

Accountability Plan Progress Reports for the 2005-06 School Year

Reader's Guide

SUNY Authorized Charter Schools and Accountability

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 the 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 their annual reporting requirements **all SUNY authorized charter schools must submit an Accountability Plan Progress Report which, from their vantage point, addresses each of the goals and outcome measures contained in their Accountability Plans.** 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 exam. Each year the state administers ELA and math tests to grades 3-8, science tests to grades 4 and 8, and social studies tests to grades 5 and 8.

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

ACCOUNTABILITY PLAN PROGRESS REPORT, 2005-06

The Family Life Academy Charter School (FLACS) completed its fifth year of operation in 2005-06 as a K – 5 school. In 2006, it was granted a two-year extension on its charter.

Introduction

During the 2005 – 2006 academic year, the Family Life Academy Charter School (FLACS) implemented many instructional and administrative changes. This past year we also extended implementation of the Trophies literacy series and the Saxon math program and began use of the Harcourt-Brace Horizons Social Studies Program. We initiated a revised organizational structure; shedding classroom co-teachers for a teacher/teacher-assistant model. Staff development was highlighted by turn-key presentations by staff members who attended retreats and conferences, in-house presentations and best practices demonstration lessons based on observations by the instructional team and principal. These efforts were buttressed by coaching and in-classroom support from our Instructional Team. As peer staff developers, the instructional team set the infrastructure for staff self-evaluation and reflection and effective implementation of our instructional program. We also had consultants who provided external evaluation and support in areas such as working with Second Language Learners and math instruction. To expand our staff development efforts, we have adopted a program of afternoon student dismissal on the first Friday of each month. Teachers receive targeted support in areas of teacher and/or school need.

These efforts have been augmented by the appointment of a data specialist who has raised staff consciousness to the continuing need to review and use formative data to drive instructional decisions. These decisions include the grouping of students based on student-specific needs for additional support and/or opportunities for enrichment. Data that have been reviewed and charted were derived from standardized assessments, publisher-provided chapter/unit tests and classroom evaluations. We have continued to use the Terra Nova, ECLAS and DRA as assessment tools. In reevaluating the benefits derived from multiple, often overlapping assessments, we decided to drop use of DIBELS and replaced it with the Kaplan Achievement Planner program which provides for ongoing student evaluation and feedback through same-day baseline and progress results on assessments in ELA, Math and Science. We have also adopted use of ECLAS-2.

In recognition of our singular position as the charter school with the greatest percent of second language learner students, we have strengthened our Sheltered English Immersion program by continuing to offer ESL support and services and to help students in both language acquisition and ethnic pride. 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 have strengthened our support for students with IEPs and sought to minimize the need for further special education referrals. We have also

established a relationship with the R.E.A.D. Foundation through which we now have one-on-one high school tutors for “at-risk” k-1 students. This program runs parallel to our regular after school-program and supplements our summer school instruction.

Among this year’s high points we include a class project that was accepted by the ThinkQuest New York City technology competition. From over 250 entries, we note that our project, “The Bad Ozone Layer Site,” was selected as a semifinalist. We are proud of the book study group we initiated in which staff members read contemporary education-related materials and share insights as they consider alternative instructional strategies. We are also proud of our “Community Book Project” through which all classes read the same book and engage in grade-appropriate projects that reflect their understanding. Obtained from all classes, projects such as reports, dioramas, and multi-media presentations are displayed in the central entryway area. This year we included a book by Katie Courie, one about Rosa Parks and one about Anne Frank.

FLACS also welcomed visitors and technical experts to share in our pride of our students’ achievements and/or provide programmatic evaluation or staff development opportunities. Included in these groups were the CSI charter renewal evaluation team, the field support team from the Center for Charter Excellence, an educational delegation from the nation of Nigeria, the President of the country of Argentina and various consultants and educators. Staff members have also visited other charter and public schools to exchange ideas and instructional strategies.

