



**FAMILY LIFE ACADEMY
CHARTER SCHOOL - I**

**2014-15 ACCOUNTABILITY PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

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Renee Willemsen-Goode, Data Specialist prepared this 2014-15 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
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Debra Friday has served as the principal since 2014.

INTRODUCTION

Family Life Academy Charter School-I (FLACS-I) opened in 2001 with grades K and 1 in Community School District (CSD) 9, in the Highbridge area of the Bronx. The school added one grade each year until 2005 when it fully implemented its original charter organization as a K-5 school. In 2008, FLACS-I amended its charter to expand its organization one grade per year until it became a K-8 school; the school reached full capacity in 2011. Because of its success, FLACS-I was replicated, with the openings of a second school in 2012 and third school in 2014. FLACS-I, 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. FLACS-I students, regardless of their background, will develop into accomplished scholars, successful individuals and strong community-minded citizens. FLACS-I will achieve national recognition for its innovative educational programs, accomplishments in engaging community partners, exceptional teachers, and sound fiscal and management practices.

In 2014-2015 our student population was 468 students.¹ Of all FLACS-I students, 78.2% were Hispanic, 20.3% were Black, and 88.0% were eligible for free and reduced lunch. Additionally, 12.8% of enrolled students were students with disabilities, 18.2% of students were current English Language Learners (ELLs) required to take the New York State English as a Second Language Achievement Test (NYSESLAT), and an additional 10.7% were former ELLs who attained proficiency on the NYSESLAT assessment in the previous two years. FLACS-I has sought to attract students from the surrounding community who are second language learners, immigrants, and members of ethnic minorities. Our demographics are quite comparable to those of CSD 9, which includes 66.6% of Hispanic students, 30.0% Black student, 21.9% of ELL students, 19.4% of students with disabilities and 93.4% of students eligible for free and reduced lunch.²

In order to create the conditions for self-empowerment for all its K-8 students to achieve high academic standards, take responsibility for their own learning, and explore and affirm human values, FLACS-I has implemented the initiatives listed below.

Intensive support for English Language Learners. FLACS-I has implemented a school-designed adaptation of research-based Sheltered English Immersion models for ELLs. Our model is based on program models such as *Specially Designed Academic Instruction in English* (SDAIE) and *English for Students of Other Languages* (ESOL). The FLACS-I model places strong emphasis on vocabulary and oral language development. ELL students are provided the support and instruction needed to move into English proficiency as measured by the NYSESLAT assessment. Two full-time English as a second language (ESL) teachers are on staff. All teachers are expected to be proficient in, and be able to apply, instructional strategies for ELLs in the context of their own classrooms. To this end, each year staff development sessions are dedicated to ESL teaching

¹ As of BEDS Day, October 1, 2014

² FLACS-I information as of 10/1/2014 and CSD 9 information as of 10/31/2014, accessed from the *Demographic Snapshots* at <http://schools.nyc.gov/Accountability/data/default.htm>. Please note CSD 9 data is inclusive of pre-K through Grade 12.

strategies. Our ELL students are making progress in ultimately becoming proficient in English; in 2014-2015, 16.7% of ELLs tested proficient on the NYSESLAT exam.

Intensive support for special needs students. FLACS-I has 60 students in special education.³ To provide the each student's required services, FLACS has three full-time special education teachers on staff and contracts for needed related services, as such as speech therapy, occupational therapy, and counseling. As every classroom contains special education students, all teachers are expected to be proficient in and use instructional strategies to support these students. Because of the high number of students with special needs in the fifth grade, one of the two classrooms on this grade level is now structured in the collaborative team teaching (CTT) model, in which a full-time general education and a full-time special education teacher team-teach to best support the needs of the students. Through the efforts of our special education coordinator, special education teachers and monthly meetings of our child study group, we continue to strengthen our support for students in special education.

Selection and implementation of research-based programs and mapping of the curriculum to meet the needs of our students. We have selected instructional programs that have been successful at other schools and/or have been successful with the students at FLACS-I. These programs are discussed in detail later in this report. All of our curriculums have components for providing intervention for struggling students, supporting ELLs and special needs students, and providing enrichment. FLACS-I engages in curriculum-mapping using tools created by Heidi Hayes Jacobs to continually refine existing curriculum maps and create new maps as needed to plan for instruction that meets the needs of its students. All of our curriculum programs are aligned with the New York State Common Core Learning Standards (NYS CCLS).

Use of common assessments to monitor student progress toward the NYS common core standards. In addition to the use of disaggregated data from the NYS ELA and Mathematics assessments and the TerraNova exam, FLACS-I uses grade-level common assessments throughout the year to ensure students make progress toward meeting the NYS CCLS. We use the *Fountas and Pinnell Benchmark Assessment System* in grades K-8 to diagnose reading strengths and weaknesses and monitor increases in reading proficiency. FLACS-I also continues to use *Rally* for diagnostic data in ELA and mathematics in grades 3 through 8. The results of these assessments are used at the individual student, class, and school level to make instructional decisions to improve instruction. The school uses the NYSESLAT to monitor student progress in language acquisition of our ELLs.

Use of *Datacation* for data collection and analysis. In 2014-2015, FLACS-I began using *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 for an in depth look at student data and to further streamline our data collection efforts. The system serves a starting point for all data analysis efforts, and also allows generates report cards directly from the assessment data.

Dedicated monthly data meetings and child study meetings to analyze student assessment data. Monthly grade level data meetings and child study meetings are held on a grade level with our

³ Students enrolled as of BEDS Day, with an IEP implemented as of February 2015

teachers, data specialist, administrators, ESL coordinator, and special education coordinator. Our 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-I and has helped teachers become more proficient in the use of data driven teaching and learning in their classrooms.

Recognition that programs and assessment tools are effective only when taught by competent, inspired, experienced, and well-trained teachers and teaching assistants. Our faculty consists of “highly qualified” certified teachers. FLACS-I adopted the *Danielson* rubric for teacher observations and created a school-specific rubric for observations of teacher assistants. These rubrics enable supervisors to evaluate professional progress by comparing fall and spring instructional performance and provide a basis for ensuring all teachers are competent and developing professional development to enhance their professional practice.

