



FAMILY LIFE ACADEMY CHARTER SCHOOL II

2015-16 ACCOUNTABILITY PLAN PROGRESS REPORT

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INTRODUCTION

Renee Willemsen-Goode, Director of Data and Assessment prepared this 2015-16 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
Pedro Alvarez	Chairman, Facilities Committee
Wanda Torres Mercado	Vice-chairwoman, Fundraising Committee
Miguel Pena	Treasurer, Finance Committee, Fundraising Committee
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Jennifer Velasquez	PA President, FLACS III
Evelyn Viera	PA President, FLACS II
Florence Wolpoff	Member, Accountability Committee

Lourdes Arroyo has served as school principal since 2012.

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Family Life Academy Charter School II (FLACS II), a replication of Family Life Academy Charter School I (FLACS I), opened its doors to 100 kindergarten and first grade students in September 2012 in Community School District 7 (CSD 7) in the Mott Haven section of the Bronx. Each subsequent year the school has added one grade level. FLACS II has just completed its fourth year, serving kindergarten through fourth grade.

FLACS II, in partnership with the Latino Pastoral Action Center and parents, seeks to create the conditions for self-empowerment for all its K-8 students to achieve high academic standards, help them take responsibility for their own learning, and encourage them to explore and affirm human values. Like a family – and in collaboration with each family – the school will create an orderly, nurturing and dynamic environment where learning is engaging, meaningful, and joyful. All members of the school community (students, parents, and teachers) will develop the knowledge, skills, and enthusiasm to continue throughout their lives, expand their understanding of what is possible for themselves and their world, and lead productive and satisfying lives. From this belief of educating the whole child, FLACS II both replicates the best practices inherent to FLACS I and adopts some practices that are unique to FLACS II, such as starting the day having breakfast in each classroom, having a Suzuki violin program, and teaching yoga to all students.

In 2015-2016 FLACS II's student population was 257.[1] FLACS II has had a focus on attracting immigrant students and second language learners from the surrounding community. FLACS II's student population is representative this community: 71.9% are Hispanic, 27.2% are Black, 92.6% of the students are eligible for free and reduced lunch, 11.7% are students with disabilities, and 12.5% are current English language learners (ELLs). FLACS II has an additional number of former ELLs who have tested proficient in English, with these students, the percent of current and former ELLs is 17.8%. FLACS II has demonstrated that it is reflective of its community; in District 7, 69.8% of all students are Hispanic or Latino and 26.8% are Black.[2] FLACS II has come close to meeting its CSI targets, which are enrolling a population that is 21.5% ELLs or former ELLs, 21.5% students with disabilities, and 95.5% eligible for free and reduced lunch.

In order to create the conditions for self-empowerment for all of its students to achieve high academic standards, take responsibility for their own learning, and affirm and explore human values, FLACS II has implemented the initiatives under its key design elements listed below.

A rigorous academic curriculum with a focus on literacy. As in previous years, FLACS II has refined its instructional program to increase its rigor. This year, the school implemented a new writing curriculum which was used across all FLACS schools. The school also implemented novel-based units of instruction in literacy in grades 3 and 4. A more thorough description of the educational program is included in the relevant sections of this accountability plan.

Intentional support for English language learners (ELLs). ELLs receive the support and instruction needed to move into English proficiency as measured by the NYSESLAT assessment. The FLACS II instructional approach includes having a full time ESL teacher on staff, as well as training all teachers to apply instructional strategies for ELLs in the context of their own classrooms.

A commitment to meet the needs of all learners. Students who were identified as needing intervention in ELA participated in a daily intervention program with the Fountas and Pinnell

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Intervention Kit. This program began early in the school year and helped students who were not meeting state standards meet or more closely approach these standards. FLACS II also implemented an academic after-school program for third and fourth graders. Students in third grade also used iReady, an adaptive diagnostic tool that provides for both teacher-led and individualized online instruction in literacy and mathematics. To provide the IEP-required services, FLACS II has a full-time SETTS teacher and contracts for needed related services, as such as speech therapy, occupational therapy and counseling. As every classroom contains ELLs and/or special education students, all teachers used instructional strategies to support ELLs and students with special needs.

A focus on science and technology. The science program at FLACS II is rich with digital and online teaching options and has a heavy emphasis on skill development and practicing the process skills of observation, measurement, classification and data analysis. Technology tools are available for students in every classroom, and uses vary throughout the school. From digital book reports to visual and auditory projects on Active boards, from creative storytelling on iPads to individualized programs, 21st century tools and skills are integrated into the classroom curriculum at every level.

