

Accountability Plan Progress Reports for the 2008-09 School Year

Reader's Guide

SUNY Authorized Charter Schools

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

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

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

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

**FAMILY LIFE ACADEMY
CHARTER SCHOOL**

2008-09

**ACCOUNTABILITY PLAN
PROGRESS REPORT**

Name of Charter School Family Life Academy Charter School

Address 14 W 170th Street

Bronx, New York 10452

Telephone 718-410-8100 **Fax** 718-410-8800

BEDS # 320900860839

District/CSD of Location District 9

Charter Entity _____

Head of School (Contact Person) Ms. Marilyn Calo
(Print name)

E-mail address of contact person _____

President, Board of Trustees Mr Edmund Gafney
(print name)

E-mail address and Phone Number of Board President _____

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Student Assessment Data
New York State Assessment Results
Grades 3 – 8 ELA and Math
2008-09 Annual Report

Section I

Name of Charter School: Family Life Academy Charter School

Grades 3 – 8 State ELA Assessments Results

Year of Test	Grade 3				Grade 4				Grade 5			
	L1	L2	L3	L4	L1	L2	L3	L4	L1	L2	L3	L4
2008-09	0.0	21.7	71.7	6.5	0.0	14.3	83.7	2.0	0.0	12.2	82.9	4.9
2007-08	0.0	43.1	59.9	3.9	4.6	27.3	65.9	2.3	2.4	19.0	76.2	2.4
2006-07	14.9	27.7	55.3	2.1	8.7	28.3	60.9	2.2	2.4	40.5	57.1	0.0
2005-06	14.7	44.1	41.2	0.0	12.5	29.2	58.3	0.0	7.7	43.6	43.6	5.1

Grades 3 – 8 State Math Assessments Results

Year of Test	Grade 3				Grade 4				Grade 5			
	L1	L2	L3	L4	L1	L2	L3	L4	L1	L2	L3	L4
2008-09	0.0	2.2	82.6	15.2	0	8.2	71.4	20.4	2.4	0	58.5	39.0
2007-08	0.0	11.8	80.4	7.8	2.3	7.0	76.7	14.0	2.4	7.1	83.3	7.1
2006-07	4.3	6.4	76.6	12.8	4.3	17.0	70.2	8.5	2.3	14.0	67.4	16.3
2005-06	6.1	22.4	69.4	2.0	9.8	15.7	54.9	19.6	14.3	26.2	50.0	9.5

Grade 4 State Science Results

Year of Test	Grade 3				Grade 4				Grade 5			
	L1	L2	L3	L4	L1	L2	L3	L4	L1	L2	L3	L4
2008-09					0.0	2.0	28.7	69.4				
2007-08					2.3	16.3	48.8	32.6				
2006-07					4.3	10.6	61.7	23.4				
2005-06					34.1	14.6	39.0	12.2				

Grade 5 Social Studies Results

Year of Test	Grade 3				Grade 4				Grade 5			
	L1	L2	L3	L4	L1	L2	L3	L4	L1	L2	L3	L4
2008-09	0.0	13.3	73.3	13.3	0.0	12.5	62.5		0.0	0.0	46.3	53.7
2007-08									4.8	4.8	88.1	2.4
2006-07									9.1	11.4	77.3	2.3
2005-06									34.1	14.6	39.0	12.2

Other Student Assessment Data

2008-09

Name of Charter School: Family Life Academy Charter School

Name of Test: ELA Subject: _____

Grade	Date of Test (DOT)	# Enrolled in Grade on DOT	# Absent on Grade on DOT	# Exempted in Grade by IEP	# Exempted in Grade by ELL Status	# Students Assessed in Grade*	Score (Indicate Type of Score, e.g., NCE)	Qualitative Level and Percent Attaining**	Other ***
3	January 2009	46	0	0	0	46	Performance Levels 3/4	79%	
4	January 2009	49	0	0	0	49	Performance Levels 3/4	86%	
5	January 2009	41	0	0	0	41	Performance Levels 3/4	88%	

* This number should equal the number of students enrolled on the day of the test, minus the number absent and the number exempted by either their IEP or their ELL status.

**If the assessment provides qualitative levels of achievement, e.g., "with honors," indicate the applicable levels and the percent of students who took the test in each grade who attained each level. If not applicable, enter "NA."

*** For any other evaluative data that describe the performance of your students on the assessments given. If not applicable, enter "NA."

Name of Charter School: Family Life Academy Charter School

Name of Test: Math Subject: _____

Grade	Date of Test (DOT)	# Enrolled in Grade on DOT	# Absent on Grade on DOT	# Exempted in Grade by IEP	# Exempted in Grade by ELL Status	# Students Assessed in Grade*	Score (Indicate Type of Score, e.g., NCE)	Qualitative Level and Percent Attaining**	Other ***
3	March 2009	46	0	0	0	46	Performance Levels 3/4	95%	
4	March 2009	49	0	0	0	49	Performance Levels 3/4	92%	
5	March 2009	41	0	0	0	41	Performance Levels 3/4	98%	

* This number should equal the number of students enrolled on the day of the test, minus the number absent and the number exempted by either their IEP or their ELL status.

**If the assessment provides qualitative levels of achievement, e.g., "with honors," indicate the applicable levels and the percent of students who took the test in each grade who attained each level. If not applicable, enter "NA."

*** For any other evaluative data that describe the performance of your students on the assessments given. If not applicable, enter "NA."

Name of Charter School: Family Life Academy Charter School

Name of Test: Science Subtest: _____

Grade	Date of Test (DOT)	# Enrolled in Grade on DOT	# Absent on Grade on DOT	# Exempted in Grade by IEP	# Exempted in Grade by ELL Status	# Students Assessed in Grade*	Score (Indicate Type of Score, e.g., NCE)	Qualitative Level and Percent Attaining**	Other ***
K									
1									
2									
3									
4	April 2009	49	0	0	0	49	Performance Level 3/4	98%	
5									

* This number should equal the number of students enrolled on the day of the test, minus the number absent and the number exempted by either their IEP or their ELL status.

**If the assessment provides qualitative levels of achievement, e.g., "with honors," indicate the applicable levels and the percent of students who took the test in each grade who attained each level. If not applicable, enter "NA."

*** For any other evaluative data that describe the performance of your students on the assessments given. If not applicable, enter "NA."

Name of Charter School: Family Life Academy Charter School

Name of Test: Social Studies Subtest: _____

Grade	Date of Test (DOT)	# Enrolled in Grade on DOT	# Absent on Grade on DOT	# Exempted in Grade by IEP	# Exempted in Grade by ELL Status	# Students Assessed in Grade*	Score (Indicate Type of Score, e.g., NCE)	Qualitative Level and Percent Attaining**	Other ***
K									
1									
2									
3									
4									
5	November 2008	41	0	0	0	41	Performance Level 3/4	100%	

* This number should equal the number of students enrolled on the day of the test, minus the number absent and the number exempted by either their IEP or their ELL status.

**If the assessment provides qualitative levels of achievement, e.g., "with honors," indicate the applicable levels and the percent of students who took the test in each grade who attained each level. If not applicable, enter "NA."

*** For any other evaluative data that describe the performance of your students on the assessments given. If not applicable, enter "NA."

Other Student Assessment Data

2008-09

Name of Charter School: Family Life Academy Charter School

Name of Test: NYSESLAT Subtest: _____

Grade	Date of Test (DOT)	# Enrolled in Grade on DOT	# Absent on Grade on DOT	# Exempted in Grade by IEP	# Exempted in Grade by ELL Status	# Students Assessed in Grade*	Score (Indicate Type of Score, e.g., NCE)	Qualitative Level and Percent Attaining**	Other ***
K	May 2009	30	0	0	0	15	Performance Level 3/4	33.4%	
1	May 2009	23	0	0	0	30	Performance Level 3/4	20.0%	
2	May 2009	21	0	0	0	21	Performance Level 3/4	63.7%	
3	May 2009	15	0	0	0	15	Performance Level 3/4	38.1%	
4	May 2009	16	0	0	0	16	Performance Level 3/4	86.6%	
5	May 2009	8	0	0	0	8	Performance Level 3/4	85.5%	

* This number should equal the number of students enrolled on the day of the test, minus the number absent and the number exempted by either their IEP or their ELL status.

**If the assessment provides qualitative levels of achievement, e.g., "with honors," indicate the applicable levels and the percent of students who took the test in each grade who attained each level. If not applicable, enter "NA."

*** For any other evaluative data that describe the performance of your students on the assessments given. If not applicable, enter "NA."

Accountability Plan

English Language Arts	Actual Result:	Measure Used	Was the	Explanation if
Goal/Objective (Absolute):	Observed	To Indicate	Goal/	Not Met
		Attainment of	Objective	
		The	Met?	
		Goal/Objective	(Y/N)	
<p>Each year, 75 percent of 3rd – 5th graders who are enrolled in at least their second year will perform at or above Level 3 on the New York State ELA examination.</p> <p>Each year, the school's aggregate Performance Index on the State ELA exam will meet its Annual Measurable Objective set forth in the State's No Child Left Behind (NCLB) accountability system.</p>	<p>Last year only grade 5 met the goal. However, this year all grades achieved the goal</p>	<p>New York State ELA Assessment</p>	<p>Yes</p>	
<p>Desired Level of Attainment 75% at levels 3 & 4</p>	<p>Level of Attainment Grade 3-78.2% Grade 4-85.7% Grade 5-87.8%</p>			
<p>Goal/Objective (Comparative):</p>				
<p>Each year, the percent of students who are enrolled in at least their second year and performing at or above Level 3 on the State ELA exam in each tested grade will be greater than that of Community School District 9, Bronx.</p>	<p>FLACS student scores exceeded the scores for district for each grade level</p>			
<p>Each year, the school will exceed its expected level of performance on the State ELA exam by at least a small Effect Size (performing higher than expected to small degree) according to a regression analysis controlling for students eligible for free lunch among all public schools in New York State</p>	<p>Data to be analyzed by CSI</p>			
<p>Each year, the percent of students performing at or above Level 3 on the State ELA exam in each tested grade will be greater than that of the following similar schools in Community School District 9 PS 28, PS 55, and PS 64.</p>	<p>FLACS student scores exceeded the scores for each of the identified similar schools at each grade level</p>			
<p>Desired Level of Attainment</p>				
<p>Goal/Objective (Value Added):</p>				
<p>Each year, grade-level cohorts of students will reduce by one-half the gap between the percent at or above Level 3 on the previous year's State ELA exam and 75 percent at or above Level 3 on the current year's State ELA exam</p>	<p>All grades exceeded last year's performance and exceeded the grade targets</p>			

Mathematics	Actual Result: Observed	Measure Used To Indicate Attainment of The Goal/Objective	Was the Goal/ Objective Met? (Y/N)	Explanation if Not Met
<p>Goal/Objective (absolute): Each year, 75 percent of 3rd – 5th graders who are enrolled in at least their second year will perform at or above Level 3 on the New York State Mathematics examination. Each year, the school's aggregate Performance Index on the State math exam will meet its Annual Measurable Objective set forth in the State's No Child Left Behind (NCLB) accountability system.</p> <p>Desired Level of Attainment Effort this year was to exceed prior year's performance</p> <p>Goal/Objective (Comparative): Each year, the percent of students who are enrolled in at least their second year and performing at or above Level 3 on the State Math exam in each tested grade will be greater than that of Community School District 9, Bronx Each year, the school will exceed its expected level of performance on the State Math exam by at least a small Effect Size (performing higher than expected to small degree) according to a regression analysis controlling for students eligible for free lunch among all public schools in New York State. Each year, the percent of students performing at or above Level 3 on the State Math exam in each tested grade will be greater than that of the following similar schools in Community School District 9: PS 28, PS 55, and PS 64.</p>	<p>Goal was met last year.</p> <p>Level of Attainment Grade 3-97.8% Grade 4-91.6% Grade 5-97.6%</p> <p>FLACS student scores exceeded the scores for district for each grade level</p> <p>Data to be analyzed by CSI</p> <p>FLACS student scores exceeded the scores for each of the identified similar schools at each grade level</p>	<p>New York State Mathematics Assessment</p>	<p>Yes</p>	
<p>Desired Level of Attainment</p> <p>Goal/Objective (Value Added): Each year, grade-level cohorts of students will reduce by one-half the gap between the percent at or above Level 3 on the previous year's State Math exam and 75 percent at or above Level 3 on the current year's State Math exam.</p> <p>Desired Level of Attainment</p>	<p>Grade 5 cohort met target. However, grade 4 had a slight slippage from 97.7 to 90.9</p>		<p>No</p>	<p>More effort is needed to increase the number of level 4 students</p>

