



FAMILY LIFE ACADEMY CHARTER SCHOOL-II

2014-15 ACCOUNTABILITY PLAN PROGRESS REPORT

Submitted to the SUNY Charter Schools Institute on:

September 10, 2015

By Lourdes Arroyo

296 E. 140th Street
Bronx, NY 10454
T: (718) 665-2805
F: (718) 665-2811

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
Pedro Alvarez	Chairman, Facilities Committee
Kevin Kearns	Vice-chairman, Accountability Committee
Miguel Pena	Treasurer, Finance Committee, Fundraising Committee
Greg Nannery	Secretary, Finance Committee
Marvin Dutton	Member
Luz-Maria Lambert	Member, Fundraising Committee
Dr. Janet M. Lerner	Member, Accountability Committee
Francisco Lugovina	Chairman Emeritus, Facilities Committee
Bernarda Martinez	PTA President
Rev. Raymond Rivera	Member, Nomination Committee, Facilities Committee
Susana Rivera Leon	Member, Nomination Committee
Hilda Sanchez	Member, Accountability Committee, Fundraising Committee
Wanda Torres	Member, Fundraising Committee
Florence Wolpoff	Member, Accountability Committee

Lourdes Arroyo has served as the school principal since 2012.

INTRODUCTION

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

FLACS-II, in partnership with the Latino Pastoral Action Center and parents, seeks to create the conditions for self-empowerment for all its K-8 students to achieve high academic standards, help them take responsibility for their own learning, and encourage them to explore and affirm human values. FLACS-II students, regardless of their background, will develop into accomplished scholars, successful individuals and strong community-minded citizens. FLACS-II will achieve national recognition for its innovative educational programs, accomplishments in engaging community partners, exceptional teachers, and sound fiscal and management practices. From this belief of educating the whole child, we have created a school that both replicates the best practices inherent to FLACS-I and adopts some practices that are unique to FLACS-II, such as starting the day having breakfast in each classroom, having a Suzuki violin program and teaching yoga to all students.

In 2014-2015 our student population was 205.¹ FLACS-II has had a focus on attracting immigrant students and second language learners from the surrounding community. FLACS-II's student population is representative this community: 67.8% are Hispanic, 32.3% are Black, 12.2% are English language learners (ELLs), 12.7% are students with disabilities and 100% of the students are eligible for free and reduced lunch. In comparison, in District 7, 69.5% of all students are Hispanic or Latino, 27.0% are Black, 16.6% are ELLs, 20.9% are students with disabilities and 92.1% students eligible for free and reduced lunch.²

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

Intensive support for English language learners (ELLs) and special needs students. FLACS-II has implemented many supports for ELLs and special needs students. The FLACS-II model places strong emphasis on vocabulary and oral language development. ELLs receive the support and instruction needed to move into English proficiency as measured by the NYSESLAT assessment. Our instructional approach includes having a full time ESL teacher on staff, as well as training all teachers to apply instructional strategies for ELLs in the context of their own classrooms. To provide the IEP-required services, FLACS-II has a full-time SETTS teacher and contracts for needed related services, as such as speech therapy, occupational therapy and counseling. As every classroom contains ELLs and/or special education students, all teachers are expected to use instructional strategies to support ELLs and students with special needs.

Selection and implementation of research-based programs and curriculum mapping to meet the

¹ As of BEDS day, October 1, 2014 as reported to the State Education Department.

² As of October 31, 2015 from the NYC Demographic Snapshot, found at
<http://schools.nyc.gov/Accountability/data/default.htm>

needs of our students. In English Language Arts, we began using *ReadyGen*, an ELA program aligned with the New York State Common Core Learning Standards (NYS CCLS). This program encourages students to delve deeply into text, reread to make meaning, and write about text. We used *ReadyGen* in the context of our balanced literacy program, which also involved daily guided reading with students in small ability-based groups. Our work with student writing and the *6+1 Traits of Writing Program* continued this year with an emphasis on using mentor texts to teach writing. Teachers honed their skills at identifying students' strengths and weaknesses in ideas, organization, voice, word choice, sentence fluency, conventions, and presentation. *Math in Focus*, the American version of Singapore Math, is FLACS-II's signature math program. Developed by international leaders in math education, the program is designed to help students develop a strong conceptual understanding of the essential math concepts.