An emphasis on professional development. FLACS-I has a robust system of professional development. An instructional coach at the school level works with individual teachers to develop areas specific to each teacher. Every Monday afternoon from 4:00 to 5:00, and every first Friday of the month from 1:00 to 4:00, professional development sessions are held, with topics ranging from using data to inform instruction, enhancing mathematics and literacy instruction, and adapting instruction for ELLs and students with special needs. FLACS-I has invited educational consultants from Generation Ready and Lehman College to provide support in literacy and mathematics respectively. Professional learning communities (PLCs), led by our instructional leaders, further explore all topics that are presented in whole-school workshops. Our instructional team, which includes the principal, assistant principal, instructional coaches, and data specialist, sets the infrastructure for effective implementation of the instructional program.

Network support for FLACS-I. In the 2014-2015 school year FLACS-I, FLACS-II, and FLACS-III were formally united under the FLACS Network. Network staff is focused on providing operational and instructional support to schools; the staff includes a CEO, COO, director of curriculum, and data specialists who give direct instructional support to schools. The network has also enabled the schools to share best practices between schools and financial resources, including supplies, professional development, and staff.

Provision of school wide intervention programs. FLACS-I has several school-wide intervention programs. These include small group pull-out programs using the *Fountas and Pinnell intervention system* in the elementary grades, afterschool and Saturday school intervention in mathematics and literacy. Beginning in 2011, FLACS-I began a Kindergarten Summer Success Institute for entering students designed to ensure that entering students came to their first classes with a firm skills foundation, regardless of prior school experience.

Enrichment opportunities for middle school students: FLACS-I continued its middle school’s elective program to provide students with opportunities for enrichment and was enhanced by the development of a FLACS Honor Society. Middle school students also participated in a school soccer and basketball team. As in previous years, in 2014-15 FLACS-I prepared eighth grade students for the Regents examinations in Living Environment. All of the 21 students who sat for the Regents passed with an average score of 76.

ExcelNow after-school program. This year, FLACS-I was the site of a middle school afterschool program run with funding from DYDC. This program provided middle school students with opportunities for enrichment, physical activity, and academic tutoring and instruction. Staff from the afterschool program included many FLACS-I teachers and the program leadership worked closely with FLACS-I leadership to align the content of the afterschool program to the needs of FLACS-I students.

A focus on nutrition and health: Beginning in the 2009-2010 academic year FLACS-I hired a chef and two assistant chefs to implement a program to provide wholesome and nutritious breakfasts and lunches for our students. In addition to ensuring that all students receive a healthy and nutritious breakfast and lunch, an important component of the program has been to provide foods and menus from various cultures and to teach students about the lands and people for whom these foods are part of their native diets. FLACS-I also provides for an after-school cooking club for middle school students.

Activities to build community and self-esteem among our students. We continued our *Community Book Project* in which all classes read the same book and engage in grade-appropriate projects that reflect their understanding of the underlying moral message. These books are selected for their focus on community, social and humanistic themes. We continue to conduct our awards assemblies, talent shows, and field days, and have our students participate in community service activities.

Consistent progress in meeting its non-academic performance measures. FLACS-I stakeholder groups demonstrate strong awareness and understanding of the school's mission. FLACS-I's governance and instructional practices strongly and consistently reflect the mission. Parents continue to participate in the development of their child's learning plan and most support them by attending parent-teacher organizational meeting, parenting meetings, educational workshops and ESL classes. Disciplinary practices continue to be consistent throughout the school. School-wide and classroom procedures continue to be taught to students and to be implemented by all staff members. FLACS-I continues to show a solid record of success in all aspects of school operations.

FLACS-I continues to become an increasingly effective and viable school. The FLACS-I Board of Trustees has continued to provide competent stewardship and oversight of the school. Trustees regularly monitor the fiscal health of the school, the efficacy of the academic program and hold school leadership accountable for raising student achievement. Through principal reports, teacher-content presentations and monthly class performance analyses, the board effectively assesses educational programs and performance on a timely basis. FLACS-I also operates consistent with its mission statement and design elements. The school has earned continuing parent support, has met all of its legal requirements and is fiscally sound. FLACS-I is moving toward its educational accountability goals. Our school outperforms the school district and similar local schools and shows progress in the CSI Comparative Schools Analysis. We remain confident that we will continue to increase student achievement and assessment results.

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2011-12	52	54	52	52	49	52	50	44	32	-	-	-	-	435
2012-13	52	52	52	52	52	49	51	47	40	-	-	-	-	447
2013-14	52	52	52	52	52	52	48	51	49	-	-	-	-	460
2014-15 ⁴	55	54	52	52	52	52	52	49	50	-	-	-	-	468

⁴ As of BEDS Day, 10/1/2014

ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

FLACS-I students will demonstrate proficiency in critical literacy skills

Background

In 2014-2015, FLACS-I began implementing *ReadyGen* in grades K through 3 in place of its former ELA curriculum and continued implementing *EngageNY* in grades 4 through 8. Both programs are closely aligned with the New York State Common Core Learning Standards (NYS CCLS) and encourage close, deep analysis of text with an emphasis on higher order thinking skills. The switch to *ReadyGen* this year and to *EngageNY* last year came in response to need to strengthen the literacy curriculum in response to adoption of the NYS CCLS. Both curriculums use challenging texts to teach students to analyze and deconstruct texts and have a heavy focus on writing about reading. With the adoption of these curriculum, FLACS-I continues to maintain a balanced literacy approach, implementing guided reading with leveled texts each day to supplement *ReadyGen* and *EngageNY* and to support small groups of learners with strategies for decoding and comprehending texts at their individual reading level.