<p align="center">Science</p> <p>Goal/Objective (Absolute): Each year, 75 percent of fourth graders who are enrolled in at least their second year will perform at or above Level 3 on the New York State Science examination.</p> <p>Desired Level of Attainment Effort this year was to exceed prior year's performance</p> <p>Goal/Objective (Comparative): Each year, the percent of students who are enrolled in at least their second year and performing at or above Level 3 on the State Science exam will be greater than that of Community School District 9, Bronx.</p> <p>Each year, the percent of students performing at or above Level 3 on the State Science exam grade will be greater than that of the following schools: PS 28, PS 55, and PS 64.</p> <p>Desired Level of Attainment Effort this year was to exceed prior year's performance</p>	<p>Actual Result: Observed</p> <p>Level of Attainment Grade 4 – 98%</p> <p>FLACS student scores exceeded the scores for district for each grade level</p> <p>Information not yet available</p>	<p>Measure Used To Indicate Attainment of The Goal/Objective New York State Science Assessment</p>	<p>Was the Goal/Objective Met? (Y/N)</p> <p>Yes</p>	<p>Explanation if Not Met</p>
<p align="center">Social Studies</p> <p>Goal/Objective (Absolute): Each year, 75 percent of fifth graders who are enrolled in at least their second year will perform at or above Level 3 on the New York State Social Studies examination.</p> <p>Desired Level of Attainment Effort this year was to exceed prior year's performance</p> <p>Goal/Objective (Comparative): Each year, the percent of students who are enrolled in at least their second year and performing at or above Level 3 on the State Social Studies exam will be greater than that of Community School District 9, Bronx.</p> <p>Each year, the percent of students performing at or above Level 3 on the State Social Studies exam grade will be greater than that of the following schools: PS 28, PS 55, and PS 64.</p> <p>Desired Level of Attainment Effort this year was to exceed prior year's performance</p>	<p>Actual Result: Observed</p> <p>Level of Attainment Grade 5 – 100%</p> <p>FLACS student scores exceeded the scores for district for each grade level</p> <p>Information not yet available</p>	<p>Measure Used To Indicate Attainment of The Goal/Objective New York State Social Studies Assessment</p>	<p>Was the Goal/Objective Met? (Y/N)</p> <p>Yes</p>	<p>Explanation if Not Met</p>

Accountability Plan Progress Report

Trustee's Name	Board Position
Edmund Gaffney	Chair, Fundraising Committee Chair, Nominating Committee
Francisico Lugovinia	Vice-Chair, Fundraising Committee
Miguel Pena	Secretary
Pedro Alvarez	Treasurer, Finance Committee Chair
Reverend Raymond Rivera	Nominating Committee Chair
Marvin Dutton	
Thomas Reardon	Finance Committee
James Brodick	Grievance Committee Chair, Principal's Evaluation Committee
Catherine Rodriguez	Fundraising Committee
Mimi Fortunado	Fundraising Committee
Marilyn Calo	Principal, Non-voting, Finance Committee, Fundraising Committee
Karin Weeks	PTA, President
Jeanette Iglesias	PTA, Vice President

INTRODUCTION

In the 2008-2009 school year, FLACS continued to show growth, and met and exceeded its educational accountability goals.

Even though Family Life Academy Charter School (FLACS) has the highest number and percent of second language learners of any charter school in the state, until now we were concerned that the State ELA assessment was the only academic area in which FLACS students had not met our performance target. Last year 78.6% of our fifth grade students achieved that goal, while students in the 3rd and 4th grades did not. This year we are pleased to report that the target was made in every tested grade. Our 3rd, 4th and 5th grade students attained scores of 77.2%, 85.7% and 87.8% respectively. In mathematics we continue to exceed our target, with 97.8%, 91.8%, 97.6% of our students scoring at levels 3 and 4 in grades 3, 4, and 5). In social studies and science, 100% and 98% of our students scored in levels 3 and 4, respectively. Thus, for each grade and each subject area, FLACS has exceeded its "Absolute Proficiency" targets.

With respect to "Comparative Proficiency" targets, in ELA FLACS continues to outperform Community School District 9 (52.5%, 56.2% and 55.9% on levels for grades 3, 4 and 5, respectively), as well as New York City (69.8%, 69.2% and 74.6%) and New York State (75.8%, 76.9% and 82.2%). FLACS also outperformed Community District 9 (86.5%, 77.1% and 72.4%), New York City (91.4%, 84.9% and 85.5%), and New York State (92.9%, 87.2% and 88.0%) in Mathematics.

In March 2009, upon recommendation of CSI and the Charter Schools Committee of the New York State Board of Regents, the full Board of Regents accepted, for review, FLACS' application to amend its charter to expand the school to grades 6, 7 and 8. While we are still awaiting official approval, at this writing, FLACS is preparing to open school in the fall as a K-6 school.

At FLACS, we take a holistic approach to building student character and developing life-long skills that are consistent with the school's mission, "...to empower all K-8 students to achieve high standards, help them to take responsibility for their own learning, and encourage them to explore and affirm human values." These initiatives include:

- Recognition that English language learners require intense programs in both oral and cognitive academic language proficiency. FLACS has implemented a school-designed adaptation for a research-based Sheltered English Immersion model for ELLs. Our model was based on program models such as *Specially Designed Academic Instruction in English* (SDAIE) and *English for Students of Other Languages* (ESOL). FLACS' model places strong emphasis on vocabulary and oral presentation development.
- Provision of instructional strategies for ELL students. We are providing our ELL students with the support and instruction needed to move them into English proficiency as measured by the NYSESLAT assessment. Our approach includes our two ESL teachers and staff development sessions dedicated to ESL teaching strategies.
- Selection and implementation of research-based programs/curricula. We have selected programs that have worked successfully at other schools and have proven to be successful with the students at FLACS. These programs include *Trophies* and *Strategies for Writers* for English language arts, *Saxon Math*, the *Harcourt Science* curriculum, and *Harcourt Horizons* for social studies.
- Standardized assessments to effectively diagnose student strengths and weaknesses. The data gathered from these assessments are used for the development of instructional prescriptions that help at-risk, advanced and second-language learners improve their skills and knowledge so they can consistently demonstrate proficiency, as well as enable us to provide for enrichment. Implementation of this approach to instruction includes bi-monthly grade level data meetings and

child study meetings with our data specialist, assistant educational administrator, ESL coordinator, the special education coordinator and the instructional coaches; weekly professional development and half-day sessions held on the 1st Friday of each month; the establishment of a professional learning community; and the efforts of our Instructional Team (IT). The IT meets weekly to discuss school-wide educational/instructional concerns. This has allowed data driven decision-making to become an integral part of our work at FLACS. The implementation of the strategies listed above has been instrumental in helping teachers become more proficient in the use of data to drive teaching and learning in their classrooms. We have also implemented the components of the Partnership for Innovation in Compensation for Charter Schools (PICCS) program. Additionally, all of our curricula have components and/or kits for ELL, intervention, special needs and enrichment/advanced strategies and units for students.

- Incorporation and use of student performance assessment and analysis systems. In addition to use of disaggregated data provided through the State's ELA and Mathematics assessments, the school is currently using grade-level common assessments. We also continue in the use of *Developmental Reading Assessment (DRA)* for grades 3-5, *Early Childhood Literacy Assessment System (ECLAS-2)* and the *Terra Nova* for grades K-3. The school has retained use of the New York State ESL Assessment (NYSESLAT) to monitor student progress in language acquisition from basic through to proficiency. To demonstrate student growth over time, we use a Fall and Spring administrations of the Terra Nova for kindergarten students, past year and spring administrations of the Terra Nova for grades 1-3, and prior year and current administrations of the State's ELA and Mathematics assessments.
- Participation in school-generated program for developing interim tests. This year we implemented a program of interim testing in which the school utilizes diagnostic instruments to assess students' skill levels aligned to the state standards. These interim tests provide for real-time analyses of student strengths and weaknesses. Teachers receive student-specific disaggregated data that enables them to provide for differentiated data-driven instruction.
- The use of data derived from interim tests provide for curriculum-mapping through use of tools created by Heidi Hayes Jacobs and teacher-developed test questions aligned to state standards. Through the PICCS program we will also be engaged with Performance Pathways for curriculum mapping. In 2007-2008, we extended our relationship with the New York City Center for Charter School Excellence for developing these interim assessments.
- Integration of test preparation into the FLACS' instructional program. Test preparation is enhanced through the use of the Harcourt-Brace's test practice questions from the *Trophies* program that are modeled after typical standardized test questions and format. The Kaplan *Advantage* series is used in grades 3 to 5 for English language arts and mathematics and for 4th grade science. Science and social studies test preparation materials include use of prior years' test samples and materials provided through Harcourt-Brace. Using C.O.A.C.H from Modern Curriculum Press, test preparation/sophistication begins in the spring for 2nd graders to prepare them for 3rd grade state assessments.
- Recognition that programs and assessment tools are effective only when they are taught by competent, inspired, experienced, and well-trained teachers and teaching assistants. For the purpose of capacity building, several years back, FLACS revised its staffing structure and placed greater emphasis on internal professional development, as opposed to an over-reliance on consultants. We have also strongly encouraged any non-certified staff members to earn certification. While we are still seeking to fill some vacancies, we anticipate entering the 2009-2010 academic year with the possibility of six uncertified classroom teachers. Four of these teachers are hoping that their application and certification response will have them certified by September, one is completing her course work this summer and another will complete the course work in September. The remainder of the faculty will consist of "highly qualified" certified teachers.

- Implementation of the Partnership for Innovation in Compensation for Charter Schools (PICCS) program. FLACS is one of 10 schools participating in this \$10.8 million grant from the Federal Teacher Incentive Fund (TIF). PICCS, while designed to provide teacher and teacher assistant compensation incentives for improved student performance, includes school improvement measures such as the implementation of Peer Reviews, data driven decision-making, and curriculum mapping. Elements of PICCS that are anticipated for fold-out this year include access to a specialized data bank, adoption of a PICCS-wide automated Individual Achievement plan for all students that will enable development of a growth model to evaluate student, class and school-wide progress and the availability of a dashboard to enable all teachers to download class and student-specific data.
- Implementation of the Fast ForWord computer program. Having begun implementation in January 2007, Fast ForWord uses the latest in brain development research to support those students who are having difficulties in developing and strengthening the cognitive skills of memory, attention, processing and sequencing. Fast ForWord activities are designed to enhance the skills students need to learn how to read and do mathematics. In addition, reports generated by Fast ForWord assist teachers in developing student-specific instructional strategies. In 2008, identified in grades 3-5, spent 90 minutes per day working on the Fast ForWord products.
- Identification and retention of qualified, exceptional teachers. We are proud that many of our teachers have been with us for several years and we have a low teacher turnover rate
- Implementation of the "Reading Rescue" model for early childhood ELA intervention. First and 2nd graders, not on grade level, receive daily tutoring by trained teachers. Reading Rescue is modeled after Reading Recovery. Reading Rescue provides for class-wide screening assessments by teachers who have received staff development training in the program.

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

- We are committed to serving the needs of each student. Our child study team meets monthly to discuss and follow-up on the needs of students at risk.
- This year our attendance rate was 94.3% exceeding last year's average attendance of 93.9%. This is significant given an underlying problem of parents taking their children back to their home countries for extended visits and the impact of the swine flu in May and June.
- FLACS stakeholder groups demonstrate strong awareness and understanding of the school's mission.
- Its 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, ESL classes and using our ESL lending library.
- Disciplinary practices continue to be consistent throughout the school.
- Our character/values education program is infused throughout the year.
- School wide and classroom procedures continue to be taught to students and implemented by all staff members.
- FLACS continues to show a solid record of success in all aspects of school operations.

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

We have shifted the responsibilities of some of our personnel and note that our data specialist will be supported by the data network to be established under PICCS. She will continue to raise consciousness to the continuing need to review and use timely formative data to drive instructional decisions. These decisions include student grouping based on student-specific needs for additional support and/or opportunities for enrichment.

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

As part of the PICCS effort to establish a growth model to demonstrate student progress, for 2008–2009 FLACS implemented a pre-test/post-test program as follows – KG, comparison of fall and spring TerraNova scores, grades 1-3, comparison of spring to spring TerraNova scores, grades 4 and 5, comparison of year-to-year performance on state assessments. We will continue to use the Fast ForWord computer-based program that provides both ongoing student evaluation and feedback and offers daily exercises to help students develop the skills they need to succeed as readers. The Kaplan Advantage series, the Kaplan Test Companion and the Kaplan Keys Program will continue to provide test-preparation strategies and test-taking skills. The Kaplan program is used for test preparation and for supporting students who are not performing on grade level. FLACS also uses the Kaplan Test Companion and the Kaplan Keys curricula for after school and Saturday programs.

