

# Accountability Plan Progress Reports for the 2007-08 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 3<sup>rd</sup> through 8<sup>th</sup> grade, science tests to the 4<sup>th</sup> and 8<sup>th</sup> grades, and social studies tests to the 5<sup>th</sup> and 8<sup>th</sup> 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**

**2007-08**

**ACCOUNTABILITY PLAN  
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

July, 2008

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Marilyn Calo and Martin Wolpoff prepared this 2007-08 Accountability Progress Report on behalf of the school's board of trustees:

**Student Assessment Data  
New York State Assessment Results  
Grades 3 – 8 ELA and Math  
2006-07 Annual Report**

**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
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
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
2007-08												
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
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

**Grade K-5 NYESLAT Results**

Year of Test	KG				Grade 1				Grade 2				Grade 3				Grade 4				Grade 5			
	B	I	A	P	B	I	A	P	B	I	A	P	B	I	A	P	B	I	A	P	B	I	A	P
2007-08																								
2006-07																								
2005-06																								

**Student Assessment Data**

**2007-08**

Name of Charter School: Family Life Academy Charter School

Name of Test: SED ELA

Subtest: \_\_\_\_\_

<b>Grade</b>	<b>Date of Test (DOT)</b>	<b># Enrolled in Grade on DOT</b>	<b># Absent on Grade on DOT</b>	<b># Exempted in Grade by IEP</b>	<b># Exempted in Grade by ELL Status</b>	<b># Students Assessed in Grade</b>	<b>Score</b> <i>(Indicate Type of Score, e.g., NCE)</i>	<b>Qualitative Level and Percent Attaining*</b>	<b>Other **</b>
3	January 2007	47	0	0	0	47	Level 3 & 4	56.9%	
4	January 2007	46	0	0	0	46	Level 3 & 4	68.2%	
5	January 2007	42	0	0	0	42	Level 3 & 4	78.6%	

\*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.”

## Student Assessment Data 2007-08

Name of Charter School: Family Life Academy Charter School

Name of Test: SED Math

Subtest: \_\_\_\_\_

<b>Grade</b>	<b>Date of Test (DOT)</b>	<b># Enrolled in Grade on DOT</b>	<b># Absent on Grade on DOT</b>	<b># Exempted in Grade by IEP</b>	<b># Exempted in Grade by ELL Status</b>	<b># Students Assessed in Grade</b>	<b>Score</b> <i>(Indicate Type of Score, e.g., NCE)</i>	<b>Qualitative Level and Percent Attaining*</b>	<b>Other **</b>
3	March 2008	51	0	0	0	51	Level 3 & 4	88.2	
4	March 2008	43	0	0	0	43	Level 3 & 4	90.7	
5	March 2008	42	0	0	0	42	Level 3 & 4	90.5	

\*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.”

## Student Assessment Data 2007-08

Name of Charter School: Family Life Academy Charter School

Name of Test: SED Science

Subtest: \_\_\_\_\_

<b>Grade</b>	<b>Date of Test (DOT)</b>	<b># Enrolled in Grade on DOT</b>	<b># Absent on Grade on DOT</b>	<b># Exempted in Grade by IEP</b>	<b># Exempted in Grade by ELL Status</b>	<b># Students Assessed in Grade</b>	<b>Score</b> <i>(Indicate Type of Score, e.g., NCE)</i>	<b>Qualitative Level and Percent Attaining*</b>	<b>Other **</b>
4	May 2008	<b>Data</b>	<b>Not</b>	<b>Available</b>	0		Level 3 & 4		

\*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.”

## Student Assessment Data 2007-08

Name of Charter School: Family Life Academy Charter School

Name of Test: SED Social Studies

Subject: \_\_\_\_\_

<b>Grade</b>	<b>Date of Test (DOT)</b>	<b># Enrolled in Grade on DOT</b>	<b># Absent on Grade on DOT</b>	<b># Exempted in Grade by IEP</b>	<b># Exempted in Grade by ELL Status</b>	<b># Students Assessed in Grade</b>	<b>Score</b> <i>(Indicate Type of Score, e.g., NCE)</i>	<b>Qualitative Level and Percent Attaining*</b>	<b>Other **</b>
3									
4									
5	November 2007	42				42	Level 3 & 4	90.5	

\*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.”

**Student Assessment Data  
2007-08**

Name of Charter School: Family Life Academy Charter School

Name of Test: NYSESLAT

Subtest: \_\_\_\_\_

<b>Grade</b>	<b>Date of Test (DOT)</b>	<b># Enrolled in Grade on DOT</b>	<b># Absent on Grade on DOT</b>	<b># Exempted in Grade by IEP</b>	<b># Exempted in Grade by ELL Status</b>	<b># Students Assessed in Grade</b>	<b>Score</b> <i>(Indicate Type of Score, e.g., NCE)</i>	<b>Qualitative Level and Percent Attaining*</b>	<b>Other **</b>
3		Data	Not	Available					
4		Data	Not	Available					
5		Data	Not	Available					

\*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.”

**FAMILY LIFE ACADEMY – Accountability Plan**

<b>Subject</b>	<b>Absolute Proficiency</b>	<b>Comparative Proficiency</b>	<b>Value Added</b>
<b>ELA</b>	<ul style="list-style-type: none"> <li>• Each year, 75 percent of 3<sup>rd</sup> – 5<sup>th</sup> graders who are enrolled in at least their second year will perform at or above Level 3 on the New York State ELA examination.</li> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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</li> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• 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</li> </ul>
<b>Math</b>	<ul style="list-style-type: none"> <li>• Each year, 75 percent of 3<sup>rd</sup> – 5<sup>th</sup> graders who are enrolled in at least their second year will perform at or above Level 3 on the New York State Mathematics examination.</li> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• 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</li> <li>• 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.</li> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> </ul>

<p><b>Science</b></p>	<ul style="list-style-type: none"> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> </ul>	
<p><b>Social Studies</b></p>	<ul style="list-style-type: none"> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> </ul>	