Data-driven planning fueled by a rigorous system of assessment and accountability. FLACS II is devoted to the data driven-instruction model and regularly assess student progress. To monitor school/student progress, FLACS II has utilized several diagnostic and summative assessments. The Fountas & Pinnell Benchmark Assessment is used to identify student reading levels, provide data to recommend a placement level for instruction, form fluid groups for reading instruction and identify children who need intervention and extra help. The TerraNova Battery assessment is administered every June to provide detailed information on student performance in ELA and mathematics. This assessment generates Normal Class Equivalents (NCE) in a full complement of criterion-referenced objective mastery skills areas, and performance-level information. Curriculum based assessments, from the curriculum materials are given every 3-6 weeks in mathematics, reading, phonics, science, and social studies to ensure students are making progress toward meeting the NYS CCLS. FLACS II continues to review and use timely formative data to drive instructional decisions. These decisions include student groupings based on student-specific needs for additional support and/or opportunities for enrichment. Monthly grade level data meetings and child study meetings are held on a grade level with the teachers, data specialist, administrators, ESL coordinator, special education coordinator and the instructional leaders. Data meetings occur once a month and are led by the Director of Data and Assessment. These meetings focus on analyzing assessment data and creating action plans to address the findings in the data. The child study team meets monthly to discuss and follow-up on the needs of students at risk. This has allowed data driven decision-making to become an integral part of our work at FLACS II and helping teachers become more proficient in the use of data to drive teaching and learning in their classrooms. FLACS II continued to use Datacation, a web-based data warehouse and data analysis portal. Teachers enter student assessment data into the portal, which allows them to share this data with administrators, parents, and the students. An array of data analysis tools and reports have allowed even more in depth look at student data and to further streamline our data collection efforts.

Professional development and professional learning communities that enrich teaching.

Professional development occurs every Monday from 3:40 to 5:00pm, the first Friday half-day of the month, and all day on Election Day. Professional development occurs through formal presentations, individualized coaching, demonstration lessons, and professional learning

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communities. This year, professional development also was supplemented through coaching from new Network Math and Literacy coaches, who worked one-on-one with individual teachers to support instruction through modeling, observation, and feedback. Consultants from various sources, including Generation Ready and Math in Focus helped support the professional development effort. All professional development, whether conducted by school staff, network staff, or outside consultants was coordinated by the Director Curriculum and Instruction. There was also professional development for the principal, who met with the other FLACS principals with a consultant.

Family involvement and shared responsibility for learning. FLACS II has fostered strong, positive relationships with its families. FLACS II uses a school wide texting system to maintain contact among parents, staff and students. The school supports an active parents' association.

Encouraging artistic development. FLACS II believes in developing students who are well rounded. The school continued its Suzuki method violin program after school. During the school day, music instruction was provided to all students. A small space on the second floor hallway was designated as the Art lab Studio. Exhibits, slides, Internet sites, and posters introduced students to a broad range of art. Teachers shared stories about and pictures from artists. Students created their own masterpieces based on the style of the artist they studied.

A focus on nutrition and health. FLACS II is replicating aspects of FLACS I's healthy and unique food program, which is supported by the school's community gardens project, and by a curriculum in health education. FLACS II has secured the services of Revolution Foods, a food provider that provides healthy, organic meals to schools. All students receive instruction in yoga to help promote physical fitness and strategies for health that will last a lifetime. The school partnered with the Calhoun School in exploration of hydroponics technology for urban farming.

Network support of individual schools. The network staff are focused on providing operation and instructional support to schools, including a CEO, COO, Director of Curriculum, instructional coaches, and data specialist who give direct instructional support to schools. The director of operations, finance department, and human resources department are also network based. This has also enabled the schools to share among each other best practices and resources, including supplies and staff.

School Enrollment by Grade Level and School Year¹

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2011-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2012-13	70	26	-	-	-	-	-	-	-	-	-	-	-	96
2013-14	47	76	27	-	-	-	-	-	-	-	-	-	-	150
2014-15	50	53	75	27	-	-	-	-	-	-	-	-	-	205

¹ The 2015-2016 are based on the enrollment on from June 30, 2016.

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2015-16	55	51	56	67	27	-	-	-	-	-	-	-	-	256
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Goal 1: English Language Arts

FLACS II students will demonstrate proficiency in critical literacy skills.

BACKGROUND

FLACS II follows a balanced literacy model in which students engage in independent reading, small group guided reading, and whole group instruction and modelling. This approach is supported by Pearson's *ReadyGen* and Curriculum Associates *Ready NY CCLS*, two common core-aligned literacy programs. *Open Court*, a systematic phonics program is also used to support students in kindergarten through grade two. The literacy block is approximately 150 minutes daily and consists of the following components: phonics, interactive read alouds, shared reading, guided reading, independent reading, and the writer's workshop. All English language learners also engage in each component of the balanced literacy model through the use of Pearson's Sheltered Instruction Observation Protocol (SIOP) strategies and small group instruction. Special Education students also engage in each component of the balanced literacy model through small groups and differentiated instruction. Text selections are tailored for each student as supported by a rich selection of digital resources. To support students in grades 3 and 4, the school created several novel-based units designed to engage students in deep thinking about texts. FLACS II continued to use 6+1 Traits of Writing as a supplement a new writing curriculum, grounded in the workshop model, that was implemented at all FLACS schools this year.

Data driven instruction is critical at FLACS II; teachers regularly assess student progress and uses these results to plan for future instruction and intervention. The most important tool used to assess, monitor, and target reading instruction is with the administration of reading records using the *Fountas & Pinnell Benchmark Assessments*. These tools allows for the gathering of valuable information about each individual's processing strategies, phonics/word analysis, fluency and comprehension, all of which give us insight into how to focus our teaching. The F&P Benchmark Assessment system provides information enabling us to determine three reading levels for each student: independent, instructional and challenging, provide data to recommend a placement level for instruction, form fluid groups for reading instruction, select appropriate texts for each child's instruction, plan efficient and effective instruction and identify children who need intervention and extra help. Regular unit assessments provide data on the progress of students on the *ReadyGen*, *Ready* and *Open Court* curriculums. The new writing curriculum included baseline, midline, and end-line assessments of writing using detailed standards based rubrics. Students in grade three and four also took the Rally assessment in the fall and winter to assess whether or not they were meeting state standards in ELA. Teachers used these results to modify curriculum maps and to differentiate instruction.