At this writing we have the results of the 2006 administration of the State Education Department’s grades 3-5 ELA, math, NYCESLAT and 5th grade social studies assessments. We are still awaiting the official science results. We also have the results from the Terra Nova assessment.

We remain hopeful that the changes we have already made, and those we plan to take for the coming school year, will result in continued increases in student achievement and assessment results.

ACADEMIC PROGRAM

A. English Language Arts

Goal: FLACS students will demonstrate proficiency in critical literacy skills

1. Absolute Proficiency - Required Measure 1

Each year, 75 percent of 3rd – 5th graders who are enrolled in at least their second year will perform at or above Level 3 on the New York State ELA examination.

a. Results

Table 1 – Total percent 3 rd , 4 th and 5 th grade students scoring in performance levels 3 and 4				
Year	2004-2005	2005-2006	2006-2007	2007-2008
Target	75%	75%	75%	75%
Actual	34.8%	50.4%		

b. Evaluation

Although there are questions concerning the applicability of comparing 2004-2005 assessment results with the 2005-2006 results. Part of the concern is derived from the fact that SED/McGraw-Hill modified the scale range for determining performance level. We also note that in 2004-2005 we did not yet have a fifth grade. However, we believe there is still much that can be demonstrated. For 2004-2005, a weighted average was obtained joining the results of the 3rd grade New York City assessment with the results of the 4th grade SED assessment. In comparing the two weighted averages, FLACS students demonstrated a reduction in gap between a actual performance and the 75% target by achieving a near 50% gain in the percent of students scoring at/or above level 3 and that we were able to have over 50% of our students scoring in levels 3 and 4.

2. Absolute Proficiency - Required Measure 2

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.

Table 2 – Percent of 3 rd , 4 th and 5 th grade students scoring in each performance level on the 2005 ELA Assessment.						
Grade	Level 1	Level 2	Level 3	Level 4	Levels 3/4	PI
3	14.7%	44.1	41.2	0	41.2	127
4	12.5%	29.2	58.3	0	58.3	146
5	7.7	43.6	43.6	5.1	48.7	141
Avg Total	12.3	39.4	50.0	3.4	50.4	139
Target					75	122

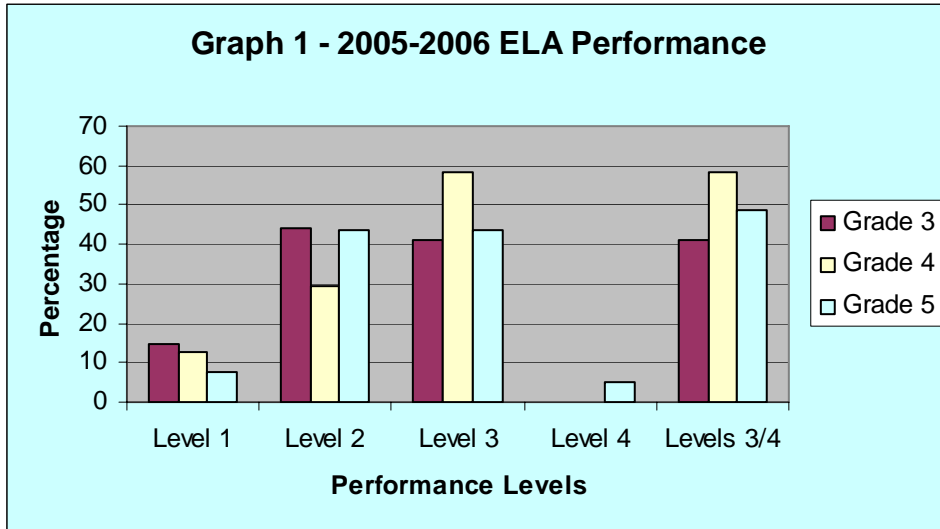


Table 3 – Effective AMO and Actual Performance Index for combined grades 3, 4 and 5.