With the adoption of *ReadyGen*, literacy consultants from *Generation Ready* were hired this year to support the implementation of the new curriculum and strengthen the literacy program in general. These consultants supported the development of new curriculum maps. They also observed classroom instruction and gave feedback to teachers to refine teaching practices and provided professional development in the area of teaching reading and writing. Our instructional coach worked closely with teachers to give feedback about instruction and to model instructional strategies for teachers. Professional development occurred every Monday after school and the first Friday of each month; many of these sessions focused on literacy. In addition, a new network director of curriculum worked closely with the instructional coach and consultants in developing curriculum maps and professional development plans.

Instruction at FLACS-I is data-driven. Regular assessment in English language arts occurred using the *Fountas & Pinnell Baseline Assessment* to track individual student reading progress and goals along a continuum of literacy learning. It provided data to recommend a placement level for instruction, to form fluid groups for reading instruction, to select appropriate texts for instruction, to plan efficient and effective instruction, and to identify students in need of intervention. Curriculum based assessments from *ReadyGen* and *EngageNY* were administered to track progress in meeting curriculum goals after each unit of instruction throughout the year. The *Rally Rehearsal* assessment was used biannually to track progress in meeting common core standards and predict student outcomes on the New York State assessments. Data from these assessments allowed teachers to reevaluate curriculum maps and plan for instruction to target standards not yet mastered. Based on the assessments, students were recommended for intervention programs. These programs included small group intervention using the *Fountas and Pinnell Intervention* kit, as well afterschool programs.

We replaced two ELA teachers in the middle of the year, one in the first grade and one in the sixth grade. Additionally, in grade 5, there were staffing changes to the CTT classroom mid-year.

Goal 1: Absolute Measure

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

Method

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

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

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

Grade	Total Tested	Not Tested ⁵			Total Enrolled
		IEP	ELL	Absent	
3	52	0	0	0	52
4	51	0	0	0	51
5	52	0	0	0	52
6	51	0	0	0	51
7	49	0	0	0	49
8	50	0	0	0	50
All	305	0	0	0	305

Results

FLACS-I’s goal is to have 75% of all students enrolled in at least their second year achieving proficiency. In 2014-2015, FLACS-I did not meet this measure, with 21.1% achieving proficiency.

⁵ 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 2014-15 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	19.2	52	18.8	48
4	13.7	51	10.2	49
5	15.4	52	14.3	49
6	29.4	51	30.0	50
7	26.5	49	26.1	46
8	32.0	50	27.7	47
All	22.6	305	21.1	289

Evaluation

FLACS-I did not meet this goal with 21.1% of students enrolled in at least their second year achieving proficiency. The performance in grades 6, 7, and 8 was stronger than that of grade 3, 4, and 5. One factor in these scores is that none of FLACS-I's 44 tested ELLs (14.4% of all tested students; 15.2% of tested students enrolled in at least their second year) attained proficiency; a result is consistent with these students' categorization as ELLs, or students who are not yet proficient in English. An additional 41 students are former ELLs (having only tested out of ESL services in the last two years); of these students 14.6% were proficient. Indeed, the majority of the ELLs and former ELLs are in grades 3, 4, and 5 (31 ELLs and 25 former ELLs in grades 3-5; 13 ELLs and 17 former ELLs in grades 6, 7, and 8. As our ELLs test out of the ESL programming, they have become increasing able to become proficient on the NYS ELA exam.

Additional Evidence

While no grade level reached the 75% proficiency rate, there was variation in grade level performance. In 2014-2015, the grade 3 cohort had a higher percentage proficient than did the grade 3 in 2014-2015. We anticipate that this trend will continue as the students now coming into the testing grades have experienced instruction aligned to the more rigorous NYS CCLS since they began kindergarten, as opposed to the older students, who experienced the shift in standards while already enrolled. No doubt, the younger students will benefit from beginning with the new shift in expectations from the day they enter FLACS-I. Another point of interest is the 2013-2014 grade 8 cohort, who had a relatively higher performance than did any other group that year. Their scores increased the overall ELA performance in the 2013-2014 school year; their graduation may explain some of the slight drop in performance between 2013-2014 and 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					
	2012-13		2013-14		2014-15	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	13.7	52	10.0	50	18.8	48
4	19.6	52	24.5	49	10.2	49
5	20.8	48	30.0	50	14.3	49
6	20.0	50	29.8	47	30.0	50
7	39.1	47	26.0	50	26.1	46
8	39.1	40	53.2	47	27.7	47
All	16.8	289	28.7	293	21.1	289

Goal 1: Absolute Measure

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

Method

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards enabling all students to be proficient. As a result, the state sets an AMO each year to determine if schools are making satisfactory progress toward the goal of proficiency in the state’s learning standards in English language arts. To achieve this measure, all tested students must have a Performance Level Index (“PLI”) value that equals or exceeds the 2014-15 English language arts AMO of 97. The PLI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PLI is 200.⁶

Results

For 2014-2015, the AMO was 97. FLACS-I had a PLI of 91.6, which was 5.4 points below AMO.

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

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
305	31.1	46.2	19.7	3.0

$$\begin{array}{rcccccccl}
 \text{PI} & = & 46.2 & + & 19.7 & + & 3.0 & = & 68.9 \\
 & & & & 19.7 & + & 3.0 & = & \underline{22.7} \\
 & & & & & & \text{PLI} & = & 91.6
 \end{array}$$

⁶ In contrast to SED’s Performance Index, the PLI does not account for year-to-year growth toward proficiency.

Evaluation

For 2014-2015, the AMO was 97. FLACS-I had a PLI of 91.6, which was 5.4 points below AMO. Had FLACS-I had an increase in proficiency rate of 2.7 percentage points, or just nine additional students at proficiency, FLACS-I would have met this measure.

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.⁷

Results

FLACS-I met this goal. Of all students enrolled in at least their second year at FLACS-I, 21.1% achieved proficiency. This was 8.1 percentage points higher than students in the same grades in CSD 9.

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

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	18.8	48	13.8	2,939
4	10.2	49	13.3	2,904
5	14.3	49	12.0	2,682
6	30.0	50	11.8	2,663
7	26.1	46	11.6	2,793
8	27.7	47	15.1	2,760
All	21.1	289	13.0	16,741

⁷ Schools can acquire these data when the New York State Education Department releases its Access database containing grade level ELA and math test results for all schools and districts statewide. The NYSED announces the release of the data on its [News Release webpage](#).