A focus on science and technology. The science program at FLACS-II is rich with digital and online teaching options and has a heavy emphasis on skill development and practicing the process skills of observation, measurement, classification and data analysis. Technology tools are available for students in every classroom, and uses vary throughout the school. From digital book reports to visual and auditory projects on Active boards, from creative story telling on iPads to individualized programs, 21st century tools and skills are integrated into the classroom curriculum at every level. Students in third grade also used *iReady*, an adaptive diagnostic tool that provides for both teacher-led and individualized online instruction in literacy and mathematics.

School wide intervention. Students who were identified as needing intervention in ELA participated in a daily intervention program with the *Fountas and Pinnell Intervention Kit*. This program began early in the school year and helped students who were not meeting state standards meet or more closely approach these standards. FLACS-I also implemented an academic after-school program for third graders.

Use of common assessments to monitor student progress toward meeting the NYS common core state standards. We believe in data driven-instruction and regularly assess student progress. To monitor school/student progress, FLACS-II has utilized several diagnostic and summative assessments. We use the *Fountas & Pinnell Benchmark Assessment* to identify student reading levels, provide data to recommend a placement level for instruction, form fluid groups for reading instruction and identify children who need intervention and extra help. We administer the *TerraNova Battery assessment* every June to provide detailed information on student performance in ELA and mathematics. This assessment generates Normal Class Equivalents (NCE) in a full complement of criterion-referenced objective mastery skills areas, and performance-level information. Curriculum based assessments, from the curriculum materials are given every 3-6 weeks in mathematics, reading, phonics, science, and social studies to ensure students are making progress toward meeting the NYS CCLS.

Dedicated monthly data meetings and child study meetings to analyze student assessment data. FLACS-II continues to review and use timely formative data to drive instructional decisions. These decisions include student groupings based on student-specific needs for additional support and/or opportunities for enrichment. Monthly grade level data meetings and child study meetings are held on a grade level with our teachers, data specialist, administrators, ESL coordinator, special education coordinator and the instructional leaders. 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-II and helping teachers become more proficient in the use of data to drive teaching and learning in their classrooms.

Use of Datacation data warehouse for data collection and analysis. In 2014-2015, FLACS-II 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 even more in depth look at student data and to further streamline our data collection efforts.

Robust system of professional development. Professional development happens in several ways. Teachers have professional development every Monday from 3:40 to 5:00pm, the first Friday half-day of the month, and all day on Election Day. Our professional development focused on supporting all of our instructional programs. In addition, In order to guide teachers in delivering content to students, we introduced the book, *The Strategic Teacher*. The book provided a repertoire of strategies grounded in current, highly regarded research to teachers at all levels of experience.

Network support of individual schools. In the 2014-2015 school year, FLACS-I, FLACS-II, and FLACS-III were formally united under the FLACS Network. The network staff are focused on providing operation and instructional support to schools, including a CEO, COO, Director of Curriculum, and data specialists who give direct instructional support to schools. This has also enabled the schools to share among each other best practices and resources, including supplies and staff.

A focus on nutrition and health. 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. FLACS-II has secured the services of Revolution Foods, a food provider that provides healthy, organic meals to schools. All students receive instruction in yoga to help promote physical fitness and strategies for health that will last a lifetime. The school partnered with the Calhoun School in exploration of hydroponics technology for urban farming. At the end of the school year, all students participated in a dance recital after learning different dances from around the world.

A focus on parental support. FLACS-II has fostered strong, positive relationships with its families. FLACS-II uses a school wide texting system to maintain contact among parents, staff and students. The school supports an active parents' association.

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

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	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2012-13	70	26	-	-	-	-	-	-	-	-	-	-	-	96
2013-14	47	76	27	-	-	-	-	-	-	-	-	-	-	150
2014-15	50	53	75	27	-	-	-	-	-	-	-	-	-	205

ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

Students will demonstrate proficiency in critical literacy skills.

Background

FLACS-II follows a balanced literacy model supported by *ReadyGen*, a common core-aligned literacy program, and *Open Court*, a systematic phonics program. This is the first year we have implemented *ReadyGen*, which we brought in because it was more aligned to Common Core Learning Standards than our previous curriculum program. Our literacy block is approximately 150 minutes daily. Our block consists of the following components: phonics, interactive read alouds, shared reading, guided reading, independent reading, and the writer's workshop. All English Language Learners also engage in each component of the balanced literacy model through the use of Pearson's Sheltered Instruction Observation Protocol (SIOP) strategies and small group instruction. Special Education students also engage in each component of the balanced literacy model through small groups and differentiated instruction. Text selections are tailored for each student as supported by a rich selection of digital resources.