Year	2004-2005	2005-2006	2006-2007	2007-2008
Target	150	150	N.A	N.A
Effective AMO	116	122		
Actual	109.8	139		

a. Evaluation

The SED Commissioner has issued a state-wide AMO ELA Performance Index (PI) requirement of 122 for all grades. It will be noted that FLACS exceeded the AMO target for all grades and the weighted average for the school as a whole.

3. Comparative Proficiency - Required Measure -1

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.

a. Results

Table 4 – Percent of FLACS 3rd, 4th and 5th grade students scoring at levels 3 and 4 as compared to 3rd, 4th and 5th grade student performance in District 9 schools

Year	2004-2005	2005-2006	2006-2007	2007-2008
FLACS	34.8%	50.4%		
District 9	43.0%	42.2%		

b. Evaluation

Last year FLACS' 3rd grade was within 6/10 of a percent difference of District 9 and lagged behind in grade 4 (FLACS did not have a grade 5). However, this year FLACS is behind only in grade 3 and exceeds District 9 in both the 4th and 5th grades. In the weighted average of the three grades, the percentage of students scoring in levels 3 and 4 is approximately 20% greater than the percent for District 9. Please see Table 6 and Graphs 2 and 3.

4. Comparative Proficiency - Required Measure - 2

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.¹

a. Results

Table 5 – Comparative performance of FLACS students using a regression analysis of similar schools based on all New York State schools.				
Year	2004-2005	2005-2006	2006-2007	2007-2008
FLACS	Lower than expected to a large degree			

b. Evaluation

Data not available

5. Comparative Proficiency - Optional Measure -1

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.

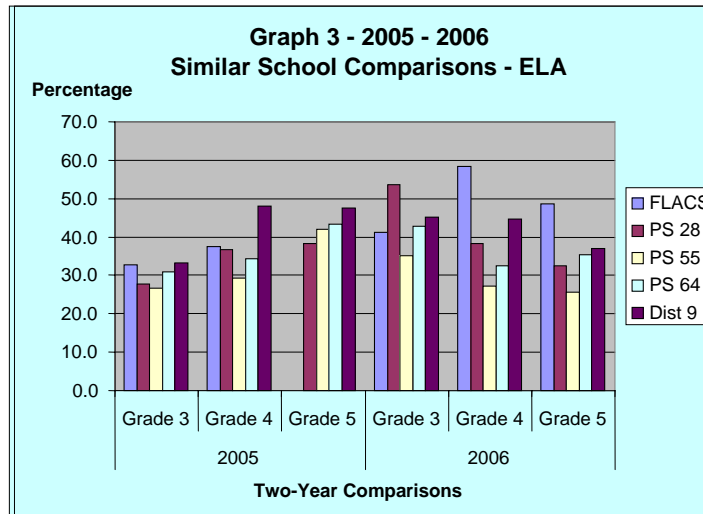
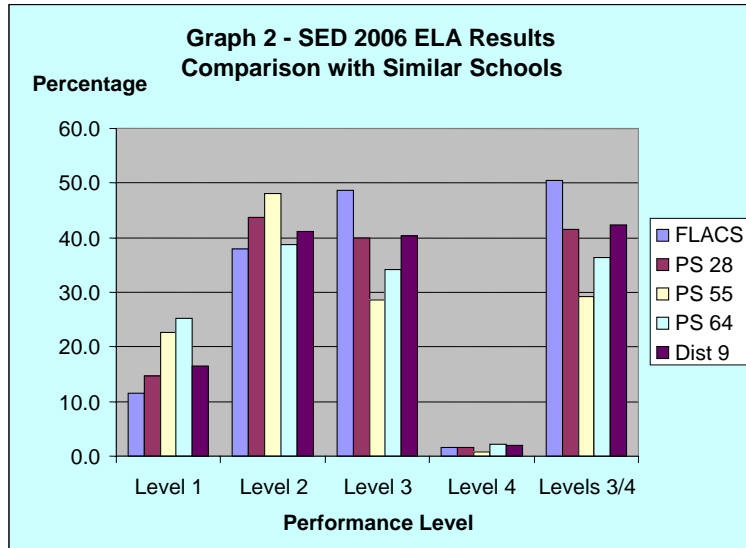
a. Results