Evaluation

Of all students enrolled in at least their second year at FLACS-I, 21.1% achieved proficiency. This was 8.1 percentage points higher than students in the same grades in CSD 9. FLACS-I's percent proficient exceeded that of CSD 9 in all individual grade levels, except for grade 4. This cohort of students has a high percentage of ELLs (31.4%) compared with CSD 9 (21.6% tested in 2014-2015), which may explain some of this disparity in performance for this grade level. The oldest students (grades 6, 7 and 8), who have been enrolled at FLACS-I for the longest, exceeded the performance of CSD 9 by a greater amount than did grades 3, 4, and 5.

Additional Evidence

Over the last three years FLACS-I has had a proficiency rate exceeding that of CSD 9 in all individual grade levels, except in two instances. In 2014-2015, grade 4 has a slightly lower proficiency rate than CSD 9; in 2013-2014, this same group of students had a slightly lower proficiency rate than CSD 9 when they were third graders.

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

Grade	Percent of Students Enrolled in at Least their Second Year Who Are at Proficiency Compared to Local District Students					
	2012-13		2013-14		2014-15	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
3	13.7	11.9	10.0	13	18.8	13.8
4	19.6	10.3	24.5	14	10.2	13.3
5	20.8	13.1	30.0	11	14.3	12.0
6	20.0	7.9	29.8	10	30.0	11.8
7	39.1	10.5	26.0	11	26.1	11.6
8	39.1	9.5	53.2	12	27.7	15.1
All	16.8	10.5	28.7	11.9	21.1	13.0

Goal 1: Comparative Measure

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

Method

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

The difference between the schools' actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3 or performing higher than expected to a meaningful degree is the requirement for achieving this measure.

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

Results

In 2013-2014, FLACS-I performed higher than expected to a large degree, with an overall effect size of 0.92. The size of the effect increased from the earlier to the latter grades.

2013-14 English Language Arts Comparative Performance by Grade Level

Grade	Percent of Economically disadvantaged Students	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3	88.5	51	12	20.4	-8.4	-0.62
4	88.5	52	27	20.9	6.1	0.45
5	88.5	52	29	17.6	11.4	0.98
6	85.4	48	31	16.2	14.8	1.08
7	88.2	51	55	15.4	11.6	1.03
8	89.8	49	55	17.9	37.1	2.71
All	88.2	303	30.0	18.1	11.9	0.92

School's Overall Comparative Performance:

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

Evaluation

FLACS-I met the measure, performing higher than expected to a large degree, with an overall effect size of 0.92. The size of the effect increased from the earlier to the latter grades. The only grade that did not meet this measure was grade 3. However, the longer students had been at FLACS-I, the higher the effect size. Grade 3 also had a high number of current ELLs compared with the other grades.

Additional Evidence

FLACS-I has met this measure in ELA for three consecutive years. Compared with 2012-2013, the first year of the new NYS CCLS aligned assessment, FLACS-I increased its effect size in 2013-2014.

English Language Arts Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch/ Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2011-12	3-8	70.0	275	51.6	42.2	0.60
2012-13	3-8	-	303	23.5	19.1	0.39
2013-14	3-8	88.2	303	30.1	18.1	0.92

Goal 1: Growth Measure⁸

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

Method

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

Given the timing of the state’s release of Growth Model data, the 2014-15 analysis is not yet available. This report contains 2013-14 results, the most recent Growth Model data available.⁹

Results

FLACS-I had a mean growth percentile greater than the state median of the 50th percentile for each individual grade and the school as a whole.

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

Grade	Mean Growth Percentile	
	School	Statewide Median
4	53	50.0
5	63	50.0
6	68	50.0
7	60	50.0
8	65	50.0
All	61	50.0

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

⁹ Schools can acquire these data from the NYSED’s Business Portal: portal.ny68sed.gov.

Evaluation

FLACS-I met this measure, both for the school as a whole and for each individual grade level.

Additional Evidence

FLACS-I met this measure, both for the school as a whole and for each individual grade level in both 2012-2013 and 2013-2014.

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

Grade	Mean Growth Percentile			
	2011-12 ¹⁰	2012-13	2013-14	Statewide Median
4	N/A	52.7	53	50.0
5	N/A	62.7	63	50.0
6	N/A	67.9	68	50.0
7	N/A	59.5	60	50.0
8	N/A	64.8	65	50.0
All	N/A	61.4	61	50.0

Goal 1: Optional Measure

Each year, the percent of all 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 “similar schools” (PS 28, PS 55, and PS 64) in the local school district.

Method

Since FLACS-I’s opening, when FLACS-I was designed to become a K-5 school, three nearby neighboring schools were identified as similar schools for comparative purposes. Each year, FLACS-I had provided comparative data for these schools.

Results

FLACS-I had a higher proficiency rate than did PS 55 and PS 64 in all comparable grades. FLACS-I had a higher proficiency rate in grade 3 than PS 28, but a lower proficiency rate in grades 4 and 5.

¹⁰ Grade level results not available.

**2014-15 English Language Arts Performance of
Charter School and Comparison Schools by Grade Level**

Grade	Percent of Charter School Students Enrolled in At Least Their Second Year and All Students in Comparison Schools Scoring Proficient on the State Exam by Grade							
	Charter School		PS 28		PS 55		PS 64	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	18.8	48	11.5	113	5.0	121	N/A	0
4	10.2	49	14.8	108	8.7	115	4.8	147
5	14.3	49	23.8	84	8.4	107	5.9	119
6	30.0	50	N/A	0	N/A	0	N/A	0
7	26.1	46	N/A	0	N/A	0	N/A	0
8	27.7	47	N/A	0	N/A	0	N/A	0
All	21.1	289	16.1	305	7.3	343	5.3	266

Evaluation

FLACS-I had mixed results on this measure. The school outperformed two of the three “similar schools,” PS 55 and PS 64. As compared to the third school, FLACS-I had a mixed result, outperforming one grade level, but not the other two.

