

Accountability Plan Progress Reports for the 2009-10 School Year

Reader's Guide

SUNY Authorized Charter Schools

As set forth in the *Practices, Policies and Procedures for the Renewal of Charter Schools Authorized by the State University Board of Trustees*, the single most important factor that the Charter Schools Institute and the SUNY Board of Trustees consider in making renewal determinations is the school's record in generating successful student achievement outcomes. In order to determine whether a school has met that high standard, **each charter school that the SUNY Board of Trustees authorizes is required to enter into an accountability agreement, known as an Accountability Plan**, which ultimately becomes part of its charter.

The Charter Schools Institute closely monitors each school's progress toward achieving the goals outlined in its Accountability Plan.

In addition, as part of its annual reporting requirements, **each SUNY authorized charter school must submit an Accountability Plan Progress Report which, from its vantage point, addresses each of the goals and outcome measures contained in its Accountability Plan.** The information presented in these Progress Reports constitutes important evidence that a school is keeping its promises to its students, parents and community, and is critical to making its case for renewal at the end of its charter period. The most important parts of Progress Reports are student achievement results on state exams and other assessments. However, not all schools will have tested grade levels for a particular state exam. Each year, the state administers English language arts and mathematics tests to 3rd through 8th grade, science tests to the 4th and 8th grades, and, up through 2009-10, social studies tests to the 5th and 8th grades.

Important Note: **The Accountability Plan Progress Report is authored by the charter school.** In reporting school progress toward meeting the outcome measures set forth in the Accountability Plan, schools are encouraged to build a case for the effectiveness of their program, and to lay the groundwork for writing a Renewal Application and ultimately for charter renewal. **The school's evaluation of its own progress does not necessarily reflect the conclusions of the Institute.** Further, the Institute does not affirm the completeness or accuracy of the report's data and may not endorse the school's characterization of the progress it has made toward achieving its Accountability Plan goals. Throughout the life of the school's charter, the Institute will visit each school, generating Institute School Visit Reports and, at the end of each charter period, a Renewal Report (select the <back> button in your browser to return to the school profile to see any/all available reports). These reports include detailed summaries of the Institute's observations of the school, as well as its evaluation of student performance and progress toward meeting the academic subject goals in its Accountability Plan.

**FAMILY LIFE ACADEMY
CHARTER SCHOOL**

2009-10

**ACCOUNTABILITY PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

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Martin Wolpoff prepared this 2009-10 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
Edmund Gaffney	Board Chair, Member Nominating Committee
Francisco Lugovinia	Vice Chair, Chair Fundraising Committee
Miguel Pena	Secretary
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Marilyn Calo	Principal, Non-voting

INTRODUCTION

Family Life Academy Charter opened in 2001 for grades K and 1. The school added one grade each year until 2005 when it fully implemented its charter organization as a K-5 school. In 2008, FLACS submitted an application for charter amendment to expand its organization one grade per year until it becomes a K-8 school. During the present academic year, FLACS expanded to include a 6th grade, adding the requisite number of new teachers. For 2010-2011 FLACS will be expanding to include grade 7. The 2009-2010 student population was 336 students. The focus of the school is to attract students who are second language learners, immigrants, members of ethnic minorities and from the community that surrounds the school. 33% of our students are English Language Learners. The mission for the school is “to empower all K-8 students to achieve high standards, help them to take responsibility for their own learning, and encourage them to explore and affirm human values.”

For the past two years, FLACS students have not only exceeded Performance Targets, but have exceeded district, city and state performance in all of the SED assessment areas. Last year, the percent of students in grades 3, 4 and 5 who scored at levels 3 and 4, in ELA was 77.2%, 85.7% and 87.8% respectively. As in ELA, student scores in mathematics continued to exceed target, with 97.8%, 91.8%, 97.6% of students scoring at levels 3 and 4 in grades 3, 4, and 5. In social studies and science, 100.0% and 98.0% of our students scored in levels 3 and 4, respectively. Thus, for each grade and each subject area, FLACS exceeded its “Absolute Proficiency” targets.

This year, using the 650 scale score as the break point for scoring in the proficiency range, for the SED ELA assessment, FLACS students scored at 57.1%, 82.4%, 87.5% and 97.1% for grades 3 through 6 respectively. In mathematics, our students scored at 98.0%, 90.2%, 93.8% and 97.1% for grades 3 through 6 respectively. On the science assessment 100.0% of our students achieved proficiency and 91.5% of our students achieved proficiency in social studies.

Since the percentage of students in each grade, except grade 3, exceeded 75%, the “Growth” target was for each grade to exceed the 2009 scores. The ELA scores for 3rd grade requires that we focus on the instruction provided to this grade. This is of concern to the school and will be addressed during the upcoming school year. For the other grades, we note that FLACS either met or nearly met the target. For the third and fourth grades in ELA, the difference was -3.3, and -0.3. In mathematics, 3rd grade met the target, while grade 5 (scoring only 94.5%) nearly made the target. For social studies, last year students achieved 100% at levels 3 and 4 and 98.0% achieved that level this year. In science there was a 2.5 decline going from 98.0 to 95.5. While FLACS takes no solace in “almost met” the targets, we note that as a small school in which there are very high percentages of students who meet proficiency standards, the impact of only one student can account for these slight variations.

With respect to “Comparative Proficiency” targets, in ELA, FLACS (26.7%, 46.7%, 41.3% and 55.9%), except for grade 3, continues to outperform Community School District 9 (28.2%, 30.9%, 26.9% and 23.0%) in percent of students scoring on or above level 3. FLACS outperformed New York City in grades 4 (45.9%) and 6 (40.1%) and was close in grade 5 (46.2%). FLACS also outperformed New York State in grade 6 (54.1%). In mathematics, except for grade 3, FLACS (28.9%, 48.9%, 69.6% and 85.3%) outperformed District 9 in all grades, except grade 3 (36.8%, 38.8%, 41.6% and 36.9%). FLACS outperformed New York City (59.7% and 53.0%) and New York State (64.7% and 61.3%) in grades 5 and 6.

At FLACS, we take a holistic approach to building student character and developing life-long skills that are consistent with the school’s mission, “...to empower all K-8 students to achieve high standards, help

them to take responsibility for their own learning, and encourage them to explore and affirm human values.” The initiatives that support this approach include:

- Recognition that English language learners require intense programs in both oral and cognitive academic language proficiency. FLACS has implemented a school-designed adaptation of a research-based Sheltered English Immersion model for ELLs. Our model was based on program models such as *Specially Designed Academic Instruction in English* (SDAIE) and *English for Students of Other Languages* (ESOL). FLACS’ model places strong emphasis on vocabulary and oral language development.
- Provision of instructional strategies for ELL students. We provide our ELL students with the support and instruction needed to move them into English proficiency as measured by the NYSESLAT assessment. Our instructional approach includes our two ESL teachers and staff development sessions dedicated to ESL teaching strategies. All teachers are expected to be proficient in and apply instructional strategies for ELL students in the context of their own classrooms.
- Selection and implementation of research-based programs/curricula. We have selected programs that have worked successfully at other schools and have proven to be successful with the students at FLACS. In the elementary grades, k-5, these programs include Harcourt *Trophies* and *Strategies for Writers* for English language arts, *Saxon Math*, the *Harcourt Science* curriculum, and *Harcourt Horizons* for social studies. In the middle grades, 6-8, these programs include *McDougal-Littell Literature*, *Saxon Math*, *Glencoe Science* and *Holt McDougal Eastern Hemispheres* and *United States History* in social studies. Additionally, all of our curricula have components and/or kits for ELL, intervention, special needs and enrichment/advanced strategies and units for students.
- Standardized assessments to effectively diagnose student strengths and weaknesses. The data gathered from these assessments are used for the development of instructional prescriptions that help “at-risk,” advanced and second-language learners improve their skills and knowledge so they can consistently demonstrate proficiency, as well as enable us to provide for enrichment. Implementation of this approach to instruction includes bi-monthly grade level data meetings and child study meetings with our data specialist, assistant educational administrator, ESL coordinator, the special education coordinator and the instructional coaches; weekly professional development and half-day sessions held on the 1st Friday of each month; the establishment of a professional learning community; and the efforts of our Instructional Team (IT). The IT meets weekly to discuss school-wide educational/instructional concerns. This has allowed data driven decision-making to become an integral part of our work at FLACS. The implementation of the strategies listed above have been instrumental in helping teachers become more proficient in the use of data to drive teaching and learning in their classrooms. We have also implemented the components of the Partnership for Innovation in Compensation for Charter Schools (PICCS) program; many of which are expansions on elements already implemented at FLACS such as Professional Learning Communities (PLC), data collections and use of Data to Drive Instruction.
- Incorporation and use of student performance assessment and analysis systems. In addition to use of disaggregated data provided through the State’s ELA and Mathematics assessments, the school is currently using grade-level common assessments. We also continue in the use of *Developmental Reading Assessment* (DRA) for grades 3-6, *Early Childhood Literacy Assessment System* (ECLAS-2) and the *Terra Nova* for grades K-3. The school uses the New York State ESL Assessment (NYSESLAT) to monitor student progress in language acquisition from basic through to proficiency. To demonstrate student growth over time, we use a Fall and Spring administrations of the Terra Nova for kindergarten students, past year and spring administrations of the Terra Nova for grades 1-3, and prior year and current administrations of the State’s ELA and Mathematics assessments.
- Participation in school-generated program for developing interim tests. In 2008-2009, we began implementation of a program of interim testing as a diagnostic instrument to assess students’ skill levels aligned to the state standards. These interim tests provide for “real-time” analyses of

student strengths and weaknesses. Teachers thereby receive student-specific disaggregated data that enable them to provide for differentiated data-driven instruction.