<b>Table 1: FLACS School Board Organization</b>	
<b>Trustee's Name</b>	<b>Board Position</b>
<b>1. Francisco Lugovina</b>	<b>Board Chair Committees: Accountability, Finance</b>
<b>2. Edmund Gafney</b>	<b>Vice-chair, Committee: Accountability</b>
<b>3. Miguel Peña</b>	<b>Secretary,</b>
<b>4. Pedro Alvarez</b>	<b>Treasurer Committee: Finance</b>
<b>5. Leticia Mercado</b>	
<b>6. Rev. Raymond Rivera</b>	<b>Committee: Nominating</b>
<b>7. Thomas Reardon</b>	<b>Committee: Finance</b>
<b>8. James Brodick</b>	<b>Committee: Accountability</b>
<b>9. Diana Colon</b>	
<b>10. Catherine Rodriguez</b>	
<b>11. Mimi Fortunato</b>	
<b>12. Marilyn Calo</b>	<b>Principal, non-voting member, Committee: Finance</b>

## INTRODUCTION

The vision of the Trustees of the Family Life Academy Charter School (FLACS) remains as it was at the time of its original application for the school's charter; to establish an environment and an educational opportunity that allows students to transcend and rise above the historical context of our local schools. During these last years, since the 2003 selection of its current principal, we have reinforced our belief in that vision. We see FLACS rapidly becoming a top quality Charter School and are pleased by the growth in student achievement as evidenced by improving scores.

FLACS will continue to serve students who submit timely applications, are qualified for admission to a public school under the laws of the State of New York and are chosen through our open lottery. Cognizant of the demographics of New York City's South Bronx, FLACS was conceived in the belief that the majority of its students would be coming from low income, English language learner (ELL) families whose native language is Spanish. FLACS also anticipates enrolling English proficient students, and others who speak in languages other than Spanish. FLACS has already attracted a large number of ELL African and Caribbean immigrant children.

Over the last five years, the school has demonstrated increasing academic success; having far exceeded all but one of the academic targets set by the Charter School Institute (CSI). FLACS' target is to have at least 75% of our students scoring at proficiency in ELA, Mathematics, Science and Social Studies. In 2008, 90.4% of our students were at proficiency in Mathematic, 90.5% in Social Studies and, although The State Education Department has not released any scores of Science, we anticipate scores similar to our 2007 scores of 85% at proficiency. In addition, in 2007 the school was recognized by the State Education Commissioner as a "High Performing/Gap Closing School." ELA is the one area in which we still need to make further progress. We note that in 2008 the 5<sup>th</sup> grade met the target (78.6%), by scoring 67.2% schoolwide, we continue to demonstrate annual growth. This may be understood in the context of FLACS having the largest population (by number and percentage) of English as a Second Language (ESL) students of any NYS charter school.

Under the leadership of our current Principal, a series of initiatives were introduced that had significant impact on FLACS' educational program. 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-5 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 began and continue with:

- Recognition that English language learners require intense programs in both oral proficiency and cognitive academic language proficiency. The school implemented an adapted 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).
- 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.
- Selection and implementation of research-based programs. 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 *Horizons* for social studies.
- Use of appropriate 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-weekly data meetings with our data specialist; weekly professional development and half-day sessions held on the 1<sup>st</sup> Friday of each month; the establishment of a professional learning community; and the efforts of our Instructional Leadership Team (ILT). 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. Additionally, all of our curricula have components and/or kits for ELL, intervention, special needs and enrichment/advanced 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, as well as the *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.
- 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 (2<sup>nd</sup> grade is using *New York State C.O.A.C.H.*) for English language arts and mathematics. Science and social studies test preparation materials include use of prior years' test samples and materials provided through Harcourt-Brace. In addition, we use the Kaplan *Achievement Planner* to provide teachers with information on possible gaps in their students' subject content understanding.
- 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, FLACS revised its staffing structure and placed greater emphasis on internal professional development, as opposed to an over-reliance on consultants. We have also encouraged those non-certified staff members to earn certification. While we are still seeking to fill some vacancies, we anticipate entering the 2008-2009 academic year with only two uncertified classroom teachers, which is within the state compliance guidelines. Both teachers have proven records of performance at FLACS and are completing master's degree programs at the City University of New York. The remainder of the faculty will consist of "highly qualified" certified teachers.
- Participation in school-generated program for developing interim tests. This includes curriculum-mapping through use of tools created by Heidi Hayes Jacobs and teacher-developed test questions aligned to state standards and are similar to state assessments. Through the PICCS program we will also be engaged with Performance Pathways for curriculum mapping. In 2008 we extended our relationship with the New York City Center for Charter School Excellence for developing these interim assessments.
- 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 compensation incentives for improved student performance, includes the implementation of Peer Reviews, data driven decision making, and curriculum mapping. Elements of PICCS that are anticipated for fold-out this year include initiation of 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 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.

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 93.9% exceeding last year's average attendance of 93.7. This is significant given an underlying problem of parents taking their children back to their home countries for extended visits.
- 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 IT, 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 new data specialist, to be supported by the data network to be established under PICCS, 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 biweekly 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 will implement a testing 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.

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 for “at-risk” K-2 students serving under FLACS staff supervision. This program runs in conjunction with our regular after school-program and supplements our summer school instruction.

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 will continue into the 2008 – 2009 school year. We will maintain our annual science fair 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.

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.

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

**Table 2: School Enrollment by Grade Level and School Year**

School Year	K	1	2	3	4	5	Total
2003-04	50	47	47	46			190
2004-05	50	50	47	53	41		241
2005-06	49	52	46	49	51	42	289
2006-07	52	47	45	45	48	43	280
2007-08	52	57	44	53	44	46	296

## 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 3<sup>rd</sup> through 5<sup>th</sup> 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, 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 and a year-long book study on strategies for meeting the needs of second language learners.