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

In addition, we will continue our “Community Book Project” through which all classes read the same book and engage in grade-appropriate projects that reflect their understanding. These books are selected for their focus on community, social and humanistic themes. Class projects such as reports, dioramas, and multi-media presentations are displayed in the central entryway. In 2007-2008, we initiated weekly character development activities in support of the community book project themes and our original charter mission. This practice continued into the 2008–2009 school year and will continue in 2009-2010. We will maintain our annual science fair, Awards assemblies, talent shows, field days, etc. and have our students participate in community service activities.

FLACS continues to be a more effective and viable school. The FLACS Board continues to provide competent stewardship and oversight of the school. Trustees regularly monitor the fiscal health of the school, the efficacy of the academic program and hold school leadership accountable for raising student achievement. Through Principal reports, teacher-content presentations and monthly class performance analyses, the Board effectively assesses educational programs and performance on a timely basis. This

past year, the Board authorized the development a three-year plan to project growth in student achievement and areas requiring development and support of the school.

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

During this past year, FLACS submitted a charter amendment request to CSI, and in turn it was submitted to the State Board of Regents. In that amendment request, FLACS seeks to expand to include the middle school grades 6, 7 and 8. The application was approved by CSI and accepted for review by the Regents. As previously noted, although we do not yet have official acceptance of our charter's amendment, we are planning for a grades K-6 for the 2009-2010 academic year. With the exception of three students, and another who received a scholarship to a private school, all of our students have opted to remain with FLACS and did not submit applications for alternative placements.

The curricula, vendor-provided instructional materials and teacher-generated pacing guides for grades 6-8 were submitted as part of the application process. FLACS has identified almost all of the personnel required for the new grade and anticipates growing into additional space within our current facility.

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

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	Total
2005-06	49	52	46	49	51	42	289
2006-07	52	47	45	45	48	43	280
2007-08	52	47	45	45	48	43	280
2008-09	51	52	51	46	49	41	290

ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

FLACS students will demonstrate proficiency in critical literacy skills

Background

Under the No Child Left Behind Legislation, all 3rd through 5th grade students at FLACS are required to take the New York State assessment in English Language Arts and Mathematics. Test results have been provided through the NYStart web site, the New York City Department of Education's ATS system and the State Education Department's web site. Student-specific scale scores and performance levels are provided. The computations that follow are based on those data.

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

Instructional coaches support the literacy program by modeling, observing, providing feedback and offering differentiated instructional strategies. We also have an intervention program that takes place five days a week from October through June. This program takes as part of the literacy component with groups being no larger than 20 students. With limited exception, all pedagogical staff participate in this program. In the after school hours, and during the summer, we provide targeted assistance for identified students.

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

Goal 1: Absolute Measure

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

Method

The school administered the New York State Testing Program English language arts assessment to students in 3rd through 5th grades in January 2009. Each student's raw score has been converted to a grade-specific scaled score and a performance level. The criterion for success on this measure requires students who have been enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year) to score at Levels 3 or 4.

The table below summarizes participation information for this year's test administration. The table indicates total enrollment and total number of students tested. It also provides a detailed breakdown of those students excluded from the exam. Note that this table includes all students according to grade level, even if they have been enrolled for less than one year.

**2008-09 State English Language Arts Exam
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested ¹			Total Enrolled
		IEP	ELL	Absent	
3	46				46
4	49				49
5	41				41
All	136				136

Results

This year FLACS students in each grade exceeded our target of at least 75% of our students scoring in levels 3 and 4. Our 3rd, 4th and 5th grade students attained scores of 78.3%, 85.7% and 87.8% respectively.

**Charter School Performance on 2008-09 State English Language Arts Exam
By All Students and Students Enrolled in At Least Their Second Year**

Grade	Population	Percent at Each Performance Level					Number Tested
		Level 1	Level 2	Level 3	Level 4	Level 3/4	
3	All Students	0.0	21.7	71.7	6.5	78.3	46
	Students in At Least 2 nd Year	0.0	12.8	79.5	7.7	<u>87.2</u>	39
4	All Students	0.0	14.3	83.7	2.0	85.7	49
	Students in At Least 2 nd Year	0.0	13.6	84.1	2.3	<u>86.4</u>	44
5	All Students	0.0	12.2	82.9	4.9	87.8	41
	Students in At Least 2 nd Year	0.0	13.2	81.6	5.3	<u>86.8</u>	38
All	All Students	0.0	16.2	79.4	4.4	83.8	136
	Students in At Least 2 nd Year	0.0	13.2	81.8	5.0	<u>86.8</u>	121

Evaluation

With the largest ESL population among New York State charter schools, with each succeeding year, FLACS has moved closer to achieving our ELA targets. Last year our fifth grade made the target. While we have exceeded our targets in all other subjects and grades, the ELA target appeared elusive, this year all FLACS students exceeded the target in each grade.

Additional Evidence

As noted above, each year FLACS moved closer to the target. This year the target was achieved for each grade.

¹ Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

English Language Arts Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year at Levels 3 and 4							
	2005-06		2006-07		2007-08		2008-09	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	24.0	24	59.0	39	54.5	44	87.2	39
4	62.5	40	63.0	46	69.0	42	86.4	44
5	55.1	29	57.1	42	79.5	39	86.8	38
All	53.8	93	59.8	127	67.2	125	86.8	121

Goal 1: Absolute Measure

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

Method

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards all students being proficient by the year 2013-14. As a result, the state sets an Annual Measurable Objective (AMO) each year to determine if schools are making satisfactory progress toward the goal that 100 percent of students ultimately be proficient in the state's learning standards in English Language Arts. To achieve this measure, all tested students must have a Performance Index (PI) value that equals or exceeds this year's English language arts AMO, which for 2008-09 is 144. The PI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PI is 200.

Results

Each year while FLACS has made progress toward achieving its target of more than 75% of its students scoring in performance levels 3 and 4, with the school meeting the target this year, the school has continued to meet the Commissioner's PI/AMO targets. This year's target was 144. The calculated PI for FLACS this year is 183.8.

Calculation of 2008-09 English Language Arts Performance Index (PI)

Grades	Percent of Students at Each Performance Level				Number Tested				
	Level 1	Level 2	Level 3	Level 4					
3-5	0.0	16.2	79.4	4.4	136				
	PI	=	16.2	+	79.4	+	4.4	=	100
				+	79.4	+	4.4	=	83.8
							PI	=	183.8

Evaluation

This year, as in the past, FLACS met the Commissioner's AMO target.

Additional Evidence

We have attributed to our past difficulty in attaining our ELA targets to the predominance of ELL/second language learners and the research-supported assertion that ESL students take a little longer to attain the academic language need to achieve at a high level. Therefore, more focus has

been placed on lower grade intervention, support in mastering the skills sets at a faster pace and more personnel in the lower grades. We also know that we need to devote greater attention to getting more students to score in performance level 4. However, in addition to meeting our ELA target this year, FLACS has reduced and now eliminated students scoring in performance level 1, decreased the percent of students in level 2 and increased the percent of students in performance level 3. Each year we have exceeded the targeted AMO.

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

Year	Grades ²	Number Tested	Percent of Students at Each Performance Level				PI	AMO
			Level 1	Level 2	Level 3	Level 4		
2005-06	3-5	109	10.1	36.7	51.4	1.8	143	122
2006-07	3-5	138	8.7	31.9	57.2	2.2	151	122
2007-08	3-5	137	2.9	31.4	62.9	2.9	163	133
2008-09	3-5	136	0.0	16.2	79.4	4.4	183.8	144

Goal 1: Comparative Measure

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

Method

Tested students who were enrolled in at least their second year are compared to all tested students in the surrounding public school district. Comparisons are between the results for each grade in which the school had tested students and the results for the respective grades in the local school district, as well as between the total result of students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.

Results

Since 2006-2007, FLACS has outperformed the results in the local district (community school district 9). With each succeeding year, the margin of performance has become greater. This year, the percentage difference is at least 30% at each grade level.

2008-09 State English Language Arts Exam Charter School and District Performance by Grade Level

Grade	Percent of Students at Levels 3 and 4			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	87.2	39	52.5	2,893
4	86.4	44	56.2	2,838
5	86.8	38	55.9	2,676
All	86.8	121	54.8	8,407

Evaluation

² Beginning in 2005-06 the state administered tests in grades 3-8 and a single AMO was set for the aggregate PI of all tested students in those grades.

Once again we note that FLACS has exceeded its ELA targets of at least 75% of our students scoring at performance levels 3 and 4. This year FLACS has 86.8% of students in at least their second year scoring at proficiency or better while district 9 has 54.8% of its students scoring at proficiency or better.

Additional Evidence

With respect to Comparative Proficiency” targets in ELA, FLACS continues to outperform Community School District 9. This year we also outperformed both New York City (69.8%, 69.2% and 74.6%) and New York State (75.8%, 76.9% and 82.2%) in grades 3, 4, and 5 respectively.

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

Grade	Percent of Charter School Students at Levels 3 and 4 and Enrolled in At Least their Second Year Compared to Local District Students							
	2005-06		2006-07		2007-08		2008-09	
	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District
3	24.0	45.1	59.0	38.9	56.8	41.0	87.2	52.5
4	62.5	44.8	63.0	40.1	68.2	42.5	86.4	56.2
5	55.1	37.1	57.1	32.9	78.6	48.5	86.8	55.9
All		42.1		37.3	67.1	43.9	86.8	54.8

Goal I: Comparative Measure

Each year, the school will exceed its predicted level of performance on the state English language arts exam by at least a small Effect Size (performing higher than expected to a small degree) according to a regression analysis controlling for students eligible for free lunch among all public schools in New York State.

Method

The Charter Schools Institute conducts a Comparative Performance Analysis, which compares the school’s performance to demographically similar public schools state-wide. Regression analysis is used to control for the percentage of students eligible for free lunch among all public schools in New York State. The school’s actual performance is then compared to the predicted performance of public schools with a similar free lunch percentage. The difference between the schools’ actual and predicted performance, relative to other schools with similar free lunch statistics, produces an Effect Size. An Effect Size of 0.3 is considered performing higher than expected to a small degree, which is the requirement for achieving this measure. Given the timing of the state’s release of poverty data, the 2008-09 analysis is not yet available. This report contains 2007-08 results, the most recent ones available.

Results

The Effect Size for the school was 0.68, indicating that school performance on the ELA exam was higher than expected to a medium degree. The Effect Size was positive for all grade levels, 0.23, 0.90, and 1.02 for grades 3, 4, and 5 respectively.

2007-08 English Language Arts Comparative Performance by Grade Level

Grade	Percent Eligible for Free Lunch	Number Tested	Percent of Students at Levels 3 & 4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3		51	56.80	53.69	3.11	.23
4		44	68.20	54.76	13.44	.90
5		42	78.60	63.77	14.83	1.02
All	80.62	137	67.14	57.12	10.02	.68

School's Overall Comparative Performance:
Higher than expected to a medium degree.

Evaluation

The measure was met for the school as a whole, and for Grades 4 and 5 individually. In Grade 3, the effect size was 0.23, which was a positive Effect Size, though it did not exceed 0.3. The effect size also increased as the students were in older grades and had spent more time within our school.

Additional Evidence

As in prior years, we had a positive Effect Size in ELA, indicating our students performed higher than expected based on their level poverty.

English Language Arts Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch	Number Tested	Actual	Predicted	Effect Size
2005-06	3-5	93.8*	109	50.4	42.6	7.8
2006-07	3-5	93.8*	138	59.9	43.3	1.08
2007-08	3-5	80.6	137	67.14	57.12	.68
2008-09	3-5	N/A	N/A	N/A	N/A	N/A

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

Goal 1: Growth Measure

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

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 towards the absolute measure of 75 percent proficient. Each grade level cohort consists of those students who took the state exam in 2008-09 and also have a state exam score in 2007-08. It includes students who repeated the grade. Students who repeated the grade should be included in their current grade level cohort, not the cohort to which they previously belonged. The criterion for achieving this measure is for each grade-level cohort to halve the difference between the percentage of students proficient in 2006-07 and 75 percent proficient in

2008-09. If a cohort had already achieved 75 percent proficient in 2007-08, it is expected to show some positive growth in the subsequent year. In addition, the aggregate of all cohorts is examined to determine the growth of all students who took a state exam in both years.

Results

Both cohorts (grade 4 and 5) had proficiencies below 75% in 2007-2008. The table summarizes the target of increasing cohort proficiencies by one-half the distance to 75% However, in 2008-2009, both cohorts scored above the 75% absolute proficiency level.