- Use of curriculum mapping. We now engage in curriculum-mapping using tools created by Heidi Hayes Jacobs. Through the PICCS program we are also engaged with Performance Plus for curriculum mapping.
- Integration of test preparation into FLACS' instructional program. Test preparation is enhanced through the use of the Harcourt's test practice questions from the *Trophies* program modeled after typical standardized test questions and format. The Kaplan *Advantage* series is used in grades 3 to 6 for English language arts and mathematics and for 4th grade science. Science and social studies test preparation materials include use of prior years' test samples and materials provided through Harcourt-Brace. Using C.O.A.C.H. from Modern Curriculum Press, test preparation/sophistication begins in the spring for 2nd graders to prepare them for 3rd grade state assessments.
- Recognition that programs and assessment tools are effective only when taught by competent, inspired, experienced, and well-trained teachers and teaching assistants. For the purpose of capacity building, several years back, FLACS revised its staffing structure and placed greater emphasis on internal professional development, as opposed to an over-reliance on consultants. We have also strongly encouraged any non-certified staff member to earn certification. We anticipate entering the 2010-2011 academic year with the three uncertified classroom teachers. The faculty will consist of "highly qualified" certified teachers.
- Identification and retention of qualified, exceptional teachers. We are proud that many of our teachers have been with us for several years (some for the first two years) and we have a low teacher turnover rate
- Implementation of the Partnership for Innovation in Compensation for Charter Schools (PICCS) program. FLACS is one of 10 schools participating in this \$10.8 million grant from the Federal Teacher Incentive Fund (TIF). PICCS, while designed to provide teacher and teacher assistant compensation incentives for improved student performance, includes school improvement measures such as the implementation of Peer Reviews, data driven decision-making, and curriculum mapping. Elements of PICCS include access to a specialized data bank, adoption of a PICCS-wide planning for all students that will enable development of a growth model to evaluate student, class and school-wide progress and the availability of a dashboard to enable all teachers to download class and student-specific data.
- Implementation of the Fast ForWord computer program. Having begun implementation in January 2007, Fast ForWord uses the latest in brain development research to support those students who are having difficulties in developing and strengthening the cognitive skills of memory, attention, processing and sequencing. Fast ForWord activities are designed to enhance the skills students need to learn how to read and do mathematics. In addition, reports generated by Fast ForWord assist teachers in developing student-specific instructional strategies. In 2009-2010, the target population was students who were below, or approaching, grade level. Kindergarten students participated from May through June. Second grade students met after school between January and April and 3rd, 4th, 5th and 6th grade students met during summer session between June 28th and July 30th. This program is especially effective with English language learners and special education students.
- Implementation of the "Reading Rescue" model for early childhood ELA intervention. First and 2nd graders, not on grade level, receive daily tutoring by trained teachers. Reading Rescue is modeled after Reading Recovery. Reading Rescue provides for class-wide screening assessments by teachers who have received staff development training in the program.
- Implementation of the L.E.A.P. program. The Learning through an Expanded Arts Program (L.E.A.P) has brought in teaching artists in to provide arts integration into the area of literacy. Teaching artists have also provided staff development sessions for teachers to expand their repertoire of teaching strategies.

- This year we also hired a chef and two assistant chefs and implemented a program to provide wholesome and nutritious breakfasts and lunches for our students. An Important component of the program is to provide foods and menus from various cultures and to teach students about the lands and people who have these foods as part of their native diet.

With respect to non-academic student outcomes, FLACS has also demonstrated consistent progress in meeting its performance measures.

- We are committed to serving the needs of each student. Our child study team meets monthly to discuss and follow-up on the needs of students at risk.
- FLACS stakeholder groups demonstrate strong awareness and understanding of the school's mission.
- FLACS' governance and instructional practices strongly and consistently reflect the mission.
- Parents continue to participate in the development of their child's learning plan and most support them by attending parent-teacher organizational meeting, parenting meetings, educational workshops and ESL classes.
- Disciplinary practices continue to be consistent throughout the school.
- Our character/values education program is infused throughout the year in all grade levels.
- School wide and classroom procedures continue to be taught to students and implemented by all staff members.
- FLACS continues to show a solid record of success in all aspects of school operations.
- We have established an after school environmental program

The Instructional Team sets the infrastructure for staff self-evaluation, reflection and effective implementation of our instructional program. We have invited educational consultants to provide support in areas such as working with Second Language Learners, math instruction, teaching to enhance higher order thinking skills and using data to drive instruction. To expand our staff development efforts, we initiated a half-day program for which students are dismissed for the afternoon on the first Friday of each month. Teachers receive targeted support in areas of teacher and/or school need.

We have shifted the responsibilities of some of our personnel and note that our data specialist will be able to enhance her efforts through use of the data network being established under PICCS. Development of the PICCS data warehouse is still being developed. She will continue to clearly demonstrate to staff the need to review and use timely formative data to drive instructional decisions. These decisions include student grouping based on student-specific needs for additional support and/or opportunities for enrichment.

Reviewed and charted data have been derived from standardized assessments, publisher-provided common chapter/unit tests, school-developed interim assessments and classroom evaluations. Our data specialist, in seeking to validate the effectiveness of our instructional program, has provided classroom teachers with correlation coefficients to help predict State assessment performance based on classroom performance on publisher provided assessments. Within the context of the monthly grade-level data meetings, there are continuing efforts to assess the causes for any anomalies in the correlation. The Board's accountability and assessment committee reviews these materials to ensure Board involvement and oversight.

As part of the PICCS effort to establish a growth model to demonstrate student progress, FLACS implemented a pre-test/post-test program as follows – Kindergarten, comparison of fall and spring TerraNova scores, grades 1-3, comparison of spring to spring TerraNova scores, grades 4, 5 and 6, year-to-year cohort analysis on state assessments. We will continue to use the Fast ForWord computer-based program that provides both ongoing student evaluation and feedback and offers daily exercises to help students develop the skills they need to succeed as readers. The new Kaplan program is being reviewed for use in the 2010-2011 school year. The program has been revised to encompass the State's soon to be established core standards.

In recognition of our unique position as the charter school with the greatest percent of second language learners, we will continue to strengthen our school-based Sheltered English Immersion program of our design. We do this by continuing to offer support and services for ESL students to help them both in language acquisition and Cognitive Academic Language Proficiency (CALP). Teacher training in ESL strategies, on-going articulation between ESL and classroom teachers and lesson planning that is differentiated for ELLs is stressed and expected at FLACS. Through the efforts of our coordinator of special education, our special education teacher support services (SETSS) teacher and monthly meetings of our child study group, we will continue to strengthen our support for students with IEPs and continue to seek to minimize the need for further special education referrals. We will continue our relationship with the R.E.A.D. Foundation through which we have one-on-one high school tutors, serving under FLACS staff supervision, work with “at-risk” K-2 students. This program runs in conjunction with our regular after school-program and supplements our summer school instruction. We have also adopted the “Reading Rescue” program to provide one-on-one tutoring within the school day to “at-risk” grade 1-2 students.

In addition, we will continue our “Community Book Project” through which all classes read the same book and engage in grade-appropriate projects that reflect their understanding. These books are selected for their focus on community, social and humanistic themes. Class projects such as reports, dioramas, and multi-media presentations are displayed in the central entryway. We initiated weekly character development activities in support of the community book project themes and our original charter mission; this practice continues. We will maintain our annual science fair, Awards assemblies, talent shows, field days, etc. and have our students participate in community service activities.