Table 6 – Percent of FLACS 3 rd , 4 th and 5 th grade students scoring at levels 3 and 4 as compared to similar schools in CSD 9				
Year	2004-2005	2005-2006	2006-2007	2007-2008
FLACS	34.8%	50.4%		
PS 28	34.8%	41.5%		
PS 55	32.6%	29.2%		
PS 64	37.2%	36.3%		

¹ This complex and fair statistical analysis utilizes demographic and state assessment data, which gives schools an opportunity to see where they stand compared to demographically similar schools across the state. The analysis is conducted by CSI staff and presented to the school for incorporation into the annual Accountability Plan Progress Report.

b. Evaluation

Based on the weighted average for grades 3 – 5 combined, a greater percentage of FLACS students scored in levels 3 and 4 than did the students of the three similar schools. This finding is illustrated by Graph 2 below. However, it is acknowledged that Grade 3 was FLACS’ weakest grade.



6. Value Added - Required Measure - 1

For the 2005-06 school year, grade-level cohorts of students will reduce by one half the gap between their average NCE in the previous spring on the Terra Nova Total Reading Battery, a nationally-normed ELA test, and an NCE of 50 (grade-level) in the current spring. If a grade level exceeds an NCE of 50 in the previous year, the cohort will show an increase in the current year.

a. Results

Table 7– Terra Nova Reading National NCE Scores at FLACS 2004-05 – 2005 – 2006				
Year	Reading/Language Arts*			
	2005	Target	2006	+/- 2005-2006
5th Grade Cohort	45.74	47.87	51.22	8.85
4th Grade Cohort	46.65	48.32	51.87	5.23
3rd Grade Cohort	38.20	44.10	43.29	5.09
2nd Grade Cohort	52.96	>52.96	47.63	-5.35
1st Grade Cohort	37.01	43.51	45.86	8.85

* - As advised by McGraw-Hill, the average of Reading and Language subtests are used to determine a Reading/Language Arts NCE score. Weighted averages were used for this purpose.

b. Evaluation

In a comparison for all students who have current and prior year scores, all FLACS grade cohorts, except for the second grade, demonstrated increases in their NCE Reading/Language Arts subtests on the Terra Nova assessment. In grades 1, 4 and 5 average student scores exceeded their targets. Although grade 3, showed growth, it came close but did not meet its target. Grade 2, as noted, missed its target and showed a decline in scores. In spite of grade 2's performance, it is good to note that scores for grades 4 and 5 exceed 50 NCE score points.

c. Further Evidence

The Terra Nova assessments also provide a raw score and performance level. A cohort analysis of scores from last year's assessment results and the current year provides the following comparisons.

Table 8– Terra Nova Reading/Language Arts Performance Level Comparisons 2004-05 – 2005 – 2006					
Year		Reading/Language Arts			
		2005	2006		
5th Grade Cohort	Level 4	2%	5%	2005 PI	105
	Level 3	27%	32%	2006 PI	115
	Level 2	46%	41%	2005 % at Levels 3/4	29%
	Level 1	24%	22%	2006 % at Levels 3/4	37%
4th Grade Cohort	Level 4	2%	0%	2005 PI	105
	Level 3	27%	47%	2006 PI	133
	Level 2	46%	43%	2005 % at Levels 3/4	29%
	Level 1	24%	10%	2006 % at Levels 3/4	47%