Cohort Growth on State English Language Arts Exam from 2007-08 to 2008-09

Grade	Cohort Size	Percent at Levels 3 and 4		Target Achieved	
		2007-08	Target		2008-09
4	44	63.6	69.3	86.4	YES
5	38	73.7	74.4	86.8	YES
All	82	68.3	71.7	86.6	YES

Evaluation

Since both cohorts scored below 75% in 2007-2008, and scored above 75% in 2008-2009, both cohorts met, and exceeded, this goal. Performance for students in both cohorts increased 17.7% from 2007-2008 to 2008-2009.

Additional Evidence

As we did last year, both of our cohorts achieved the target.

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

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

Goal 1: Optional Measure

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

Method

Tested students who were enrolled in at least their second year are compared to all tested students in the surrounding public school district. Comparisons are between the results for each grade in which the school had tested students and the results for the respective grades in the local school district, as well as between the total result of students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.

Results

FLACS students continue to out-perform the student scores at similar schools in district 9

2008-09 English Language Arts Performance of Charter School and Comparison Schools by Grade Level							
Percent of Charter School Students Enrolled in At Least Their Second Year and All Students in Comparison Schools							
FLACS		PS 28		PS 55		PS 64	
Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
87.2	39	59.1	110	48.1	81	42.8	140
86.4	44	67.5	114	45.6	103	48.9	139
86.8	38	60.3	116	50.0	94	49.0	143
86.8	121	62.3	340	47.8	278	46.9	422

Evaluation

The target was achieved for all grade levels.

Summary of the English Language Arts Goal

FLACS met all of its accountability goals for ELA in the 2008-2009. Our students exceeded the absolute proficiency target of 75%. Since FLACS students scored on Levels 3 and 4 at a higher percentage than students in District 9, New York City, and New York State for all three grade levels, we anticipate FLACS will score at “higher than anticipated” when CSI releases its regression analysis.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at or above Level 3 on the New York State examination.	Achieved
Absolute	Each year, the school’s aggregate Performance Index (PI) on the State exam will meet the Annual Measurable Objective (AMO) set forth in the state’s NCLB accountability system.	Achieved
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the State exam will be greater than that of all students in the same tested grades in the local school district.	Achieved
Comparative	Each year, the school will exceed its predicted level of performance on the State exam by at least a small Effect Size.	Anticipated Achieved
Growth	Each year, each grade-level cohort will reduce by one-half the gap between the percent at or above Level 3 on the previous year’s State exam and 75 percent at or above Level 3 on the current year’s State exam.	Achieved
Comparative	Each year, the percent of students performing at or above grade level on the state ELA exam in each tested grade will be greater than that of the following similar schools in District 9: PS 28, PS 55, and PS 64.	Achieved

Action Plan

With the recognition that there is always need for improvement, FLACS intends to continue using its *Trophies*-based curriculum for grades K-5. For 2009-2010, our focus will continue to be on skills-

based instruction and working to assist more students to score at level 4. To that end, we intend to use a seven-pronged approach.

1. Staff Development - There needs to be greater staff development in instruction and the use of alternate strategies to work with students with special needs, ELLs and students capable of enrichment. Staff development will continue to develop more reflective practices both individually and collectively. It is not enough to re-teach, teachers need to expand their repertoire. As part of staff development, there will be continued emphasis on implementation of the *Trophies* program and continued development in vocabulary-building and use of higher order thinking. There will be continued emphasis on the needs of ELL students and adaptation based on data analysis to drive instruction. We have already contracted Dr. Fran Prolman for Developing and Enhancing Higher Level Learning. We are also making plans to contract with Heidi Hayes Jacobs, and Becky and Richard Dufour, as well as others, for staff development in Professional Learning Communities at Work,
2. Pacing Calendars – Based on the data obtained, teachers will re-evaluate the efficacy of our school-developed pacing calendars with a view toward ensuring that all important content and skills areas are covered in an appropriate and logical sequence. We view the pacing calendars as “living documents” that require revision and emendation as real life and data analysis experiences dictate. We will continue to place great emphasis on the development of beginning reading skills in the earlier grades.
3. Use of Data - We plan to expand the use of data to drive instruction. Teachers will review last year’s student performance with a view to setting student-specific goals. With the implementation of PICCS, and the anticipated coming on-line of the data warehouse and teacher access to a “dashboard” on their own computers, teachers will have greater and faster access to feed-back information. Thus, there will be an expanded emphasis on staff development to learn how to access and use the information provided.
4. Professional Learning Community - As we plan for greater staff involvement in peer review strategies, there will be greater emphasis on collegial roles to become more effective, reflective and action oriented. This will include a greater emphasis on the peer review process in which teachers are given opportunities to refine and improve units of study through review by a panel of their colleagues.
5. Fast ForWord – Fast ForWord requires students to follow directions, learn sequencing, cause and effect skills and do mental exercises. These and other activities assist students and cohorts in the development of literacy skills.
6. Writing – Teachers develop a menu of writing opportunities to assist English Language Learners, in particular, but all students, in developing stronger writing skills. Staff is using this summer to develop plans to incorporate more writing in the curricula, While it is almost tautological to state that students who read become better readers, it can also be stated that stronger writers become better readers.
7. Intervention activities – Intervention activities take place during the school day, after school and in summer school. These are designed for at all “at-risk” students, including a special program for ESL students, K, 1, 2 receive after school support through R.E.A.D, and a one-on-one tutoring program, Reading Rescue.

MATHEMATICS

Goal 2: Mathematics

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

Background

Under the No Child Left Behind Legislation, all 3rd through 5th grade students at FLACS are required to take the New York State assessment in English Language Arts and Mathematics. Test results have been provided through the NYStart web site, the New York City Department of Education's ATS system and the State Education Department's web site. Student-specific scale scores and performance levels are provided. The computations that follow are based on those data.

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

Instructional coaches support the mathematics program by modeling, observing, providing feedback and offering differentiated instructional strategies. Intervention and enrichment programs run from January to March, taking place in the after school hours and on Saturday during which we provide targeted assistance and enrichment for identified students.

Goal 2: Absolute Measure

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

Method

The school administered the New York State Testing Program mathematics assessment to students in 3rd through 5th grades in March 2009. Each student's raw score has been converted to a performance level and a grade-specific scaled score. The criterion for success on this measure requires students who have been enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year) to score at Levels 3 or 4.

The table below summarizes participation information for this year's test administration. The table indicates total enrollment and total number of students tested. It also provides a detailed breakdown of those students excluded from the exam. Note that this table includes all students according to grade level, even if they have been enrolled for less than one year.

**2008-09 State Mathematics Exam
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested ³			Total Enrolled
		IEP	ELL	Absent	
3	46				46
4	49				49
5	41				41
All	136				136

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

Results

In the area of mathematics, on every grade students scoring at performance levels 3 and 4 exceeded 90%. The aggregate performance for all students in the school was 95.6% of students on levels 3 and 4. The aggregate for students who have been at FLACS for more than one year was 95.0%

**Charter School Performance on 2008-09 State Mathematics Exam
By All Students and Students Enrolled in At Least Their Second Year**

Grade	Population	Percent at Each Performance Level					Number Tested
		Level 1	Level 2	Level 3	Level 4	Level 3/4	
3	All Students	0.0	2.2	82.6	15.2	97.8	46
	Students in At Least 2 nd Year	0.0	2.6	27.5	17.9	<u>97.4</u>	39
4	All Students	0.0	8.2	71.4	20.4	91.8	49
	Students in At Least 2 nd Year	0.0	9.1	68.2	22.7	<u>90.9</u>	44
5	All Students	2.4	0.0	58.5	39.0	97.6	41
	Students in At Least 2 nd Year	2.6	0.0	55.3	42.1	<u>97.4</u>	38
All	All Students	0.7	3.7	71.3	24.3	95.6	136
	Students in At Least 2 nd Year	0.8	4.1	67.8	27.3	<u>95.0</u>	121

Evaluation

All grade levels exceeded the “absolute proficiency” of 75%, with all grade levels achieving above 90%. We have also increased the number of Level 4 students in all grade levels, but most notably in Grade 5 with 39% of all students, and 42.1% of students in at least their second year, on Level 4.

Additional Evidence

During the last 4 years, the performance of each grade level has increased over the prior year.

Mathematics Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year at Levels 3 and 4							
	2005-06		2006-07		2007-08		2008-09	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	62.2	37	87.2	39	88.2	51	97.4	39
4	76.2	42	77.8	45	90.7	43	90.8	44
5	56.3	32	85.7	42	90.5	42	97.4	38
All	65.8	111	83.3	126	89.7	136	94.9	120

Goal 2: Absolute Measure
Each year, the school’s aggregate Performance Index (PI) on the State mathematics exam will meet the Annual Measurable Objective (AMO) set forth in the state’s NCLB accountability system.

Method

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards all students being proficient by the year 2013-14. As a result, the state sets an Annual Measurable Objective (AMO) each year to determine if schools are making satisfactory progress

toward the goal that 100 percent of students will ultimately be proficient in the state's learning standards in Mathematics. To achieve this measure, all tested students must have a Performance Index (PI) value that equals or exceeds this year's Mathematics AMO, which for 2008-09 is 119. The PI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PI is 200.

Results

The aggregate PI score for FLACS was 194.9.

Calculation of 2008-09 Mathematics Performance Index (PI)

Grades	Percent of Students at Each Performance Level				Number Tested				
	Level 1	Level 2	Level 3	Level 4					
3-5	0.7	3.7	71.3	24.3	136				
	PI	=	3.7	+	71.3	+	24.3	=	99.3
				+	71.3	+	24.3	=	95.6
							PI	=	194.9

Evaluation

The target was met since the PI, 194.9, exceeded the AMO, 120.

Additional Evidence

Over the last four years, FLACS' PI has exceeded the AMO set by the commissioner. The PI has also increased steadily toward the goal of 200. Over time the number of students at Level 1 and 2 has decreased steadily. The percent of students at Level 4 this year doubled from previous years.

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

Year	Grades	Number Tested	Percent of Students at Each Performance Level				PI	AMO
			Level 1	Level 2	Level 3	Level 4		
2005-06	3-5	128	6.3	23.4	59.4	10.9	164	86
2006-07	3-5	137	3.6	12.4	71.5	12.4	180	86
2007-08	3-5	135	1.5	8.2	80.7	9.6	188	102
2008-09	3-5	135	0.7	3.7	71.3	24.3	194.9	120

Goal 2: Comparative Measure

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

Method

* Tested students who were enrolled in at least their second year are compared to all tested students in the surrounding public school district. Comparisons are between the results for each grade in which the school had tested students and the results for the respective grades in the local school district, as well as between the total result of students in at least their second year at the school and the total result for the corresponding grades in the school district.

Results

In 2008-2009, 95.0% of students in at least their second year at FLACS scored Level 3 or 4 on State Math exam. This compares with 78.9% of students in grades 3-5 in District 9.

**2008-09 State Mathematics Exam
Charter School and District Performance by Grade Level**

Grade	Percent of Students at Levels 3 and 4			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	97.4	39	86.5	2,973
4	90.9	49	77.1	2,890
5	97.4	38	72.4	2,742
All	95.0	121	78.9	8,605

Evaluation

The performance of each grade at FLACS exceeded the performance of District 9. In all grade levels, FLACS scores were greater than CSD 9 scores by a range of 13.2% and 34.4%. For Grade 5 the posted percent difference for performance levels 3 and 4 was 25.

Additional Evidence

Although comparison with local “similar schools” is no longer required, FLACS has continued to make these comparisons. The table below offers these comparisons

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

Grade	Percent of Charter School Students at Levels 3 and 4 and Enrolled in At Least their Second Year Compared to Local District Students							
	2005-06		2006-07		2007-08		2008-09	
	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District
3	68.9	60.8	89.4	70.5	86.4	80.9	97.4	86.5
4	78.7	68.4	77.8	60.3	90.2	52.3	90.9	77.1
5	56.3	38.2	85.7	47.5	89.7	64.6	97.4	72.4
All	65.8	55.7	83.3	59.4	88.7	65.9	95.0	78.9

Goal 2: Comparative Measure

Each year, the school will exceed its predicted level of performance on the state mathematics exam by at least a small Effect Size (performing higher than expected to a small degree) according to a regression analysis controlling for students eligible for free lunch among all public schools in New York State.