FLACS II has continued its reading intervention program for those not meeting benchmarks. The school follows the *Fountas & Pinnell Academic Intervention* program to target individual literacy needs then provide small group instruction 5 days a week for 45 minutes. Student progress is monitored weekly with reading records and conferring. Students in 3rd and 4th grade also used *iReady*, an online based diagnostic and teaching tool that allowed students to practice common-core aligned literacy concepts in an individualized manner.

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Teachers received professional development throughout the school year, through the professional development sessions on Mondays from 3:40 to 5:00 and on Friday half days, as well as through coaching from the principal and assistant principal. Consultants from Generation Ready and the network literacy coach helped teachers to unpack the new literacy curriculum, create effective curriculum maps, and employ best practices in their classrooms.

Goal 1: Absolute Measure

Each year, 75 percent of all tested students enrolled in at least their second year will perform at or above 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 (“ELA”) assessment to students in 3rd through 8th grade in April 2016. 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).

2015-16 State English Language Arts Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested ²				Total Enrolled
		IEP	ELL	Absent	Refused	
3	67	-	-	-	-	67
4	26	-	-	1	-	27
5	-	-	-	-	-	-
6	-	-	-	-	-	-
7	-	-	-	-	-	-
8	-	-	-	-	-	-
All	93	-	-	1	-	94

RESULTS

FLACS II met this measure. On the NYS ELA exam, of all tested students enrolled in at least their second year, 93.1% were proficient, 18.1 percentage points higher than the 75% target.

² 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.

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Performance on 2015-16 State English Language Arts Exam By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	94.0	67	93.8	64
4	92.3	26	91.3	23
5	-	-	-	-
6	-	-	-	-
7	-	-	-	-
8	-	-	-	-
All	93.5	93	93.1	87

EVALUATION

FLACS II met this measure, with 93.1% of students enrolled in at least their second year at proficiency. Grades 3 and 4 had similarly high performance. FLACS II is pleased to report that 48.3% of students enrolled in at least their second year attained a level 4, the highest score on the NYS test.

ADDITIONAL EVIDENCE

FLACS II has only had two years of NYS testing. The 2015-2016 performance exceeded that of the 2014-2015 performance; in 2015-2016, 93.1% of students enrolled in at least their second year were proficient in ELA, compared with 66.7% in 2014-2015.

English Language Arts Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2013-14		2014-15		2015-16	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	-	-	66.7	21	93.8	64
4	-	-	-	-	91.3	23
5	-	-	-	-	-	-
6	-	-	-	-	-	-
7	-	-	-	-	-	-
8	-	-	-	-	-	-
All	-	-	66.7	21	93.1	87

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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 PLI value that equals or exceeds the 2015-16 English language arts AMO of **104**. 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 200.³

RESULTS

FLACS II achieved this measure. FLACS I’s PLI was 193.5, which exceeded the 2015-2016 AMO of 104 by 89.5.

English Language Arts 2015-16 Performance Level Index

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
93	0.0	6.5	43.0	50.5

$$\begin{array}{rcccccccc} \text{PI} & = & 6.5 & + & 43.0 & + & 50.5 & = & 100.0 \\ & & & & 43.0 & + & 50.5 & = & \underline{93.5} \\ & & & & & & \text{PLI} & = & 193.5 \end{array}$$

EVALUATION

FLACS II achieved this measure. FLACS I’s PLI was 193.5, which exceeded the 2015-2016 AMO of 104 by 89.5.

Goal 1: 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 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

³ In contrast to SED’s Performance Index, the PLI does not account for year-to-year growth toward proficiency.

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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.⁴

RESULTS

FLACS II met this comparative measure as a whole school, with 93.1% of FLACS II students in at least their second year at proficiency, compared with 30.9% of those students in Community School District 7 (CSD 7) in grades 3 and 4.

2015-16 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 2nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	93.8	64	28.2	1242
4	91.3	23	24.0	1232
5	-	-	-	-
6	-	-	-	-
7	-	-	-	-
8	-	-	-	-
All	93.1	87	30.9	2474

EVALUATION

Overall, 93.1% of FLACS II students in at least their second year were at proficiency, compared with 30.9% of those students in CSD 7, which is a difference of 62.2 percentage points. Each individual grade level outperformed the same grade level in CSD 7.

ADDITIONAL EVIDENCE

In each of its two testing years, FLACS II had a higher level of proficiency than did CSD 7. In grade 3, the only year with two years of data, both FLACS II and CSD 7 had gains from 2014-2015 to 2015-2016, but FLACS II had higher gains.

⁴ 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](#).