3rd Grade Cohort	Level 4	2%	8%	2005 PI	124
	Level 3	43%	45%	2006 PI	145
	Level 2	34%	39%	2005 % at Levels 3/4	45%
	Level 1	21%	8%	2006 % at Levels 3/4	53%
2nd Grade Cohort	Level 4	24%	11%	2005 PI	156
	Level 3	44%	50%	2006 PI	152
	Level 2	20%	30%	2005 % at Levels 3/4	68%
	Level 1	12%	9%	2006 % at Levels 3/4	61%
1st Grade Cohort	Level 4	NA	13%	2005 PI	
	Level 3	NA	42%	2006 PI	139
	Level 2	NA	29%	2005 % at Levels 3/4	%
	Level 1	NA	15%	2006 % at Levels 3/4	55%%

What is immediately evident from Table 8 is the general shift from students scoring in levels 1/2 moving up to levels 3/4. Although it is not applicable to the Terra Nova assessment, this observation is supported by using the SED's Performance Index. Again, with the exception of grade 2, all grades showed positive movement toward making the Commissioner's target that had been set at 150. Indeed, the percentage of students scoring at levels 3 and 4 has grown for all grades except grade 2. However, grade 2 is the highest scoring grade. We are most interested in evaluating the correlation between ELA and Terra Nova results. But it must be pointed out that, unlike the ELA state test for grades 3-5, in our attempt to get a diagnostic for all students, we did not exempt any ESL students from the assessment. What is interesting is that each younger grade has a greater percentage of students scoring in levels 3 and 4. This may portend the school's continuing and anticipated gain with each succeeding year.

7. Value Added - Required Measure – 2

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.²

² If a grade-level cohort exceeds 75 percent at or above Level 3 in the previous year, the cohort is expected to show at least an increase in the current year.

a. Results

Table 9 – Cohort Growth Analysis on State ELA Assessment 2004 - 2005 through 2007 - 2008

2004-2005 Cohorts		2004-2005	2005-2006	2006-2007	2007-2008
Grade 1	Target			75	
	Actual				
Grade 2	Target		75	58.1	
	Actual		41.2		
Grade 3	Target	75	53.9	66.7	
	Actual	32.7	58.3		
Grade 4	Target	75	56.3		
	Actual	37.5	48.7		
Grade 5	Target				
	Actual				

Data not available

b. Evaluation

This chart is designed to demonstrate how cohorts of students scored on the SED assessment in succeeding years. Grade 3 students, who were in the 4th grade in 2005-2006, met the gap-reduction target. Grade 4 students, who tested as 5th grade students in 2005-2006, reduced their gap, but did not make their target. However, with respect to grade 3 and 4 cohorts, there was a growth in the number of students scoring at levels 3 and 4 by 78% and 30% respectively.

8. Summary

There are two ways to look at the ELA results for FLACS: whether targets were met and how its students performed on the 2006 assessments relative to the performance of other schools. While it is far too early to make any judgments relative the school comparison measure generated by CSI, a look at the performances of similar schools and District 9 is an indicator that FLACS has made progress. FLACS did made the SED AMO target and made strong gains in the other areas measured by the SED assessment. Admitting some weakness in second grade performance, the Terra Nova also shows that student achievement increased and that three grades are above the national average based on NCE scores. In addition, we are pleased to note the decline in the percent of students scoring at level 1 on the state wide assessments.

9. Action Plan

We have noticed that as teachers become more familiar with the logic and intent of the Trophies program, they have become more proficient in its use. More importantly, perhaps as a result of staff development, teachers have begun to translate text into curriculum. They are also more aware of how State standards relate to the material presented and how to better prepare and work with our students. Not enough can be said about the dedication and commitment of those teachers that have been asked to return and those who have joined us this year. FLACS continues to develop and maintain a culture of high expectations for itself and the students it serves.

We have begun to reevaluate how the school is programmed and how to maximize the effectiveness of the time dedicated to classroom instruction and teacher preparation time. With respect to classroom instruction, we reviewed and expanded our curriculum mapping and pacing schedules. We are projecting staff development opportunities, including effective use of the August/September pre-school opening time. In addition to our weekly Monday after-school sessions, we are providing staff development sessions on the afternoons of the first Friday of each month. With respect to teacher preparation time, we are looking at how teachers and the administration have made use of the common preparation periods and how to better involve teachers, the teachers of specials and teacher assistants in planning for classes and individual student needs. As will be discussed later, we are building on our ongoing efforts to establish the school culture of a Professional Learning Community.