FLACS continues to be a more effective and viable school. FLACS Board continues to provide competent stewardship and oversight of the school. Trustees regularly monitor the fiscal health of the school, the efficacy of the academic program and hold school leadership accountable for raising student achievement. Through Principal reports, teacher-content presentations and monthly class performance analyses, the Board effectively assesses educational programs and performance on a timely basis. In 2008, FLACS board authorized the development of a three-year plan to project growth in student achievement and areas requiring development and support of the school. This plan will be revised to reflect the new State benchmarks.

FLACS also operates consistent with its mission statement and design elements. The school has earned continuing parent support, has met all of its legal requirements and is fiscally sound. With respect to fiscal viability, under the mandates of the Teacher Incentive Fund, as part of the PICCS grant, the school is obligated to support greater portions of the incentive funds each year until, at the end of the five-year grant period, FLACS will fully fund the incentive effort.

The curricula, vendor-provided instructional materials and school-generated crosswalks for grades 6–8 were submitted as part of the application process. FLACS will add a 7th grade this year and has identified all of the personnel required and certified for this new grade. With the aide of a state stimulus grant FLACS has made major modifications to its facility and has added additional classroom and office space and has reallocated space use for instructional and administrative purposes. FLACS also received a grant from Hyde and Watson and state stimulus grant for the purpose of upgrading its kitchen facilities to accommodate the needs of the exciting food program we have initiated. We have also used lunch reimbursement funds to support our food nutrition program. The William E. Simon fund supports our after-school cooking program with student participation. FLACS has secured the services of one head chef and two assistant chefs to prepare nutritious breakfasts and lunches for our students. The chef purchases food supplies from area farms and prepares culturally diverse menus to teach students about the foods and preparations of other cultures. Each day he provides a menu with information about the foods, the cultures from which they are associated and the ingredients. We are pleased that Chef Bennett was among a small group invited to the White House to publicize Michelle Obama’s healthy foods initiative.

In summary, we believe that FLACS continues to show growth, has met its educational accountability goals, outperforms the school district and similar local schools and shows progress on the CSI Comparative Schools Analysis. We remain confident that the changes we have already made, and those we plan for the future, will result in continued increases in student achievement and assessment results.

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2005-06	49	52	46	49	51	42	-							289
2006-07	52	47	45	45	48	43	-							280
2007-08	52	47	45	45	48	43	-							280
2008-09	51	52	51	46	49	41	-							290
2009-10	51	51	52	49	51	48	34							336

ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

FLACS students will demonstrate proficiency in critical literacy skills

Background

Under the No Child Left Behind Legislation, all 3rd through 6th grade students at FLACS are required to take the New York State assessment in English Language Arts and Mathematics. Test results have been provided through the NYStart web site and the State Education Department. Student-specific scale scores and performance levels are provided. The computations that follow are based on those data.

It is important to note that public distribution of the 2010 scores were delayed by the State Education Department as it came to a decision on the revision of cut scores for the four performance levels. As suggested by CSI, we have used two methods for the reporting and analysis of these new scores. For longitudinal purposes, we have used last year's cut point of 650 to demonstrate student growth. For all other purposes, we have used the SED-revised cut points. Thus, from table to table, it may appear that different scores are being reported.

FLACS' English language arts program includes a balanced literacy approach, using *Harcourt Trophies* and *McDougal-Littell Literature* as its foundation. Assessment in English language arts occurs in multiple ways. Results from the previous year's State assessment (grades 3-6) and TerraNova test (grade K-3) are analyzed. In addition, the E-CLAS (grades K-2) and DRA (grades 3-6) is implemented three times a year to provide diagnostic data about student reading strengths and weaknesses. Common classroom assessments derived from publisher-created materials are used at all grade levels. Interim assessments are also given at six to eight week intervals to ensure students are achieving all state standards.

In support of the implementation of our English language arts program, FLACS conducts professional development through a variety of approaches. The staff meets every Monday afternoon and for one-half day every first Friday afternoon of the month. The teachers meet regularly as a professional learning community in collaborative learning teams, as grade-level teams for monthly data analysis meetings and as part of review teams for the peer review process. Additional initiatives have included presentations by nationally known staff developers.

Instructional coaches support the literacy program by modeling, observing, providing feedback and offering differentiated instructional strategies. We also have enhanced the literacy program by providing differentiated instruction for groups of no more than 20 students (grades 3-5) five times per week from October through June. With limited exception, all pedagogical staff participate in this program. In the after school hours and during the summer we provide targeted assistance for identified students.

In the 2008-2009 school year, we began implementing a one-on-one tutoring program, *Reading Rescue*, in grades 1 and 2 through which we support our students as they move into the testing grades. Reading Rescue is modeled after Reading Recovery and provides staff with appropriate staff development. All grade 1 and 2 students are screened. Those who are identified as potentially having difficulty in learning to read fluently in the early grades are selected to receive special tutoring. Students involved receive 30 minutes of one-on-one tutoring daily.

Additional literacy initiatives implemented this year include integration of Fast ForWord and the L.E.A.P. program. Fast ForWord uses the latest in brain development research to support those students who are having difficulties in developing and strengthening the cognitive skills of memory, attention, processing and sequencing. Fast ForWord activities are designed to enhance the skills students need to learn how to read and do mathematics. The Learning through an Expanded Arts Program (L.E.A.P) has brought in

teaching artists in to provide arts integration into the area of literacy. The intent is to use the arts as a vehicle to assist students in developing core literacy skills and strategies. Teaching artists have also provided staff development sessions for teachers to expand their repertoire of teaching strategies.

Goal 1: Absolute Measure

Each year through 2008-09, 75 percent of all tested students who are enrolled in at least their second year will perform at or above Level 3 on the New York State English language arts examination.

In 2009-10, 75 percent of all tested students who are enrolled in at least their second year will perform at or above a Scale Score of 650 on the New York State English language arts examination.

Method

The school administered the New York State Testing Program English language arts assessment to students in third through sixth grade in April 2010. Each student’s raw score has been converted to a grade-specific scaled score and a performance level. Through 2008-09, the criterion for success on this measure required students who have been enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year) to score at Levels 3 or 4. For 2009-10, the criterion for success on this measure requires students to have a Scale Score of 650 or above.

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 been enrolled for less than one year.

**2009-10 State English Language Arts Exam
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested ¹			Total Enrolled
		IEP	ELL	Absent	
3	49	0	0	0	49
4	51	0	0	0	51
5	48	0	0	0	48
6	34	0	0	0	34
All	182	0	0	0	182

Results

All registered FLACS students were tested. With the single exception of grade 3, all grades, and the school as a whole, exceeded the 75% target. As has been noted earlier, for fall 2010, FLACS needs to devote greater attention to ELA instruction in the earlier grades and grade 3 specifically.

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.

**FLACS Performance on 2009-10 State English Language Arts Exam
By All Students and Students Enrolled in At Least Their Second Year**

Grade	Population	Percent Scoring at or above 650	Number Tested
3	All Students	57.1	49
	Students in At Least 2 nd Year	53.3	45
4	All Students	82.4	51
	Students in At Least 2 nd Year	84.4	45
5	All Students	87.5	48
	Students in At Least 2 nd Year	87.0	46
6	All Students	97.1	34
	Students in At Least 2 nd Year	97.1	34
All	All Students	79.7	182
	Students in At Least 2 nd Year	79.4	170

Evaluation

With the single exception of the third grade, all grades, and the school as a whole exceeded the target of 75% of students scoring above the 650 cut off. The obvious need is for the school to evaluate why this particular 3rd grade performed at this level and lower than has been the case previously.

However, as students test out of ESL by scoring at “Proficiency” on the NYSESLAT assessment, it must be noted that the third grade, with (39%), had the highest percentage of Spanish-dominant students. Research continues to indicate that it takes students five to seven years for students to develop solid English language skills. Is not surprising to note that, for each succeeding grade, the percentage of students scoring in levels 3 and 4 is larger. At FLACS we are working towards accelerating this process through actions now being discussed and reviewed. The school will review the effectiveness of instruction in grade 3, as well as the preparation students have upon entering grade 3. On average, students in the ESL program performed at a lower level than their English proficient peers. We will review our early childhood ESL program to evaluate ways to strengthen the program.