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 Scoring at or Above Proficiency Compared to Local District Students					
	2013-14		2014-15		2015-16	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
3	-	-	66.7	15.0	93.8	28.2
4	-	-	-	-	91.3	24.0
5	-	-	-	-	-	-
6	-	-	-	-	-	-
7	-	-	-	-	-	-
8	-	-	-	-	-	-
All	-	-	66.7	15.0	93.1	30.9

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 SUNY Charter Schools Institute (“Institute”) conducts a Comparative Performance Analysis, which compares the school’s performance to that of demographically similar public schools statewide. 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 concentration of economically disadvantaged students. The difference between the school’s 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 2015-16 analysis is not yet available. This report contains 2014-15 results, the most recent Comparative Performance Analysis available.

RESULTS

FLACS II only enrolled 3rd graders in 2014-2015. These students performed higher than expected to a large degree by this analysis.

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2014-15 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	100.0	26	73	14.8	58.2	4.9
4	-	-	-	-	-	-
5	-	-	-	-	-	-
6	-	-	-	-	-	-
7	-	-	-	-	-	-
8	-	-	-	-	-	-
All	100.0	26	73	14.8	58.2	4.9

School's Overall Comparative Performance:

Based on the CSI regression analysis of comparative performance, FLACS II performed at higher than expected to a large degree.

EVALUATION

FLACS II only enrolled 3rd graders in 2014-2015. These students performed higher than expected to a large degree by this analysis, with an effect size of 4.9, far larger than the required effect size, 0.3.

ADDITIONAL EVIDENCE

FLACS II only has one year of data available for this measure; as such, no comparative data is available. However, given FLACS II's results this year, the school anticipates that they will meet this measure again for 2015-2016.

English Language Arts Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch/ Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2012-13	-	-	-	-	-	-
2013-14	-	-	-	-	-	-
2014-15	3	100	26	73	14.8	4.9

Goal 1: Growth Measure⁵

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 2014-15 and also have a state exam score from 2013-14 including students who were retained in the same grade. Students with the same 2013-14 score are ranked by their 2014-15 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.

Given the timing of the state’s release of Growth Model data, the 2015-16 analysis is not yet available. This report contains 2014-15 results, the most recent Growth Model data available.⁶

RESULTS

FLACS II did not have a mean growth percentile for 2014-2015 as this was its first year of testing.

2014-15 English Language Arts Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Statewide Median
4	-	50.0
5	-	50.0
6	-	50.0
7	-	50.0
8	-	50.0
All	-	50.0

EVALUATION

FLACS II did not have a mean growth percentile for 2014-2015 as this was its first year of testing.

ADDITIONAL EVIDENCE

The 2015-2016 were released prior to the submission of this report. The 2015-2016 mean growth percentile was 59.0, which exceeded the statewide median, 50.0.

⁵ See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

⁶ Schools can acquire these data from the NYSED’s Business Portal: portal.nysed.gov.

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

Grade	Mean Growth Percentile				Statewide Median
	2012-13	2013-14	2014-15		
4	-	-	-	59.0	50.0
5	-	-	-	-	50.0
6	-	-	-	-	50.0
7	-	-	-	-	50.0
8	-	-	-	-	50.0
All	-	-	-	59.0	50.0

Goal 1: Absolute Measure

Each year, for grades K-3, the MNCE score for each grade tested will be 50 or above on the TerraNova Total Reading Battery

METHOD

In May 2016, the school administered the TerraNova assessment to students in kindergarten through 3rd grade.

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).

2015-16 Locally Administered TerraNova Assessment Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested ⁷				Total Enrolled
		IEP	ELL	Absent	Refused	
K	55	-	-	-	-	55
1	49	-	-	2	-	51
2	54	-	-	2	-	56
3	67	-	-	-	-	67
All	225	-	-	4	-	229

RESULTS

On the TerraNova exam, in each grade students enrolled in at least their second year had an MNCE greater than 50 (69.4 for grade 1, 56.2 for grade 2, and 71.1 for grade 3). In kindergarten, where students had not been enrolled for more than two years, students had an MNCE of 76.0, meeting the target as well.

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.

Performance on 2015-16 TerraNova Reading (MNCE Scores) By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	MNCE	Number Tested	MNCE	Number Tested
K	76.0	55	N/A	N/A
1	69.7	49	69.4	42
2	56.2	54	56.2	49
3	71.9	67	71.1	64
All	68.5	225	65.9	155

EVALUATION

FLACS II met this accountability measure, with all students enrolled in their second year achieving a MNCE greater than 50. This was true both for the school as a whole and for each individual grade. FLACS II attributes this success to its strong core ELA program, professional development, and supervision of teachers.

ADDITIONAL EVIDENCE

On the TerraNova, early childhood students are also demonstrating mastery of ELA standards. The percentage of students scoring at or above an NCE of 50, was 76.1% of all tested students in their second year. In grades K, 2, and 3, the percent of students with NCE scores above 50 is over 80%. Grade 2 has a relatively lower percentage, with 61.0% of students in their second year with NCE scores of 50 or above.

Performance on 2015-16 TerraNova Reading(% of Students Scoring at/above an NCE of 50) By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their second year	
	Percent	Number Tested	Percent	Number Tested
K	88.7	55	N/A	N/A
1	87.8	49	88.1	42
2	63.0	54	61.0	49
3	82.1	67	81.3	64
All	80.4	225	76.1	155

Goal 1: Growth Measure

Cohorts of FLACS II students will reduce by one half the gap between their baseline performance and grade level (NCE score of 50) on the Terra Nova Total Reading Battery. Cohorts exceeding an MNCE of 50 will increase their MNCE scores.