In addition to the above, this has been a year in which we placed heavy emphasis on teacher use of data to assess student strengths and weaknesses and to translate that data into effective action plans to help students. This year FLACS began an effort to provide teachers with a meaningful way to evaluate and understand scores and trends. In addition to color-coded charts that identify student performance on state/city assessments and year-to-year NCE analyses on the Terra Nova, this past spring we began a program of collecting and tracking student classroom performance on vendor-developed and teacher-created assessments. We began to conduct bi-weekly meetings during teacher preparation periods specifically called to discuss student-by-student performance, classroom trends and class-to-class comparisons. In conjunction with better authentic assessment strategies, the use of this data augers well for teacher effectiveness and improved student performance.

B. Mathematics

Goal: FLACS students will become proficient in the application of mathematical skills and concepts

1. Absolute Proficiency - Required Measure - 1

Each year, 75 percent of 3rd – 5th graders who are enrolled in at least their second year will perform at or above Level 3 on the New York State Mathematics examination.

a. Results

Table 10 – Total percent 3 rd , 4 th and 5 th grade students scoring in performance levels 3 and 4				
Year	2004-2005	2005-2006	2006-2007	2007-2008
Target	75%	75%	75%	75%
Actual	50%	69%		

b. Evaluation

Based on a weighted average, FLACS made very strong gains in mathematics. Although grade 5 is our weakest grade, grades 3 and 4 almost made the 75% CSI target.

2. Absolute Proficiency - Required Measure - 2

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.

Table 11 – Percent of 3 rd , 4 th and 5 th grade students scoring in each performance level on the 2006 Math Assessment.						
Grade	Level 1	Level 2	Level 3	Level 4	Levels $\frac{3}{4}$	PI
3	6.1%	22.4%	69.4%	2.0%	71.4%	163.9
4	9.8%	15.7%	54.9%	19.6%	74.5%	164.7
5	14.3%	26.2%	50.0%	9.5%	59.5%	145.2
Weighted Average Total	9.9%	21.1%	58.5%	10.5%	69.0	159.1
Target					75	86

Table 12 - Effective AMO and Actual Performance Index for combined grades 3, 4 and 5.				
Year	2004-2005	2005-2006	2006-2007	2007-2008
Target	150	N.A.	N.A	N.A
Effective AMO	127	86		
Actual	136	159		

a. Evaluation

For grades 3 and 4, FLACS students almost made the CSI target of 75%. Indeed, for grades 3 and 4, FLACS exceeded the Commissioner’s Performance Index target, while grade 5 almost met the Commissioner’s target. Thus, it will be noted, that all the grades at FLACS met and exceeded the PI = 86 AMO mathematics target. It is also noted that our younger grades, with greater exposure to our implementation of the Saxon Math program, have exhibited stronger math skills development.

3. Comparative Proficiency - Required Measure – 1

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.

a. Results

Table 13 – Percent of FLACS 3 rd , 4 th and 5 th grade students scoring at levels 3 and 4 as compared to 3 rd , 4 th and 5 th grade student performance in District 9 schools				
Year	2004-2005	2005-2006	2006-2007	2007-2008
FLACS	50.4%	69.0		
District 9	47.6%	50.7		

b. Evaluation

As a school, FLACS has made great progress toward meeting and exceeding the 75% CSI target. Already performing better than District 9 in 2004-2005, the gap in performance widened greatly in FLACS’ favor during this last assessment administration.