Instructional coaches support the literacy program by modeling, observing, providing feedback and offering differentiated instructional strategies. We also have a multi-tiered intervention program that takes place three days a week for October through May. This program takes place three-days per week as part of the literacy component with groups being no larger than 20 students. In the after school hours, and during the summer, we provide targeted assistance for identified students.

#### 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 3<sup>rd</sup> through 5<sup>th</sup> grades in January 2008. 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.

**Table 3: 2007-08 State English Language Arts Exam Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested <sup>1</sup>			Total Enrolled
		IEP	ELL	Absent	
3	51	0	0	0	51
4	44	0	0	0	44
5	42		0	0	42
All	137				137

**Results**

Each year the students of FLACS demonstrated continuing growth and gotten closer to meeting the target of 75% scoring at levels 3 and 4. In fact, this year grade 5, both for all students and for students studying at FLACS for more than one year, have exceeded the target. Illustrative of this shift, we note that there have been fewer students scoring at levels 1 and 2 as we have increased the percent of students scoring in levels 3 and 4.

**Table 4: Charter School Performance on 2007-08 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	43.1	59.9	3.9	56.9	59
	Students in At Least 2 <sup>nd</sup> Year	0	45.5	50.0	4.5	54.5	44
4	All Students	4.6	27.3	65.9	2.3	68.2	44
	Students in At Least 2 <sup>nd</sup> Year	4.8	26.2	66.7	2.4	69.0	42
5	All Students	2.4	19.0	76.2	2.4	78.6	42
	Students in At Least 2 <sup>nd</sup> Year	2.6	17.9	76.9	2.6	79.5	39
All	All Students	2.2	30.7	64.2	2.9	67.2	137
	Students in At Least 2 <sup>nd</sup> Year	2.4	30.4	64.0	3.2	67.2	125

**Evaluation**

FLACS is proud that its student population includes the largest number and percentage of English language learners. While we have effectively implemented the “Trophies” program, we have also implemented our own adaptation of the research-based Sheltered English Immersion model for ELLs. These adaptations draw from program models such as *Specially Designed Academic Instruction in English* (SDAIE) and *English for Students of Other Languages* (ESOL). Thus, we note that in addition to getting closer each year to the school’s target, we take pride in noting that the percent of students scoring in levels 3 and 4 increases for each successive grade and that the students in the 5<sup>th</sup> grade exceeded the target.

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

## Additional Evidence

Grade	Percent of Students Enrolled in At Least Their Second Year at Levels 3 and 4									
	2003-04		2004-05		2005-06		2006-07		2007-08	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3					24.0	24	59.0	39	54.5	44
4			44.1	34	62.5	40	63.0	46	69.0	42
5					55.1	29	57.1	42	79.5	39
All					53.8	93	59.8	127	67.2	125

The table above provides further evidence of the continued growth of FLACS students to achieving the 75% target for percent of students scoring at levels 3 and 4.

<b>Goal 1: Absolute Measure</b>
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.

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 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 2007-08 is 133. 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

Although FLACS students have not yet reached the 75% goal, each of the past three years, FLACS has met the NY State Commissioner's AMO target for advancing to NCLB goal. We note again how there has been a decrease in the percent of students scoring at levels 1 and 2 as there has been an increase in levels 3 and 4. However, FLACS recognizes the need to put greater emphasis on having more students score at level 4.

Grades	Percent of Students at Each Performance Level				Number Tested
	Level 1	Level 2	Level 3	Level 4	
3-5	2.9	31.4	62.9	2.9	137

$$\text{PI} = 163$$

## Evaluation

FLACS has met the AMO target.

## Additional Evidence

Year	Grades <sup>2</sup>	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

### 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

In 2005-2006, FLACS began to demonstrated greater scoring results than those of district 9. While again acknowledging that FLACS has still not met its 75% target for all grades, with each succeeding year, FLACS has shown greater margins of advance over the district's results. We also note again that, while district 9 scores are relatively flat between the grades, FLACS scores show greater success with each succeeding year.

Grade	Percent of Students at Levels 3 and 4			
	Family Life Academy In At Least 2 <sup>nd</sup> Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	58.8	51	40.9	2,946
4	68.2	44	42.5	2,822
5	78.6	42	48.4	2,804
All	<b>67.1</b>	137	<b>43.9</b>	8,572

### Evaluation

<sup>2</sup> 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.

With the exception of the fifth grade, FLACS students did not meet the 75% target. However it met the comparative goal of exceeding the performance of district 9.

### Additional Evidence

The following chart demonstrates again how FLACS has begun to out-perform district 9 and in the past two years has extended the differences in all of the grades.

Grade	Percent of Charter School Students Enrolled in At Least Second Year and All District Students at Levels 3 and 4									
	2003-04		2004-05		2005-06		2006-07		2007-08	
	FLACS	Local District	FLACS	Local District	FLACS	Local District	FLACS	Local District	FLACS	Local District
3					24.0	45.1	59.0	38.9	56.8	41.0
4			37.5	XX	62.5	44.8	63.0	40.1	68.2	42.5
5					55.1	37.1	57.1	32.9	78.6	48.5
All						42.1		37.3	67.1	43.9

### Goal 1: 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 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 2007-08 analysis is not yet available. This report contains 2006-07 results, the most recent ones available.

### Results

FLACS has demonstrated a major shift in student performance and achievement using the regression analysis developed by CSI. For the 2004-2005 school year, FLACS was identified as being "lower than expected to a large degree." In 2005-2006 FLACS results crossed the trend line so that it was identified as being "higher than expected to a small degree." And last year, 2006-2007, FLACS was identified as being "higher than expected to a large degree."

**Table 10: 2006-07 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		46	58.7	43.3	15.4	1.01
4		48	64.6	43.5	21.1	1.41
5		43	55.8	43.2	12.6	0.80
All	93.8	137	59.9	43.3	16.5	1.08

### School's Overall Comparative Performance

Regression analysis scores for 2007-2008 are not yet available. But, given FLACS' increase in scores, we would expect to maintain our latest designation

### Evaluation

In 20004-2005 FLACS did not meet its predicted target. However, in each of the two succeeding years, FLACS has exceeded the predicted scores.