METHOD

This measure examines the change in performance of the same group of students from one year to the next. Cohorts of students who have scores on the TerraNova Total Reading Battery in both 2014-2015 and 2015-2016 are included here. The MNCEs of each cohort in 2014-2015 and 2015-2016 are compared. Cohorts must reduce by one half the gap between their baseline performance and grade level (MNCE of 50); cohorts with a baseline MNCE exceeding 50 will increase their MNCE scores.

RESULTS

In 2015-2016, students enrolled at FLACS II who also took the TerraNova in 2014-2015, had an MNCE equal to 66.2. On the 2014-2015 TerraNova exam, those same students had an MNCE equal to 65.9. FLACS II met the target of increasing the MNCE score. Two of three individual cohorts met this goal as an individual grade levels.

TerraNova Reading (MNCE Scores) by Cohort and School Year

Grades	2014-2015		2015-2016	
	MNCE	Number Tested	MNCE	Number Tested
1	60.7	42	69.4	42
2	65.0	47	55.8	47
3	70.7	64	71.1	64
All	66.2	153	65.9	153

EVALUATION

Every cohort started 2015-2016 with an MNCE above 50. Thus, their goal was to increase their MNCE scores. Only grade 2 decreased their MNCE scores, with a decrease of 9.8 percentile points, from 65.0 to 55.8, while grade 1 and grade 3 increased their MNCE scores, by 8.7, from 60.7 to 69.4, and 0.4, from 70.7 to 71.1, respectively. Every cohort ended 2015-2016 with an MNCE score exceeding the target of 50. The changes, both decreases and increases, were relatively small across all of the grade levels, with the performance of the school overall remaining fairly static, but overall positive.

SUMMARY OF THE ENGLISH LANGUAGE ARTS GOAL

FLACS II met all 6 accountability measures that were applicable for this year in English Language Arts.

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.	Achieved
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.	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 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 2014-15 school district results.)	Achieved
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.	N/A
Absolute	Each year, for grades K-3, the MNCE score for each grade tested will be 50 or above on the TerraNova Total Reading Battery	Achieved
Growth	Cohorts of FLACS II students will reduce by one half the gap between their baseline performance and grade level (NCE score of 50) on the Terra Nova Total Reading Battery. Cohorts exceeding an MNCE of 50 will increase their MNCE scores.	Achieved

ACTION PLAN

FLACS II had a very high level of performance in ELA, with the overwhelming majority of students achieving at levels 3 and 4, and slightly over 50% of students at Level 4. As a result, FLACS II's action plan is focused on maintaining this high bar of performance that has been set by this year's results.

FLACS II will retain the same core reading and writing curriculum, with refinements made based on the experiences of teachers and assessment results from 2015-2016. The assessments given by teachers in class will continue, as will use of the *i-Ready* diagnostic assessment. FLACS II had an AIS teacher for the first time in 2015-2016, this structure will continue for the 2016-2017 school year. FLACS II will continue to work with the network literacy coach to create a robust professional development schedule for teachers, including in-house professional development and sessions led by outside consultants from Generation Ready.

MATHEMATICS

Goal 2: Mathematics

Students will become proficient in the application of mathematical skills and concepts.

BACKGROUND

FLACS II uses *Math in Focus*, which is the US edition of Singapore Math. For over 15 years, Singapore has consistently scored at the top of international mathematics comparison studies. The primary goal of *Math in Focus*, and of FLACS II's mathematics program, is to enable students to become strategic mathematical problem solvers. This goal is the same as the first Common Core Learning Standard for Mathematical Practice. The *Math in Focus* framework parallels the Common Core Standards for Mathematical Practice by providing instruction and opportunities for application of these key elements:

- Making sense of problems and persevere in solving them
- Reasoning abstractly and quantitatively
- Constructing viable arguments and critique the reasoning of others
- Modeling with mathematics
- Using appropriate tools strategically
- Attending to precision
- Looking for and make use of structure
- Looking for and express regularly in repeated reasoning

Mathematical student performance progress is monitored frequently at FLACS II. For each unit of study, students take a pretest, which assesses readiness for the curriculum, and summative assessment. Students also take several benchmark assessments throughout the year and an end-of-year test. Students in grade three also took the *Rally* assessment in the fall and winter to assess their progress toward meeting state standards. Teachers at FLACS II analyze the results of these assessments to plan for the current and future units of study, and to provide opportunities for differentiation.

FLACS II's mathematics block is divided into two sessions for a total of 100 minutes of mathematics instruction each day. The first session provides explicit instruction, guided practice, discussion, and independent practice. The second session provides application, modeling, discussion and assessment. Students in grade 3 and 4 also used *iReady*, an online based diagnostic and teaching tool that allowed students to practice common-core aligned mathematical concepts in an individualized manner. Teachers received professional development in mathematics throughout the school year. A *Math in Focus* facilitator worked closely with teachers to explore the framework of the program, curriculum goals, lesson structure, and assessment. The principal and assistant principal also observed classes and gave teachers feedback to improve mathematical practice throughout the year.

