



# **Family Life Academy** **Charter School II**

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## **Family Life Academy CHARTER SCHOOL - II**

### **2012-13 ACCOUNTABILITY PLAN PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

September, 2013

By Lourdes Arroyo

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**Martin Wolpoff, Special Projects** prepared this 2012-13 Accountability Progress Report on behalf of the school's board of trustees:

| Trustee's Name   | Board Position                              |
|------------------|---|
| Francisco La     | Chair, Board Recruitment                    |
| Hilda Sanchez    | Office, Committees, Accountability, Finance |
| Florence Wolpoff | Secretary, Accountability                   |
| Wanda Torres     | Vice-Chair, Board Recruitment, Finance      |
| Greg Nannery     | Treasurer, Finance                          |

Name Lourdes Arroyo has served as the principal since 2012.

## INTRODUCTION

Family Life Academy Charter School II, a replication of Family Life Academy Charter School (FLACS) opened its doors to one hundred Kindergarten and First Grade students in September 2012 in Community School District 7, in the Mott Haven section of the Bronx.

FLACS II embraced the vision Dr. Reverend Raymond Rivera, the school's founder, of having a 'holistic' approach to providing children with an exceptional educational program, building student character and developing life-long skills that support the school's mission,

"Family Life Academy Charter School, 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."

From this belief of educating the whole child, we have created a school that replicates the best practices inherent to FLACS in addition to adopting some practices that are unique to FLACS II, such as starting the day having breakfast in each classroom, a Susuki violin program and yoga.

The focus of the FLACS schools has been to attract immigrant and second language learners from the community that surrounds the schools. FLACS II's student population is representative of the community in which it is located; 14% are ELL students, 13% are students with disabilities and 95% of the students are eligible for free and reduced lunch. In comparison, District 7 (based on the 2012 DOE Progress Report Card) has 20% of ELL students, 20% of students with disabilities and 93% of students are eligible for free and reduced lunch. In addition, it must be noted that FLACS' founder and board member, Rev. Dr. Raymond Rivera, has an established network of local religious and community organizations. This network has been highly effective in ensuring that the pool of applicants exceeds the number of available seats and is representative of the demographics sought by the school.

FLACS-II is in the first stages for replicating 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. This year we had our kindergarten and 1<sup>st</sup> grade students eat in the classrooms enabling classroom teachers and the teaching assistants to explain the value of organic foods and eating healthy. After the first few weeks of school, students went from thinking that broccoli were 'baby trees' to knowing that it was a nutritious and tasty vegetable and constantly requesting a second serving! Although we were not able to provide a food program with a chef and trained culinary staff, FLACS II secured the services of Red Rabbit, a food provider that provides healthy, organic meals to schools.

To monitor school/student progress, FLACS-II has utilized several diagnostic and summative assessments, including those identified below:

### ***Fountas & Pinnell***

We believe in data driven instruction therefore we regularly assess student progress. One of the tools we use to assess, monitor, and target reading instruction is through the four times per year

administration of reading records using the Fountas & Pinnell (F & P) Benchmark Assessments. The feedback allows us to gather valuable information about each individual's processing strategies, phonics/word analysis, fluency, and comprehension. These data provide us with insight into how to focus our teaching. The F & P Benchmark Assessment system provides information 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
- identify children who need intervention and extra help

### ***TerraNova Battery***

We also administer the TerraNova Battery assessment two times a year: October and June. The TerraNova Battery assessment is a diagnostic tool that provides detailed diagnostic information. This series of assessments generates precise Normal Class Equivalents (NCE) in a full complement of criterion-referenced objective mastery skills areas, and performance-level information. These data are analyzed to prescribe individual intervention instruction. End-of-the-year data are analyzed to investigate student progress, assess further instructional needs and to explore the need for possible curriculum adjustments.

### ***Unit Exams***

Unit exams are administered approximately every six weeks for the Open Court phonics program and the **Journeys** program. Data are collected and analyzed for class and individual student learning trends that drive instruction toward further instructional needs.

Highlights of our first year (2012-2013) include:

- Maintaining an average attendance rate of over 90%
- Finding that 86% of our students scored on grade level or above in Total Reading based on TerraNova assessment.
- Finding that 87% of our students scored at grade level or above in Total Mathematics based on TerraNova assessment.
- Implementing an instructional program to meet the needs of all students. On average, our special needs students moved up 4 reading levels and our English Language Learners made language gains of a year or more.
- Establishing an academic intervention program to support our struggling students having achieved grade level.
- Providing an ongoing professional development program for the teachers every Monday from 3:40 to 5:00pm, every first Friday of the month, on Election day and on specific Saturdays.
- Implementing a program for iPad learning.
- Engaging in a highly successful toy drive during the holiday season resulting in all of our students receiving an age appropriate gift
- Supporting an active parents' association.
- Implementing successful teacher-created project-based learning modules.

- Administering Fountas and Pinnell to assess student progress. According to the Fountas & Pinnell assessments, 79% of our children are reading at or above grade level.
- Planning for school wide trips to which support and enrich the curriculum.
- Contracting with Red Rabbit, to guarantee that our students were provided with healthy meals.
- Implementing a yoga program for students.
- Implementing a 'Suzuki method' violin program. Since this was the first year of the program, only 20 students were able to participate.
- Establishing daily music enrichment classes.