### Additional Evidence

As of this writing, the state has not released the results for 2007-2008. FLACS anticipates that, based on prior results, our scoring will once aging exceed the predicted target.

School Year	Grades	Percent Eligible for Free Lunch	Number Tested	Actual	Predicted	Effect Size
2004-05	3-5	93.8		37.5	51.2	-0.89
2005-06	3-5	93.8		50.4	42.6	7.8
2006-07	3-5	93.8		59.9	43.3	1.08
2007-08	3-5					

### 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 2007-08 and also have a state exam score in 2006-07. It includes students who repeated the grade. 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 2007-08. If a cohort had already achieved 75 percent proficient in 2006-07, 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

FLACS student cohorts made the target of reducing by at least one-half the difference between their scores in 2007 and their scores in 2008.

**Table 12: Cohort Growth on State English Language Arts Exam from 2006-07 to 2007-08**

Grade	Cohort Size	Percent at Levels 3 and 4			Target Achieved
		2006-07	Target	2007-08	
4	33	66.6	70.8	72.7	YES
5	42	64.2	69.6	76.2	YES
All	75	65.3	70.2	74.7	YES

**Evaluation**

Both cohorts meet their targets as all of the grades move closer to meeting the overall target of 75% at levels 3 and 4.

**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.

**Table 13: 2007-08 English Language Arts Performance of Charter School and Comparison Schools by Grade Level**

Grade	Percent of Charter School Students Enrolled in At Least Their Second Year and All Students in Comparison Schools							
	FLACS		PS 28		PS 55		PS 64	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	58.8	51	48.6	107	35.1	94	32.3	161
4	68.2	44	39.4	104	28.3	106	33.5	167
5	78.6	42	52.1	167	44.4	99	40.9	137
All	<b>67.1</b>	137	47.6	378	33.3	315	35.3	465

**Results**

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

**Evaluation**

Target achieved.

**Summary of the English Language Arts Goal**

FLACS continues to make progress toward meeting its absolute target of 75% of its students reading at proficiency levels 3 and 4. As it has been noted the scores improve for each succeeding grade giving rise to the belief that as ELL students become more proficient in English, their State ELA scores also improve. FLACS continues to meet all of its absolute NCLB targets and is a school in good standing. While we await the results of the regression analysis, which are not yet available, FLACS notes that we have achieved all comparative and growth targets. We note that we anticipate meeting the regression analysis target as well.

<b>Table 14: Summary of English Language Arts Goals</b>		
<b>Type</b>	<b>Measure</b>	<b>Outcome</b>
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at or above Level 3 on the New York State examination.	Did Not Achieve for grades 3 and 4 Achieved for grade 5
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.	Not Yet Available
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 (optional)	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	Achieved

### **Action Plan**

FLACS intends to continue using its *Trophies*-based curriculum with the recognition that there is still need for improvement. For 2008-2009, 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 the 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 for Professional Learning Communities at Work, as well as possible others.
2. Pacing Calendars – Based on data obtained, 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 and data analysis experiences dictate. Place greater emphasis on the development of the 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, teachers 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 collegial roles to become more effective, reflective and action oriented.
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 – English Language Learners, in particular, but all students need to develop stronger writing skills by developing a menu of writing opportunities. While it is almost tautological to state that students who read become better readers, it can also be said 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-2 students (R.E.A.D)

## 8. 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 3<sup>rd</sup> through 5<sup>th</sup> 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 and a book analysis year-long seminar on strategies for meeting the needs of second language learners.

Instructional coaches support the mathematics program by modeling, observing, providing feedback and offering differentiated instructional strategies. This program, from January to May, takes place in the after school hours during which we provide targeted assistance 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 3<sup>rd</sup> through 5<sup>th</sup> grade in January 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.

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.

Grade	Total Tested	Not Tested <sup>3</sup>			Total Enrolled
		IEP	ELL	Absent	
3	50				50
4	43				43
5	42				42
All	135				135

## Results

FLACS students continue to demonstrate proficiency in mathematics. Each year FLACS results have become stronger. In each of the grades, however, the results for students at the school for less than one year are slightly higher than the scores for students in at least their second year. Two notes need to be made. First, that the “n” for newer students is very low and second that by growing reputation FLACS appears to be attracting a stronger pool of students into its lottery.

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	11.8	80.4	7.8	88.2	51
	Students in At Least 2 <sup>nd</sup> Year	0.0	13.6	81.8	4.5	<b>86.4</b>	44
4	All Students	2.3	7.0	76.7	14.0	90.7	43
	Students in At Least 2 <sup>nd</sup> Year	2.4	7.3	75.6	14.6	<b>90.2</b>	41
5	All Students	2.4	7.1	83.3	7.1	90.5	42
	Students in At Least 2 <sup>nd</sup> Year	2.6	7.7	84.6	5.1	<b>89.7</b>	39
All	All Students	1.5	8.8	80.1	9.6	89.7	136
	Students in At Least 2 <sup>nd</sup> Year	1.6	9.7	80.6	8.1	<b>88.7</b>	124

## Evaluation

FLACS has made the target for each grade. Although we have minimized the number of students scoring in level 1 and greatly increased the percent of students in level 3, here too we recognize the need to help more students achieve scores in level 4.

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

**Additional Evidence**

Each succeeding year has seen stronger performance in mathematics.

**Table 17: Mathematics Performance by Grade Level and School Year**

Grade	Percent of Students Enrolled in At Least Second Year at Levels 3 and 4									
	2003-04		2004-05		2005-06		2006-07		2007-08	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3					62.2	37	87.2	39	88.2	51
4			58.0	34	76.2	42	77.8	45	90.7	43
5					56.3	32	85.7	42	90.5	42
All					65.8	111	83.3	126	89.7	136

**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 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 2007-08 is 102. 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**

FLACS students continue to strongly exceed the NY State Commissioner’s AMO target. As will be noted later, FLACS’ PI scores have been stronger each succeeding year.