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.

MATHEMATICS

METHOD

The school administered the New York State Testing Program mathematics assessment to students in 3rd through 8th grade in April 2016. 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.

2015-16 State Mathematics Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested ⁸				Total Enrolled
		IEP	ELL	Absent	Refused	
3	67	-	-	-	-	67
4	27	-	-	-	-	27
5	-	-	-	-	-	-
6	-	-	-	-	-	-
7	-	-	-	-	-	-
8	-	-	-	-	-	-
All	94	-	-	-	-	94

RESULTS

FLACS II met this measure with 80.5% of all students enrolled in at least their second year performing at proficiency.

Performance on 2015-16 State Mathematics Exam
By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	82.1	67	81.3	64
4	74.1	27	78.3	23
5	-	-	-	-
6	-	-	-	-
7	-	-	-	-
8	-	-	-	-
All	79.8	94	80.5	87

⁸ 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.

EVALUATION

FLACS II met this measure with 80.5% of all students enrolled in at least their second year performing at proficiency. Each individual grade level also met this measure, with 81.3% proficient in 3rd grade and 78.3% proficient in 4th grade. FLACS II attributes this success to strength of the *Math in Focus* curriculum, the professional development of the teaching staff, and the supervision of teachers and the curriculum by the school and network.

ADDITIONAL EVIDENCE

FLACS II has met this accountability measure in each of the years that it has had students in the testing grades.

Mathematics Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2013-14		2014-15		2015-16	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	-	-	76.2	21	81.3	64
4	-	-	-	-	78.3	23
5	-	-	-	-	-	-
6	-	-	-	-	-	-
7	-	-	-	-	-	-
8	-	-	-	-	-	-
All	-	-	76.2	21	80.5	87

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 PLI value that equals or exceeds the 2015-16 mathematics AMO of 101. 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 200.⁹

RESULTS

FLACS I's PLI is 177.7, which exceed this year's AMO, 101, by 76.6.

⁹ In contrast to NYSED's Performance Index, the PLI does not account for year-to-year growth toward proficiency.

MATHEMATICS

Mathematics 2015-16 Performance Level Index (PLI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
87	2.1	18.1	27.7	52.1

$$\begin{array}{rclclclcl}
 \text{PI} & = & 18.1 & + & 27.7 & + & 52.1 & = & 97.9 \\
 & & & & 27.7 & + & 52.1 & = & \underline{79.8} \\
 & & & & & & \text{PLI} & = & 177.7
 \end{array}$$

EVALUATION

FLACS I's PLI is 177.7, which exceed this year's AMO, 101, by 76.6.

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.¹⁰

RESULTS

The percent of all tested FLACS II students enrolled in at least their second year, 80.5, was greater than the percent of all tested students in CSD 7, 33.6.

2015-16 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	81.3	64	35.7	1265
4	78.3	23	31.7	1240
5	-	-	-	-
6	-	-	-	-
7	-	-	-	-
8	-	-	-	-
All	80.5	87	33.6	2505

¹⁰ 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](#).

MATHEMATICS

EVALUATION

The percent of all tested FLACS II students enrolled in at least their second year, 80.5, was greater than the percent of all tested students in CSD 7, 33.6. Each individual grade level exceeded the performance of the same grade level in CSD 7.

ADDITIONAL EVIDENCE

FLACS II met this measure each of the years that it has tested students.

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					
	2013-14		2014-15		2015-16	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
3	-	-	76.2	19.9	81.3	35.7
4	-	-	-	-	78.3	31.7
5	-	-	-	-	-	-
6	-	-	-	-	-	-
7	-	-	-	-	-	-
8	-	-	-	-	-	-
All	-	-	76.2	19.9	80.5	33.6

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 Institute conducts a Comparative Performance Analysis, which compares the school's performance to that of demographically similar public schools statewide. 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 concentration of economically disadvantaged students. The difference between the school's 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 2015-16 analysis is not yet available. This report contains 2014-15 results, the most recent Comparative Performance Analysis available.

MATHEMATICS

RESULTS

FLACS II met this measure. Based on the CSI regression analysis of comparative performance in 2014-2015, FLACS II performed at a higher than expected to a meaningful degree, with an effect size of 3.56.

2014-15 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	100	26	81	22.4	58.6	3.56
4	-	-	-	-	-	-
5	-	-	-	-	-	-
6	-	-	-	-	-	-
7	-	-	-	-	-	-
8	-	-	-	-	-	-
All	100	26	81	22.4	58.6	3.56

School's Overall Comparative Performance:

Based on the CSI regression analysis of comparative performance, FLACS II performed at higher than expected to a large degree.

EVALUATION

FLACS II performed higher than expected to a large degree with an effect size of 3.56, meeting this accountability measure.

ADDITIONAL EVIDENCE

FLACS II does not have any data from previous years to compare.

Mathematics Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch/ Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2012-13	-	-	-	-	-	-
2013-14	-	-	-	-	-	-
2014-15	3	100	26	81	22.4	3.56

MATHEMATICS

Goal 2: Growth Measure¹¹

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

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 2014-15 and also have a state exam score in 2013-14 including students who were retained in the same grade. Students with the same 2013-14 scores are ranked by their 2014-15 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 2015-16 analysis is not yet available. This report contains 2014-15 results, the most recent Growth Model data available.¹²

RESULTS

FLACS II did not have growth data for 2014-2015.