**School Enrollment by Grade Level and School Year**

| School Year | K  | 1  | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Total |
|-------------|----|----|---|---|---|---|---|---|---|---|----|----|----|-------|
| 2009-10     |    |    |   |   |   |   |   |   |   |   |    |    |    |       |
| 2010-11     |    |    |   |   |   |   |   |   |   |   |    |    |    |       |
| 2011-12     |    |    |   |   |   |   |   |   |   |   |    |    |    |       |
| 2012-13     | 70 | 26 |   |   |   |   |   |   |   |   |    |    |    |       |

## ENGLISH LANGUAGE ARTS

**Goal 1: English Language Arts**  
**Students will demonstrate proficiency in critical literacy skills.**

### Background

We follow a balanced literacy model supported by a systematic phonics program, Open Court. We augmented the reading comprehension component of our literacy block by deconstructing the Journeys program and developing units that are common core aligned. Additionally we augmented the curriculum with the Open Court reading framework as the text complexity and skills addressed, are more closely aligned to the Common Core. We have also developed a Writer's Workshop curriculum using the themes and enduring understandings of Journeys and aligning it to the Common Core Learning Standards.

Our curriculum units are centered around the Common Core Learning Standards where fiction and nonfiction texts are paired. All nonfiction text is further explored through science and social studies making our curriculum interdisciplinary. Digital technology is infused in the curriculum with the use of learning apps and other digital tools and resources used to research and publish student work.

Our literacy block is approximately 150 minutes daily. Our block consists of the following components:

- *Phonics*-Open Court
- *Interactive Read Aloud*-based on Journeys, additional selections are based on themes and skills chosen by grade teachers to support program
- *Shared Reading*-Journeys Program, augmented with Open Court
- *Guided Reading*-Journeys small group instruction component
- *Independent Reading*-1 to 1 student conferencing
- *Writer's Workshop*-school created curriculum units aligned to reading themes and Common Core Learning Standards.

All English Language Learners also engage in each component of the balanced literacy model through the use of SIOP strategies and small group instruction. Time periods are slightly varied for each component as based on language proficiency. For example beginner ELLs have longer phonics sessions to help build foundational skills.

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.

We have also added a reading intervention program for those not meeting benchmarks. We follow 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.

## ASSESSMENT

### *Fountas & Pinnell*

We believe in data driven instruction therefore we regularly assess student progress. The most important tool we use to assess, monitor, and target reading instruction is with the administration of reading records. We administer reading records at least four times a school year using the Fountas & Pinnell Benchmark Assessments. These assessment tools allow us to gather valuable information about each individual's processing strategies, phonics/word analysis, fluency, and comprehension all of which give us insights about how to focus our teaching. The F & P Benchmark Assessment system provide information 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
- identify children who need intervention and extra help

### *TerraNova Battery*

We also administer the TerraNova Battery assessment two times a year: October and June. The TerraNova Battery assessment is a diagnostic tool provides detailed diagnostic information. This series of assessments generates precise norm-referenced achievement scores, a full complement of criterion-referenced objective mastery scores, and performance-level information. This data is analyzed to prescribe individual intervention instruction. End of the year data is analyzed to investigate student progress and further needs of instruction and to explore possible adjustments needed to the curriculum.

### *Unit Exams*

Unit exams are administered approximately every six weeks for the Open Court phonics program and the Journeys program. This data is collected and analyzed for trends for learn about further instructional needs.

**Goal 1: Absolute Measure**

Each year, for grades k-2, the MNCE score for each grade tested will be 50 or above on the TerraNova Total Reading Battery  
 Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State English language arts examination for grades 3-8.<sup>1</sup>

**Method**

As this is the first year of the school’s existence, the school is serving grades K and 1 only. Thus, in May, 2013, the school administered the TerraNova assessment to grades K and 1

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.

**2012-13 Locally Administered TerraNova Assessment  
 Number of Students Tested and Not Tested**

| Grade | Total Tested | Not Tested <sup>2</sup> |     |        | Total Enrolled |
|-------|--------------|-------------------------|-----|--------|----------------|
|       |              | IEP                     | ELL | Absent |                |
| K     | 70           | 0                       | 0   | 0      | 70             |
| 1     | 26           | 0                       | 0   | 0      | 26             |
| All   | 96           | 0                       | 0   | 0      | 96             |

**Results**

FLACS-II will not be administering the SED ELA assessment until academic year 2014-15 when the school will have its first third grade class. The MNCE for both grades was above the targeted 50%, also known as “being on grade level.” In addition, it should be noted that 91.7% of kindergarten students and 88.6% of grade 1 students had NCE scores above 50.

**Performance on 2012-13 TerraNova Total Reading Score  
 By All Students and Students Enrolled in At Least Their Second Year**

| Grade<br>s | All Students |               | Enrolled in at least their<br>Second Year |               |
|------------|--------------|---------------|---|---------------|
|            | Percent      | Number Tested | Percent                                   | Number Tested |
| K          | 70.6         | 70            | 0   | 0             |
| 1          | 68.8         | 26            | 0   | 0             |
| All        | 70.1         | 98            | 0   | 0             |

<sup>1</sup> Because of the state’s new 3-8 testing program, aligned to its high school college and career readiness standards, the Institute is no longer using Time Adjusted Level 3 cut scores. Please report results for previous years using the state’s published results for scoring at proficiency.