4. Comparative Proficiency - Required Measure – 2

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.³

a. Results

Table 14 - Comparative performance of FLACS students using a regression analysis of similar schools based on all New York State schools.				
Year	2004-2005	2005-2006	2006-2007	2007-2008
FLACS	Lower than expected to a large degree			

b. Evaluation

Data not available

5. Comparative Proficiency – Optional Measure – 1

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.

a. Results

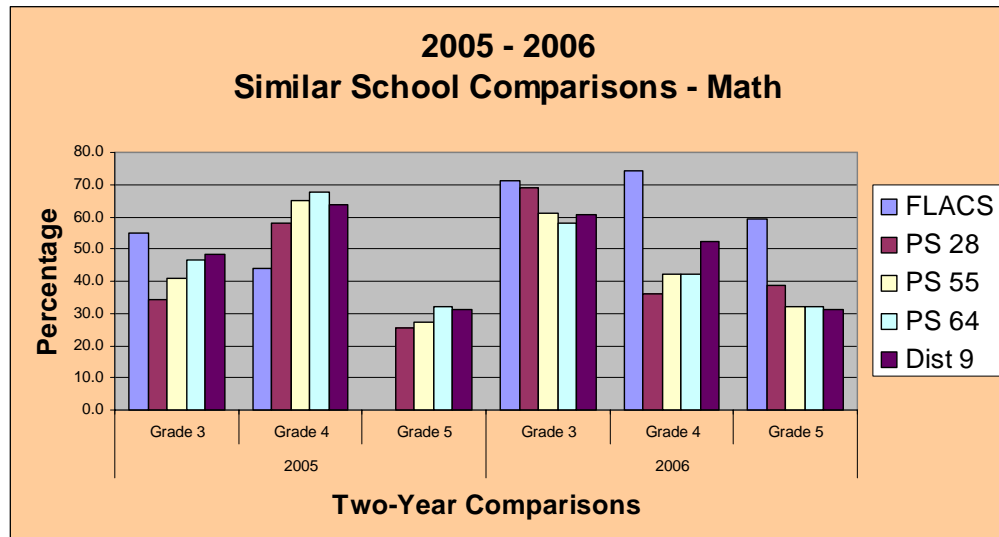
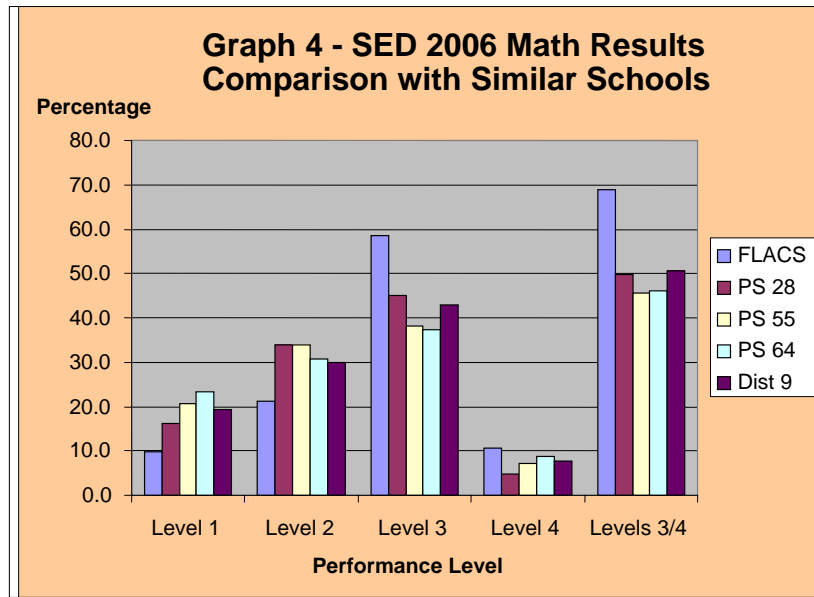
Table 15 – Percent of FLACS 3rd, 4th and 5th grade students scoring at levels 3 and 4 as compared to similar schools in CSD 9				
Year	2004-2005	2005-2006	2006-2007	2007-2008
FLACS	50.4%	69.0		
PS 28	38.5%	49.8		
PS 55	44.7%	45.4		
PS 64	48.0%	46.0		

Data not available

b. Evaluation

Students at FLACS demonstrated better performance than the students at any of the similar schools; both with respect to each grade compared and the school as a whole. This finding is illustrated by Graphs 4 and 5.