2014-15 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Statewide Median
4	-	50.0
5	-	50.0
6	-	50.0
7	-	50.0
8	-	50.0
All	-	50.0

EVALUATION

FLACS II did not have growth data for 2014-2015.

¹¹ See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

¹² Schools can acquire these data from the NYSED’s Business Portal: portal.nysed.gov.

ADDITIONAL EVIDENCE

The 2015-2016 data was released prior to the writing of this report. FLACS II's mean growth percentile for 2015-2016, 26.5, fell short of the statewide median, 50.0. The school believed that this is in large part because the one class of students for whom this data is based were highly successful in 2014-2015, with 76.2% at levels 3 and 4 and a large number of students achieving at level 4. The growth within the levels 3 and 4 was not sufficient to meet this measure, although these students continued to meet the state standards, with 78.3% at levels 3 and 4 in 2015-2016.

Mathematics Mean Growth Percentile by Grade Level and School Year

Grade	Mean Growth Percentile				Statewide Median
	2012-13	2013-14	2014-15	2015-16	
4	-	-	-	26.5	50.0
5	-	-	-	-	50.0
6	-	-	-	-	50.0
7	-	-	-	-	50.0
8	-	-	-	-	50.0
All	-	-	-	26.5	50.0

Goal 2: Absolute Measure

Each year, for grades K-3, the MNCE score for each grade tested will be 50 or above on the TerraNova Mathematics Battery

METHOD

In May, 2016, the school administered the TerraNova assessment to students in kindergarten through 3rd grade.

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).

2015-16 Locally Administered TerraNova Assessment Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested ¹³				Total Enrolled
		IEP	ELL	Absent	Refused	
K	55	-	-	-	-	55
1	49	-	-	2	-	51
2	54	-	-	2	-	56
3	67	-	-	-	-	67
All	225	-	-	4	-	229

RESULTS

FLACS II met this accountability measure with an MNCE of 70.8 for all students enrolled in at least their second year.

Performance on 2015-16 TerraNova Mathematics (MNCE Scores) By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	MNCE	Number Tested	MNCE	Number Tested
K	79.6	55	-	-
1	63.9	49	64.2	42
2	55.4	54	55.3	49
3	69.2	67	68.9	64
All	67.3	225	63.3	155

EVALUATION

FLACS II met this accountability measure, with an MNCE of 63.3 on the TerraNova for all students enrolled in at least their second year. Each individual grade level had an MNCE exceeding 50.

ADDITIONAL EVIDENCE

On the TerraNova Mathematics Battery, students at each grade level performed well. Each grade level had a large percentage of students enrolled in at least their second year with NCES of 50 or above: 97.5% in grade 1, 82.3% in grade 2, and 71.4% in grade 3. These same students in grade 3 had a 76.2% proficiency rate on the NYS ELA assessment.

¹³ 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 on 2015-16 TerraNova Mathematics (% of Students Scoring at/above an NCE of 50) By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their second year	
	Percent	Number Tested	Percent	Number Tested
K	90.9	55	-	-
1	81.6	49	85.7	42
2	64.8	54	63.3	49
3	83.6	67	82.8	64
All	80.4	225	76.1	155

Goal 2: Growth Measure

Cohorts of FLACS II students will reduce by one half the gap between their baseline performance and grade level (NCE score of 50) on the Terra Nova Mathematics Battery. Cohorts exceeding an MNCE of 50 will increase their MNCE scores.

METHOD

This measure examines the change in performance of the same group of students from one year to the next. Cohorts of students who have scores on the TerraNova Mathematics Battery in both 2014-2015 and 2015-2016 are included here. The MNCEs of each cohort in 2014-2015 and 2015-2016 are compared. Cohorts must reduce by one half the gap between their baseline performance and grade level (MNCE of 50); cohorts with a baseline MNCE exceeding 50 will increase their MNCE scores.

RESULTS

Because each cohort had an MNCE of 50 in 2014-2015, each cohort had a goal of exceeding their MNCE in the 2015-2016 school year. As a whole school, FLACS II did not achieve this measure.

TerraNova Mathematics (MNCE Scores) by Cohort and School Year

Grades	2014-2015		2015-2016	
	MNCE	Number Tested	MNCE	Number Tested
1	68.2	42	64.2	42
2	69.7	47	55.3	47
3	75.8	64	68.9	64
All	71.8	153	63.3	153

EVALUATION

Because each cohort had an MNCE of 50 in 2014-2015, each cohort had a goal of exceeding their MNCE in the 2014-2015 school year. As a whole school, FLACS II did not achieve this measure, with an MNCE of 63.3 compared with 71.8 in 2014-2015. Although they did not meet this target, each grade level maintained MNCE above 50. Also, the 3rd grade cohort, who had an MNCE of 68.9 and did not meet the

growth measure had extraordinary performance on the NYS Mathematics test, with 78.3 of students in their second year at proficiency.

SUMMARY OF THE MATHEMATICS GOAL

FLACS II achieved all of the accountability goals related to the NYS exam. The school made the absolute measure for the TerraNova, but did not make the growth goal for TerraNova. The school leadership believes that this is a direct result of the high absolute performance of the school and difficulty of increasing the proficiency of students that are already achieving at a high level.