<sup>2</sup> 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

For both grades, and for the school as a whole, the school exceeded its measure of having an MNCE score of 50%. We would like to believe that this is due to the effective implementation of our mission and vision, as well as the effectiveness of our curriculum and the school's instructional staff. We also believe that we have begun to develop a supportive school culture which has high expectations for all students for and from the students.

## Additional Evidence

In this, our first year, we are pleased to note that 91.7% of kindergarten students and 88.6% of the grade 1 students had NCE scores above 50. With this as our baseline, FLACS-II has a challenge and goal of maintaining and exceeding this performance level.

### English Language Arts Performance by Grade Level and School Year

| Grade | Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency |               |         |               |         |               |
|-------|--|---------------|---------|---------------|---------|---------------|
|       | 2010-11  |               | 2011-12 |               | 2012-13 |               |
|       | Percent  | Number Tested | Percent | Number Tested | Percent | Number Tested |
| K     |  |               |         |               | 70.6    | 70            |
| 1     |  |               |         |               | 68.8    | 26            |
| All   |  |               |         |               | 70.1    | 98            |

#### 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 Annual Measurable Objective (AMO) each year to determine if schools are making satisfactory progress toward the goal of proficiency in the state's learning standards in English language arts. To achieve this measure, all tested students must have a Performance Level Index (PLI) value that equals or exceeds the current year's English language arts AMO. 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.<sup>3</sup>

#### Results

This measure will not be relevant to the school's measurement until 2014-2015 when FLACS-II admits its first 3<sup>rd</sup> grade class.

<sup>3</sup> In contrast to SED's Performance Index, the PLI does not account for year-to-year growth toward proficiency.

### English Language Arts 2012-13 Performance Level Index (PLI)

| Number in Cohort | Percent of Students at Each Performance Level |         |         |         |
|------------------|---|---------|---------|---------|
|                  | Level 1                                       | Level 2 | Level 3 | Level 4 |
|                  | n/a   | n/a     | n/a     | n/a     |

$$PI = \text{?} + \text{?} + \text{?} = \text{?}$$

PLI =

#### Evaluation

*The State Education Department has not recalibrated the AMO to align with the new English Language Arts 3-8 testing program*

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#### 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 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.<sup>4</sup>

#### Results

Until FLACS-II has a third grade, there will not be any published scores with which to do a comparison. However, the TerraNova assessment scoring is based on a national sample. The NCE score sets 50 as being on grade level. FLACS-II will not be administering the SED ELA assessment until academic year 2014-15 when the school will have its first third grade class. With a school-wide MNCE score of 68.4, it can be assumed that FLACS well out-performed schools in the sample. Further, 94.3% of kindergarten students and 69.2% of the grade 1 students had NCE scores above 50. Being in its first year, FLACS does not have any data for students in their second year.

<sup>4</sup> Schools can acquire these data when the State Education Department releases its Access database containing grade level ELA and math test results for all schools and districts statewide. The SED announces the release of the data on its [News Release webpage](#).

**2012-13 State English Language Arts Exam  
Charter School and District Performance by Grade Level**

| Grade | Percent of Students at Proficiency                          |                  |                       |                  |
|-------|---|------------------|-----------------------|------------------|
|       | Charter School Students<br>In At Least 2 <sup>nd</sup> Year |                  | All District Students |                  |
|       | Percent   | Number<br>Tested | Percent               | Number<br>Tested |
| K     | 70.6  | 70               |                       |                  |
| 1     | 68.8  | 26               |                       |                  |
| All   | 70.1  | 98               |                       |                  |

**Evaluation**

Without data to offer a comparison, it cannot be determined if FLACS did or did not achieve this measurement. Additionally, FLACS-II does not have any second year students. Again, we note that FLACS-II's MNCE score is indicative of its having scored above the national median.

**Additional Evidence**

Scores on the TerraNova are provided to the tested school only. Thus, we do not have any comparative data for district schools.

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

| Grade | Percent of Students Enrolled in at Least their Second Year Who Are at Proficiency Compared to Local District Students |                   |                   |                   |                   |                   |
|-------|---|-------------------|-------------------|-------------------|-------------------|-------------------|
|       | 2010-11   |                   | 2011-12           |                   | 2012-13           |                   |
|       | Charter<br>School   | Local<br>District | Charter<br>School | Local<br>District | Charter<br>School | Local<br>District |
| 3     |   |                   |                   |                   | 70.6              |                   |
| 4     |   |                   |                   |                   | 68.8              |                   |
| All   |   |                   |                   |                   | 70.1              |                   |

**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 small degree) according to a regression analysis controlling for students eligible for economically disadvantaged students among all public schools in New York State.<sup>5</sup>

**Method**

The Charter Schools Institute conducts a Comparative Performance Analysis, which compares the school's performance to demographically similar public schools state-wide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all

<sup>5</sup> The Institute will begin using *economically disadvantaged* instead of *eligibility for free lunch* as the demographic variable in 2012-13. Schools should report previous year's results using reported free-lunch statistics.

public schools in New York State. The Institute compares the school’s actual performance to the predicted performance of public schools with a similar economically disadvantaged percentage. The difference between the schools’ actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3 or performing higher than expected to a small 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 2012-13 analysis is not yet available. This report contains 2011-12 results (using free-lunch eligible percentage), the most recent Comparative Performance Analysis available.