We believe in data driven instruction and regularly assess student progress. The most important tool we use to assess, monitor, and target reading instruction is with the administration of reading records using the *Fountas & Pinnell (F&P) 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 insight into how to focus our teaching. The *F & P Benchmark Assessment* system provides information enabling us to determine three reading levels for each student: independent, instructional and challenging, provide data to recommend a placement level for instruction, form fluid groups for reading instruction, select appropriate texts for each child's instruction, plan efficient and effective instruction and identify children who need intervention and extra help. Regular unit assessments provide data on the progress of students on the *ReadyGen* and *Open Court* curriculums.

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.

Students in grade three also took the Rally assessment in the fall and winter to assess whether or not they were meeting state standards in ELA. Teachers used these results to modify curriculum maps and to differentiate instruction. Students in 3rd grade also used iReady, an online based diagnostic and teaching tool that allowed students to practice common-core aligned literacy concepts in an individualized manner.

Our teachers received professional development throughout the school year, through the professional development sessions on Mondays from 3:40 to 5:00 and on Friday half days, as well as through coaching from the principal and assistant principal. Consultants from *Generation Ready*

helped teachers to unpack the new literacy curriculum, create effective curriculum maps, and employ best practices in their classrooms.

Goal 1: Absolute Measure

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

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

Method

This is the third year of the school's existence. The school is currently serving grades K-3. The school administered the New York State Testing Program English language arts assessment to students in 3rd grade in April 2015. Each student's raw score has been converted to a grade-specific scaled score and a performance level. In May, 2015, the school administered the TerraNova assessment to students in kindergarten through 3rd grade.

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

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

Grade	Total Tested	Not Tested ³			Total Enrolled
		IEP	ELL	Absent	
3	26	0	0	0	26
4	-	-	-	-	-
5	-	-	-	-	-
6	-	-	-	-	-
7	-	-	-	-	-
8	-	-	-	-	-
All	26	0	0	0	26

³ Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

2014-2015 Locally Administered TerraNova Assessment
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested ⁴			Total Enrolled
		IEP	ELL	Absent	
K	50	0	0	0	50
1	52	0	0	0	52
2	75	0	0	0	75
3	26	0	0	0	26
All	203	0	0	0	203

Results

On the NYS ELA exam, of all tested students enrolled in at least their second year, 66.7% were proficient, 8.3 percentage points lower than the 75% target.

On the TerraNova exam, in every grade students enrolled in at least their second year had an MNCE greater than 50 (67.8 for grade 1, 67.8 for grade 2, and 63.5 for grade 3). In kindergarten, where no student has been enrolled for more than two years, students had an MNCE of 59.1, meeting the target as well.

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	73.1%	26	66.7%	21
4	-	-	-	-
5	-	-	-	-
6	-	-	-	-
7	-	-	-	-
8	-	-	-	-
All	73.1%	26	66.7%	21

⁴ 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.

**MNCE Performance on 2014-15 TerraNova Total Reading Score
By All Students and Students Enrolled in At Least Their Second Year**

Grades	All Students		Enrolled in at least their Second Year	
	MNCE	Number Tested	MNCE	Number Tested
K	59.1	50	-	-
1	65.8	52	67.8	40
2	67.3	75	67.8	62
3	66.2	26	63.5	21
All	64.7	203	67.1	123

Evaluation

FLACS-II did not meet its goal of having 75% of all students enrolled in their second year achieve proficiency on the NYS ELA exam. However, with 66.7% of students achieving proficiency, FLACS-II came close to meeting this goal, by a difference of 8.3 percentage points.

FLACS-II has a significant population of students enrolled in special education in grade 3; 28.6% of students enrolled in at least their second year were students enrolled in special education programs. Of the students of students in general education enrolled in at least their second year, 86.7% achieved proficiency. In the upcoming school year, attention will be focused on helping support students in special education to meet the state standards.

On the TerraNova, FLACS-II met this accountability measure, with all students enrolled in their second year achieving a MNCE greater than 50. This was true for the school as a whole, and for each individual grade.

Additional Evidence

Since this was the first year that FLACS-II had students enrolled in grades 3 through 8, there is historical data for the NYS exam to analyze for trends.

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	-	-	-	-	66.7%	21
4	-	-	-	-	-	-
5	-	-	-	-	-	-
6	-	-	-	-	-	-
7	-	-	-	-	-	-
8	-	-	-	-	-	-
All	-	-	-	-	-	-

On the TerraNova, students are demonstrating mastery of ELA standards. The percentage of students scoring at or above an NCE of 50, was 81.3% of all tested students in their second year, with each grade level having between 74% to 87.5% of students proficient.