Summary of the English Language Arts Goal

FLACS-I met or partially met its comparative and growth measures, but did not meet its absolute measure. FLACS-I had a higher proficiency rate than its local school district, and a higher proficiency rate than two of three of its “similar schools.” FLACS-I also had an Effect Size greater than 0.3 (using the most recent 2013-2014 results). FLACS-I also had a mean unadjusted growth percentile in English Language Arts that was above the state’s unadjusted median growth percentile.

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

Measure)	arts exam will be greater than that of students in the same tested grades in “similar schools” (PS 28, PS 55, and PS 64) in the local school district.	
Growth	Each year, under the state’s Growth Model the school’s mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the state’s unadjusted median growth percentile.	Achieved

Action Plan

While we are pleased that we have met comparative and growth measures, we have an imperative to raise the absolute percentage of students meeting proficiency and to lower the percentage of students performing at a level 1. In the 2015-2016, improving literacy instruction and student achievement in English language arts will be a primary goal.

Curriculum

In 2014-2015, we adopted *ReadyGen* as the new literacy curriculum for kindergarten through grade 3. We plan to continue to use the program next year, and are confident that we will be able to implement the program more effectively in its second year of adoption. Over the course of the 2013-2014, we revamped the structure of program, such as adding time for guided reading, and replacing some anchor texts with ones that better meet the needs of our students. In 2015-2016, these changes will already be in place from day one. *EngageNY* will be used in grades 4 through 8, but we will be looking to additional materials to supplement this program in light of this year’s scores, including additional resources to support students performing far below standards.

Professional Development and Teacher Supervision

Two consultants from *Generation Ready* will work with FLACS-I for 10 days, approximately one day per month. During these sessions, they will support teachers with effective lesson planning, curriculum development that is responsive to student data and aligned with the common core standards. One consultant will work with kindergarten through grade 3, while the other will support grades 4-8. At the network level, there will be two new instructional coach positions. One of the coaches will focus exclusively on literacy and social studies and will work with teachers at FLACS-I to increase use of effective teaching strategies. At the school level, an additional assistant principal position has been added for the 2015-2016 school year. One assistant principal will focus on supporting and monitoring ELA and Social Studies instruction, and will also supervise the middle school, while the other assistant principal will focus on mathematics and science, and supervise the elementary school. By dividing the responsibilities of supervision of instruction among three supervisors instead of two, more time can be spent on classroom observations and feedback to teachers.

Intervention

Over the summer, the FLACS network revised and enhanced the Response to Intervention (RtI) plan that will be used at all three FLACS schools. The revised plans have an enhanced focus on accountability and progress monitoring of students. We plan to implement our intervention program in the elementary school, which takes place at the very beginning of the school day, by the end of September, which is earlier than in years past. In grades 6, 7 and 8, we will restructure the afternoon elective program (from 3:30 to 4:00) to focus more explicitly on intervention/enrichment in both ELA and mathematics. This will add an additional 90 minutes each week of intervention

starting at the onset of the school year staffed by the middle school teachers. FLACS-I will not seek funding for the *ExcelNow* afterschool program funded by DYCD in the interest of keeping all middle school students involved in this intervention and in our own school-staffed afterschool programs. FLACS-I will also implement *iReady*, which is used at FLACS-II with success, to help target individual student needs. FLACS-I will continue to use a CTT model in the 2015-2016 sixth grade cohort and will create one for the fifth grade cohort, as this grade level has many students with special needs and two years of the lowest scores in ELA for the school.

Progress Monitoring

We have re-examined our assessment program and progress monitoring systems in light of these results. Specifically, we are analyzing the correlation between these scores and our current assessment program to ensure that our assessments are in line with the expectations of the NYS CCLS. We will increase the frequency of data meetings at FLACS-I to every two to three weeks. These meetings will focus on a review of data and the creation of concrete action plans to address concerns in the data.

Cross-school connections

The performance at FLACS-I's sister school, FLACS-II was quite high this year, with 73% of students meeting proficiency with the same curricular materials. In order to capitalize on the success of FLACS-II, we will seek ways to bring best practices from FLACS-II to FLACS-I. We will facilitate curriculum planning and professional development occurs between the schools. Best practices from FLACS-II will be identified and shared by the network literacy coach with teachers at FLACS-I.

MATHEMATICS

Goal 2: Mathematics

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

Background

In mathematics, FLACS-I used Envision with Grades K-5, and Pearson Course 1, 2, and 3 with Grades 6-8. In grades 6-8 this is supplemented with materials from Engage NY. In support of the implementation of the mathematics program, FLACS-I conducts professional development through a variety of approaches. Staff meets every Monday afternoon and for one-half day every first Friday afternoon of the month. The teachers meet regularly as collaborative learning teams, as grade-level teams for monthly data analysis meetings and as part of review teams for the peer review process. This year, consultants from Lehman College came once every two weeks to observe staff, provide feedback and strategies, and model lessons. They also held two workshops around good mathematical practices. Our instructional coach supported the math program by modeling, observing, providing feedback and offering differentiated instructional strategies. During the after school hours, and on Saturday, we provided targeted assistance for identified students.

Goal 2: Absolute Measure

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

Method

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

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

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

Grade	Total Tested	Not Tested ¹¹			Total Enrolled
		IEP	ELL	Absent	
3	51	0	0	1	52
4	51	0	0	0	51
5	52	0	0	0	52
6	51	0	0	0	51
7	49	0	0	0	49
8	50	0	0	0	50
All	304	0	0	1	305

Results

FLACS-I did not achieve this measure. Overall, 32.3% of students enrolled in at least their second year achieved proficiency.

**Performance on 2014-15 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	37.3	51	38.3	47
4	25.5	51	24.5	49
5	46.2	52	46.9	49
6	56.9	51	56.0	50
7	18.4	49	17.4	46
8	10.0	50	8.5	47

¹¹ 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.