**Results**

Being in its first year, and testing only in grades K and 1, FLACS-II does not have any data from 2011-12.

**2011-12 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     |                                 | 0             | 0                                 | 0         | 0                                       | 0           |
| 4     |                                 | 0             | 0                                 | 0         | 0                                       | 0           |
| 5     |                                 | 0             | 0                                 | 0         | 0                                       | 0           |
| 6     |                                 | 0             | 0                                 | 0         | 0                                       | 0           |
| 7     |                                 | 0             | 0                                 | 0         | 0                                       | 0           |
| 8     |                                 | 0             | 0                                 | 0         | 0                                       | 0           |
| All   | 0                               | 0             | 0                                 | 0         | 0                                       | 0           |

|  |
|--|
| <b>School’s Overall Comparative Performance:</b>                       |
| Being in its first year. FLACS-II does not have any data from 2011-12. |

**Evaluation**

Being in its first year. FLACS-II does not have any data from 2011-12.

**Additional Evidence**

Being in its first year. FLACS-II does not have any data from 2011-12.

**English Language Arts Comparative Performance by School Year**

| School Year | Grades | Percent Eligible for Free Lunch | Number Tested | Actual | Predicted | Effect Size |
|-------------|--------|---------------------------------|---------------|--------|-----------|-------------|
| 2009-10     |        |                                 |               |        |           |             |
| 2010-11     |        |                                 |               |        |           |             |
| 2011-12     |        |                                 |               |        |           |             |

**Goal 1: Growth Measure<sup>6</sup>**

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 2012-13 and also have a state exam score in 2011-12 including students who were retained in the same grade. Students with the same 2011-12 scores are ranked by their 2012-13 scores and assigned a percentile based on their relative growth in performance (mean 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.

*The State Education Department has not yet reported schools' mean growth percentiles for the 2012-13 school year.<sup>7</sup>*

**Results**

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**Goal 2: Growth Measure<sup>8</sup>**

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.

Being in its first year, FLACS does not have a prior year's scores with which to make a comparison.

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<sup>6</sup> See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

<sup>7</sup> See the Guidelines.

<sup>8</sup> See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

## Summary of the English Language Arts Goal

Without a previous year's data to use for comparative purposes and the inability to obtain TerraNova comparative data from the district, the only accountability measurement is the absolute measurement for student MNCE scores. FLACS-II has achieved the target on this measurement.

| Type        | Measure  | Outcome  |
|-------------|--|----------|
| Absolute    | Each year for grades k-2, the MNCE score for each grade tested will be 50 or above on the TerraNova Total Reading Battery  | Achieved |
|             | 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.   | N/A      |
| 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.   | N/A      |
| 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.   | N/A      |
| 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 2011-12 school district results.) | N/A      |
| 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      |
| 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  | N/A      |

### **Action Plan**

As noted earlier, the achievement of FLACS-II on the TerraNova assessment has set a very high baseline for the school to maintain or improve upon. Moving forward, we envision doing the following:

### **PROFESSIONAL DEVELOPMENT**

FLACS-II seeks to embody the vision and mission of the school through consistent and effective professional development that fosters a love of teaching and children in order to build a collaborative community of learners that nurtures a culture of warmth and academic rigor. We also hold to the premise offered in Teachers Matter: Attracting, Developing and Retaining Effective Teachers

*Effective professional development is on-going, includes training, practice and feedback, and provides adequate time and follow-up support. Successful*

*programs involve teachers in learning activities that are similar to ones they will use with their students, and encourage the development of teachers' learning communities. There is growing interest in developing schools as learning organizations, and in ways for teachers to share their expertise and experience more systematically.*

Thus, at FLACS-II there are frequent and consistent professional development sessions to ensure effective instruction. All professional development sessions and workshops have been followed by in-class coaching, 1:1 conferences, and modeling. Teachers have been engaged in the following professional development sessions and workshops throughout the school year:

- administering the Fountas & Pinnell Benchmark Assessment
- understanding and executing the Journeys program
- teaching phonics with Open Court
- Fountas & Pinnell Academic Intervention
- deconstructing the Common Core Learning Standards
- launching Writer's Workshop
- understanding text complexity
- building project based learning modules

In addition, FLACS-II has laid out the following schedule for professional development for the 2013-2014 school year:

#### August/September

Book Study: The First Days of School, 4th Edition, by Harry K. Wong and Rosemary T. Wong

- Classroom management, procedures & routines, classroom set up
- Math in Focus, •Open Court •Journeys Reading Program
- Yoga training for Ms. Torres
- Writer's Workshop, •Using Scope & Sequence for Science and Social Studies