Additional Evidence

English Language Arts Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year at Levels 3 and 4 through 2008-09 and a Scale Score of 650 in 2009-10							
	2006-07		2007-08		2008-09		2009-10	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	59.0	39	54.5	44	87.2	39	53.3	45
4	63.0	46	69.0	42	86.4	44	84.4	45
5	57.1	42	79.5	39	86.8	38	87.0	46
6							97.1	34
All	59.8	127	67.2	125	86.8	121	79.4	170

As can be noted from this table, longitudinally, grades 4 into 5 and 5 into 6, performed better on this year’s assessment. However, grade 3 into grade 4 showed a slight decrease. Given the small number of tested students, a small number of students can have a significant impact on the data for the grade. This is another area in which the school will review curriculum and its impact on student performance.

Goal 1: Absolute Measure

Each year, the school’s aggregate Performance Index (PI) 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 all students being proficient by the year 2013-14. As a result, the state sets an Annual Measurable Objective (AMO) each year to determine if schools are making satisfactory progress toward the goal that 100 percent of students will ultimately be proficient in the state’s learning standards in English Language Arts. To achieve this measure, all tested students must have a Performance Index (PI) value that equals or exceeds this year’s English language arts AMO, which for 2009-10 is 155.² The PI 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 PI is 200.

Results

Calculation of 2009-10 English Language Arts Performance Index (PI)

Grades	Percent of Students at Each Performance Level				Number Tested *
	Level 1	Level 2	Level 3	Level 4	
3-6	9.0	48.6	40.7	1.7	177

$$\begin{array}{rcllclclcl}
 \mathbf{PI} & = & 48.6 & + & 40.7 & + & 1.7 & = & 91.0 \\
 & & & & + & 40.7 & + & 1.7 & = & 42.4 \\
 & & & & & & \mathbf{PI} & = & \mathbf{133}
 \end{array}$$

* - Five of our tested students where not on register on BEDS day.

Evaluation

Using the revised cut points for the SED ELA assessment, FLACS did not meet the AMO target. However, were the 650 cut off to be used, the school would have met the AMO target for all but the third grade and for the school as a whole. This was anticipated by SED when it raised the scale score required for scoring in level 3.

² With the change in Proficiency Scores, the State Education Department is currently reviewing the current Annual Measurable Objectives in English language arts and mathematics.

Additional Evidence

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

Year	Grades	Number Tested	Percent of Students at Each Performance Level				PI	AMO
			Level 1	Level 2	Level 3	Level 4		
2006-07	3-5	138	8.7	31.9	57.2	2.2	151	122
2007-08	3-5	137	2.9	31.4	62.9	2.9	163	133
2008-09	3-5	136	0.0	16.2	79.4	4.4	184	144
2009-10	3-6	182	8.8	47.8	40.7	2.7	133	155

As can be noted from the chart above, until this year, FLACS, which exceeded the AMO each year, was on a track to achieve the greater target of 200.

Goal 1: Comparative Measure

Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 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

Tested students who were enrolled in at least their second year are compared 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 and the results for the respective grades in the local school district, as well as between the total result of students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.

Results

**2009-10 State English Language Arts Exam
FLACS and District Performance by Grade Level**

Grade	Percent of Students at Levels 3 and 4			
	FLACS Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	26.7	45	28.2	2822
4	46.7	45	30.9	2809
5	41.3	46	26.9	2672
6	55.9	34	23.0	2719
All	41.8	170	27.3	11022

As has been the case for the last several years, FLACS performance overall has exceeded the performance of Community School District 9. However, grade 3 scores did not exceed the scores of District 9. For each other grade district 9 student scores were exceeded.

Evaluation

Students at FLACS have consistently out-performed district 9 students. Thus, with the exception of grade 3, this year, FLACS met this measure.

Additional Evidence

**English Language Performance of FLACS and Local District
by Grade Level and School Year**

Grade	Percent of FLACS Students at Levels 3 and 4 and Enrolled in At Least their Second Year Compared to Local District Students							
	2006-07		2007-08		2008-09		2009-10	
	FLACS	Local District	FLACS	Local District	FLACS	Local District	FLACS	Local District
3	59.0	38.9	56.8	41.0	87.2	52.5	26.7	28.2
4	63.0	40.1	68.2	42.5	86.4	56.2	46.7	30.9
5	57.1	32.9	78.6	48.5	86.8	55.9	41.3	26.9
6	-	-	-	-	-	-	55.9	23.0
All		37.3	67.1	43.9	86.8	54.8	41.8	27.3

As noted before, FLACS continues to out-perform Community School District 9. And, as noted again, FLACS needs to re-evaluate the instruction provided for grade 3, and younger, students.

Goal 1: Comparative Measure

Each year, the school will exceed its predicted level of performance on the state English language arts exam by at least a small Effect Size (performing higher than expected to a small degree) according to a regression analysis controlling for students eligible for free lunch 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. Regression analysis is used to control for the percentage of students eligible for free lunch among all public schools in New York State. The school’s actual performance is then compared to the predicted performance of public schools with a similar free lunch percentage. The difference between the school’s actual and predicted performance, relative to other schools with similar free lunch statistics, produces an Effect Size. An Effect Size of 0.3 is considered performing higher than expected to a small degree, which is the requirement for achieving this measure. Given the timing of the state’s release of poverty data, the 2009-10 analysis is not yet available. This report contains 2008-09 results, the most recent ones available.

Results

2008-9 English Language Arts Comparative Performance by Grade Level

Grade	Percent Eligible for Free Lunch	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3		46	78.2	64.0	14.2	0.98
4		49	85.7	64.9	20.8	1.54
5		41	87.8	71.7	16.1	1.28
All		136	83.8	66.6	17.2	1.28

School’s Overall Comparative Performance:

Higher than expected to a large degree

Evaluation

As noted above, the delayed release of the 2010 scores and the time needed for CSI to calculate the 2010 regression analysis prevents any discussion of Effect Size for this year’s school performance. Last year’s analysis provides evidence that FLACS performance was “Higher than expected to a large degree.”

Additional Evidence

English Language Arts Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch	Number Tested	Actual	Predicted	Effect Size
2006-07	3-5	93.8*	138	59.9	43.3	1.08
2007-08	3-5	80.6	137	67.14	57.12	.68
2008-09	3-5	76.6	136	83.8	66.6	1.28
2009-10	3-6	N/A	N/A	N/A	N/A	N/A

* In 2006-2007 the percent of student eligible for both free and reduced lunch was reported.

Goal 1: Growth Measure

Each year through 2008-09, each grade-level cohort will reduce by one-half the gap between the percent at or above Level 3 on the previous year’s state English language arts exam and 75 percent at or above Level 3 on the current year’s state English language arts exam. If a grade-level cohort exceeds 75 percent at or above Level 3 in the previous year, that cohort is expected to show at least an increase in the current year.

In 2009-10, each grade-level cohort will reduce by one-half the gap between the percent of students at or above a Scale Score of 650 on the 2008-09 state exam and 75 percent of students at or above a Scale Score of 650 on the 2009-10 state exam. If a grade-level cohort exceeds 75 percent at or above a Scale Score of 650 in 2008-09, that cohort is expected to show at least an increase in the percentage in 2009-10.

Method

This measure examines the change in performance of the same group of students from one year to the next and in 2009-10 the progress they are making towards the absolute measure of 75 percent of students performing at or above a Scale Score of 650. Each grade level cohort consists of those students who took the state exam in 2009-10 and also have a state exam score in 2008-09. It includes students who repeated the grade. Students who repeated the grade should be included in their current grade level cohort, not the cohort to which they previously belonged. In addition, the aggregate of all cohorts is examined to determine the growth of all students who took a state exam in both years.

Results

Since all cohorts performed at above 75% in 2008-09, the 2009-10 target was to exceed the performance in 2009-2010. Two of three individual cohorts achieved this goal, as did the school as a whole.

Cohort Growth on State English Language Arts Exam from 2008-09 to 2009-10

Grade	Cohort Size	Percent Performing At or Above 650			Target Achieved
		2008-09	Target	2009-10	
4	45	80.0	> 80.0	84.4	YES
5	46	87.0	> 87.0	87.0	NO
6	34	88.2	>88.2	97.1	YES
All	125	84.8	>84.8	88.8	YES

The 4th grade and 6th grade cohorts achieved their targets, as did the school as a whole. The 5th grade cohort, while not exceeding last year’s scores, matched the score (87.0). Again, given the small size of the cohort, the result for one student has significant impact on the total scores for the grade.

Additional Evidence

Cohort Performance on State English Language Arts Exam Since the Advent of the Grades 3-8 Testing Program by School Year

School Year	Cohort Grades	Number of Cohorts Meeting Target	Number of Cohorts
2006-07	4-5		
2007-08	4-5	2	2
2008-09	4-5	2	2
2009-10	4-6	2	3

As noted above, FLACS meet the requirements for cohort growth in all grades, except for 4-5 this year. However, the target was fractionally missed, since the score of 87.0 was maintained and not exceeded.