**Table 18: Calculation of 2007-08 Mathematics Performance Index (PI)**

Grades	Percent of Students at Each Performance Level				Number Tested
	Level 1	Level 2	Level 3	Level 4	
3-5	1.5	8.8	80.1	9.6	89.7
<b>PI =</b>					<b>188</b>

**Evaluation**

This target, as will all targets associated with mathematics, have been met and exceeded.

**Additional Evidence**

FLACS continues to minimize the percent of students scoring at level 1. The percent of students in level 3 continues to grow. However, we note the need to assist more of our students for scoring in level 4.

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

### 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

Although district 9 has done well with student performance in grade 3, it has not made the strides in all grades as FLACS has done.

Grade	Percent of Students at Levels 3 and 4			
	Charter School Students In At Least 2 <sup>nd</sup> Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	86.4	44	80.9	2,420
4	90.2	41	68.4	1,974
5	89.7	39	64.6	1,846
All	<b>88.7</b>	124	<b>72.0</b>	6,240

### Evaluation

FLACS continues to meet and exceed the 75% target.

## Additional Evidence

Grade	Percent of Charter School Students Enrolled in At Least Second Year and All District Students at Levels 3 and 4									
	2003-04		2004-05		2005-06		2006-07		2007-08	
	FLACS	Local District	FLACS	Local District	FLACS	Local District	FLACS	Local District	FLACS	Local District
3					68.9	60.8	89.4	70.5	86.4	80.9
4			50.0		78.7	68.4	77.8	60.3	90.2	52.3
5					56.3	38.2	85.7	47.5	89.7	64.6
All					65.8	55.7	83.3	59.4	88.7	65.9

As noted earlier, FLACS shows continuing growth and strength in students demonstrating proficiency in mathematics. The school has out-performed district 9 for each grade and each year since 2005-2006.

### 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 2007-08 analysis is not yet available. This report contains 2006-07 results, the most recent ones available.

### Results

FLACS has demonstrated a major shift in student performance and achievement using the regression analysis developed by CSI. For the 2004-2005 school year, FLACS was identified as being "lower than expected to a large degree." In 2005-2006 FLACS results crossed the trend line so that it was identified as being "higher than expected to a large degree." And last year, 2006-2007, FLACS was again identified as being "higher than expected to a large degree."

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		46	89.1	72.2	17.0	0.97
4		47	78.7	62.7	16.0	0.95
5		43	83.7	57.5	26.2	1.29
All	93.8	136	83.8	64.3	19.6	1.06

**School's Overall Comparative Performance:**

Regression analysis scores for 2007-2008 are not yet available. But, given FLACS' increase in scores, we would expect to maintain our latest designation

**Evaluation**

In 20004-2005 FLACS did not meet its predicted target. However, in each of the two succeeding years, FLACS has exceeded the predicted scores.

**Additional Evidence**

As of this writing, the state has not released the results for 2007-2008. FLACS anticipates that, based on prior results, our scoring will once aging exceed the predicted target.

School Year	Grades	Percent Eligible for Free Lunch	Number Tested	Actual	Predicted	Effect Size
2004-05	3-5			43.9	73.8	-2.2
2005-06	3-5			69.0	54.2	14.8
2006-07	3-5			83.8	64.3	1.06
2007-08	3-5					

**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 2007-08 and also have a state exam score in 2006-07. It includes students who repeated the grade. 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 2007-08. If a cohort had already achieved 75 percent proficient in 2006-07, 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

Since FLACS scores exceed the 75% target, the question is whether FLACS scores grew from the previous year. FLACS cohorts met this target.

Grade	Cohort Size	Percent at Levels 3 and 4			Target Achieved
		2006-07	Target	2007-08	
4	32	90.6	90.7	90.6	NO
5	42	83.3	84.4	92.9	YES
All	74	86.5	86.6	91.9	YES

## Evaluation

The target was met for the “All,” as well as for the 5<sup>th</sup> grade cohort. The 4<sup>th</sup> grade cohort, although far exceeding the 75% target, maintained its 90.6% score of students at levels 3 and 4.

### Goal 1: Optional Measure

Each year, the percent of students performing at or above Level 3 on the State Mathematics 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.

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	86.4	44	94.4	107	87.5	112	79.9	159
4	90.2	41	69.6	115	66.1	109	63.0	165
5	89.7	39	60.0	180	86.0	100	72.7	143
All	<b>88.7</b>	124	71.9	402	79.8	321	71.7	467

**Results:** FLACS continues to out-perform the similar schools in mathematics. However, it appears that several of the grades within two of the schools out-performed the same grade at FLACS. For the third grade, PS 28 had 94.4% and PS 55 had 87.5% of their students at levels 3 and 4, while FLACS had 86.4%. In the 4<sup>th</sup> grade, FLACS students out performed the other three schools by approximately 50%. For the 5<sup>th</sup>

grade, PS 55 came close, scoring 86.0 as compared to FLACS' 89.7, but the other school lagged by about 20%. For the schools as a whole, FLACS out-performed the similar schools by approximately 29%.

**Evaluation**

Although there is some evidence of progress in the similar schools' assessment results, FLACS continues to put-perform the neighboring schools.

**Summary of the Mathematics Goal**

Mathematics is still an area of strength for students at FLACS. Almost 90% of our students score at proficiency or better. A goal for the 2008-2009 school year will be to both continue the minimalization of the number of students scoring in levels 1 and 2 and to help students to score in growing numbers of students to score at level 4.

