local districts who primarily serve an economically disadvantaged population (see chart), thereby reducing the need to overtly recruit economically disadvantaged students.

School District	Percent Economically Disadvantaged
Roosevelt	86%
Hempstead	88%
Uniondale	95%
Freeport	85%

***Information obtained 7/8/15, www.nysed.gov**

At the beginning of the school year, the building secretaries sent home a letter and application with every child enrolled in the district. Each family was expected to return the completed application. The building secretaries were responsible to follow up with every family until the information was returned. Once returned, the building secretaries reviewed the income guidelines to determine eligibility and notified the applicant in writing of the determination.

In order to retain economically disadvantaged students, Roosevelt Children's Academy allowed for early morning drop-off at 7:30 a.m. and provided all students with the opportunity to attend an after-school program until 6:30 p.m. The program was free of charge and allowed the parents of our students to work or attend school knowing that their child remained in a safe environment.



Appendix I: Teacher and Administrator Attrition

Created: 07/08/2015

Last updated: 07/09/2015

Report changes in teacher and administrator staffing.

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Charter School Name: 280208860024 ROOSEVELT CHILDREN'S ACAD CS

Instructions for completing the Teacher and Administrator Attrition Tables

ALL charter schools should provide, for teachers and administrators only, the full time equivalent (FTE) of staff on June 30, 2013, the FTE for added staff from July 1, 2013 through June 30, 2014, and the FTE for any departed staff from July 1, 2013 through June 30, 2014 using the two tables provided.

2013-14 Teacher Attrition Table

	FTE Teachers on June 30, 2013	FTE Teachers Additions 7/1/13 – 6/30/14	FTE Teacher Departures 7/1/13 – 6/30/14
	40	7	12

2013-14 Administrator Position Attrition Table

	FTE Administrator Positions On 6/30/2013	FTE Administrator Additions 7/1/13 – 6/30/14	FTE Administrator Departures 7/1/13 – 6/30/14
	13	8	2

Thank you