Goal 1: Optional Measure
Each year, the percent of students performing at or above Level 3 on the State ELA exam in each tested grade will be greater than that of the following similar schools in Community School District 9: PS 28, PS 55, and PS 64.

Method

Tested students who were enrolled in at least their second year are compared to all tested students in the three similar schools in Community District 9: PS 28, PS 55, and PS 64. Comparisons are between the results for each grade in which the school had tested students and the results for the respective grades in the similar schools, as well as between the total result of students in at least their second year at the school and the total result for all students at the corresponding grades in the similar schools

Results

2009-10 ELA Performance of FLACS and Comparison Schools by Grade Level								
Grade	Percent of FLACS Students Enrolled in At Least Their Second Year and All Students in Comparison Schools							
	FLACS		PS 28		PS 55		PS 64	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	26.7	45	27.6	134	15.0	127	23.5	132
4	46.7	45	36.1	119	20.2	89	19.1	131
5	41.3	46	39.8	119	18.9	106	20.5	136
6	55.9	34	-	-	-	-	-	-
All	41.8	170	34.2	372	17.7	322	21.0	399

Evaluation

With the single exception of grade 3 in PS 28, FLACS has again out-performed the “similar schools” from district 9.

Summary of the English Language Arts Goal

Type	Measure	Outcome
Absolute	75 percent of all tested students who are enrolled in at least their second year will perform at or above a Scale Score of 650 on the New York State examination.	Achieved for all grades except grade 3
Absolute	Each year, the school’s aggregate Performance Index (PI) on the State exam will meet the 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 or above Level 3 on the State exam will be greater than that of all students in the same tested grades in the local school district.	Achieved for all grades except grade 3
Comparative	Each year, the school will exceed its predicted level of performance on the State exam by at least a small Effect Size.	Not available
Growth	Each grade-level cohort will reduce by one-half the gap between the percent at or above a Scale Score of 650 on the 2008-09 state exam and 75 percent at or above a Scale Score of 650 on the 2009-10 state exam. If a grade level cohort exceeds 75 percent at or above a Scale Score of 650 in 2008-09, that cohort is expected to show at least an increase in the percentage in 2009-10	Achieved Grades 4 and 6 cohorts achieved the measure, Grade 5 maintained at 87%
	Each year, the percent of students performing at or above Level 3 on the State ELA exam in each tested grade will be greater than that of the following similar schools in Community School District 9 PS 28, PS 55, and PS 64.	Achieved for all grades except grade 3 in PS 28

Action Plan

In our efforts for this year, we will seek strategic plans for meeting and exceeding measurements based on the increased cut points. Our focus will be on strengthening instruction in k-2 to ensure that the skills and concepts defined in the present standards and the common core curriculum standards are addressed and students master them. We will also work with and support grades 3-7 to ensure greater performance on the NYS assessments.

CURRICULM MAPPING

Teachers will be mapping the school year using the existing state standards, as well as the new common core standards. Our curriculum resources (e.g., Trophies, Mc-Dougal-Littell) will be infused and integrated into the new maps. We will explore the availability of appropriate additional resources and secure these materials to support student acquisition of skills. To ensure faculty ownership, we will do the planning through a greater emphasis on grade level collaborative planning in curriculum mapping in place of reuse of the previously developed pacing charts.

INSTRUCTIONAL SUPPORT

These efforts will be guided by our principal, assistant educational administrator, the instructional team (including our ESL and special education coordinators) and our lower grades and upper grades (new position) curriculum coaches. Lesson planning will be emphasized to ensure clear and strategic daily plans for implementation of the grade-level, teacher-developed curriculum maps

We will provide additional instructional support. As noted, we have established a middle school curriculum coach. Our data specialist has also become our middle school coordinator, so that both the lower grades (K-3) and the middle school (4-7) will have two staff members assigned for instructional support.

Efforts to support instruction will be done through a systematic and scheduled program of observations, modeling of instruction and feedback. We will also continue with peer review. Areas of focus for this year will be: delivery of instruction, format of questioning, student engagement and faithfulness to the grade-level developed curriculum mapping.

ASSESSMENTS

Assessments are being reviewed to ensure that they are aligned to state and core curriculum standards. Based on their curriculum maps, teachers will be making the needed adjustments to common assessments to ensure that skills and concept mastery are assessed. Further, we plan to work on questioning techniques are addressed to ensure question accuracy, ensuring student use of higher order thinking skills, engaging students in becoming critical thinkers

INTERVENTIONS

- A. Continue our Reading Rescue program for grades K-2, but monitor more closely to ensure that literacy or mathematics instruction is not being interrupted.
- B. Continue with Project R.E.A.D. while making adjustments in personnel and environment to ensure maximum benefit from tutoring time
- C. Develop a second grade after school program for students whose literacy skills need additional support.
- D. Continue with a 3rd through seventh grade after school (and Saturday) program for students whose literacy skills need additional support.
- E. Materials will be reviewed to ensure alignment with to standards and to support critical thinking strategies.

ENRICHMENTS

In addition to refining our intervention program, we will work to provide quality enrichments to support critical thinking in literacy. One example will be a debate club, which we plan to implement as an afterschool program for middle school students. Other enrichment activities will be explored and developed prior to the beginning of the school year.

PROFESSIONAL DEVELOPMENT

Our professional development will be focused on quality instruction, support in development of curriculum mapping, questioning techniques, student engagement, and replication of best practices.

MATHEMATICS

Goal 2: Mathematics

FLACS students will become proficient in the application of mathematical skills and concepts

Background

Under the No Child Left Behind Legislation, all 3rd through 6th grade students at FLACS are required to take the New York State assessment in English Language Arts and Mathematics. Test results have been provided through the NYStart web site and the State Education Department's web site. Student-specific scale scores and performance levels are provided. The computations that follow are based on those data.

It is important to note that public distribution of the 2010 scores were delayed by the State Education Department as it came to a decision on the revision of cut scores for the four performance levels. As suggested by CSI, we have used two theories for the reporting and analysis of these new scores. For longitudinal purposes, we have used last year's cut point of 650 to demonstrate student growth. For all other purposes, we have used the SED-revised cut points. Thus, from table to table, it may appear that different scores are being reported.

In support of the implementation of the Saxon Math program, FLACS conducts professional development through a variety of approaches. Staff meets every Monday afternoon and for one-half day every first Friday afternoon of the month. The teachers meet regularly as collaborative learning teams, as grade-level teams for monthly data analysis meetings and as part of review teams for the peer review process. Additional initiatives have included presentations by nationally known staff developers.

Our instructional coaches support the math program by modeling, observing, providing feedback and offering differentiated instructional strategies. In the after school hours, and during the summer, we provide targeted assistance for identified students.

Goal 2: Absolute Measure

Each year through 2008-09, 75 percent of all tested students who are enrolled in at least their second year will perform at or above Level 3 on the New York State mathematics examination.

In 2009-10, 75 percent of all tested students who are enrolled in at least their second year will perform at or above a Scale Score of 650 on the New York State mathematics examination.

Method

The school administered the New York State Testing Program mathematics assessment to students in third through sixth grade in May 2010. Each student's raw score has been converted to a performance level and a grade-specific scaled score. Through 2008-09 the criterion for success on this measure required students who have been enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year) to score at Levels 3 or 4. For 2009-10, the criterion for success on this measure requires students to have a Scale Score of 650 or above.

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 been enrolled for less than one year.

**2009-10 State Mathematics Exam
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested ³			Total Enrolled
		IEP	ELL	Absent	
3	49	0	0	0	49
4	51	0	0	0	51
5	48	0	0	0	48
6	34	0	0	0	34
All	182	0	0	0	182

Results

**FLACS Performance on 2009-10 State Mathematics Exam
By All Students and Students Enrolled in At Least Their Second Year**

Grade	Population	Percent Scoring at or above 650	Number Tested
3	All Students	98.0	49
	Students in At Least 2 nd Year	<u>97.8</u>	45
4	All Students	90.2	51
	Students in At Least 2 nd Year	<u>91.1</u>	45
5	All Students	93.8	48
	Students in At Least 2 nd Year	<u>93.5</u>	46
6	All Students	97.1	34
	Students in At Least 2 nd Year	<u>97.1</u>	34
All	All Students	94.5	182
	Students in At Least 2 nd Year	<u>94.7</u>	170

In each grade, the students of FLACS exceeded the 75% target measure.

Evaluation

In each grade, students exceeded the target measure. With over 90% of students in each grade scoring above a scale score of 650, FLACS' program in mathematics has demonstrated its effectiveness.