<b>Table 26: Summary of Mathematics Goals</b>		
<b>Type</b>	<b>Measure</b>	<b>Outcome</b>
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at 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 for grades 4 and 5 and for grade 3 at one of the schools
Comparative	Each year, the school will exceed its predicted level of performance on the State exam by at least a small Effect Size.	Not Yet Known
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.	All Grades Exceeded 75%. The Grade 5 cohort met the target, the grade 4 cohort maintained its score of 90.6%
Comparative (optional)	Each year, the percent of students performing at or above Level 3 on the State Mathematics 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.	Achieved the target in 10 out of 12 instances

**Action Plan**

FLACS intends to continue using its *Saxon Math*-based curriculum. While we are pleased that students have met and exceeded the progress report target, we wish to see all of our students 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 instruction and alternate strategies for differentiating instruction. 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 Saxon Math program. There

will be continued emphasis on the needs of ELL students and the adaptation based on data analysis to drive instruction. We have contracted with one nationally known consultant to focus professional development on alternative instructional strategies and higher order thinking skills.

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.
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, learners and collaborators to ensure rapid and strategic interventions.
5. Fast ForWord – Although perceived as a literacy program, Fast ForWord requires students to follow directions, learn sequencing skills and do mental exercises. These and other activities assist in the development of mathematical skills.
6. Real Life Mathematical Applications – Work with students to develop applications within a “real world” context. Have students challenge each-other.
7. For 2008-2009 we will begin use of the Momentum Math program that will supplement Saxon Math and assist teachers in preparing students for higher order mathematics.

## SCIENCE

### Goal 3: Science

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

### Background

Classroom science instruction is supported by a science lab teacher in a designated science lab.

**Science results have not been provided by the New York State Education Department**

### 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 the 4<sup>th</sup> grade in spring 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

The State Education Department has not yet released any scores

Grade	Population	Percent at Each Performance Level					Number Tested
		Level 1	Level 2	Level 3	Level 4	Level 3/4	
4	All Students						
	Students in At Least 2 <sup>nd</sup> Year						

### Evaluation

The State Education Department has not yet released any scores

### Additional Evidence

The State Education Department has not yet released any scores

Grade	Percent of Students Enrolled in At Least Second Year at Levels 3 and 4									
	2003-04		2004-05		2005-06		2006-07		2007-08	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
4			44.0	47	83.4	41	85.1	47		

**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 scores

Grade	Percent of Students at Levels 3 and 4			
	Charter School Students In At Least 2 <sup>nd</sup> Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
4				
8				

**Evaluation**

The State Education Department has not yet released any scores

**Additional Evidence**

The State Education Department has not yet released any scores

Grade	Percent of Charter School Students Enrolled in At Least Second Year and All District Students at Levels 3 and 4									
	2003-04		2004-05		2005-06		2006-07		2007-08	
	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District
4										

**Summary**

The State Education Department has not yet released any scores

<b>Table 31: Summary of Science Goals</b>		
<b>Type</b>	<b>Measure</b>	<b>Outcome</b>
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at or above Level 3 on the New York State examination.	Achieved/ Did Not Achieve
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/ Did Not Achieve

**Action Plan**

The State Education Department has not yet released any scores

## 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 5<sup>th</sup> grade in November 2007. 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 90.5% of all students and 89.7% of students at FLACS in at least their second year scoring at proficiency.

Grade	Population	Percent at Each Performance Level					Number Tested
		Level 1	Level 2	Level 3	Level 4	Level 3/4	
5	All Students	4.8	4.8	88.1	2.4	90.5	42
	Students in At Least 2 <sup>nd</sup> Year	5.1	5.1	87.2	2.6	89.7	39

### 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). For the second year FLACS has met and exceeded the target and improved in the succeeding year.

<b>Table 33; Social Studies Performance by Grade Level and School Year</b>										
Grade	Percent of Students Enrolled in At Least Second Year at Levels 3 and 4									
	2003-04		2004-05		2005-06		2006-07		2007-08	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
5	NA		NA		51.2		85.1		90.5	42

**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 district not available.

<b>Table 34: 2007-08 State Social Studies Exam Charter School and District Performance by Grade Level</b>				
Grade	Percent of Students at Levels 3 and 4			
	Charter School Students In At Least 2 <sup>nd</sup> Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
5	89.7	39	NA	NA

**Evaluation**

School district data is not available.

<b>Table 35: Social Studies Performance of Charter School and Local District by Grade Level and School Year</b>										
Grade	Percent of Charter School Students Enrolled in At Least Second Year and All District Students at Levels 3 and 4									
	2003-04		2004-05		2005-06		2006-07		2007-08	
	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District
5	DNA	NA		NA	56.6	NA	81.4	NA	89.7	NA

**Data not available**

**Summary**

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). For the second year FLACS has met and exceeded the target and improved in the succeeding year.

<b>Type</b>	<b>Measure</b>	<b>Outcome</b>
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at 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

**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 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

Write the school's Accountability Plan NCLB goal here.

### 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 2007-2008 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

**NCLB Status by Year**

Year	Status
2003-04	Good Standing
2004-05	Good Standing
2005-06	Good Standing
2006-07	Good Standing
2007-08	Good Standing

# Family Life Academy Charter School

## School Calendar

# 2007-2008

School starts on September 4 for all students and ends June 26, 2008

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 2007**

days of Summer School from 7/9 - 8/2

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	26
26	27	28	29	30	31	

**AUGUST**

5 days of Staff Development from 8/27

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**

16 days of instruction  
 1 Holiday - Labor day  
 3 days of Staff Development  
 1 half day - PD  
 2 days of Parent Curriculum

S	M	T	W	T	F	S
	1	2	3	4	5	9
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**

22 full days of instruction  
 1 half day - PD  
 1 Holiday - Columbus  
 3 days of Saturday Academy

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**

18 full days of instruction  
 2 half days - 1 half - PD  
 1 half day - PT Conference  
 1 day of Staff Development  
 3 Holiday - Veterans Day & Thanksgiving Recess

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

**DECEMBER**

15 full days of instruction  
 1 half day - PD  
 3 days of Saturday Academy  
 6 Holiday - Winter Break from 12/26 to 01/02