All	32.6	304	32.3	288
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Evaluation

FLACS-I did not achieve this measure. Overall, 32.3% of students enrolled in at least their second year achieved proficiency. The percent proficient varied by grade level. Grade 3, 5 and 6 had the highest rates of proficiency, with grade 3 with 38.3% at proficiency, grade 5 with 46.9% of students at proficiency, and grade 6 with 56.0% of students at proficiency.

Grades 7 and 8 were lowest performing overall, with 18.4% and 10.0% of students at proficiency. One teacher was responsible for mathematics instruction of these two grades; this teacher had been terminated prior to the release of these scores.

Additional Evidence

The performance of grades 3, 5, and 6, has improved each year over the last three years. This year's grade 4 had a weaker performance than the 2013-2014 grade 4; however, compared with this cohort's performance in 2013-2014 as third graders, there was improvement (18.0% proficient in grade 3 in 2013-2014 versus 24.5% proficient in grade 4 in 2014-2015). Grades 7 and 8 performed lower than in years past. As indicated earlier, the teacher for grades 7 and 8 was new this last year, and has since been replaced for the 2015-2016 school year

Mathematics Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2012-13		2013-14		2014-15	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	9.8	51	18.0	50	38.3	47
4	11.8	51	38.8	49	24.5	49
5	18.8	48	24.0	50	46.9	49
6	34.0	50	46.8	47	56.0	50
7	21.7	46	32.0	50	17.4	46
8	21.7	40	36.2	47	8.5	47
All	16.8	286	32.4	293	32.3	288

Goal 2: Absolute Measure

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

Method

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards enabling all students to be proficient. As a result, the state sets an AMO each year to determine if schools are making satisfactory progress toward the goal of proficiency in the state's

learning standards in mathematics. To achieve this measure, all tested students must have a Performance Level Index (PLI) value that equals or exceeds the 2014-15 mathematics AMO of 94. The PLI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PLI is 200.¹²

Results

FLACS-I achieved this measure. FLACS-I had a PLI equal to 101.1, which exceeded the 2014-15 mathematics AMO of 94.

Mathematics 2014-15 Performance Level Index (PLI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	31.6	35.9	24.7	7.9

$$\begin{array}{rclclclclcl}
 \text{PI} & = & 35.9 & + & 24.7 & + & 7.9 & = & 68.5 \\
 & & & & 24.7 & + & 7.9 & = & \underline{32.6} \\
 & & & & & & \text{PLI} & = & 101.1
 \end{array}$$

Evaluation

FLACS-I achieved this measure. FLACS-I had a PLI equal to 101.1, which exceeded the 2014-15 mathematics AMO of 94.

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.¹³

Results

FLACS-I achieved this measure for the school as a whole, with 32.3% of students enrolled in at least their second year achieving proficiency, compared with 16.6% aggregate performance of those students in CSD 9.

¹² In contrast to NYSED's Performance Index, the PLI does not account for year-to-year growth toward proficiency.

¹³ 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](#).

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

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	38.3	47	19.8	3,034
4	24.5	49	16.2	2,989
5	46.9	49	19.8	2,759
6	56.0	50	17.3	2,752
7	17.4	46	13.8	2,823
8	8.5	47	12.3	2,600
All	32.3	288	16.6	16,957

Evaluation

FLACS-I achieved this measure for the school as a whole, with 32.3% of students enrolled in at least their second year achieving proficiency, compared with 16.6% aggregate performance of those students in CSD 9. FLACS-I also met this measure for each individual grade level, with the exception of grade 8.

Additional Evidence

FLACS-I has consistently had a higher proficiency rate than CSD 9 in mathematics as a school. In 2012-2013, grade 3 and 4 did not have as high performance as the local district; but in 2013-2014 and 2014-2015, they made considerable progress past the local school district. Grades 5 through 7 have consistently outperformed CSD 9 over the last three years. In 2014-2015, out grade 8 students did not do as well as CSD 9 students; with the staffing changes made in this grade level we are confident this will not be the case in 2015-2016.

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

Grade	Percent of Students Enrolled in at Least their Second Year Who Are at Proficiency Compared to Local District Students					
	2012-13		2013-14		2014-15	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
3	9.8	14.4	18.0	18	38.3	19.8
4	11.8	14.0	38.8	17	24.5	16.2
5	18.8	12.7	24.0	18	46.9	19.8
6	34.0	12.7	46.8	16	56.0	17.3
7	21.7	10.3	32.0	12	17.4	13.8
8	21.7	11.5	36.2	14	8.5	12.3
All	16.8	12.6	32.4	15.9	32.3	16.6

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

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

Results

FLACS-I met this measure. Based on the CSI regression analysis of comparative performance in 2013-2014, FLACS-I performed at a higher than expected to a meaningful degree, with an effect size of 0.46.

2013-14 Mathematics Comparative Performance by Grade Level

Grade	Percent of Economically Disadvantaged Students	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3	88.5	51	20	29.2	-9.2	-0.51
4	88.5	52	42	28.4	13.6	0.69
5	88.5	52	23	25.8	-2.8	-0.16
6	85.4	48	48	23.4	24.6	1.21
7	88.2	51	22	17.6	5.0	0.31
8	89.8	49	39	14.2	24.8	1.32
All	88.2	303	32.1	23.1	9.1	0.46

School’s Overall Comparative Performance:

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

Evaluation

FLACS-I met this measure, FLACS-I’s aggregate Effect Size exceeded 0.3, at 0.46.

Additional Evidence

FLACS-I has consistently had a positive effect size; in 2011-2012 and 2013-2014 the school met the target.

Mathematics Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch/ Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2011-12	3-8	70.0	275	68.0	53.5	0.67
2012-13	3-8	-	303	23.5	20.3	0.23
2013-14	3-8	88.2	303	32.1	23.1	0.46

Goal 2: Growth Measure¹⁴

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

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

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

¹⁵ Schools can acquire these data from the NYSED’s business portal: portal.nysed.gov.

Results

FLACS-I met this measure. For the school as a whole, and for five out of six individual grade levels, the school’s mean growth percentile was greater than the statewide median of 50. The only grade level that did not exceed the state median, was grade 7, with a mean growth percentile of 47, just shy of 50.