Method

The Charter Schools Institute conducts a Comparative Performance Analysis, which compares the school’s performance to demographically similar public schools state-wide. Regression analysis is used to control for the percentage of students eligible for free lunch among all public schools in New York State. The school’s actual performance is then compared to the predicted performance of

public schools with a similar free lunch percentage. The difference between the school's actual and predicted performance, relative to other schools with similar free lunch statistics, produces an Effect Size. An Effect Size of 0.3 is considered performing higher than expected to a small degree, which is the requirement for achieving this measure. Given the timing of the state's release of poverty data, the 2008-09 analysis is not yet available. This report contains 2007-08 results, the most recent ones available.

Results

The aggregate Effect Size was 0.94. FLACS performed higher than expected to a large degree in this measure in 2007-2008.

2007-08 Mathematics Comparative Performance by Grade Level

Grade	Percent Eligible for Free Lunch	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3		50	90.00	83.02	6.98	.60
4		43	90.70	73.81	16.89	1.16
5		42	90.40	72.30	18.10	1.10
All	80.62	135	90.4	76.76	13.60	0.94

School's Overall Comparative Performance:

Higher than expected to a large degree.

Evaluation

The measure was met. The school's aggregate Effect Size, 0.94, exceeded the 0.3. Within each grade level, the effect size also far exceeded 0.3. The performance of the students was higher than expected to a large degree.

Additional Evidence

Over the past three years, FLACS has consistently performed higher than expected in mathematics.

Mathematics Comparative Performance by School Year

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

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

Goal 2: Growth Measure

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

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 towards the absolute measure of 75 percent proficient. Each grade level cohort consists of those students who took the state exam in 2008-09 and also have a state exam score in 2007-08. It includes students who repeated the grade. Students who repeated the grade should be included in their current grade level cohort, not the cohort to which they previously belonged. The criterion for achieving this measure is for each grade-level cohort to halve the difference between the percentage of students proficient in 2007-08 and 75 percent proficient in 2008-09. If a cohort had already achieved 75 percent proficient in 2007-08, it is expected to show some positive growth in the subsequent year. In addition, the aggregate of all cohorts is examined to determine the growth of all students who took a state exam in both years.

Results

In 2008-2009, FLACS had 2 cohorts of students. Grade 5 achieved the target, but in Grade 4 there was a slight slippage and they did not achieve the target.

Cohort Growth on State Mathematics Exam from 2007-08 to 2008-09

Grade	Cohort Size	Percent at Levels 3 and 4			Target Achieved
		2007-08	Target	2008-09	
4	43	97.7	>97.7	90.9	NO
5	38	94.7	>94.7	97.4	YES
All	81	96.3	>96.3	93.8	NO

Evaluation

Since both cohorts began at levels that exceeded 75%, the target was to increase the performance from 2007-2008 to 2008-2009. Grade 5 achieved this measure, increasing from 94.7% to 97.4%. Grade 4 did not meet this measure, decreasing from 97.7% to 90.7%. It should be noted however that while the performance of Grade 4 decreased, in both school years, it exceeded 90% in both school years.

Additional Evidence

In both 2007-2008 and 2008-2009, the Grade 4 cohort did not meet this target (though students remained above the 90% level in both years). The target was achieved in Grade 5 in both years.

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

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

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

Method

Tested students who were enrolled in at least their second year are compared to all tested students in the surrounding public school district. Comparisons are between the results for each grade in which the school had tested students and the results for the respective grades in the local school district, as well as between the total result of students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.

Results

FLACS students continue to out-perform the student scores at similar schools in district 9

2008-09 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							
	FLACS		PS 28		PS 55		PS 64	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	97.4	39	93.3	120	96.4	82	77.2	145
4	90.9	44	87.8	123	73.6	102	70.2	141
5	97.4	38	74.4	125	81.6	99	68.3	148
All	95.0	121	85.0	368	83.1	282	71.9	434

Evaluation

The target was achieved for all grade levels.

Summary of the Mathematics Goals

With the single exception of the slippage in performance for the 4th grade cohort (97.7 to 90.9), FLACS achieved all of its goals in mathematics.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at or above Level 3 on the New York State examination.	Achieved
Absolute	Each year, the school's aggregate Performance Index (PI) on the State exam will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	Achieved
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the State exam will be greater than that of all students in the same tested grades in the local school district.	Achieved
Comparative	Each year, the school will exceed its predicted level of performance on the State exam by at least a small Effect Size.	Achieved
Growth	Each year, each grade-level cohort will reduce by one-half the gap between the percent at or above Level 3 on the previous year's state exam and 75 percent at or above Level 3 on the current year's State exam.	Achieved for 5 th grade cohort, not achieved for the 4 th grade cohort
Comparative (Optional)	Each year, the percent of students performing at or above Level 3 on the State Math exam on each tested grade will be greater than that of the following similar schools in Community School District 9: PS 28, PS 55, and PS 64.	Achieved

Action Plan

FLACS student performance in mathematics continues to be strong. This year we almost eliminated the number/percent of students scoring at levels 1 and 2, strongly increased performance at level 3 and has many more students score at level 4. Our goal for the coming year is to use data analysis and alternative strategies to further reduce student scores in levels 1 and 2 and to make greater efforts to increase performance at level 4.

1. Continued use of Saxon Math
2. Continued use of Kaplan for during and after school
3. Differentiated instruction to ensure higher achievement for all levels
4. Strive for the to elimination of students performing at levels 1 and 2
5. Continued use and interpretation of data
6. Continued curriculum review and modification of pacing calendars
7. Professional development

SCIENCE

Goal 3: Science

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

Background

Science instruction at FLACS continues to be both classroom and science lab based.

Goal 3: Absolute Measure

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

Method

The school administered the New York State Testing Program science assessment to students in 4th in spring 2009. Each student's raw score has been converted to a performance level and a grade-specific scaled score. The criterion for success on this measure requires students who have been enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year) to score at Levels 3 or 4.

Results

With exception of one student, all 4th grade students scored at either levels 3 or 4. For students here for more than one year, 100% of FLACS students score at levels 3 or 4, with 75% of the students scoring in level 4.

**Charter School Performance on 2008-09 State Science Exam
By All Students and Students Enrolled in At Least Their Second Year**

Grade	Population	Percent at Each Performance Level					Number Tested
		Level 1	Level 2	Level 3	Level 4	Level 3/4	
4	All Students	0.0	2.0	28.6	69.4	98.0	49
	Students in At Least 2 nd Year	0.0	0.0	25.0	75.0	100.0	44

Evaluation

FLACS met the target and must work equally hard to ensure exceeding or maintaining this level of performance in future years

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

Grade	Percent of Students Enrolled in At Least Their Second Year at Levels 3 and 4							
	2005-06		2006-07		2007-08		2008-09	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
4	83.4	41	85.1	47	81.4	43	100.0	44

Goal 3: Comparative Measure

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

Method

Tested students who were enrolled in at least their second year are compared to all tested students in the surrounding public school district. Comparisons are between the results for each grade in which the school had tested students and the results for the respective grades in the local school district.

Results

The State Education Department has not yet released any comparative data.

**2008-09 State Science Exam
Charter School and District Performance by Grade Level**

Grade	Percent of Students at Levels 3 and 4			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
4	100.0	44	N/A	N/A

Evaluation

FLACS students did very well on the science assessment. All comparisons with the local district, New York City and New York State will have to await public disclosures of such information.

Additional Evidence

All comparisons with the local district, New York City and New York State will have to await public disclosures of such information.

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

Grade	Percent of Charter School Students at Levels 3 and 4 and Enrolled in At Least their Second Year Compared to Local District Students							
	2005-06		2006-07		2007-08		2008-09	
	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District
4	83.4	58	85.1	59	81.4	60	100.0	N/A

Summary

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at or above Level 3 on the New York State examination.	Achieved
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the State exam will be greater than that of all students in the same tested grades in the local school district.	Data not available
Comparative (Optional Measure)	Each year, the percent of students performing at or above Level 3 on the State Science exam will be greater than that of the following schools: PS 28, PS 55, and PS 64.	Data not available

Action Plan

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

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

SOCIAL STUDIES

Goal 4: Social Studies

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

Background

Community service, knowledge of what is occurring in the neighborhood and the world and caring for others, are high in the instructional culture of FLACS. Our curricula are augmented, by trips, news analyses, and projects that focus on outside the school.

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

Goal 4: Absolute Measure

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

Method

The school administered the New York State Testing Program social studies assessment to students in 5th grade in November 2008. Each student's raw score has been converted to a performance level and a grade-specific scaled score. The criterion for success on this measure requires students who have been enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year) to score at Levels 3 or 4.

Results

FLACS students continue to do well on this assessment with 100% of all students scoring at proficiency.

**Charter School Performance on 2008-09 State Social Studies Exam
By All Students and Students Enrolled in At Least Their Second Year**

Grade	Population	Percent at Each Performance Level					Number Tested
		Level 1	Level 2	Level 3	Level 4	Level 3/4	
5	All Students	0.0	0.9	46.3	53.7	100.0	41
	Students in At Least 2 nd Year	0.0	0.0	42.1	57.9	<u>100.0</u>	38

Evaluation

Students at FLACS have taken the social studies assessment for the past three years. In the first administration of the assessment (2005-2006), students did not score well (51.2%). However, for the past two years student scores have continued to rise (85.1% in 3006-2007 and 90.5% in 2007-2008). This year all of our students scored in levels 3 and 4. For the third year FLACS has met and exceeded the target.

Additional Evidence

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

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

Grade	Percent of Students Enrolled in At Least Their Second Year at Levels 3 and 4							
	2005-06		2006-07		2007-08		2008-09	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
5	51.2		85.1		89.7	39	100.0	38
All	51.2		85.1		89.7	39	100.0	38

Goal 4: Comparative Measure

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

Method

Tested students who were enrolled in at least their second year are compared to all tested students in the surrounding public school district. Comparisons are between the results for each grade in which the school had tested students and the results for the respective grades in the local school district.

Results

Data for the district is not yet available.

**2008-09 State Social Studies Exam
Charter School and District Performance by Grade Level**

Grade	Percent of Students at Levels 3 and 4			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
5	100.0	38	N/A	N/A

Evaluation

Data for the district is not yet available.

Additional Evidence

While the 2008-2009 results for District 9 are not yet available, we note that FLACS has exceeded the performance of District 9 for the last 3 years. The performance for District 9 has remained below 50%, while FLACS has shown a steady increase in percent proficient over the last four years.

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

Grade	Percent of Charter School Students at Levels 3 and 4 and Enrolled in At Least their Second Year Compared to Local District Students							
	2005-06		2006-07		2007-08		2008-09	
	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District
5	56.6	41	81.4	34	89.7	49	100.0	N/A
All	56.6	41	81.4	34	89.7	49	100.0	N/A

Summary

Students at FLACS have taken the social studies assessment for the past four years. In the first administration of the assessment (2005-2006), students did not score well (51.2%). However, for the past three years student scores have continued to rise (85.1% in 2006-2007, 89.7% in 2007-2008 and 100% in 2008-2009). For the third year FLACS has met and exceeded the target and improved in the succeeding year.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at or above Level 3 on the New York State examination.	Achieved
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the State exam will be greater than that of all students in the same tested grades in the local school district.	Data not available
Comparative (Optional Measure)	Each year, the percent of students performing at or above Level 3 on the State Science exam will be greater than that of the following schools: PS 28, PS 55, and PS 64.	Data not available

Action Plan

FLACS intends to continue using the *Horizons* social studies curricula. While we are pleased that students have met and exceeded the progress report target, we wish to see all of our students continue to achieve proficiency scores on the State assessment. To that end, we intend to use a five-pronged approach similar to the one suggested for English Language Arts. However, our dual focus will be to support those students that require remediation and/or greater skills development as we place greater emphasis on enrichment opportunities.

- 1 Staff Development - There needs to be greater staff development in Project-based learning planning and alternate strategies. It is not enough to re-teach, teachers need to expand their repertoire. Staff needs further support in evaluating and revising common assessments. As part of staff development, there will be continued emphasis on implementation of the science and social studies curricula.
- 2 Pacing Calendars - Teachers will re-evaluate the efficacy of pacing calendars with a view to ensuring that all important content and skills areas are covered in an appropriate and logical sequence. We view the pacing calendars as "living documents" that require revision and emendation as real life experiences dictate. During the summer there has been a review and revision of the curriculum to include activities that provide for greater student awareness of themselves and the world around them.
- 3 Use of Data - We plan to expand the use of data to drive instruction. Teachers will review last year's student performance with a view to setting student-specific goals for this year. With the implementation of PICCS, teacher will have greater and faster access to feed-back. Thus, there

will be an additional emphasis on staff development to learn to access and use the information provided.