#### October

- Reading Records with Fountas & Pinnell (administering reading records)
- Ramapo Behavior Management
- School visits to FLACS I
- Administering LAB-R, •IPad Training, •Project Based Learning

#### November

- Formal observations
- Pre & Post conferencing
- Ramapo Behavior Management
- Mimio Training, •SEGIS, •IPad Training, •Writer's Workshop II

#### December

- Ramapo Behavior Management
- School visits to FLACS I

#### January

- Part II of Math in Focus, •Model lessons, •Jumprope Online, Grading System, •Analyzing TerraNova Data

#### February

- Fountas & Pinnell Reading Intervention
- Model lessons, •iPad/iTunes training, •Performance Based Assessments

#### March

- Formal observations, •Pre & Post Conferencing
- School visits to FLACS I
- Book Study: Teach Like a Champion by Doug Lemov chapter study
- Building Units on Jumprope, •NYSESLAT Training

#### April

- School visits to FLACS I
- Designing Performance Based Assessments, •IPad Training
- Book Study: Teach Like a Champion by Doug Lemov
- JumpRope Online Grading System

#### May

- School visits to FLACS I
- JumpRope Online Grading System, •IPad Training
- Book Study: Teach Like a Champion by Doug Lemov

#### June

- Book Study: Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement, 2nd edition by Ceri B. Dean , Elizabeth Ross Hubbell , Howard Pitler, and Bj Stone

## MATHEMATICS

### Goal 1: Mathematics

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

#### Background

Our math program is modeled after the Singapore Math program. Math in Focus is the US edition of Singapore's most widely used mathematics program. For over 15 years, Singapore has consistently scored at the top of international mathematics comparison studies. The primary goal of Math in Focus 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 (Singapore Math) framework parallels the Common Core Standards for Mathematical Practice by providing instruction and opportunities for application of these key elements:

- Make sense of problems and persevere in solving them
- Reason abstractly and quantitatively
- Construct viable arguments and critique the reasoning of others
- Model with mathematics
- Use appropriate tools strategically
- Attend to precision
- Look for and make use of structure
- Look for and express regularity in repeated reasoning

Our mathematics block is broken up into two sessions for a total of 100 minutes a day. The first session is centered around explicit instruction, guided practice, discussion, and independent practice. The second session is centered around application, modeling, discussion and assessment.

#### ASSESSMENT

##### *Math in Focus*

Mathematical student performance progress is monitored frequently with Math in Focus. Math in Focus assessments provide both a pretest and a chapter test for each chapter of the Student Books, as well as two Benchmark Assessments, a Mid-Year Test, and an End-of-Year Test.

Chapter tests are in a test prep format with a multiple choice section and an open ended response section to help students become familiar and comfortable with high stakes exams.

##### *TerraNova Battery*

Math skills, concepts and application of are also assessed using the TerraNova Mathematics Battery Assessment. The TerraNova Mathematics Battery assessment is a tool that provides detailed diagnostic information. This series of assessments generates precise NCE achievement scores, a full complement of criterion-referenced objective mastery scores, and performance-level information. This data is analyzed to prescribe individual intervention instruction. End of the year data are analyzed to investigate student progress and to explore possible adjustments needed to the curriculum.

## PROFESSIONAL DEVELOPMENT

Our teachers received professional development 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 facilitator also worked with teachers to deconstruct an entire chapter to gain a deeper understanding of the instructional pathway and framework of the program. In addition, teachers observed and critiqued teaching videos by grade level and worked collaboratively to improve each lesson observed and ensure lessons were Common Core aligned.

### Goal 1: Absolute Measure

Each year, for grades k-2, the MNCE score for each grade tested will be 50 or above on the TerraNova Total Mathematics Battery

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.<sup>9</sup>

### Method

As this is the first year of the school's existence, the school is serving grades K and 1 only. Thus, the school administered the TerraNova assessment to grades K and 1 in May, 2013

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.

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.

### 2012-13 Locally Administered TerraNova Mathematics Exam Number of Students Tested and Not Tested

| Grade | Total Tested | Not Tested <sup>10</sup> |     |        | Total Enrolled |
|-------|--------------|--------------------------|-----|--------|----------------|
|       |              | IEP                      | ELL | Absent |                |
| K     | 70           | 0                        | 0   | 0      | 70             |
| 1     | 26           | 0                        | 0   | 0      | 26             |
| All   | 96           | 0                        | 0   | 0      | 96             |

### Results

FLACS-II will not be administering the SED Math assessment until academic year 2014-15 when the school will have its first third grade class. The MNCE for both grades was above the targeted 50%,

<sup>9</sup> Because of the state's new 3-8 testing program, aligned to its high school college and career readiness standards, the Institute is no longer using Time Adjusted Level 3 cut scores. Please report results for previous year's using the state's published results for scoring at proficiency.

<sup>10</sup> 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.

also known as “being on grade level. In addition, it should be noted that 94.3% of kindergarten students and 69.2% of the grade 1 students had NCE scores above 50.