Reading Performance by Grade Level (Percent of Students Scoring at/above an NCE of 50) and School Year on TerraNova

Grades	All Students		Enrolled in at least their Second Year	
	Percent	Number Tested	Percent	Number Tested
K	74.0	50	-	-
1	84.6	52	87.5	40
2	76.0	75	79.0	62
3	80.8	26	76.2	21
All	78.8	203	81.3	123

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 200.⁵

Results

The 2014-2015 AMO is 97. FLACS-II had a PLI of 161.6, which far exceeded the AMO.

⁵ In contrast to SED's Performance Index, the PLI does not account for year-to-year growth toward proficiency.

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
26	11.5	15.4	30.8	42.3

$$\begin{array}{ccccccccc}
 \text{PI} & = & 15.4 & + & 30.8 & + & 42.3 & = & 88.5 \\
 & & & & 30.8\% & + & 42.3\% & = & \underline{\underline{73.1}} \\
 & & & & & & \text{PLI} & = & 161.6
 \end{array}$$

Evaluation

The 2014-2015 AMO is 97. FLACS-II had a PLI of 161.6, which far exceeded the AMO. FLACS-I not only had a large percentage of students meeting proficiency (levels 3 and 4), but 42.3% of all tested students received a level 4 on the state exam.

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.⁶

Results

FLACS-II met this accountability goal. Of all students enrolled in at least their second year, 66.7% of students achieved proficiency. In CSD 7, only 15% of students in the corresponding grade achieved proficiency.

⁶ 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](#).

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	66.7	21	15.0	1,251
4	-	-	-	-
5	-	-	-	-
6	-	-	-	-
7	-	-	-	-
8	-	-	-	-
All	66.7	21	15.0	1,251

Evaluation

Of all FLACS-II students enrolled in at least their second year, 66.7% of students achieved proficiency. In CSD 7, only 15% of students in the corresponding grade achieved proficiency. FLACS-II exceeded CSD 7 by 51.7 percentage points. It is worth noting that while FLACS-II has a population that is 12.7% ELLs, grade 3 has no ELL students, compared with CSD 7, though this alone could not make up the difference in proficiency rates. However, the special education population at FLACS-II is greater than that of grade 3 in CSD 7 (28.6% enrolled in second year or greater versus 27.4% in CSD 7).

Additional Evidence

Since this was the first year that FLACS-II tested students, there is no data to provide a historical analysis. However, FLACS-I not only performed at a higher proficiency rate than CSD 7, but also at a proficiency rate more than double New York City as a whole (30.2% of tested third graders at proficiency), and New York State as a whole (31.0% of tested third graders at proficiency).

**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	-	-	-	-	66.7	15.0
4	-	-	-	-	-	-
5	-	-	-	-	-	-
6	-	-	-	-	-	-
7	-	-	-	-	-	-
8	-	-	-	-	-	-
All	-	-	-	-	66.7	15.0

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

Since FLACS-II did not have any 3rd through 8th grade students in 2013-2014, there is no data to report here.

2013-14 English Language Arts Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3	N/A	N/A	N/A	N/A	N/A	N/A
4	N/A	N/A	N/A	N/A	N/A	N/A
5	N/A	N/A	N/A	N/A	N/A	N/A
6	N/A	N/A	N/A	N/A	N/A	N/A
7	N/A	N/A	N/A	N/A	N/A	N/A
8	N/A	N/A	N/A	N/A	N/A	N/A
All	N/A	N/A	N/A	N/A	N/A	N/A

School's Overall Comparative Performance:

Not Available

Evaluation

FLACS-II does not have any data from 2013-2014.

Additional Evidence

FLACS-II does not have any data from 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	N/A	N/A	0	N/A	N/A	N/A
2012-13	K-1	N/A	0	N/A	N/A	N/A
2013-14	K-2	N/A	0	N/A	N/A	N/A

Goal 1: Growth Measure⁷

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.⁸

Results

Since FLACS-II did not have any 3rd through 8th grade students in 2013-2014, and will have had only one year of data in 2014-2015, there is no data to report here. FLACS-II will have comparative New York State data in the 2015-2016 school year.

⁷ See Guidelines for Creating a SUNY Accountability Plan for an explanation.

⁸ Schools can acquire these data from the NYSED's Business Portal: portal.nysesd.gov.

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

Grade	Mean Growth Percentile	
	School	Statewide Median
4	N/A	50.0
5	N/A	50.0
6	N/A	50.0
7	N/A	50.0
8	N/A	50.0
All	N/A	50.0

Evaluation

FLACS-II does not have data to report.