- 4 Professional Learning Community - As plans are developed for peer review strategies, there will be greater emphasis on the role of teachers as colleagues and learners. Provide the environment for collegial discussion on the deeper meanings of content, as well as better understanding of the use of groupings.
- 5 Real Life Applications – We will have students engage in more projects-based activities.

NCLB

Goal 5: NCLB

The school's Accountability Status will be in "Good Standing" each year.

Goal 5: Absolute Measure

Under the state's NCLB accountability system, the school's Accountability Status will be "Good Standing" each year.

Method

Since *all* students are expected to meet the state's learning standards, the federal No Child Left Behind legislation stipulates that various sub-populations and demographic categories of students among all tested students must meet the state standard in and of themselves aside from the overall school results. New York, like all states, established a system for making these determinations for its public schools. Each year the state issues School Report Cards which indicate each school's status under the state's NCLB accountability system. For a school's status to be "Good Standing" it must not have failed to make Adequate Yearly Progress (AYP) for two consecutive years.

Results

FLACS met all AMO and AYP targets. We believe that it will remain in good standing for the 2008-2009 academic year. In addition, it should be noted that in 2007, the school was been recognized by the State Education Commissioner as a High Performing/Gap Closing School

Evaluation

NCLB targets were met.

Additional Evidence

FLACS has been identified as being in "Good Standing" year previous year.

NCLB Status by Year NCLB Status by Year

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

Section II

Student Attrition Data Charts

Charter School Student Attrition Rates 2008-09

	2008-09	2007-08	2006-07	2005-06
Number of students leaving for lack of transportation	2	1	0	6
Number of students leaving for geographic reasons (e.g., out of state/district relocation)	7	5	19	12
Number of students leaving for more restrictive special education setting	3	0	2	2
Number of students leaving due to parental choice (e.g., school transfer closer to residence, local elementary school, parent convenience)	1	4	2	9
Number leaving for other reasons (undetermined)	2	0	3	9
Total number of students leaving.	15	10	26	32
Highest Number Enrolled (July 1 – June 30)	291	296	289	289
Total Percent Attrition	5%	3%	9%	11%

**Charter School Teacher Attrition Rates
2008-09**

Teacher Attrition Charts

	2008-09	2007-08	2006-07	2005-06
Number of Classroom Teachers	12	12	12	
Number of Special Area Teachers	6	5	5	
Total Number of Teachers	18	17	17	20
Total Number of Teachers Leaving	3	0	1	4
Total Percent Attrition	16.7%	0%	5.8%	20.0%

Section III

EXPLANATION OF REVENUES AND EXPENDITURES TO BE REPORTED ON THE
 CHARTER SCHOOL ANNUAL REPORT OF FISCAL PERFORMANCE FOR THE
 SCHOOL YEAR ENDED JUNE 30, 2009

THE UNIVERSITY OF THE STATE OF NEW YORK
 THE STATE EDUCATION DEPARTMENT
 OFFICE OF ELEMENTARY, MIDDLE,
 SECONDARY AND CONTINUING EDUCATION
 ROOM 462, EDUCATION BUILDING ANNEX
 ALBANY, NEW YORK 12234

CHARTER SCHOOL ANNUAL
 REPORT OF FISCAL PERFORMANCE
 FOR THE SCHOOL YEAR ENDED 6/30/09

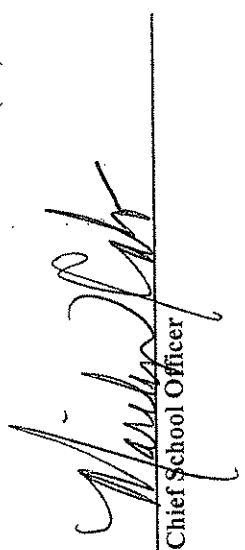
Charter School Code:

3	2	0	9	0	0	8	6	0	8	3	9
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Charter School Name: Family Life Academy Charter School	Phone: 718 410 8100
Contact Person: Marilyn Calo	

	REVENUES		EXPENDITURES		TOTAL
			SALARIES	OTHER	
A. STATE SOURCES			183,600	151,300	334,900
B. FEDERAL SOURCES	177,000		317,400	49,000	366,400
C. PUBLIC SCHOOL DISTRICTS			1,511,000	276,000	1,787,000
1. BASIC OPERATING REVENUES	3,842,000				
2. STATE AID-PUPILS WITH DISABILITIES			119,000		119,000
3. FED. AID-PUPILS WITH DISABILITIES				12,400	12,400
4. OTHER REV FROM PUB SCH DISTRICTS			18,000		18,000
D. ALL OTHER REVENUES	49,000		109,000	606,300	715,300
E. TOTAL REVENUES FROM ALL SOURCES	4,068,000				442,000
S. ENROLLMENT	287	/			
T. EXPENDITURES PER PUPIL	13,751	(R/S)			151,000
					3,946,500

COMPLETED FORM MUST BE RETURNED
 NO LATER THAN AUGUST 3, 2009

Signature: 
 Chief School Officer

Date: July 29, 2009

Section IV – Audited Financial Reports

Due November 1, 2009

SECTION V

Trustee Disclosure Forms

Section V

NEW YORK STATE EDUCATION DEPARTMENT
Disclosure of Financial Interest by a Charter School Trustee
Annual Report 2008-09

Name (print) Pedro Alvarez
Name of Charter School Family Life Academy Charter School
Charter Entity _____
Home Address _____
Business Address _____
Daytime Phone _____
E-Mail Address _____

1. List all positions held on board (e.g., chair, treasurer, parent representative): Treasurer

2. Is the trustee an employee of the School? Yes No

3. If you checked Yes, please provide a description of the position you hold and your responsibilities, your salary and your start date. NA

4. Is the trustee an employee or agent of the management company? Yes No

5. Is the trustee an employee or agent of any institutional partner of the School? Yes No

Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school during the time you have served on the board, and in the six month period prior to such service. If there has been no such financial interest or transaction, write none. Please note that if you answered yes to Question 2, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself
none	none	none	none

Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the School and in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the School that is doing business with the School through a management or services agreement, you need not list every transaction between such organization and the School that is pursuant to such agreement. Instead, please identify only the name of the organization, your position in the organization as well as the relationship between such organization and the school. If there was no financial interest, write none.

Organization Conducting Business with the School	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee/ Immediate Family/Member of Household Holding an Interest in the Organization Conducting Business with the School and the Nature of the Interest
none	none	none	none

[Signature]
 Signature

6/19/09
 Date

Subscribed and sworn to before me this 19th day of June, 2009

[Signature]
 Notary Public

CAROL FRANCISCO
 NOTARY PUBLIC, STATE OF NEW YORK
 NO. 01FR6195335
 QUALIFIED IN BRONX
 COMMISSION EXPIRES ON OCT. 20, 2012

Section V

NEW YORK STATE EDUCATION DEPARTMENT
Disclosure of Financial Interest by a Charter School Trustee
Annual Report 2008-09

Name (print) JAMES BRODICK
Name of Charter School FAMILY LIFE ACADEMY CHARTER SCHOOL
Charter Entity _____
Home Address _____
Business Address _____
Daytime Phone _____
E-Mail Address _____

1. List all positions held on board (e.g., chair, treasurer, parent representative):
BOARD MEMBER

2. Is the trustee an employee of the School? ___ Yes ___ No

3. If you checked Yes, please provide a description of the position you hold and your responsibilities, your salary and your start date.

4. Is the trustee an employee or agent of the management company? ___ Yes ___ No

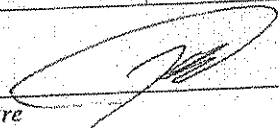
5. Is the trustee an employee or agent of any institutional partner of the School? ___ Yes ___ No

Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school during the time you have served on the board, and in the six month period prior to such service. If there has been no such financial interest or transaction, write none. Please note that if you answered yes to Question 2, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself
NA	NA	NA	NA

Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the School and in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the School that is doing business with the School through a management or services agreement, you need not list every transaction between such organization and the School that is pursuant to such agreement. Instead, please identify only the name of the organization, your position in the organization as well as the relationship between such organization and the school. If there was no financial interest, write none.

Organization Conducting Business with the School	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee/ Immediate Family/Member of Household Holding an Interest in the Organization Conducting Business with the School and the Nature of the Interest
NA	NA	NA	NA

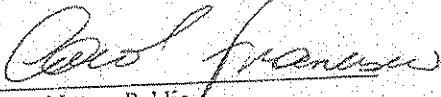


 Signature

7/15/09

 Date

Subscribed and sworn to before me this 15th day of July, 2009



 Notary Public

CAROL FRANCISCO
 NOTARY PUBLIC, STATE OF NEW YORK
 NO. 01FR619535
 QUALIFIED IN BRONX
 COMMISSION EXPIRES ON _____

SECTION V

Trustee Disclosure Forms

NEW YORK STATE EDUCATION DEPARTMENT

**Disclosure of Financial Interest by a Charter School Trustee
Annual Report 2008-09**

Name (print) Marvin Dutton
Name of Charter School Family Life Academy
Charter Entity _____
Home Address _____
Business Address _____
Daytime Phone _____
E-Mail Address _____

1. List all positions held on board (e.g., chair, treasurer, parent representative): representative / trustee

2. Is the trustee an employee of the School? ___ Yes No

3. If you checked Yes, please provide a description of the position you hold and your responsibilities, your salary and your start date.

4. Is the trustee an employee or agent of the management company? ___ Yes No

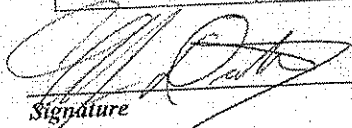
5. Is the trustee an employee or agent of any institutional partner of the School? ___ Yes No

Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school during the time you have served on the board, and in the six month period prior to such service. If there has been no such financial interest or transaction, write none. Please note that if you answered yes to Question 2, you need not disclose again your employment status, salary, etc.

<i>Date(s)</i>	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself
None			

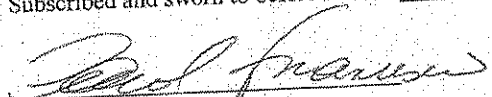
Identify each individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the School and in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the School that is doing business with the School through a management or services agreement, you need not list every transaction between such organization and the School that is pursuant to such agreement. Instead, please identify only the name of the organization, your position in the organization as well as the relationship between such organization and the school. If there was no financial interest, write none.

Organization Conducting Business with the School	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee/ Immediate Family/Member of Household Holding an Interest in the Organization Conducting Business with the School and the Nature of the Interest
None			


Signature

7/15/09
Date

Subscribed and sworn to before me this 15th day of July, 2009.


Notary Public

CAROL FRANCISCO
NOTARY PUBLIC, STATE OF NEW YORK
NO. 01FR6195335
QUALIFIED IN BRONX
COMMISSION EXPIRES ON OCT. 20, 2012

Section V

NEW YORK STATE EDUCATION DEPARTMENT

Disclosure of Financial Interest by a Charter School Trustee
Annual Report 2008-09

Name (print) MIMI FORTUNATO
Name of Charter School FAMILY LIFE ACADEMY CHARTER SCHOOL
Charter Entity _____
Home Address _____
Business Address _____
Daytime Phone _____
E-Mail Address _____

1. List all positions held on board (e.g., chair, treasurer, parent representative):
MEMBER

2. Is the trustee an employee of the School? ___ Yes No

3. If you checked Yes, please provide a description of the position you hold and your responsibilities, your salary and your start date.

4. Is the trustee an employee or agent of the management company? ___ Yes No

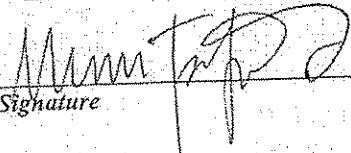
5. Is the trustee an employee or agent of any institutional partner of the School? ___ Yes No

Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school during the time you have served on the board, and in the six month period prior to such service. If there has been no such financial interest or transaction, write none. Please note that if you answered yes to Question 2, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself
NONE			

Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the School and in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the School that is doing business with the School through a management or services agreement, you need not list every transaction between such organization and the School that is pursuant to such agreement. Instead, please identify only the name of the organization, your position in the organization as well as the relationship between such organization and the school. If there was no financial interest, write none.

Organization Conducting Business with the School	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee/ Immediate Family/Member of Household Holding an Interest in the Organization Conducting Business with the School and the Nature of the Interest
NONE			



 Signature

07-07-09

 Date

Subscribed and sworn to before me this 2 day of June, 2009

TEWFICK V. TEWFICK
 Notary Public State of New York
 No. 01TE6038709
 Qualified in Westchester County
 Commission Expires Mar. 20 10



SECTION V

Trustee Disclosure Forms

NEW YORK STATE EDUCATION DEPARTMENT

**Disclosure of Financial Interest by a Charter School Trustee
Annual Report 2008-09**

Name (print) Edmond J. Gaffney

Name of Charter School Family Life Academy Charter School

Charter Entity _____

Home Address _____

Business Address _____

Daytime Phone _____

E-Mail Address _____

1. List all positions held on board (e.g., chair, treasurer, parent representative):
Chair, Member of Nominating Committee,
Chairperson of Fundraising Committee

2. Is the trustee an employee of the School? ___ Yes No

3. If you checked Yes, please provide a description of the position you hold and your responsibilities, your salary and your start date.