**Performance on 2012-13 TerraNova Total 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      | Number Tested | Percent                                | Number Tested |
| K      | 73.9         | 70            | 0                                      | 0             |
| 1      | 53.9         | 26            | 0                                      | 0             |
| All    | 68.5         | 96            | 0                                      | 0             |

**Evaluation**

For both grades, and for the school as a whole, the school exceeded its measure of having an MNCE score of 50%. We would like to believe that this is due to the effective implementation of our mission and vision, as well as the effectiveness of our curriculum and the school’s instructional staff. We also believe that we have begun to develop a supportive school culture which has high expectations for all students for and from the students.

**Additional Evidence**

In this, our first year, we are pleased to note that In it should be noted that 94.3% of kindergarten students had NCE scores above 50 and 69.2% of the grade 1 students had NCE scores above 50. With this as our baseline, FLACS-II has a challenge and goal of maintaining and exceeding this performance level.

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

| Grade | Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency |               |         |               |         |               |
|-------|--|---------------|---------|---------------|---------|---------------|
|       | 2010-11  |               | 2011-12 |               | 2012-13 |               |
|       | Percent  | Number Tested | Percent | Number Tested | Percent | Number Tested |
| K     |  |               |         |               | 73.9    | 70            |
| 1     |  |               |         |               | 53.9    | 26            |
| All   |  |               |         |               | 68.5    | 96            |

**Goal 1: 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 Annual Measurable Objective (AMO) each year to determine if schools are making satisfactory progress toward the goal of proficiency in the state’s learning standards in mathematics. To achieve this measure, all tested students must have a Performance Level Index (PLI) value that equals or exceeds the current year’s mathematics AMO. 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.<sup>11</sup>

**Results**

This measure will not be relevant to the school’s measurement results until 2014-2015 when FLACS-II admits its first 3<sup>rd</sup> grade class.

**Mathematics 2012-13 Performance Level Index (PLI)**

| Number in Cohort | Percent of Students at Each Performance Level |         |         |         |
|------------------|---|---------|---------|---------|
|                  | Level 1                                       | Level 2 | Level 3 | Level 4 |
|                  | N/A   | N/A     | N/A     | N/A     |

$$PI = ? + ? + ? = ?$$

PLI = ?

**Evaluation**

*The State Education Department has not recalibrated the AMO to align with the new Mathematics 3-8 testing program*

*Leave Blank*

**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 mathematics exam will be greater than that of all students in the same tested grades in the local school district.

**Method**

A school compares tested students enrolled in at least their second year to all tested students in the surrounding public school district. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.<sup>12</sup>

<sup>11</sup> In contrast to SED’s Performance Index, the PLI does not account for year-to-year growth toward proficiency.

<sup>12</sup> Schools can acquire these data when the State Education Department releases its Access database containing grade level ELA and math test results for all schools and districts statewide. The SED announces the release of the data on its [News Release webpage](#).

## Results

This measure will not be relevant to the school's measurement until 2014-2015 when FLACS-II admits its first 3<sup>rd</sup> grade class.

### 2012-13 State Mathematics Exam Charter School and District Performance by Grade Level

| Grade | Percent of Students at Proficiency                          |                  |                       |                  |
|-------|---|------------------|-----------------------|------------------|
|       | Charter School Students<br>In At Least 2 <sup>nd</sup> Year |                  | All District Students |                  |
|       | Percent   | Number<br>Tested | Percent               | Number<br>Tested |
| K     | 73.9  |                  |                       |                  |
| 1     | 53.9  |                  |                       |                  |
| All   | 68.5  |                  |                       |                  |

## Evaluation

Without data with which to offer a comparison, it cannot be determined if FLACS did or did not achieve this measurement. Additionally, FLACS-II cannot have any second year students. Again, we note that FLACS-II's MNCE score is indicative of its having scored above the national median.

## Additional Evidence

This measure will not be relevant to the school's measurement until 2014-2015 when FLACS-II admits its first 3<sup>rd</sup> grade class.

### 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 |                   |                   |                   |                   |                   |
|-------|---|-------------------|-------------------|-------------------|-------------------|-------------------|
|       | 2010-11   |                   | 2011-12           |                   | 2012-13           |                   |
|       | Charter<br>School   | Local<br>District | Charter<br>School | Local<br>District | Charter<br>School | Local<br>District |
| K     |   |                   |                   |                   | 73.9              |                   |
| 1     |   |                   |                   |                   | 53.9              |                   |
| All   |   |                   |                   |                   | 68.5              |                   |

### Goal 1: 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 small degree) according to a regression analysis controlling for students eligible for economically disadvantaged students among all public schools in New York State.<sup>13</sup>

<sup>13</sup> The Institute will begin using *economically disadvantaged* instead of *eligibility for free lunch* as the demographic variable in 2012-13. Schools should report previous year's results using reported free-lunch statistics.

## Method

The Charter Schools Institute conducts a Comparative Performance Analysis, which compares the school's performance to demographically similar public schools state-wide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The Institute compares the school's actual performance to the predicted performance of public schools with a similar economically disadvantaged percentage. The difference between the schools' actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3 or performing higher than expected to a small 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 2012-13 analysis is not yet available. This report contains 2011-12 results (using free-lunch eligible percentage), the most recent Comparative Performance Analysis available.

## Results

This measure will not be relevant to the school's measurement until 2014-2015 when FLACS-II admits its first 3<sup>rd</sup> grade class. Being in its first year. FLACS-II does not have any data from 2011-12.