Additional Evidence

FLACS-II does not have data to report.

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

Grade	Mean Growth Percentile			
	2011-12 ⁹	2012-13	2013-14	Statewide Median
4	N/A	N/A	N/A	50.0
5	N/A	N/A	N/A	50.0
6	N/A	N/A	N/A	50.0
7	N/A	N/A	N/A	50.0
8	N/A	N/A	N/A	50.0
All	N/A	N/A	N/A	50.0

Goal 2: Growth Measure

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

Method

This measure examines the change in performance of the same group of students from one year to the next. Cohorts of students who have scores on the TerraNova Total Reading Battery in both 2013-2014 and 2014-2015 are included here. The MNCEs of each cohort in 2013-2014 and 2014-2015 are compared. Cohorts must reduce by one half the gap between their baseline performance and grade level (MNCE of 50); cohorts with a baseline MNCE exceeding 50 will increase their MNCE scores.

⁹ Grade level results not available.

Results

In 2013-2014, students still enrolled at FLACS-II for 2015-2015 had an MNCE equal to 71.0. On the 2014-2015 TerraNova exam, those same students had an MNCE equal to 67.1. FLACS-II did not meet the target of increasing the MNCE score.

English Language Arts Performance by Cohort and School Year

Grades	2013-2014		2014-2015	
	MNCE	Number Tested	MNCE	Number Tested
1	72.1	44	67.9	44
2	73.8	66	67.4	66
3	60.6	23	64.6	23
All	71.0	133	67.1	133

Evaluation

Every cohort started 2014-2015 with an MNCE above 50. Thus, their goal was to increase their MNCE scores. Only grade 3 increased their MNCE scores, with an increase of 4 percentile points, from 60.6 to 64.6, while grade 1 and grade 2 decreased their MNCE scores, by 5.2, from 72.1 to 67.9, and 6.4, from 73.8 to 67.4, respectively. Every cohort ended 2014-2015 with an MNCE score significantly exceeding the target of 50. The changes, both decreases and increases, were relatively small across all of the grade levels, with the performance of the school remaining fairly static.

Summary of the English Language Arts Goal

FLACS-II met two of its three absolute measures, and came close to meeting the other. On the TerraNova Total Reading Battery, MNCE score for each tested grade was 50 or above. On the NYS assessment, FLACS-II came close to having 75% of all students enrolled in at least the second year at proficiency, with 66.7% at proficiency. We did make AMO as set forth in the state's NCLB accountability system in ELA. FLACS-I made its comparative goal, with the percent of all testing students enrolled in at least their second year far exceeding the percent of all tested students in CSD 9. FLACS-II did not make its growth measure for TerraNova, although all cohorts remained above 50 MNCE. The growth measure for the NYS assessment is not applicable as this was FLACS-II's first year testing.

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, for grades K-3, the MNCE score for each grade tested will be 50 or above on the TerraNova Total Reading Battery	Achieved
Absolute	Each year, the school's aggregate Performance Level Index (PLI) on the state English language arts exam will meet that year's Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	Achieved
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English	Achieved

	language arts exam will be greater than that of students in the same tested grades in the local school district.	
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.)	Not Applicable
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.	Not Applicable
Growth	Cohorts of FLACS-II students will reduce by one half the gap between their baseline performance and grade level (NCE score of 50) on the Terra Nova Total Reading Battery. Cohorts exceeding an MNCE of 50 will increase their MNCE scores.	Did Not Achieve

Action Plan

FLACS-II has performed consistently well on the TerraNova exam and is proud of its performance on its first NYS ELA exam. In 2015-2016, FLACS-II will aim to reach its absolute goal of 75% of students at proficiency. Next year, FLACS-II will test four times as many students, in both grades 3 and 4 on the NYS ELA assessment. The cohort of students entering grade 3 contains many more ELLs and former ELLs than did this year's cohort, which FLACS-II will keep in mind in planning intervention programs and instruction for this cohort.

FLACS-II will continue to use *ReadyGen* as its core ELA curriculum for grades K-4. This will be supplemented by phonics instruction using *OpenCourt* and with novel studies in grade 4. In writing, FLACS-II will be adopting a new writing curriculum, which incorporates many of the features of the previous writing curriculum, but will have a more rigorous assessment element, including baseline and summative assessment, and incorporating multiple types of writing (persuasive, informative, and narrative).