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.	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 2014-15 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.	N/A
Absolute	Each year, for grades K-3, the MNCE score for each grade tested will be 50 or above on the TerraNova Mathematics Battery	Achieved
Growth	Cohorts of FLACS II students will reduce by one half the gap between their baseline performance and grade level (NCE score of 50) on the Terra Nova Mathematics Battery. Cohorts exceeding an MNCE of 50 will increase their MNCE scores.	Did Not Achieve

ACTION PLAN

Given the high absolute performance of FLACS II this year, the school's action plan is centered around maintaining the high level of performance in the future. The school also plans to determine how best to provide enrichment for those students who are already meeting or exceeding standards to ensure that they make the growth goals in the future.

FLACS II will continue using *Math in Focus* at all grade levels. Consultants from *Math in Focus* will provide professional development under the guidance of the school and network leadership. For those students already exceling in mathematics, the focus will be on enrichment. For the first time,

MATHEMATICS

FLACS II has purchased enrichment workbooks from *Math in Focus* for use in the 2016 and 2017 school year. The school found that students that were new to the school and to Math in Focus had some difficulty succeeding at the same level as those students who had been enrolled in FLACS II for several years. To support these students and other students in need of intervention, FLACS II will have a Focus Intervention Program, in which teachers provide math intervention in small groups. As well, the school has purchased a reteaching component and extra practice workbooks from Math in Focus this year. As well, all teaching assistants will be trained in *Every Day Counts* to support classroom instruction in mathematics.

SCIENCE

Goal 3: Science

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

BACKGROUND

The science program at FLACS II is rich with digital and online teaching options and has a heavy emphasis on skill development and practicing the process skills of observation, measurement, classification and data analysis. FLACS II has developed a rigorous, inquiry based science curriculum with hands on science experiences. Lab sciences are taught at every grade level based on units of study. The science program has a heavy emphasis on skill development and practicing the process skills of observation, measurement, classification and data analysis. The lab science program has been enhanced by using public spaces and transforming them into life science labs for the entire school.

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 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

FLACS II met this measure. In grade 4, 100% of students in at least their second year achieved proficiency.

Charter School Performance on 2015-16 State Science Exam
By All Students and Students Enrolled in At Least Their Second Year

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	100	23	N/A	N/A
8	-	-	-	-
All	100	23	N/A	N/A

SCIENCE

EVALUATION

FLACS II exceeded the measure in grade 4, with 100% of students in at least their second year achieving proficiency. In fact, 100% of all students, regardless of year of entry, achieved proficiency, with 92.6% achieving a Level 4.

ADDITIONAL EVIDENCE

FLACS II only has one year of science data, as this was the first year that the school had fourth graders.

Science Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year at Proficiency					
	2013-14		2014-15		2015-16	
	Percent Proficient	Number Tested	Percent	Number Tested	Percent Proficient	Number Tested
4	-	-	-	-	100.0	23
8	-	-	-	-	-	-
All	-	-	-	-	100.0	23

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

At the writing of this report, science results were unavailable for CSD 7.

2015-16 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	100	23	N/A	N/A
8	-	-	-	-
All	100	23	N/A	N/A

SCIENCE

EVALUATION

At the writing of this report, science results were unavailable for CSD 7.

ADDITIONAL EVIDENCE

FLACS II's performance has exceeded CSD 7 past performance in grade 4. The 2015-2016 scores are not yet available for CSD 7, but FLACS II anticipates outperforming CSD 7 for 2015-2016 based on this historical data.

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					
	2013-14		2014-15		2015-16	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
4	-	69.2	-	66.9	100.0	N/A
8	-	-	-	-	-	-
All	-	69.2	-	66.9	100.0	N/A

SUMMARY OF THE SCIENCE GOAL

FLACS II has two goals for science, an absolute and comparative measure. FLACS II achieved its absolute measure. We anticipate achieving the comparative measure, as we have done historically, but the 2015-2016 data has not been released for the local school district.

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.	N/A

ACTION PLAN

FLACS II met or anticipates meeting, all of its accountability goals. To continue the success of the science program, FLACS II plans to continue the science curriculum that has been implemented in previous years. Ongoing professional development will be had in 2016-2017 about lab based experiences as part of the *Interactive Science Curriculum*. This effort will be spearheaded by the 5th grade teacher (who served as the 4th grade teacher in 2015-2016). He was formerly a middle school science teacher and will serve in an expanded capacity as a science mentor for all teachers. New for 2016-2017, FLACS II will have a dedicated STEM week in early science to highlight work in science, technology and math.

NCLB

Goal 4: NCLB

Under the state’s NCLB accountability system, the school 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 a local assistance plan school.

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

Based on FLACS II’s 2014-2015 scores, the school was in Good Standing in 2015-2016.

EVALUATION

Based on FLACS II’s 2014-2015 scores, the school was in Good Standing in 2015-2016. FLACS II has been in Good Standing for the last three years.

ADDITIONAL EVIDENCE

NCLB Status by Year

Year	Status
2013-14	Good Standing
2014-15	Good Standing
2015-16	Good Standing