³ 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

Additional Evidence

Mathematics Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year at Levels 3 and 4 through 2008-09 and a Scale Score of 650 in 2009-10							
	2006-07		2007-08		2008-09		2009-10	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	87.2	39	88.2	51	97.4	39	97.8	45
4	77.8	45	90.7	43	90.8	44	91.1	45
5	85.7	42	90.5	42	97.4	38	93.5	46
6	-	-	-	-	-	-	97.1	34
All	83.3	126	89.7	136	94.9	120	94.7	170

Except for grade 5, the percentage of students in all grades was higher for 2009-2010 than in the previous year. For grade 5, the percentage dropped from 97.4 to 93.5. This drop of 2.9% represents a change of only one student. In a small school, when higher the percentages are achieved for students in performance levels 3 and 4, especially when the scores are above 90%, can be impacted by one student.

Goal 2: Absolute Measure

Each year, the school’s aggregate Performance Index (PI) 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 all students being proficient by the year 2013-14. As a result, the state sets an Annual Measurable Objective (AMO) each year to determine if schools are making satisfactory progress toward the goal that 100 percent of students will ultimately be proficient in the state’s learning standards in Mathematics. To achieve this measure, all tested students must have a Performance Index (PI) value that equals or exceeds this year’s Mathematics AMO, which for 2009-10 is 135⁴. The PI 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 PI is 200.

Results

Calculation of 2009-10 Mathematics Performance Index (PI)

Grades	Percent of Students at Each Performance Level				Number Tested*
	Level 1	Level 2	Level 3	Level 4	
3-6	5.6	37.3	39.0	18.1	182

$$\begin{array}{rclclclcl}
 \text{PI} & = & 37.3 & + & 39.0 & + & 18.1 & = & 94.4 \\
 & & & & + & & 18.1 & = & 57.1 \\
 & & & & & & \text{PI} & = & \mathbf{151}
 \end{array}$$

* - Five of our tested students where not on register on BEDS day.

The school’s Performance Index for mathematics (151) exceeded the AMO for 2010 (135).

⁴ With the change in Proficiency Scores, the State Education Department is currently reviewing the current Annual Measurable Objectives in English language arts and mathematics.

Evaluation

The PI of 151 exceeds the required AMO of 135.

Additional Evidence

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

Year	Grades	Number Tested	Percent of Students at Each Performance Level				PI	AMO
			Level 1	Level 2	Level 3	Level 4		
2006-07	3-5	137	3.6	12.4	71.5	12.4	180	86
2007-08	3-5	135	1.5	8.2	80.7	9.6	188	102
2008-09	3-5	135	0.7	3.7	71.3	24.3	195	119
2009-10	3-6	170	5.6	37.3	39.0	18.1	151	135

Although the PI for FLACS has exceeded the required AMO for the past four years, there was a slight decline in students in levels 3 and 4 this year. Thus, there was an increase in the number/percent of students scoring in levels 1 and 2.

Goal 2: Comparative Measure

Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the state mathematics exam will be greater than that of all students in the same tested grades in the local school district.

Method

Tested students who were enrolled in at least their second year are compared 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 and the results for the respective grades in the local school district, as well as between the total result of students in at least their second year at the school and the total result for the corresponding grades in the school district.

Results

**2009-10 State Mathematics Exam
FLACS and District Performance by Grade Level**

Grade	Percent of Students at Levels 3 and 4			
	FLACS Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	28.9	45	36.8	1921
4	48.9	45	38.8	2898
5	69.6	46	41.6	2798
6	85.3	34	36.9	2923
All	56.5	170	38.7	10540

As previously noted, with the exception of grade 3, FLACS has out-performed district 9 for the other grades and for the district as a whole.

Evaluation

FLACS needs to evaluate curriculum/teaching strategies as it impacts on grade 3. Beyond grade 3, FLACS continues to out perform district 9 in each of the grades and for the district as a whole.

Additional Evidence

**Mathematics Performance of FLACS and Local District
by Grade Level and School Year**

Grade	Percent of FLACS Students at Levels 3 and 4 and Enrolled in At Least their Second Year Compared to Local District Students							
	2006-07		2007-08		2008-09		2009-10	
	FLACS	Local District	FLACS	Local District	FLACS	Local District	FLACS	Local District
3	89.4	70.5	86.4	80.9	97.4	86.5	28.9	36.8
4	77.8	60.3	90.2	52.3	90.9	77.1	48.9	38.8
5	85.7	47.5	89.7	64.6	97.4	72.4	69.6	41.6
6	-	-	-	-	-	-	85.3	36.9
All	83.3	59.4	88.7	65.9	95.0	78.9	56.5	38.7

FLACS needs to evaluate curriculum/teaching strategies as it impacts on grade 3. Beyond grade 3, FLACS continues to out perform district 9 in each of the grades and for the district as a whole. However, we wish to point out the comparative scores of students in grade 6. Even with the SED’s new cut score formula, 85.3% of the students scored in levels 3 and 4, compared to 36.9 in district 9.

Goal 2: Comparative Measure

Each year, the school will exceed its predicted level of performance on the state mathematics exam by at least a small Effect Size (performing higher than expected to a small degree) according to a regression analysis controlling for students eligible for free lunch 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. Regression analysis is used to control for the percentage of students eligible for free lunch among all public schools in New York State. The school’s actual performance is then compared to the predicted performance of public schools with a similar free lunch percentage. The difference between the school’s actual and predicted performance, relative to other schools with similar free lunch statistics, produces an Effect Size. An Effect Size of 0.3 is considered performing higher than expected to a small degree, which is the requirement for achieving this measure. Given the timing of the state’s release of poverty data, the 2009-10 analysis is not yet available. This report contains 2008-09 results, the most recent ones available.

Results

2008-09 Mathematics Comparative Performance by Grade Level

Grade	Percent Eligible for Free Lunch	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3		46	97.8	88.9	8.9	0.99
4		48	91.6	80.7	10.9	0.85
5		41	97.5	81.2	16.3	1.28
All	76.6	135	95.6	83.7	11.8	1.03

School's Overall Comparative Performance:
<i>Higher than expected to a large degree</i>

As noted above, the delayed release of the 2010 scores and the time needed for CSI to calculate the 2010 regression analysis prevents any discussion of Effect Size for this year's school performance. Last year's analysis provides evidence that FLACS performance was "Higher than expected to a large degree."

Evaluation

FLACS met this measure.

Additional Evidence

Mathematics Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch	Number Tested	Actual	Predicted	Effect Size
2005-06	3-5	93.8*		69.0	54.2	14.8
2006-07	3-5	93.8*		83.8	64.3	1.06
2007-08	3-5	80.62	135	90.4	76.76	0.94
2008-09	3-6	76.6	135	95.6	83.7	1.03
2009-10	N/A	N/A	N/A	N/A	N/A	N/A

- These figures reflect the number of students with free or reduced lunch

For the past four years, FLACS results have recorded "Higher than expected to a large degree"

Goal 2: Growth Measure

Each year through 2008-09, each grade-level cohort will reduce by one-half the gap between the percent at or above Level 3 on the previous year's state mathematics exam and 75 percent at or above Level 3 on the current year's state mathematics exam. If a grade-level cohort exceeds 75 percent at or above Level 3 in the previous year, that cohort is expected to show at least an increase in the current year.

In 2009-10, each grade-level cohort will reduce by one-half the gap between the percent of students at or above a Scale Score of 650 on the 2008-09 state exam and 75 percent of students at or above a Scale Score of 650 on the 2009-10 state exam. If a grade-level cohort exceeds 75 percent at or above a Scale Score of 650 in 2008-09, that cohort is expected to show at least an increase in the percentage in 2009-10

Method

This measure examines the change in performance of the same group of students from one year to the next and in 2009-10 the progress they are making towards the absolute measure of 75 percent of students performing at or above a Scale Score of 650. Each grade level cohort consists of those students who took the state exam in 2009-10 and also have a state exam score in 2008-09. It includes students who repeated the grade. Students who repeated the grade should be included in their current grade level cohort, not the cohort to which they previously belonged. In addition, the aggregate of all cohorts is examined to determine the growth of all students who took a state exam in both years.