FLACS-II will continue using the *Fountas & Pinnell Intervention Kit* with students performing below grade level expectations. We will expand use of *iReady* to include both grade 3 and 4. FLACS-I will continue its afterschool "Prep Club" for grades 3 and 4.

FLACS-II will continue a professional development program to support ELA, building on the work that was completed in 2014-2015. This will include consultants from *ReadyGen*, who will come for 10 sessions throughout the year, as well as support from the FLACS Network literacy coach. The professional development program in ELA will focus on enhancing close reading, student engagement and comprehension skills and strategies.

MATHEMATICS

Goal 2: Mathematics

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

Background

FLACS-II uses *Math in Focus*, which is the US edition of Singapore'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*, and of FLACS-II's mathematics program, is to enable students to become strategic mathematical problem solvers. This goal is the same as the first Common Core Learning Standard for Mathematical Practice. The *Math in Focus* framework parallels the Common Core Standards for Mathematical Practice by providing instruction and opportunities for application of these key elements:

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

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

FLACS-II's mathematics block is divided into two sessions for a total of 100 minutes of mathematics instruction each day. The first session provides explicit instruction, guided practice, discussion, and independent practice. The second session provides application, modeling, discussion and assessment. Students in grade 3 also used *iReady*, an online based diagnostic and teaching tool that allowed students to practice common-core aligned mathematical concepts in an individualized manner.

Teachers received professional development in mathematics throughout the school year. A *Math in Focus* facilitator worked closely with teachers to explore the framework of the program, curriculum goals, lesson structure, and assessment. The principal and assistant principal also observed classes and gave teachers feedback to improve mathematical practice throughout the year.

Goal 2: Absolute Measure

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

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

Method

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

The tables 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 ¹⁰			Total Enrolled
		IEP	ELL	Absent	
3	26	-	-	-	26
4	-	-	-	-	-
5	-	-	-	-	-
6	-	-	-	-	-
7	-	-	-	-	-
8	-	-	-	-	-
All	26	-	-	-	26

2014-15 Locally Administered TerraNova Mathematics Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested ¹¹			Total Enrolled
		IEP	ELL	Absent	
K	50	0	0	0	50
1	52	0	0	0	52
2	75	0	0	0	75
3	26	0	0	0	26
All	203	0	0	0	203

Results

FLACS-II met this accountability goal, with 76.2% of students enrolled in at least their second year achieving proficiency on the NYS Mathematics Exam and with an MNCE of 70.8 for all students enrolled in at least their second year.

¹⁰ 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.

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.

**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	80.8	26	76.2	21
4	-	-	-	-
5	-	-	-	-
6	-	-	-	-
7	-	-	-	-
8	-	-	-	-
All	80.8	26	76.2	21

**MNCE Performance on 2014-15 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	
	MNCE	Number Tested	MNCE	Number Tested
K	69.2	50	-	-
1	71.5	52	72.5	40
2	73.2	75	73.4	62
3	63.3	26	60.0	21
All	70.5	203	70.8	123

Evaluation

FLACS-II met this accountability goal, with 76.2% of students enrolled in at least their second year achieving proficiency on the NYS Mathematics Exam and with an MNCE of 70.8 for all students enrolled in at least their second year. Each individual grade level had an MNCE exceeding 50.

Additional Evidence

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

Mathematics Performance by Grade Level (Percent of Students Scoring at/above an NCE of 50) and School Year on TerraNova

Grades	All Students		Enrolled in at least their Second Year	
	Percent	Number Tested	Percent	Number Tested
K	82.7	50	-	-
1	96.2	52	97.5	40
2	85.3	75	82.3	62
3	76.9	26	71.4	21
All	86.2	203	85.4	123

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	-	-	-	-	76.2	21
4	-	-	-	-	-	-
5	-	-	-	-	-	-
6	-	-	-	-	-	-
7	-	-	-	-	-	-
8	-	-	-	-	-	-
All	-	-	-	-	76.2	21

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

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

Results

FLACS-II far exceeded this measure, with a PLI of 181 compared with 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
	0	19	12	69

$$\begin{array}{rcl} \text{PI} & = & 19 \\ & + & 12 \\ & & 31 \\ & + & 69 \\ & & 100 \\ & & \text{PLI} \\ & = & 181 \end{array}$$

Evaluation

FLACS-II far exceeded this measure, with a PLI of 181 compared with AMO of 94. FLACS-II is extremely proud to have no students at level 1 and 69% of all students at Level 4, the highest level of achievement.

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

In 2014-2015, 76.2% of all FLACS-II students enrolled in at least their second year achieved proficiency on the NYS mathematics exam. This is compared with only 19.9% of those students in the same grade in CSD 7.

