

Jeannemarie Hendershot  
Office of Portfolio Development  
NYC Department of Education  
52 Chambers Street, Room 405  
New York, NY 10007

Dear Jeannemarie,

We have found some questionable errors in language and content in our Quality Review. Below please find an explanation of each.

1. Our racial data presented on page 3 in the section entitled, "Information about the school" is incorrect. The correct percentages follow.

**Community Roots Racial/Cultural Breakdown 2006-2007**

59% Black or African American  
1% American Indian or Alaska Native  
7% Hispanic or Latino  
22% White  
11% Multi-Racial (not of Hispanic origin)

2. On page 4 in the section entitled, "What the school does well" bullet number 5 reads: "The majority of teaching actively engages students and many teachers demonstrate good practice."
  - a. Could we take out the words "majority" and "many?" Nowhere in the narrative is there quantifiable information, which would aid the reviewer in determining a "majority." We feel the sentence should read; "Teaching actively engages students and teachers demonstrate good practice."
3. On page 4, bullet 13 reads: "The school has established a Parent Teacher Association (PTA)."
  - a. We do not have a PTA. We have a Community Council which is similar but not the same as a PTA.
4. On the rubric #1.4 "Performance and progress are measured based on comparisons with similar schools, with the school's own past performance, and among students, classrooms, grade levels, academic subject areas, ethnic groups, and other groupings of interest with in the school."

- a. We believe that we should be rated either “NA” or “proficient” in this area as evidenced by paragraph number 1 and 2 on page 6 of the narrative aligned with quality statement number 1.

Example:

- 1. “The school is making a good start in using assessment data in order to track the progress of individuals and groups of students.”

- 5. On the rubric number 5.2 “Comparisons of student progress within and across classrooms and schools are used in making interim diagnostic assessments and measuring the progress of plans and interventions.”

- a. We believe that we should be rated “proficient” in this area as evidenced by the narrative for quality statement 5 beginning on page 9.

Examples:

- 1. “The school is continually evaluating its performance and seeking new ways the learning and progress of its students.” (p. 9)
- 2. “The school is continually reviewing progress and adjusting strategies.”

Thank you for your attention. Please let me know if additional information is needed.

Sincerely,

Allison Keil  
Co-Director  
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