2013-14 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Statewide Median
4	66	50.0
5	59	50.0
6	74	50.0
7	47	50.0
8	55	50.0
All	60	50.0

Evaluation

FLACS-I met this measure. For the school as a whole, the mean growth percentile was 60. Grades 3, 4, 5, 6 and 8 also had mean growth percentiles greater than 50. Notably, grade 6 had a mean growth percentile of 74. The only grade level that did not exceed the state median, was grade 7, with a mean growth percentile of 47, just short of the goal of 50.

Additional Evidence

There are only two years of data to examine. In both years, FLACS-I met this target.

Mathematics Mean Growth Percentile by Grade Level and School Year

Grade	Mean Growth Percentile			
	2011-12 ¹⁶	2012-13	2013-14	Statewide Median
4	N/A	66.8	66	50.0
5	N/A	57.2	59	50.0
6	N/A	72.6	74	50.0
7	N/A	47.8	47	50.0
8	N/A	55.2	55	50.0
All	N/A	59.9	60	50.0

¹⁶ Grade level results not available.

Goal 2: Optional Measure

Each year, the percent of all 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 “similar schools” (PS 28, PS 55, and PS 64) 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 “similar schools” 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.

Results

FLACS-I met this measure. For students in grades 3, 4, and 5, the only comparable grades for our “similar schools,” FLACS-I had a higher proficiency rate than PS 28, PS 55, and PS 64 in all individual grade levels.

**2014-15 Mathematics Performance of
Charter School and Comparison Schools by Grade Level**

Grade	Percent of Charter School Students Enrolled in At Least Their Second Year and All Students in Comparison Schools Scoring Proficient on the State Exam by Grade							
	Charter School		PS 28		PS 55		PS 64	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	38.3	47	23.1	117	9.7	124	N/A	0
4	24.5	49	20.7	111	8.7	115	1.3	150
5	46.9	49	31.0	87	14.0	107	9.5	126
6	56.0	50	N/A	0	N/A	0	N/A	0
7	17.4	46	N/A	0	N/A	0	N/A	0
8	8.5	47	N/A	0	N/A	0	N/A	0
All	32.3	288	24.4	315	10.7	346	8.0	176

Evaluation

FLACS-I met this measure. For students in grades 3, 4, and 5, the only comparable grades for our “similar schools,” FLACS-I had a higher proficiency rate than PS 28, PS 55, and PS 64 in all individual grade levels. This difference was particular large between FLACS-I and PS 55 and PS 64.

Summary of the Mathematics Goal

In mathematics, FLACS-I achieved all of its comparative and growth measures, and one of two absolute measures. FLACS-I did not achieve one target – less than 75 percent of all tested students who were enrolled in at least their second year performed at proficiency. Overall, FLACS-I is making progress toward full attainment of this goal.

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.	Did Not Achieve
Absolute	Each year, the school’s aggregate Performance Level Index (PLI) on the state mathematics exam will meet that year’s Annual Measurable Objective (AMO) set forth in the state’s NCLB accountability system.	Achieved
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of students in the same tested grades in the local school district.	Achieved
Comparative	Each year, the school will exceed its predicted level of performance on the state mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2013-14 school district results.)	Achieved
Comparative (Optional Measure)	Each year, the percent of all 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 “similar schools” (PS 28, PS 55, and PS 64) in the local school district.	Achieved
Growth	Each year, under the state’s Growth Model the school’s mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the state’s unadjusted median growth percentile.	Achieved

Action Plan

Adoption of New Curriculum for Grades K through 2

FLACS-I will be adopting *Math in Focus* in grades K-2, the US version of Singapore Math. Over the next several years, FLACS-I will expand the use of the program by one grade level. This program, with its focus on problem solving and mathematical thinking, has been demonstrated to be highly effective, including with populations with many second language learners. FLACS-I’s sister schools, FLACS-II and FLACS-III have been using this program with great success. FLACS-II had 80.8% of their 3rd grades achieve proficiency on the NYS mathematics test; we expect that the adoption of this program, along with professional development in using the program, will support continued growth in mathematics proficiency over the next years.

A Focus on Middle School Mathematics

While grades 3 through 6 made progress compared with previous years, grades 7 and 8 did not perform as highly. FLACS-I will focus on enhancing math instruction in the middle school in 2015-2016. As noted previously, a new mathematics teacher has been hired for the 2015-2016 school year; this new teacher will be closely monitored throughout the year to ensure that students make appropriate progress throughout the school year. The mathematics curriculum maps and methods

at the middle school level will be re-evaluated to ensure consistency with the state standards. This effort will be led by our assistant principals and the 6th grade math teacher, whose students outperformed the rest of the school, both by an absolute measure and in looking at cohort growth for the previous two years.

Enhancing Use of Diagnostic Exams and Progress Monitoring

A comprehensive diagnostic exam will be given to all 3-8 students at the beginning of the year, as has been done in years past. In 2015-2016, the results of this exam will be examined in an early data meeting to shape instruction and modify curriculum maps. Students for intervention groups will be identified by October, and intervention will occur in the second period of our two period mathematics blocks. Data analysis practices will be reevaluated to ensure that data meetings are focused, with clear action plans arising from each session

Continuing Professional Development in Mathematics

Consultants from Lehman College will continue to support teachers who teach mathematics. In particular, these consultants will work with new teachers, including the new middle school math teacher, as well as the teachers who taught fourth grade last year, as this was a grade level that made progress, but not as much as other grade levels. Several professional sessions will be devoted to best practices in teaching mathematics and understanding what mathematics proficiency looks like in light of the common core standards.

Intervention

Over the summer, the FLACS network revised and enhanced the Response to Intervention (RtI) plan that will be used at all three FLACS schools. The revised plans have an enhanced focus on accountability and progress monitoring of students. In grades 6, 7 and 8, we will restructure the afternoon elective program (from 3:30 to 4:00) to focus more explicitly on intervention/enrichment in both ELA and mathematics. This will add an additional 90 minutes each week of intervention starting at the onset of the school year staffed by the middle school teachers. FLACS-I will not seek funding for the *ExcelNow* afterschool program funded by DYCD in the interest of keeping all middle school students involved in this intervention and in our own school-staffed afterschool programs. FLACS-I will also implement *iReady*, which is used at FLACS-II with success, to help target individual student needs. FLACS-I will continue to use a CTT model in the 2015-2016 sixth grade cohort and will create one for the fifth grade cohort.