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	76.2	26	1,276	19.9
4	-	-	-	-
5	-	-	-	-
6	-	-	-	-
7	-	-	-	-
8	-	-	-	-
All	76.2	26	1,276	19.9

Evaluation

FLACS-II met this comparative measure by a large amount. In 2014-2015, 76.2% of all FLACS-II students enrolled in at least their second year achieved proficiency on the NYS mathematics exam. This is compared with only 19.9% of those students in the same grade in CSD 7.

Additional Evidence

FLACS-II took the NYS math assessment for the first time this year; there is no comparative historical data.

**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	-	-	-	-	76.2	19.9
4	-	-	-	-	-	-
5	-	-	-	-	-	-
6	-	-	-	-	-	-
7	-	-	-	-	-	-
8	-	-	-	-	-	-
All	-	-	-	-	76.2	19.9

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

Since FLACS-II did not have any 3rd through 8th grade students in 2013-2014, there is no data to report here. FLACS-II will have data for the 2014-2015 school year, as we have students in the testing grades for this school year.

2013-14 Mathematics Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3	N/A	N/A	N/A	N/A	N/A	N/A
4		N/A	N/A	N/A	N/A	N/A
5		N/A	N/A	N/A	N/A	N/A
6		N/A	N/A	N/A	N/A	N/A
7		N/A	N/A	N/A	N/A	N/A
8		N/A	N/A	N/A	N/A	N/A
All	N/A	N/A	N/A	N/A	N/A	N/A

School's Overall Comparative Performance:

Not applicable

Evaluation

FLACS-II does not have any data from 2013-2014.

Additional Evidence

FLACS-II does not have any data from 2013-2014.

Mathematics Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch/ Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2011-12	N/A	N/A	N/A	N/A	N/A	N/A
2012-13	K-1	N/A	N/A	N/A	N/A	N/A
2013-14	K-2	N/A	N/A	N/A	N/A	N/A

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

Since FLACS-II did not have any 3rd through 8th grade students in 2013-2014, there is no data to report here. FLACS-II will have data for the 2014-2015 school year, as we have students in the testing grades for this school year.

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.nysesd.gov.

2013-14 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Statewide Median
4	N/A	50.0
5	N/A	50.0
6	N/A	50.0
7	N/A	50.0
8	N/A	50.0
All	N/A	50.0

Evaluation

FLACS-I does not have any data to report for 2013-2014.

Additional Evidence

FLACS-I does not have any data to report for 2013-2014.

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	N/A	N/A	50.0
5	N/A	N/A	N/A	50.0
6	N/A	N/A	N/A	50.0
7	N/A	N/A	N/A	50.0
8	N/A	N/A	N/A	50.0
All	N/A	N/A	N/A	50.0

Goal 2: Optional Measure

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

Method

This measure examines the change in performance of the same group of students from one year to the next. Cohorts of students who have scores on the TerraNova Mathematics Battery in both 2013-2014 and 2014-2015 are included here. The MNCEs of each cohort in 2013-2014 and 2014-2015 are

¹⁶ Grade level results not available.

compared. Cohorts must reduce by one half the gap between their baseline performance and grade level (MNCE of 50); cohorts with a baseline MNCE exceeding 50 will increase their MNCE scores.

Results

Because each cohort had an MNCE of 50 in 2013-2014, each cohort had a goal of exceeding their MNCE in the 2014-2015 school year. As a whole school, FLACS-I achieved this measure. Grades 1 and 2 also achieved this measure as individual grade levels.

TerraNova Mathematics Performance by Cohort and School Year

Grades	2013-2014		2014-2015	
	MNCE	Number Tested	MNCE	Number Tested
1	69.3	44	74.3	44
2	64.4	66	79.2	66
3	85.8	23	63.8	23
All	69.5	133	75.0	133

Evaluation

Because each cohort had an MNCE of 50 in 2013-2014, each cohort had a goal of exceeding their MNCE in the 2014-2015 school year. As a whole school, FLACS-I achieved this measure, with an MNCE in 2013-2014 of 69.5 and an MNCE of 75.0 in 2014-2015. Grades 1 and 2 also achieved this measure as individual grade levels, moving from 69.3 to 74.3 and from 64.4 to 79.2 respectively. Only grade 3 did not increase their MNCE score, though at the same time, this cohort demonstrated great success on the NYS mathematics assessment.