### 2011-12 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     |                                 | 0             | 0                                 | 0         | 0                                       | 0           |
| 4     |                                 | 0             | 0                                 | 0         | 0                                       | 0           |
| 5     |                                 | 0             | 0                                 | 0         | 0                                       | 0           |
| 6     |                                 | 0             | 0                                 | 0         | 0                                       | 0           |
| 7     |                                 | 0             | 0                                 | 0         | 0                                       | 0           |
| 8     |                                 | 0             | 0                                 | 0         | 0                                       | 0           |
| All   | 0                               | 0             | 0                                 | 0         | 0                                       | 0           |

#### School's Overall Comparative Performance:

Being in its first year. FLACS-II does not have any data from 2011-12.

## Evaluation

This measure will not be relevant to the school's measurement until 2014-2015 when FLACS-II admits its first 3<sup>rd</sup> grade class. Being in its first year. FLACS-II does not have any data from 2011-12.

## Additional Evidence

### Mathematics Comparative Performance by School Year

| School Year | Grades | Percent Eligible for Free Lunch | Number Tested | Actual | Predicted | Effect Size |
|-------------|--------|---------------------------------|---------------|--------|-----------|-------------|
| 2009-10     |        |                                 |               |        |           |             |
| 2010-11     |        |                                 |               |        |           |             |
| 2011-12     |        |                                 |               |        |           |             |

This measure will not be relevant to the school’s measurement until 2014-2015 when FLACS-II admits its first 3<sup>rd</sup> grade class.

**Goal 1: Growth Measure<sup>14</sup>**

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 2012-13 and also have a state exam score in 2011-12 including students who were retained in the same grade. Students with the same 2011-12 scores are ranked by their 2012-13 scores and assigned a percentile based on their relative growth in performance (mean 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.

*The State Education Department has not yet reported schools’ mean growth percentiles for the 2012-13 school year.*

**Results**

*Leave Blank*

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<sup>14</sup> See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

## **Summary of the Mathematics Goal**

Without a previous year's data to use for comparative purposes and the inability to obtain TerraNova comparative data from the district, the only accountability measurement is the absolute measurement for student MNCE scores. FLACS-II has achieved the target on this measurement.

| <b>Type</b> | <b>Measure</b>   | <b>Outcome</b> |
|-------------|--|----------------|
| 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.   | N/A            |
|             | Each year, for grades k-2, the MNCE score for each grade tested will be 50 or above on the TerraNova Total Mathematics Reading Battery   | 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.   | N/A            |
| 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.   | N/A            |
| 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 2011-12 school district results.) | N/A            |
| 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            |

### **Action Plan**

As noted earlier, the achievement of FLACS-II on the TerraNova assessment has set a very high baseline for the school to maintain or improve upon. Moving forward, we envision doing the following:

### **PROFESSIONAL DEVELOPMENT**

FLACS-II seeks to embody the vision and mission of the school through consistent and effective professional development that fosters a love of teaching and children in order to build a collaborative community of learners that nurtures a culture of warmth and academic rigor. We also hold to the premise offered in Teachers Matter: Attracting , Developing and Retaining Effective Teachers

*Effective professional development is on-going, includes training, practice and feedback, and provides adequate time and follow-up support. Successful programs involve teachers in learning activities that are similar to ones they will use with their students, and encourage the development of teachers' learning communities. There is growing interest in developing schools as learning*

*organizations, and in ways for teachers to share their expertise and experience more systematically.*

Thus, at FLACS-II there are frequent and consistent professional development sessions to ensure effective instruction. All professional development sessions and workshops have been followed by in-class coaching, 1:1 conferences, and modeling.

## **ASSESSMENT**

### ***Math in Focus***

Mathematical student performance progress is monitored frequently with Math in Focus. Math in Focus assessments provides both a pretest and a chapter test for each chapter of the Student Books, as well as two Benchmark Assessments, a Mid-Year Test, and an End-of-Year Test.

Chapter tests are in a test prep format with a multiple choice section and an open ended response section to help students become familiar and comfortable with high stakes exams.

### ***TerraNova Battery***

Math skills, concepts and application of are also assessed using the TerraNova Battery Assessment. The TerraNova Battery assessment is a diagnostic tool that provides detailed diagnostic information. This series of assessments generates precise norm-referenced achievement scores, a full complement of criterion-referenced objective mastery scores, and performance-level information. This data is analyzed to prescribe individual intervention instruction. End of the year data is analyzed to investigate student progress and further needs of instruction and to explore possible adjustments needed to the curriculum.

## **PROFESSIONAL DEVELOPMENT**

Our teachers received professional development 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 facilitator also worked with teachers to deconstruct an entire chapter to gain a deeper understanding of instructional pathway and framework of the program. In addition, teachers observed and critiqued teaching videos by grade level and worked collaboratively to improve each lesson observed and ensure lessons were Common Core aligned.