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 2008**

21 days of instruction  
 2 New Year & Martin Luther King Jr

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	

**FEBRUARY**

15 full days of instruction  
 2 half days - PD  
 5 Holiday - Midwinter Break

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  
 1 half day - PD  
 1 Holiday - Good Friday

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**

17 full days of instruction  
 1 half days  
 7 Holiday - Spring Break

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**

20 full days of instruction  
 1 day of Staff Development/No School for Children  
 1 Holiday - Memorial Day

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**

19 days of instruction  
 3 half day - PD  
 1 half day - PT Conference

Legend:

Light Blue	Regular School Day /Dias de Escuela Regular; start time 8:15 a.m., end time 3:30 p.m.
Pink	Holiday-School closed / Dia festivo Escuela cerrada
Dark Blue	Staff Development Day / Entrenamiento Maestras
Yellow	1/2 Day, 1st Friday of every month for PD, PT Conference / Medio dia Conferencia PT
White	Not Part of School Year / No parte del calendario escolar
Purple	Parent Curriculum Orientation Night / Orientacion del curriculo para los padres
Green	Kindergarten Parent Orientation-Aug./Orientacion para los padres de Kinder-Agosto
Orange	Administrative Clean up and closing for end of year
Light Blue	Saturday Academy

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 curriculo para los padres  
 Kindergarten Parent Orientation-Aug./Orientacion para los padres de Kinder-Agosto  
 Administrative Clean up and closing for end of year  
 Saturday Academy

Total days of instruction 183  
 Total days of Staff Development 10

**Total School Days 193**

After school Institute

Total Holiday Days 23

**Charter School Teacher Attrition Rates  
2007-08**

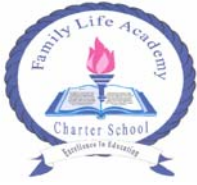
<b>Grade</b>	<b>Teachers</b>	<b>July</b>	<b>Aug.</b>	<b>Sept.</b>	<b>Oct.</b>	<b>Nov.</b>	<b>Dec.</b>	<b>Jan.</b>	<b>Feb.</b>	<b>Mar.</b>	<b>Apr.</b>	<b>May</b>	<b>June</b>	<b>Total</b>
<b>Kdg.</b>	# Employed	2	2	2	2	2	2	2	2	2	2	2	2	24
	# Leaving													0
	% Attrition													
<b>1<sup>st</sup></b>	# Employed	2	2	2	2	2	2	2	2	2	2	2	2	24
	# Leaving													0
	% Attrition													
<b>2<sup>nd</sup></b>	# Employed	2	2	2	2	2	2	2	2	2	2	2	2	24
	# Leaving													0
	% Attrition													
<b>3<sup>rd</sup></b>	# Employed	1	1	2	2	2	2	2	2	2	2	2	2	22
	# Leaving													0
	% Attrition													
<b>4<sup>th</sup></b>	# Employed	1	1	2	2	2	2	2	2	2	2	2	2	22
	# Leaving													0
	% Attrition													
<b>5<sup>th</sup></b>	# Employed	2	2	2	2	2	2	2	2	2	2	2	2	24
	# Leaving													0
	% Attrition													

**Charter School Student Attrition Rates  
2007-08**

<b>Grade</b>	<b>Enrollment</b>	<b>July</b>	<b>Aug.</b>	<b>Sept.</b>	<b>Oct.</b>	<b>Nov.</b>	<b>Dec.</b>	<b>Jan.</b>	<b>Feb.</b>	<b>Mar.</b>	<b>Apr.</b>	<b>May</b>	<b>June</b>	<b>Total</b>
<b>Kdg.</b>	# Enrolled	52	52	52	52	51	51	51	51	50	50	50	50	612
	# Leaving				1				1					2
	% Attrition				.019				.019					.003
<b>1<sup>st</sup></b>	# Enrolled	57	57	57	55	54	53	53	53	53	52	52	52	648
	# Leaving			2	1	1				1				5
	% Attrition			.035	.018	.018				.018				.007
<b>2<sup>nd</sup></b>	# Enrolled	44	44	44	42	42	41	41	41	41	41	41	41	503
	# Leaving			2		1								3
	% Attrition			.045		.023								.005
<b>3<sup>rd</sup></b>	# Enrolled	53	53	53	53	51	51	51	51	50	49	49	49	613
	# Leaving				2				1	1				4
	% Attrition				.037				.019	.020				.006
<b>4<sup>th</sup></b>	# Enrolled	44	44	44	44	44	44	44	43	43	43	43	43	523
	# Leaving							1						1
	% Attrition							.022						.001
<b>5<sup>th</sup></b>	# Enrolled	46	46	46	46	43	43	43	43	43	43	43	42	527
	# Leaving				3							1		4
	% Attrition				.065							.023		.007

## Statement of Changes to the School's Educational Program and Organizational Structure

1. Organizational Changes
  - a. A new person has been identified to serve as data specialist
  - b. The current data specialist will serve as special projects coordinator
  - c. Collaborative teams based on the Professional learning Communities model
  - d. Use of the first Friday afternoon of each month for professional development
  - e. Restructuring of the operations team
  - f. Identification of a new parent Coordinator
  - g. Identification of a consultant for resource development
  
2. Curriculum
  - a. Continued use of the Fast ForWord program
  - b. Use of the New York state C.O.A.C.H program for second graders
  - c. Use of the Terra Nova assessment for grades K-3 only
  - d. Use of common grade-level assessments
  - e. Grade-level teams will develop joint subject lesson plans
  - f. Year 2 implementation of the PICCS program – including peer review
  - g. Implementation of an interim assessment program
  - h. Implementation of a curriculum mapping program modeled after the work of Heidi Hayes Jacobs
  
3. Governance
  - a. Continuation of the activities of the Accountability Committee
  - b. Set-up a resource development committee
  - c. Continuation of the school reporting structure
  - d. Development of a three-year plan
  - e. Attraction of new Board members with expanded areas of background and expertise