Summary of the Mathematics Goal

FLACS-II achieved or partially achieved every applicable measure, including all absolute, comparative and growth measure. The only measure that FLACS-II partially achieved was increasing the MNCE of the third grade cohort; regardless, this group had an MNCE well above 50 and demonstrated tremendous achievement on the NYS mathematics assessment.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State mathematics exam for grades 3-8.	Achieved
Absolute	Each year, for grades K-3, the MNCE score for each grade tested will be 50 or above on the TerraNova Mathematics 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.	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.)	Not Applicable
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.	Not Applicable
Growth	Cohorts of FLACS-II students will reduce by one half the gap between their baseline performance and grade level (NCE score of 50) on the Terra Nova Total Reading Battery. Cohorts exceeding an MNCE of 50 will increase their MNCE scores.	Partially Achieved

Action Plan

FLACS-II is very proud of its mathematics performance in 2014-2015, as measured by the NYS Mathematics Exam and the locally administered TerraNova. FLACS-II's challenge for next year is to maintain a high level of mathematics performance. FLACS-II intends to continue implementing *Math in Focus*, and focusing mathematics instruction on problem solving skills and mathematical thinking. FLACS-II will continue using *iReady* for grades 3 and 4.

Since FLACS-II is not yet at capacity, several new teachers will be added in the 2014-2015 school year. One focus for next year is ensuring that these teachers are well trained to implement the mathematics curriculum. FLACS II has enrolled an increasing number of ELLs each year that it has been open. While no current ELLs and only 1 former ELL tested in 2014-2015, in 2015-2016, there will be a number of ELLs and former ELLs in the third grade. Another focus for the 2015-2016 school year will be to carefully track mathematics performance on diagnostic and summative assessment by subgroup and to provide necessary supports for ELLs if needed.

The FLACS network has hired a mathematics coach that will work with all three schools in the network. This coach will observe instruction, provide feedback to teachers, and make recommendations for professional development in mathematics.

SCIENCE

Goal 3: Science

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

Background

The science program at FLACS-II is rich with digital and online teaching options and has a heavy emphasis on skill development and practicing the process skills of observation, measurement, classification and data analysis. FLACS-II has developed a rigorous, inquiry based science curriculum with hands on science experiences. Lab sciences are taught at every grade level based on units of study. The science program has a heavy emphasis on skill development and practicing the process skills of observation, measurement, classification and data analysis. We

have enhanced our lab science program by using public spaces and transforming them into life science labs for the entire school.

Goal 3: Absolute Measure

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

Method

Schools administer the New York State Testing Program science assessment to students in 4th and 8th grade. This year, FLACS-II only enrolled kindergarten through 3rd grade student. As such, no students have taken the New York State science assessments. FLACS-II will have its first 4th grade in 2015-2016; results will be available at that time.

Results

No results are available as no enrolled students were eligible to take the NYS science test.

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			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4	N/A	0	N/A	0
8	N/A	0	N/A	0

Evaluation

No results are available as no enrolled students were eligible to take the NYS science test.

Additional Evidence

No results are available as no enrolled students were eligible to take the NYS 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	N/A	0	N/A	0	N/A	0
8	N/A	0	N/A	0	N/A	0
All	N/A	0	N/A	0	N/A	0

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

Since FLACS-II did not administer the NYS science assessment, no results are available.

**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	N/A	N/A	N/A	N/A
8	N/A	N/A	N/A	N/A

Evaluation

No results are available as no enrolled students were eligible to take the NYS science test.

Additional Evidence

No results are available as no enrolled students were eligible to take the NYS science test.

**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	N/A	N/A	N/A	N/A	N/A	N/A
8	N/A	N/A	N/A	N/A	N/A	N/A
All	N/A	N/A	N/A	N/A	N/A	N/A

Summary of the Science Goal

FLACS-II does not have a 4th or 8th grade. No results are available.

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.	Not Applicable until 2015-2016
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 Applicable until 2015-2016

Action Plan

FLACS-II does not have a 4th or 8th grade. No results are available to use to create an action plan. FLACS-II intends to continue with its current science program for the 2015-2016 school year.

NCLB

Goal 4: NCLB

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

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

SED has not yet determined a status for FLACS-II.

Evaluation

SED has not yet determined a status for FLACS-II. However, given the strong performance of the school on the NYS ELA and Mathematics exams, and the fact that the school far exceeded AMO in both areas, we anticipate that FLACS-II will be a school in "good standing" for 2014-2015.

NCLB Status by Year

Year	Status
2012-13	Not Applicable
2013-14	Not Applicable
2014-15	Not Yet Available