Teachers have been engaged in the following professional development sessions and workshops throughout the school year:

- administering the Fountas & Pinnell Benchmark Assessment
- understanding and executing the Journeys program
- teaching phonics with Open Court
- Fountas & Pinnell Academic Intervention
- deconstructing the Common Core Learning Standards
- launching Writer's Workshop
- understanding text complexity
- building project based learning modules

In addition, FLACS-II has laid out the following schedule for professional development for the 2013-2014 school year:

#### August/September

Book Study: The First Days of School, 4th Edition, by Harry K. Wong and Rosemary T. Wong

- Classroom management, procedures & routines, classroom set up
- Math in Focus, •Open Court •Journeys Reading Program
- Yoga training for Ms. Torres
- Writer's Workshop, •Using Scope & Sequence for Science and Social Studies

#### October

- Reading Records with Fountas & Pinnell (administering reading records)
- Ramapo Behavior Management
- School visits to FLACS I
- Administering LAB-R, •IPad Training, •Project Based Learning

#### November

- Formal observations
- Pre & Post conferencing
- Ramapo Behavior Management
- Mimio Training, •SESLIS, •IPad Training, •Writer's Workshop II

#### December

- Ramapo Behavior Management
- School visits to FLACS I

#### January

- Part II of Math in Focus, •Model lessons, •Jumprope Online, Grading System, •Analyzing TerraNova Data

#### February

- Fountas & Pinnell Reading Intervention
- Model lessons, •iPad/iTunes training, •Performance Based Assessments

#### March

- Formal observations, •Pre & Post Conferencing
- School visits to FLACS I
- Book Study: Teach Like a Champion by Doug Lemov chapter study
- Building Units on Jumprope, •NYSESLAT Training

#### April

- School visits to FLACS I
- Designing Performance Based Assessments, •IPad Training
- Book Study: Teach Like a Champion by Doug Lemov
- JumpRope Online Grading System

#### May

- School visits to FLACS I
- JumpRope Online Grading System, •IPad Training
- Book Study: Teach Like a Champion by Doug Lemov

June

- Book Study: Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement, 2nd edition by Ceri B. Dean , Elizabeth Ross Hubbell , Howard Pitler, and Bj Stone

## SCIENCE

### Goal 3: Science

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

#### Background

Please complete This section

### 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

FLACS-II does not yet have a 4<sup>th</sup> or 8<sup>th</sup> grade

#### Results

FLACS-II does not yet have a fourth or eighth grade.

### Charter School Performance on 2012-13 State Science Exam By All Students and Students Enrolled in At Least Their Second Year

| Grade | Percent of Students at Proficiency                          |                  |                       |                  |
|-------|---|------------------|-----------------------|------------------|
|       | Charter School Students<br>In At Least 2 <sup>nd</sup> Year |                  | All District Students |                  |
|       | Percent   | Number<br>Tested | Percent               | Number<br>Tested |
| 4     |   |                  |                       |                  |
| 8     |   |                  |                       |                  |

#### Evaluation

FLACS-II does not yet have a fourth or eighth grade.

#### Additional Evidence

FLACS-II does not yet have a fourth or eighth grade.

### Science Performance by Grade Level and School Year

| Grade | Percent of Students Enrolled in At Least Their Second Year at |
|-------|---|
|-------|---|

|     | Proficiency |               |         |               |         |               |
|-----|-------------|---------------|---------|---------------|---------|---------------|
|     | 2010-11     |               | 2011-12 |               | 2012-13 |               |
|     | Percent     | Number Tested | Percent | Number Tested | Percent | Number Tested |
| 4   |             |               |         |               |         |               |
| 8   |             |               |         |               |         |               |
| All |             |               |         |               |         |               |

**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**

FLACS-II does not yet have a fourth or eighth grade.

**2012-13 State Science Exam  
Charter School and District Performance by Grade Level**

| Grade | Percent of Students at Proficiency                          |               |                       |               |
|-------|---|---------------|-----------------------|---------------|
|       | Charter School Students<br>In At Least 2 <sup>nd</sup> Year |               | All District Students |               |
|       | Percent   | Number Tested | Percent               | Number Tested |
| 4     |   |               |                       |               |
| 8     |   |               |                       |               |

**Evaluation**

FLACS-II does not yet have a fourth or eighth grade.

**Additional Evidence**

FLACS-II does not yet have a fourth or eighth grade.

**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 |                |                |                |                |                |
|-------|--|----------------|----------------|----------------|----------------|----------------|
|       | 2010-11  |                | 2011-12        |                | 2012-13        |                |
|       | Charter School   | Local District | Charter School | Local District | Charter School | Local District |
| 4     |  |                |                |                |                |                |
| 8     |  |                |                |                |                |                |
| All   |  |                |                |                |                |                |

**Summary of the Science Goal**

FLACS-II does not yet have a 4<sup>th</sup> or 8<sup>th</sup> grade.

| 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.   | N/A     |
| 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 does not yet have a fourth or eighth grade.

## NCLB

### Goal 5: 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 5: 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 a local-assistance-plan school.

### 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 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 which indicate each school's status under the state's No Child Left Behind (NCLB) accountability system.

### Results

FLACS-II does not yet have any information from the State Education Department

### Evaluation

N/A

### Additional Evidence

N/A

### NCLB Status by Year

| Year    | Status |
|---------|--------|
| 2010-11 | N/A    |
| 2011-12 | N/A    |
| 2012-13 | N/A    |