SCIENCE

Goal 3: Science

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

Background

Science instruction at FLACS-I is both classroom and science lab based. Harcourt Science is used in kindergarten through fifth grade and Glencoe New York Science is used in grades 6, 7 and 8. Instruction is provided by classroom teachers in kindergarten through grade 4. In grades 5, 6, 7 and 8, science is departmentalized, with science teachers providing the instruction. In addition, all

students from kindergarten through 8th grade receive health instruction one to two periods a week from our health teacher. Publisher-created and teacher-created common classroom assessments are used to assess student progress in science. Our instructional team supports the science program by modeling, observing, providing feedback and offering differentiated instructional strategies. In addition, FLACS-I has a health and wellness program through which students maintain a patch of growth outside the school and a nutrition program, developed in conjunction with our school lunch program, through which students evaluate nutrition options.

Our 7th and 8th grade science teacher was replaced twice throughout this school year.

Goal 3: Absolute Measure

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

Method

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

Results

In grade 4, 87.8% of students in at least their second year achieved proficiency. In grade 8, 66.0% of students in at least their second year achieved proficiency. Overall, 77.1% of students in both grades in at least their second year achieved proficiency.

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

Grade	Percent of Students at Proficiency			
	All Charter School Students		Charter School Students In At Least 2 nd Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4	88.2	51	87.8	49
8	68.0	50	66.0	47
All	78.2	101	77.1	96

Evaluation

FLACS-I exceeded the measure in grade 4, with 87.8% of students in at least their second year achieving proficiency, but did not meet the target in grade 8, with only 66.0% of students in at least their second year achieving proficiency. We believe one of the biggest factors in the performance of the 8th grade students was a disruption of instruction because of teacher changes. For reasons out

of the school’s control, our science teacher left the school early in the year, and over the course of the school year, 8th grade students had three different science teachers, including one substitute for the last two months of the year.

We also recognize that we have placed enormous emphasis on ELA and mathematics instruction, emphasis that no doubt has helped to increase our results in these areas. However, we need to renew our focus on the science program, particularly at the middle school level, by devoting more resources to supporting this aspect of our educational program.

Additional Evidence

Our fourth grade scores remain high, though we are aware that this year’s performance was not as high as the previous two years. We are aware that our 8th grade scores have demonstrated a decline this year.

FLACS-I 8th grade students also had the opportunity to take the NYS Living Environment Regents. 21 students took the Regents exam; 100% of those tested passed the Regents exam. This is another piece of evidence indicating the success of the science program at FLACS-I. Please note that those students that took the Regents exam also took the NYS Grade 8 Science Test.

Science Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year at Proficiency					
	2012-13		2013-14		2014-15	
	Percent Proficient	Number Tested	Percent	Number Tested	Percent Proficient	Number Tested
4	93.8	48	96.1	51	87.7	49
8	93.3	30	87.5	40	66.0	47
All	93.6	78	92.3	91	77.1	96

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 9.

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

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4	87.7	49	N/A	N/A
8	66.0	47	N/A	N/A
All	77.1	96	N/A	N/A

Evaluation

At the writing of this report, science results were unavailable for CSD 9.

Additional Evidence

In the past, FLACS-I's performance has far exceeded CSD 9 in both grade 4 and grade 8. The 2014-2015 scores are not yet available for CSD 9. Even with the small decline in grade 8 scores, we anticipate outperforming CSD 9 for 2014-2015 as well.

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

Grade	Percent of Charter School Students at Proficiency and Enrolled in At Least their Second Year Compared to Local District Students					
	2012-13		2013-14		2014-15	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
4	93.8	70	96.1	73	87.7	N/A
8	93.3	33	87.5	40	66.0	N/A
All	93.6	53	92.3	57	77.1	N/A

Summary of the Science Goal

FLACS-I has two goals for science, an absolute and comparative measure. FLACS-I achieved its absolute measure. We anticipate achieving the comparative measure, as we have done historically, but the 2014-2015 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.	Not Available/ Anticipated to Achieve

Action Plan

While we met or anticipate meeting our accountability goals overall, and we continue to exceed our accountability goals in 4th grade by a wide margin, we did not meet our absolute goal in 8th grade for the first time. We have placed a large focus on increasing ELA and mathematics achievement in the previous two years; in 2015-2016 we will place a renewed focus on strengthening our science program in light of these scores. In particular, this will include:

- The recruitment of a high-quality science teacher for our 7th and 8th grades.
- Increased monitoring of science instruction by school administration with informal observations and walkthroughs.
- Reassessment and refinement of our science curriculum maps in the middle school (grades 5 through 8), with a particular focus on ensuring horizontal alignment with the New York State Science Standards and vertical alignment between grade levels.
- Strengthening of the formative and summative assessment program in science, including the development of formative exam given at the beginning of the school year, two comprehensive midterms, and a final exam.
- Devoting more time to looking at science data through creating a monthly data meeting to review key science data in light of the NYS standards
- Professional development in science instruction for all K-8 staff who teach science. At least one professional development session will be held for teachers teaching science at the elementary level, and at least three sessions will be devoted to enhancing science practice at the middle school level.
- Increased use of technology in science instruction, including the integration of a mobile science lab at the upper elementary and middle school levels and virtual labs at all grade levels.

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

NYSED has not yet determined FLACS-I's NCLB status this year.

Evaluation

While NYSED has not yet determined FLACS-I's NCLB status this year, we anticipate that there may be a change this to this status as FLACS-I did not meet AMO in ELA for all students. During the previous two academic years, FLACS-I was in good standing.

Additional Evidence**NCLB Status by Year**

Year	Status
2012-13	Good Standing
2013-14	Good Standing
2014-15	To Be Determined