4. Is the trustee an employee or agent of the management company? ___ Yes No

5. Is the trustee an employee or agent of any institutional partner of the School? ___ Yes No

Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school during the time you have served on the board, and in the six month period prior to such service. If there has been no such financial interest or transaction, write none. Please note that if you answered yes to Question 2, you need not disclose again your employment status, salary, etc.

<i>Date(s)</i>	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself
N	O	N	E

Identify each individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the School and in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the School that is doing business with the School through a management or services agreement, you need not list every transaction between such organization and the School that is pursuant to such agreement. Instead, please identify only the name of the organization, your position in the organization as well as the relationship between such organization and the school. If there was no financial interest, write none.

Organization Conducting Business with the School	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee/ Immediate Family/Member of Household Holding an Interest in the Organization Conducting Business with the School and the Nature of the Interest
N	O	N	E

Signature E. J. M. Date 7/15/09

Subscribed and sworn to before me this 15th day of July 2009.

Carol Francisco
Notary Public

CAROL FRANCISCO
NOTARY PUBLIC, STATE OF NEW YORK
NO. 01FR6195335
QUALIFIED IN BRONX
COMMISSION EXPIRES ON OCT. 20, 2012

SECTION V

Trustee Disclosure Forms

NEW YORK STATE EDUCATION DEPARTMENT

**Disclosure of Financial Interest by a Charter School Trustee
Annual Report 2008-09**

Name (print) FRANCISCO LAGO VINA
Name of Charter School FAMILY LIFE ACADEMY CHARTER SCHOOL
Charter Entity _____
Home Address _____
Business Address _____
Daytime Phone _____
E-Mail Address _____

1. List all positions held on board (e.g., chair, treasurer, parent representative):

2. Is the trustee an employee of the School? ___ Yes No

3. If you checked Yes, please provide a description of the position you hold and your responsibilities, your salary and your start date.

4. Is the trustee an employee or agent of the management company? ___ Yes No

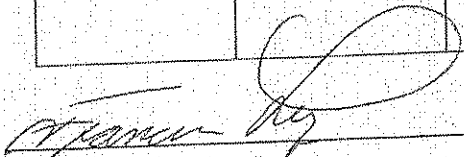
5. Is the trustee an employee or agent of any institutional partner of the School? ___ Yes No

Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school during the time you have served on the board, and in the six month period prior to such service. If there has been no such financial interest or transaction, write none. Please note that if you answered yes to Question 2, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself
N/A	N/A	N/A	N/A

Identify each individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the School and in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the School that is doing business with the School through a management or services agreement, you need not list every transaction between such organization and the School that is pursuant to such agreement. Instead, please identify only the name of the organization, your position in the organization as well as the relationship between such organization and the school. If there was no financial interest, write none.

Organization Conducting Business with the School	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee/ Immediate Family/Member of Household Holding an Interest in the Organization Conducting Business with the School and the Nature of the Interest

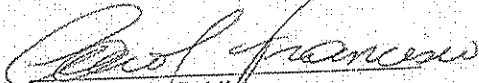


 Signature

7/15/09

 Date

Subscribed and sworn to before me this 15th day of July, 2009



 Notary Public

CAROL FRANCISCO
 NOTARY PUBLIC, STATE OF NEW YORK
 NO. 01FR6195335
 QUALIFIED IN BRONX
 COMMISSION EXPIRES ON OCT. 20, 2012

Section V

NEW YORK STATE EDUCATION DEPARTMENT

Disclosure of Financial Interest by a Charter School Trustee
Annual Report 2008-09

Name (print) MIGUEL PENA
Name of Charter School FAMILY LIFE ACADEMY CHARTER SCHOOL
Charter Entity _____
Home Address _____
Business Address _____
Daytime Phone _____
E-Mail Address _____

1. List all positions held on board (e.g., chair, treasurer, parent representative): PARENT Rep. and SECRETARY

2. Is the trustee an employee of the School? Yes No

3. If you checked Yes, please provide a description of the position you hold and your responsibilities, your salary and your start date.

4. Is the trustee an employee or agent of the management company? Yes No

5. Is the trustee an employee or agent of any institutional partner of the School? Yes No

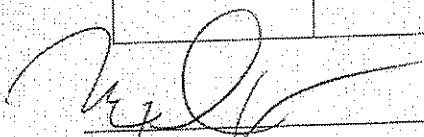
Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school during the time you have served on the board, and in the six month period prior to such service. If there has been no such financial interest or transaction, write none. Please note that if you answered yes to Question 2, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself
N	O	N	E

Family Life Academy Charter School 2008-09 Accountability Plan Progress Report

Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the School and in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the School that is doing business with the School through a management or services agreement, you need not list every transaction between such organization and the School that is pursuant to such agreement. Instead, please identify only the name of the organization, your position in the organization as well as the relationship between such organization and the school. If there was no financial interest, write none.

Organization Conducting Business with the School	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee/ Immediate Family/Member of Household Holding an Interest in the Organization Conducting Business with the School and the Nature of the Interest
N	D	N	E



 Signature

6/19/09

 Date

Subscribed and sworn to before me this 18th day of June, 2009
19th



 Notary Public

MARGARITA RDA
 Notary Public State of New York
 No. 01R06113144
 Qualified in Bronx County
 Commission Expires July 19, 2009
2012

Section V

NEW YORK STATE EDUCATION DEPARTMENT

Disclosure of Financial Interest by a Charter School Trustee
Annual Report 2008-09

Name (print) Rev. Dr. Raymond Rivera
Name of Charter School Family Life Academy Charter School
Charter Entity _____
Home Address _____
Business Address _____
Daytime Phone _____
E-Mail Address _____

1. List all positions held on board (e.g., chair, treasurer, parent representative): Chair, member

2. Is the trustee an employee of the School? ___ Yes No

3. If you checked Yes, please provide a description of the position you hold and your responsibilities, your salary and your start date.

4. Is the trustee an employee or agent of the management company? ___ Yes No

5. Is the trustee an employee or agent of any institutional partner of the School? Yes ___ No

Family Life Academy Charter School 2008-09 Accountability Plan Progress Report

Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school during the time you have served on the board, and in the six month period prior to such service. If there has been no such financial interest or transaction, write none. Please note that if you answered yes to Question 2, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself
9/8/03 - Present	Marilyn Calo, Principal on FLACS payroll.	I do not vote or participate in board decisions regarding the principal Marilyn Calo, third party process for rental agreement and payment thereof.	Spouse

Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the School and in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the School that is doing business with the School through a management or services agreement, you need not list every transaction between such organization and the School that is pursuant to such agreement. Instead, please identify only the name of the organization, your position in the organization as well as the relationship between such organization and the school. If there was no financial interest, write none.

Organization Conducting Business with the School	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee/ Immediate Family/Member of Household Holding an Interest in the Organization Conducting Business with the School and the Nature of the Interest
Latino Pastoral Action Center (LPAC)	Rental of facility	\$400,000.00 annual rental	myself / Raymond Rivera

Raymond Rivera
Signature

7/15/09
Date

Subscribed and sworn to before me this 15th day of JULY, 2009

Carol Francisco
Notary Public

CAROL FRANCISCO
NOTARY PUBLIC, STATE OF NEW YORK
NO. 01FR619335
QUALIFIED IN BRONX
COMMISSION EXPIRES ON OCT 20, 2012

Section V

NEW YORK STATE EDUCATION DEPARTMENT

Disclosure of Financial Interest by a Charter School Trustee
Annual Report 2008-09

Name (print) Catherine Rodriguez

Name of Charter School Family Life Academy Charter School

Charter Entity _____

Home Address _____

Business Address _____

Daytime Phone _____

E-Mail Address _____

1. List all positions held on board (e.g., chair, treasurer, parent representative): Parent Representative, Member

2. Is the trustee an employee of the School? Yes No

3. If you checked Yes, please provide a description of the position you hold and your responsibilities, your salary and your start date.

Part-time Parent Engagement Coordinator - plan and coordinate parent workshops and meetings \$25 per hour. Sept 09.

4. Is the trustee an employee or agent of the management company? Yes No

5. Is the trustee an employee or agent of any institutional partner of the School? Yes No

Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school during the time you have served on the board, and in the six month period prior to such service. If there has been no such financial interest or transaction, write none. Please note that if you answered yes to Question 2, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest. (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself
None	None	None	None

Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the School and in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the School that is doing business with the School through a management or services agreement, you need not list every transaction between such organization and the School that is pursuant to such agreement. Instead, please identify only the name of the organization, your position in the organization as well as the relationship between such organization and the school. If there was no financial interest, write none.

Organization Conducting Business with the School	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee/ Immediate Family/Member of Household Holding an Interest in the Organization Conducting Business with the School and the Nature of the Interest
none	none	none	none

Carleen Rodery
Signature

7/15/09
Date

Subscribed and sworn to before me this 15th day of July, 2009

Carol Francisco
Notary Public

CAROL FRANCISCO
NOTARY PUBLIC, STATE OF NEW YORK
NO. 01FR6195335
QUALIFIED IN BRONX
COMMISSION EXPIRES ON OCT. 20, 2012

Section V

NEW YORK STATE EDUCATION DEPARTMENT
Disclosure of Financial Interest by a Charter School Trustee
Annual Report 2008-09

Name (print) THOMAS J. REARDON
Name of Charter School FAMILY LIFE ACADEMY CHARTER SCHOOL
Charter Entity - AS ABOVE -
Home Address _____
Business Address _____
Daytime Phone _____
E-Mail Address _____

1. List all positions held on board (e.g., chair, treasurer, parent representative): MEMBER / TRUSTEE
LAST TWO YEARS - MEMBER OF FINANCE COMMITTEE

2. Is the trustee an employee of the School? ___ Yes No

3. If you checked Yes, please provide a description of the position you hold and your responsibilities, your salary and your start date.

4. Is the trustee an employee or agent of the management company? ___ Yes No N/A

5. Is the trustee an employee or agent of any institutional partner of the School? ___ Yes No

Family Life Academy Charter School 2008-09 Accountability Plan Progress Report

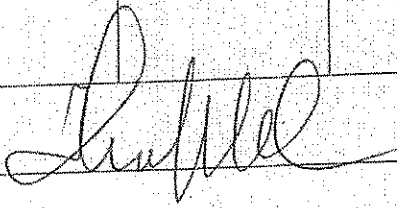
Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school during the time you have served on the board, and in the six month period prior to such service. If there has been no such financial interest or transaction, write none. Please note that if you answered yes to Question 2, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself
1999-2007	INVOLVED IN DISCUSSIONS/ LEASE NEGOTIATIONS FOR RENTAL AGREEMENTS ON SPACE WHILE AN EMPLOYEE OF LPA C. (LANDLORD AND CHARTER SPONSOR)	DID NOT VOTE OR BECOME INVOLVED IN DIRECT NEGOTIATIONS	-SELF-

Family Life Academy Charter School 2008-09 Accountability Plan Progress Report

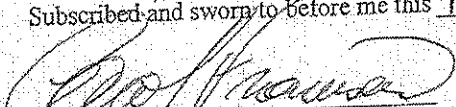
Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the School and in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the School that is doing business with the School through a management or services agreement, you need not list every transaction between such organization and the School that is pursuant to such agreement. Instead, please identify only the name of the organization, your position in the organization as well as the relationship between such organization and the school. If there was no financial interest, write none.

Organization Conducting Business with the School	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee/ Immediate Family/Member of Household Holding an Interest in the Organization Conducting Business with the School and the Nature of the Interest
LATINO PASTORAL ACTION CENTER INC	ORIGINAL CHARTER SCHOOL SPONSOR LANDLORD FOR SCHOOL	\$300,000 - \$400,000 IN SPACE RENTAL	SELF


Signature

6/17/09
Date

Subscribed and sworn to before me this 17th day of June, 2009


Notary Public

CAROL FRANCISCO
NOTARY PUBLIC, STATE OF NEW YORK
NO. 01FR6195335
QUALIFIED IN BRONX
COMMISSION EXPIRES ON OCT. 20, 2012

SECTION V

Trustee Disclosure Forms

NEW YORK STATE EDUCATION DEPARTMENT

**Disclosure of Financial Interest by a Charter School Trustee
Annual Report 2008-09**

Name (print) KARIN WEEKES
Name of Charter School Family Life Academy Charter School
Charter Entity _____
Home Address _____
Business Address _____
Daytime Phone _____
E-Mail Address _____

1. List all positions held on board (e.g., chair, treasurer, parent representative): _____

2. Is the trustee an employee of the School? ___ Yes No

3. If you checked Yes, please provide a description of the position you hold and your responsibilities, your salary and your start date.