Results

Cohort Growth on State Mathematics Exam from 2008-09 to 2009-10

Grade	Cohort Size	Percent Performing At or Above 650			Target Achieved
		2008-09	Target	2009-10	
4	45	97.8	> 97.8	91.1	NO
5	46	91.3	> 91.3	95.6	YES
6	34	97.1	> 97.1	97.1	NO
All	125	95.2	>95.2	93.6	NO

Although the percent in each cohort scored above 90% of students at levels 3 and 4, only the 5th grade cohort demonstrated an increase over last year. The 4th grade cohort registered a drop from 97.8 to 91.1 and the 6th grade maintained at 97.1%. Again, the scoring of any one child has great impact on the grade as a whole. In the sixth grade, only one child did not reach the target, however this child moved from level 1 to level 2. While this does not register in the level 3/4 percentage, it does signify significant growth for that child.

Evaluation

Measure was met for the 5th grade cohort, the 4th grade cohort slipped from 97.8 to 91.1 and the 6th grade cohort maintained a score of 97.1. The school as a whole slipped to 93.6.

Additional Evidence

**Cohort Performance on Mathematics Exam
Since the Advent of the Grades 3-8 Testing Program by School Year**

School Year	Cohort Grades	Number of Cohorts Meeting Target	Number of Cohorts
2006-07	4-5		
2007-08	4-5	1	2
2008-09	4-5	1	2
2009-10	4-6	1	3

As noted above, the measure was met for the 5th grade cohort, the 4th grade cohort slipped from 97.8% to 91.1% and the 6th grade cohort maintained a score of 97.1%. The school as a whole slipped to 93.6%.

Goal 1: Optional Measure

Each year, the percent of students performing at or above Level 3 on the State Math exam in each tested grade will be greater than that of the following similar schools in Community School District 9: PS 28, PS 55, and PS 64.

Method

As the chart below indicates, we have transcribed the data presented by SED into the appropriate cells for grade and school comparisons.

Results

2009-10 Mathematics Performance of FLACS and Comparison Schools by Grade Level								
Grade	Percent of FLACS Students Enrolled in At Least Their Second Year and All Students in Comparison Schools							
	FLACS		PS 28		PS 55		PS 64	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	28.9	36.8	38.3	141	24.8	133	28.4	141
4	48.9	38.8	50.4	123	42.9	91	25.6	141
5	69.6	41.6	49.6	123	43.7	112	33.1	142
6	85.3	36.9	-	-	-	-	-	-
All	56.5	38.7	45.7	387	36.0	366	29.0	424

For this SED assessment, PS 28 has made progress in grades 3 and 4 and has greater percentages of students scoring at levels 3 and 4. FLACS students out-performed grade 5 at PS 28 and for all grades at PS 55 and PS 64,

Evaluation

The advent of the new cut points indicates to FLACS that we need to re-evaluate our curricula to ensure that students are more focused on the skills needed to score in levels 3 and 4 using the new cut points

Summary of the Mathematics Goal

Type	Measure	Outcome
Absolute	75 percent of all tested students who are enrolled in at least their second year will perform at or above a Scale Score of 650 on the New York State examination.	Achieved
Absolute	Each year, the school’s aggregate Performance Index (PI) on the State exam will meet the 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 or above Level 3 on the State exam will be greater than that of all students in the same tested grades in the local school district.	Almost achieved for all except grade 3
Comparative	Each year, the school will exceed its predicted level of performance on the State exam by at least a small Effect Size.	Not Available
Growth	Each grade-level cohort will reduce by one-half the gap between the percent at or above a Scale Score of 650 on the 2008-09 state exam and 75 percent at	Almost Achieved/

	<p>or above a Scale Score of 650 on the 2009-10 state exam. If a grade level cohort exceeds 75 percent at or above a Scale Score of 650 in 2008-09, that cohort is expected to show at least an increase in the percentage in 2009-10</p>	<p>No for grade 4, yes for grade 5, maintained at 97.1 for grade 6</p>
	<p>Each year, the percent of students performing at or above Level 3 on the State ELA exam in each tested grade will be greater than that of the following similar schools in Community School District 9 PS 28, PS 55, and PS 64.</p>	<p>Almost Achieved FLACS outperformed in 78% of possible matches</p>

Action Plan

We will take a similar approach with mathematics as we will with literacy. In our efforts for this year, we will seek strategic plans for meeting and exceeding measurements based on the increased cut points. Our focus will be on strengthening instruction in K-2 to ensure that the skills and concepts defined in the present standards and the new common core curriculum standards are addressed and students master them. We will also work with and support grades 3-7 to ensure greater performance on the NYS assessments.

CURRICULUM MAPPING

Teachers will be mapping the school year using the existing state standards, as well as the new common core standards, as they become available. Our curriculum resources (e.g., Saxon Math) will be infused and integrated into the new maps. We will explore the availability of appropriate additional resources and secure these materials to support student acquisition of skills. To ensure faculty ownership, we will do the planning through a greater emphasis on grade level collaborative planning in curriculum mapping in place of reuse of the previously developed pacing charts.

INSTRUCTIONAL SUPPORT

As with ELA, these efforts will be guided by our principal, assistant educational administrator, the instructional team (including our ESL and special education coordinators) and our lower grades and upper grades (new position) curriculum coaches. Lesson Planning will be emphasized to ensure clear and strategic daily plans for implementation of the grade-level, teacher-developed curriculum maps

We will provide additional instructional support. As noted, we have established a middle school curriculum coach. Our data specialist has also become our middle school coordinator, so that both the lower grades (K-3) and the middle school (4-7) will have two staff members assigned for instructional support.

Efforts to support instruction will be done through a systematic and scheduled program of observations, modeling of instruction and feedback. We will also continue with peer review. Areas of focus for this year will be: delivery of instruction, format of questioning, student engagement and faithfulness to the grade-level developed curriculum mapping.

ASSESSMENTS

Assessments are being reviewed to ensure that they are aligned to state and core curriculum standards. Based on their curriculum maps, teachers will be making the needed adjustments to common assessments to ensure that skills and concept mastery are assessed. Further, we plan to work on questioning techniques are addressed to ensure question accuracy, ensuring student use of higher order thinking skills, engaging students in becoming critical thinkers

INTERVENTIONS

- A. Monitor more closely to ensure that literacy or mathematics instruction is not being interrupted by pull-out programs.
- B. Develop a second grade after school program for students whose mathematics skills need additional support.
- C. Continue with a 3rd through seventh grade after school (and Saturday) program for students whose mathematics skills need additional support.
- D. Materials will be reviewed to ensure alignment with to standards and to support critical thinking strategies.

ENRICHMENT

We plan to work to provide enrichment activities for students after school. For example, we will have students participate in the city-wide Stock Market Game. Other enrichments will be planned to support students in acquiring critical thinking skills and exceeding the standards in mathematics.

PROFESSIONAL DEVELOPMENT

To be focused on quality instruction, support in development of curriculum mapping, questioning techniques, student engagement, and replication of best practices.

SCIENCE

Goal 3: Science

FLACS students will demonstrate proficiency in the practice and methodology of scientific inquiry.

Background

Science instruction at FLACS continues to be both classroom and science lab based. Harcourt Science is used in grades K to 5 and Glencoe New York Science is used in grade 6 and will be used for grades 7 and 8. Instruction is provided by classroom teachers in grade K-5. In addition, science laboratory experience is offered as a special subject taught by our K-5 science teacher. In grade 6, one teacher provided instruction to all students in science as part of the departmentalized nature of the program. Publisher created common classroom assessments are used to assess student progress in science. Professional development is provided in multiple ways. Staff meets every Monday afternoon and for one-half day every first Friday afternoon of the month. The teachers meet regularly as collaborative learning teams, as grade-level teams for monthly data analysis meetings and as part of review teams for the peer review process. Our instructional coaches support the math program by modeling, observing, providing feedback and offering differentiated instructional strategies. In addition, FLACS has an agriculture program in which students maintain a patch of growth outside the school and a nutrition program, developed in conjunction with our new school lunch program, through which students evaluate nutrition options. FLACS also holds an annual science fair, in which students are encouraged to design, implement, and submit projects.

Adjunct to our science program, we have a Robert C. and Tina Sohn Foundation grant and an Assurant Foundation grant that provided for supplies, materials and contract services for our after-school Green Apple Kids program

Goal 3: Absolute Measure

Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at or above Level 3 on the New York State science examination.

Method

The school administered the New York State Testing Program science assessment to students in the 4th grade in spring 2010. Each student’s raw score has been converted to a performance level and a grade-specific scaled score. The criterion for success on this measure requires students who have been enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year) to score at Levels 3 or 4.