# Family Life Academy Charter School

## Faculty Organizational Chart 2007-2008

**Principal  
Marilyn Calo**

**Assistant Educational  
Administrator  
Monica Broadhead**

<b>Instructional Coach</b>	<b>Instructional Coach</b>
<b>Katie Castrillo</b>	<b>Manuel Zaldivar</b>

<b>Special Education SETSS Teacher / Coordinator</b>	<b>Data Specialist (PT)</b>
<b>Shavoncka Dupree</b>	<b>Martin Wolpoff</b>

<b>Kindergarten Teacher Jamilet Colón</b>
<b>Teaching Assistant Sofia Caquias</b>

<b>Kindergarten Teacher Gessenia Fuentes</b>
<b>Teaching Assistant Liza Burgos</b>

<b>1st Grade Teacher Nancy Jimenez</b>
<b>Teaching Assistant Jessica Morales</b>

<b>1st Grade Teacher Christopher Beirne</b>
<b>Teaching Assistant Elizabeth Medina</b>

<b>2nd Grade Teacher Christa Zaldivar</b>
<b>Teaching Assistant Charles Fick</b>

<b>2nd Grade Teacher Alyssa Reyes</b>
<b>Teaching Assistant Giselle Vasquez-Jones</b>

**3rd Grade Teacher  
Donya Redwood**

**Teaching Assistant  
Christal Crute**

**3rd Grade Teacher  
Emilene Rodriguez**

**Teaching Assistant  
Araliza Lopez**

**4th Grade Teacher  
Tarina Cobb**

**Teaching Assistant  
Gloriluz Pagan**

**4th Grade Teacher  
Catherine Reyes**

**Teaching Assistant  
Angela Perez**

**5th Grade Teacher  
Renee Willemsen-Goode**

**Teaching Assistant  
Laura Soto Martinez**

**5th Grade Teacher  
Renee Edwards**

**Teaching Assistant  
Magdalena Torres**

**ESL Teacher  
Beatrice Mendez**

**ESL Teaching Assistant  
Beatrice Tinio**

**SETSS Teacher - PT  
Maureen Kemp**

**Science Lab Teacher  
Liza Mendel**

**Computer Lab Teacher  
Pat Swain**

**Music Specialist (PT)  
Teaching Assitant/Fast  
ForWord (PT)  
Andre Plaskett**

**Gym Teacher  
Kevin Wyman**

**Art Specialist (PT)  
Julio Pinargote**

**Foreign Language  
Spanish Specialist K-5 (PT)  
Mariel Cornelio**

**Data Specialist Assistant (PT)  
Operations Assistant (PT)  
Marcos Virula**

**Operations**

**Executive Assistant  
Ruth Caraballo**

**Fiscal Officer  
Michael Stolberg**

**Operations Manager  
Carmen Heskey**

**Operations Assistant  
Jessica Toro**

**Pupil Accounting Secretary  
Sandra Flores**

**Family Assistant (PT)  
Lourdes Mariel Cornelio**

**Receptionist  
Gina Marti**

**Clerical Assistant  
Laura Velez**

**School Safety Officer / School Aide  
Victor Rodriguez**

**Custodial Support (AM)  
Maria Quiñones**

**Custodial Support (PM)  
Marcelino Bravo**

**Food Services Support  
Maria Ventura / Francis Perez (PT)**

**DISCLOSURE OF FINANCIAL INTEREST  
BY A CHARTER SCHOOL TRUSTEE<sup>4</sup>**

<p><b>FOR INSTITUTE USE ONLY</b></p> <p><b>FILING FOR SCHOOL YEAR:</b> _____</p> <p><b>DATE RECEIVED:</b> _____</p>
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- Name of charter school: FAMILY LIFE ACADEMY CHARTER SCHOOL
- Trustee's name (print): \_\_\_\_\_
- Position(s) on board (e.g., chair, treasurer, committee chair, etc.): \_\_\_\_\_
- Home address: \_\_\_\_\_
- Business Address: \_\_\_\_\_
- Daytime phone: \_\_\_\_\_
- E-mail: \_\_\_\_\_
- Is Trustee an employee of the school? \_\_\_Yes. \_\_\_No. If you checked yes, please provide a description of the position you hold, your salary and your start date.  
\_\_\_\_\_
- Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members have held or engaged in with the charter school during the prior school year. If there has been no such financial interest or transaction, please *write "None."* Please note that if you answered yes to Question 8, you need not disclose again your employment status, salary, etc.

<b>Date(s)</b>	<b>Nature of Financial Interest/Transaction</b>	<b>Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)</b>	<b>Identity of Person Holding Interest or Engaging in Transaction (e.g., you and/or immediate family member (name))</b>
<i>Please write "None" if applicable. Do not leave this space blank.</i>			

- Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit

<sup>4</sup> Form Revised May 24, 2006

organization, or other organization or group of people doing business with the charter school *and* in which such entity, during the preceding school year, you and/or your immediate family member(s) 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 entity and the school that is pursuant to such agreement; rather, please identify only the name of the entity, your position in the entity as well as the relationship between such entity and the charter school. If there was no financial interest, please *write "None."*

<b>Entity Conducting Business with the School</b>	<b>Nature of Business Conducted</b>	<b>Approximate Value of the Business Conducted</b>	<b>Name of Trustee and/or Immediate Family Holding an Interest in the Entity Conducting Business with the School and the Nature of the Interest</b>	<b>Steps Taken to Avoid Conflict of Interest</b>
<i>Please write "None" if applicable. Do not leave this space blank.</i>				

\_\_\_\_\_  
*Signature*

\_\_\_\_\_  
*Date*

**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 Calo**  
**Print Name, Head of Charter School**

\_\_\_\_\_  
**Signature and Date**

\_\_\_\_\_  
**Notary Public Signature and Seal**

**Edmund Gaffney**  
**Print Name, President, Board of Trustees**

\_\_\_\_\_  
**Signature and Date**

\_\_\_\_\_  
**Notary Public Signature and Seal**