4. Is the trustee an employee or agent of the management company? ___ Yes No

5. Is the trustee an employee or agent of any institutional partner of the School? ___ Yes No

Family Life Academy Charter School 2008-09 Accountability Plan Progress Report

Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school during the time you have served on the board, and in the six month period prior to such service. If there has been no such financial interest or transaction, write none. Please note that if you answered yes to Question 2, you need not disclose again your employment status, salary, etc.

<i>Date(s)</i>	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself
7-15-09	None		

Family Life Academy Charter School 2008-09 Accountability Plan Progress Report

Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the School and in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the School that is doing business with the School through a management or services agreement, you need not list every transaction between such organization and the School that is pursuant to such agreement. Instead, please identify only the name of the organization, your position in the organization as well as the relationship between such organization and the school. If there was no financial interest, write none.

Organization Conducting Business with the School	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee/ Immediate Family/Member of Household Holding an Interest in the Organization Conducting Business with the School and the Nature of the Interest
None			

K. W. Keo _____ 7-15-09
 Signature Date

Subscribed and sworn to before me this 15th day of July 2009

Carol Francisco
 Notary Public

CAROL FRANCISCO
 NOTARY PUBLIC, STATE OF NEW YORK
 NO. 01FR6195335
 QUALIFIED IN BRONX
 COMMISSION EXPIRES ON OCT. 20, 2012

Section VI



Family Life Academy Charter School

2008-2009 School Year Calendar

School starts September 8, 2008 and ends June 24, 2009

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

JULY 2008

19 days of instruction
Summer School
from 6/30 -7/30

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

AUGUST

5 days of Staff Development
from 8/25

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

SEPTEMBER

17 days of instruction
Holiday - Labor day
5 days of Staff Development
0 days of Saturday School

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

OCTOBER

21 full days of instruction
1 half day - PD
1 Holiday - Columbus Day
0 days of Saturday School

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

NOVEMBER

16 full days of instruction
Staff Development/ No School
3 Holiday - Veterans Day & Thanksgiving Recess
2 days of Saturday School

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

DECEMBER

15 full days of instruction
2 half day -PD
half day- PT Conference
6 Holiday - Winter Break
from 12/24-1/2
3 days of Saturday School

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

JANUARY 2009

19 days of instruction
3 Holidays
2 days of Saturday School

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

FEBRUARY

14 full days of instruction
1 half day - PD
6 Holiday - Midwinter Break
2 days of Saturday School

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

MARCH

20 full days of instruction
2 1 half day - PT Conference
1 half day- PD
3 days of Saturday School

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

APRIL

15 full days of instruction
1 half day
6 Holiday - Spring Break
0 days of Saturday School

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

MAY

19 full days of instruction
1 half day - PD
1 Holiday - Memorial Day
0 days of Saturday School

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

JUNE

14 days of instruction
4 3 half day - PD
1 half day - PT Conference
0 days of Saturday School

Legend:

	Regular School Day /Días de Escuela Regular, start time 8:15 a.m., end time 3:30 p.m.
	Holiday-School closed / Dia festivo Escuela cerrada
	Staff Development Day / Entrenamiento Maestras
	1/2 Day, 1st Friday of every month for PD, PT Conference / Medio dia Conferencia PT
	Not Part of School Year / No parte del calendario escolar
	Parent Curriculum Orientation Night / Orientacion del currículo para los padres
	Administrative Clean up and closing for end of year
	Saturday School

Regular School Day /Días de Escuela Regular, start time 8:15 a.m., end time 3:30 p.m.
 Holiday-School closed / Dia festivo Escuela cerrada
 Staff Development Day / Entrenamiento Maestras
 1/2 Day, 1st Friday of every month for PD, PT Conference / Medio dia Conferencia PT
 Not Part of School Year / No parte del calendario escolar
 Parent Curriculum Orientation Night / Orientacion del currículo para los padres
 Administrative Clean up and closing for end of year
 Saturday School

After school Institute
TBD

Total days of instruction 182
 Total days of Staff Development 10
 Total School Days 192



Family Life Academy Charter School

2009-2010 School Year Calendar

School starts September 8, 2009 and ends June 23, 2010

S	M	T	W	T	F	S
	29	30	1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	1

JULY 2009
 19 days of instruction
 2 days of Summer School from 6/29 - 7/30
 10 Kindergarten Summer Institute 7/13 - 7/24

S	M	T	W	T	F	S
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

AUGUST
 6 days of Staff Development from 8/25

S	M	T	W	T	F	S
30	31	1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

SEPTEMBER
 17 days of instruction
 1 Holiday - Labor day
 4 days of Staff Development
 4 days of Saturday School

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

OCTOBER
 20 full days of instruction
 1 half day - PD
 1 Holiday - Columbus Day
 4 days of Saturday School

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

NOVEMBER
 17 full days of instruction
 Staff Development/ No School
 3 Holiday - Veterans Day & Thanksgiving Recess
 4 days of Saturday School

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

DECEMBER
 14 full days of instruction
 3 half day - PD
 1 half day - PT Conference
 6 Holiday - Winter Break from 12/24-1/2
 4 days of Saturday School

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

JANUARY 2009
 19 days of instruction
 2 Holidays
 4 days of Saturday School

S	M	T	W	T	F	S
31	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

FEBRUARY
 14 full days of instruction
 1 half day - PD
 5 Holiday - Midwinter Break
 4 days of Saturday School

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

MARCH
 18 full days of instruction
 2 1 half day - PT Conference
 1 half day - PD
 3 Holiday - Midwinter Break
 4 days of Saturday School

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

APRIL
 19 full days of instruction
 1 half day
 3 Holiday - Spring Break
 4 days of Saturday School

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

MAY
 19 full days of instruction
 1 half day - PD
 1 Holiday - Memorial Day
 4 days of Saturday School

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

JUNE
 14 days of instruction
 3 half day - PD
 1 half day - PT Conference
 4 days of Saturday School

Legend:

	Regular School Day / Dias de Escuela Regular, start time 8:15 a.m., end time 3:30 p.m.
	Holiday - School closed / Dia festivo Escuela cerrada
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	Administrative Clean up and closing for end of year
	Saturday School

Regular School Day / Dias de Escuela Regular, start time 8:15 a.m., end time 3:30 p.m.
 Holiday - School closed / Dia festivo Escuela cerrada
 Staff Development Day / Entrenamiento Maestras
 1/2 Day, 1st Friday of every month for PD, PT Conference / Medio dia Conferencia PT
 Not Part of School Year / No parte del calendario escolar
 Parent Curriculum Orientation Night / Orientacion del curriculum para los padres
 Administrative Clean up and closing for end of year
 Saturday School

Total days of instruction 182
 Total days of Staff Development 12
 Total School Days 194

After school Institute
 TBD

Statement of Changes to Educational Program and Organizational Structure

Family Life Academy Charter School plans to open in fall 2009 as a K-6 school, and in the subsequent years as a K-7 and K-8 consistent with the application we submitted to the Charter School Institute and the New York State board of Regents.

In anticipation of the expansion to grade 6 for fall 2009, we have contracted for the following additional staff members:

- Two sixth grade teachers
- One additional teaching assistant
- One guidance counselor
- One science specialist

FLACS has also modified its lease arrangement with the Latino Pastoral Action Center to increase its space usage. For 2009-2010, FLACS will have 2 additional classroom spaces and 3 additional meeting spaces. The space required for grade 6 is ready for immediate occupancy, while additional spaces will be under construction in anticipation of the added grades.

Although we had 41 students in grade 5, we are pleased that 39 students have chosen to remain at FLACS for the additional year.

Family Life Academy Charter School 2008-09 Accountability Plan Progress Report

Teacher's Name	Room #	Teaching Assignment (Grades/Subjects)	Type of Certification	Certification Issue Date	Certification Expiration Date	Years Teaching Experience Prior to This Year	Years Teaching Experience at This School Prior to This Year	Highly Qualified (Yes or N/A)
Christopher Beirne	112	Kindergarten	Childhood Education (1-6)	2/1/2005	1/31/2010	4	3	Yes
Monica Broadhead	102	Asst. Ed. Admin	Pre K, Kinder, & 1 - 6	2/1/2007	Permanent	8	6	Yes
Katie Castrillo	Prof Dev 501	Instructional Coach Fifth Grade	Pre K, Kinder, & 1 - 6	9/1/2007	Permanent	8	6	Yes
Tarina Cobb ⁴						9	5	
Damaris Colon	SETTS	Special Education	Childhood Ed (1-6) & Students w disabilities (1-6)	9/1/2008	8/31/2013	0	0	Yes
Jamilet Colon	111	Kindergarten				8	5	
Shavonka Dupree	SETTS	Special Education	Pre K, Kinder, 1 - 6 & Special Ed	9/1/2007	Permanent	8	6	Yes
Renee Edwards ⁵	521	Fifth Grade			1/31/09	7	5	
Gessenia Fuentes	ESL	ESL	Childhood Education (1-6)	9/1/2006	Professional	7.5	7.5	Yes
Nancy Jimenez	101	First Grade	Childhood Education (1-6)	9/1/2004	8/31/2009	5	4	Yes
Liza Mendel ⁶	Lab	Science				7	5	
Beatriz Padilla	ESL	ESL	ESOL Initial Certificate	2/1/2007	1/31/2012	4	2	Yes
Donya Redwood	301	Third Grade	Pre K, Kinder, & 1 - 6	9/1/2005	Permanent	7	5	Yes
Alyssa Reyes	121	First Grade	Childhood Education (1-6)	9/1/2006	8/31/2011	2	2	Yes
Catherine Reyes	421	Fourth Grade	Childhood Education (1-6)	9/1/2006	8/31/2011	5	1	Yes
Johanna Rivera	401	Fourth Grade	Childhood Education (1-6)	9/1/2008	8/31/2013	0	0	Yes
Emilene Rodriguez	321	Third Grade	ESOL Initial Certificate	9/1/2005	8/31/2010	2	1	Yes
Pat Swain ⁷	Lab	Computer/Technology	Childhood Education (1-6)	9/1/2004	8/31/2009	8	4	Yes
Beatrice Tinio ⁸	221	Second Grade				3	0	
Renee Willemsem-Goode	Prof Dev	Fifth Grade	Pre K, Kinder, & 1 - 6	9/1/2008	Permanent	5	3	Yes
Kevin Wyman ⁹	Gym	Physical Education				6	5	
Christa Zaldivar	201	Second Grade	Literacy (Birth - 6)	2/1/2009	Professional	5	5	Yes
Manuel Zaldivar	201	Math Instructional Coach	Childhood Education (1-6)	9/1/2007	8/31/2012	5	5	Yes

⁴ Passed all tests - will complete course work on 8.04/09 - CUNY submitting certification application

⁵ Completing last credits - will submit certification application.

⁶ Passed all tests - will complete course work in September - CUNY submitting certification application

⁷ Sent in all PD info to have certification reissued with new expiration date

⁸ Passed all tests - completing course work - will submit certification application.

⁹ Completed all course work - taking remaining test during September administration.

Statement of Assurances

Our signatures below attest that all of the information contained herein is truthful and accurate, and that this charter school is in compliance with all aspects of its charter, and with all pertinent Federal, State, and local laws, regulations, and rules. We understand that if any information in any part of this report is found to have been deliberately misrepresented, that will constitute grounds for the revocation of our charter.

Marilyn Cato [Signature]
Print Name, Head of Charter School Signature and Date

Subscribed and sworn to before me this 15 day of June, 2009.

Carmen M. Heskey
Notary Public

CARMEN HESKEY
NOTARY PUBLIC, STATE OF NY
QUALIFIED IN BRONX COUNTY
LICENSE #01HE6151609
COMMISSION EXPIRES 8/21/2010

Edmond J. Gaffney [Signature]
Print Name, President, Board of Trustees Signature and Date

Subscribed and sworn to before me this 15 day of June, 2009.

Carmen M. Heskey
Notary Public

CARMEN HESKEY
NOTARY PUBLIC, STATE OF NY
QUALIFIED IN BRONX COUNTY
LICENSE #01HE6151609
COMMISSION EXPIRES 8/21/2010