Results

This year, all tested students achieved at level 3 or 4

**FLACS Performance on 2009-10 State Science Exam
By All Students and Students Enrolled in At Least Their Second Year**

Grade	Population	Percent at Each Performance Level					Number Tested
		Level 1	Level 2	Level 3	Level 4	Level 3/4	
4	All Students	0.0	0.0	54.9	40.1	100.0	51
	Students in At Least 2 nd Year	0.0	0.0	55.6	44.4	100.0	45

Evaluation

FLACS continues to use a two-faceted approach to instruction in science; classroom instruction and science lab activities. In addition, FLACS has a agriculture program through which students maintain the patched of growth outside the school and a nutrition program through which a cadre of students evaluate menus and food/nutrition options.

Additional Evidence

**Science Performance
by Grade Level and School Year**

Grade	Percent of Students Enrolled in At Least Their Second Year at Levels 3 and 4							
	2006-07		2007-08		2008-09		2009-10	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
4	85.1	47	81.4	43	100.0	44	100.0	45
All	85.1	47	81.4	43	100.0	44	100.0	45

Last year 98.0% of students scored in levels 3 and 4. This year we increased to 100%. This places a major burden on the school to maintain this rate in coming years.

Goal 3: Comparative Measure
 Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the State science exam will be greater than that of all students in the same tested grades in the local school district.

Method

Tested students who were enrolled in at least their second year are compared 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 and the results for the respective grades in the local school district.

Results

Scores for district performance are not available at this time.

**2009-10 State Science Exam
FLACS and District Performance by Grade Level**

Grade	Percent of Students at Levels 3 and 4			
	FLACS Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
4	100.0	45	N/A	N/A

Evaluation

With 100% of tested students scoring in levels 3 and 4, we predict that the measure was achieved. However, as of this time, district data is not available.

Additional Evidence

FLACS has out-performed the local district over the last three years.

**Science Performance of FLACS and Local District
by Grade Level and School Year**

Grade	Percent of FLACS Students at Levels 3 and 4 and Enrolled in At Least their Second Year Compared to Local District Students							
	2006-07		2007-08		2008-09		2009-10	
	FLACS	Local District	FLACS	Local District	FLACS	Local District	FLACS	Local District
4	85.1	59	81.4	60	98.0	71	100.0	N/A
All	85.1	59	81.4	60	98.0	71	100.0	N/A

Summary

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at or above Level 3 on the New York State examination.	Achieved/
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the State exam will be greater than that of all students in the same tested grades in the local school district.	Not available

Action Plan

FLACS plans to continue its effective science instruction program. We are also looking into expanding project-based student activities.

1. After school science support for all grades to ensure high achievement for the 8th grade science assessment
2. Continue to support students with strong interest in science
3. Science fairs

SOCIAL STUDIES

Goal 4: Social Studies

FLACS students will demonstrate knowledge and understanding of four key social science components: history, geography, civics and economics

Background

The social studies curriculum focuses on looking local, state, United States, and world communities. The basis of the curriculum is the *Harcourt Horizons* program in grades K-5, and *Holt-McDougal Eastern Hemispheres* in grade 6.. Community service, knowledge of what is occurring in the neighborhood and the world and caring for others are high in the instructional culture of FLACS. Our curricula are augmented by trips, news analyses, and projects that focus on outside the school.

Instructional coaches support the social studies program by modeling, observing, providing feedback and offering differentiated instructional strategies.

Goal 4: Absolute Measure

Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at or above Level 3 on the New York State social studies examination.

Method

The school administered the New York State Testing Program social studies assessment to students in 5th grade in November 2010. Each student's raw score has been converted to a performance level and a grade-specific scaled score. The criterion for success on this measure requires students who have been enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year) to score at Levels 3 or 4.

Results

FLACS students achieved the absolute measure, with above 91% scoring at level 3 or 4.

FLACS Performance on 2009-10 State Social Studies Exam By All Students and Students Enrolled in At Least Their Second Year

Grade	Population	Percent at Each Performance Level					Number Tested
		Level 1	Level 2	Level 3	Level 4	Level 3/4	
5	All Students	2.1	6.4	61.7	29.8	91.5	47
	Students in At Least 2 nd Year	2.2	6.5	60.9	30.4	91.3	46

Evaluation

With 91% of our students scoring in levels 3 and 4 we are challenged to ensure that we maintain this level of performance in future years. Our primary focus will be on increasing the number/percent of students scoring at level 4.

Additional Evidence

**Social Studies Performance
by Grade Level and School Year**

Grade	Percent of Students Enrolled in At Least Their Second Year at Levels 3 and 4							
	2006-07		2007-08		2008-09		2009-10	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
5	85.1		89.7	39	100.0	38	91.3	46
All	85.1		89.7	39	100.0	38	91.3	46

Last year we had 100% of students scoring at level 3 or 4. Such a high target makes maintenance extremely difficult. While we are pleased with this performance, we need to redouble or efforts to ensure that we repeat last year’s success.

Note: this slippage is due to 4 students, two of whom have been at FLACS for less than a year and the other 2 missed by only 1 point.

Goal 4: Comparative Measure
Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the State social studies exam will be greater than that of all students in the same tested grades in the local school district.

Method

Tested students who were enrolled in at least their second year are compared 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 and the results for the respective grades in the local school district.

Results

At the time of this report, district data was not available.

**2009-10 State Social Studies Exam
FLACS and District Performance by Grade Level**

Grade	Percent of Students at Levels 3 and 4			
	FLACS Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
5	91.3	46		

Evaluation

While we anticipate out-performing the district, local scores not yet available.

Additional Evidence

We expect to continue the pattern of FLACS students out-performing the local district.

**Social Studies Performance of FLACS and Local District
by Grade Level and School Year**

Grade	Percent of FLACS Students at Levels 3 and 4 and Enrolled in At Least their Second Year Compared to Local District Students							
	2006-07		2007-08		2008-09		2009-10	
	FLACS	Local District	FLACS	Local District	FLACS	Local District	FLACS	Local District
5	81.4	34	89.7	49	100.0	55	91.3	N/A
All	81.4	34	89.7	49	100.0	55	91.3	N/A

Summary

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at or above Level 3 on the New York State examination.	Achieved
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the State exam will be greater than that of all students in the same tested grades in the local school district.	Not available

Action Plan

FLACS intends to continue using the *Harcourt Horizons* social studies curricula for grades K-5. FLACS intends to continue to use *Holt-McDougall Eastern Hemispheres* in grade 6 and implement *Holt McDougall United States History* in grade 7. While we are pleased that students have met and exceeded the progress report target, we wish to see all of our students continue to demonstrate proficiency in the New York State standards. While New York State will no longer offer the fifth and eighth grade state assessments, we plan to continue to track student progress on the state standards using our internal testing measures. To that end, we intend to use a five-pronged approach. Our dual focus will be to support those students that require remediation and/or greater skills development as we place greater emphasis on enrichment opportunities. This five-pronged approach will include:

- 1 Staff Development - We will be conducting greater staff development in project-based learning planning and alternate teaching strategies. It is not enough to re-teach, teachers need to expand their repertoire. Staff needs further support in evaluating and revising common assessments. As part of staff development, there will be continued emphasis on implementation of the social studies curricula.
- 2 Curriculum Mapping - Teachers will re-evaluate the efficacy of curriculum maps with a view to ensuring that all important content and skills areas are covered in an appropriate and logical sequence. We view the curriculum maps as “living documents” that require revision and emendation as real life experiences dictate. During the summer there has been a review and revision of the curriculum to include activities that provide for greater student awareness of themselves and the world around them.
- 3 Use of Data - We plan to continue the use of data to drive instruction. Teachers will review last year’s student performance with a view to setting student-specific goals for this year. Thus, there will be an additional emphasis on staff development to learn to access and use the information provided.
- 4 Professional Learning Community - We will continue to implement professional learning communities with greater emphasis on the role of teachers as colleagues and learners. These communities provide the environment for collegial discussion on the deeper meanings of content, as well as better understanding of the use of groupings. In addition, teachers will

engage in peer reviews in which they receive targeted feedback from their peers on units of study.

- 5 Real Life Applications – We will have students engage in more projects-based activities with real-life applications

NCLB

Goal 5: NCLB

The school’s Accountability Status will be in “Good Standing” each year.

Goal 5: Absolute Measure

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

Method

Since *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 the state standard in and of themselves aside from the overall school results. New York, like all states, established a system for making these determinations for its public schools. Each year the state issues School Report Cards which indicate each school’s status under the state’s NCLB accountability system. For a school’s status to be “Good Standing” it must not have failed to make Adequate Yearly Progress (AYP) for two consecutive years.

Results

Not available at this time

Evaluation

Not available at this time

Additional Evidence

NCLB Status by Year

Year	Status
2005-06	Good Standing
2006-07	Good Standing
2007-08	Good Standing
2008-09	Good Standing
2009-10	Anticipate Being in Good Standing