³ This complex and fair statistical analysis utilizes demographic and state assessment data, which gives schools an opportunity to see where they stand compared to demographically similar schools across the state. The analysis is conducted by CSI staff and presented to the school for incorporation into the annual Accountability Plan Progress Report.



6. Value Added - Required measure

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.⁴

⁴ If a grade-level cohort exceeds 75 percent at or above Level 3 in the previous year, the cohort is expected to show at least an increase in the current year.

a. Results

Table 16 – Cohort Analysis of Student Growth on SED Mathematics Assessment					
2004-2005 Cohorts		2004-2005	2005-2006	2006-2007	2007-2008
Grade 1	Target			75	
	Actual				
Grade 2	Target		75	73.2	
	Actual		71.4		
Grade 3	Target	75	65.0	75	
	Actual	54.9	74.5		
Grade 4	Target	75	59.5		
	Actual	43.9	59.5		
Grade 5	Target				
	Actual				

b. Evaluation

This chart is designed to demonstrate how of student cohorts scored on the SED assessment in succeeding years. Grade 3 students, who were in the 4th grade in 2005-2006, met the gap-reduction target and narrowly missed the 75% CSI target. Grade 4 students, who tested as 5th grade students in 2005-2006, met the gap-reduction target. Second grade students, who were now tested for the first time in 2005-2006, enter the value-added measurement at a point just below the CSI 75% target.

7. Summary

FLACS students have demonstrated great progress in achievement in mathematics. We see great progress looking at the math results in the same way that we looked at ELA results; whether targets were met and how its students performed on the 2006 assessments relative to the performance of other schools. FLACS students far outperformed the students in similar schools and District 9 as a whole. Further, two grades nearly met the 75% target established by CSI and exceeded the Performance Index target under No Child Left Behind.

8. Action Plan

Our plans for improvement in mathematics mirror our efforts in English language arts. Here too we have noticed that as teachers become more familiar with the logic and intent of the Saxon Math program, they become more proficient in its use. Again, as a result of staff development, teachers have begun to translate text into curriculum, i.e., they are using the text as tools in the presentation and practice of the state learning standards. They are more aware of how the state standards relate to the material presented and how to better prepare and work with our students. FLACS continues to develop and maintain a culture of high expectations for itself and the students it serves.

As with ELA, we have begun to reevaluate how the school is programmed and how to maximize the effectiveness of the time dedicated to classroom instruction and teacher preparation time. With respect to classroom instruction, we are reviewing

and expanding our curriculum mapping and pacing schedules. We are projecting staff development opportunities, including effective use of the August/September pre-school opening time. With respect to teacher preparation time, we are looking at how teachers and administration have made use of their common preparation periods, how to better involve teachers, teachers of specials and teacher assistants into instructional planning, and identifying strategies for individual student remediation and enrichment. These efforts are intrinsic to Professional Learning Communities through which, “educators are committed to working collaboratively in ongoing processes of collective inquiry to achieve better results for the students they serve.”

In addition to the above, this has been a year in which we placed heavy emphasis on teacher use of data to assess student strengths and weaknesses and to translate that data into effective action plans to help students. This year FLACS began an effort to provide teachers with a meaningful way to evaluate and understand scores and trends. In addition to color-coded charts that identify student performance on state/city assessments and year-to-year NCE analyses on the Terra Nova, this past spring we began a program of collecting and tracking student classroom performance on published and teacher-created assessments. We began to conduct bi-weekly meetings during teacher preparation periods specifically called to discuss student-by-student performance, classroom trends and class-to-class comparisons. In conjunction with better authentic assessment strategies, the use of this data augers well for teacher effectiveness and improved student performance.

C. Science

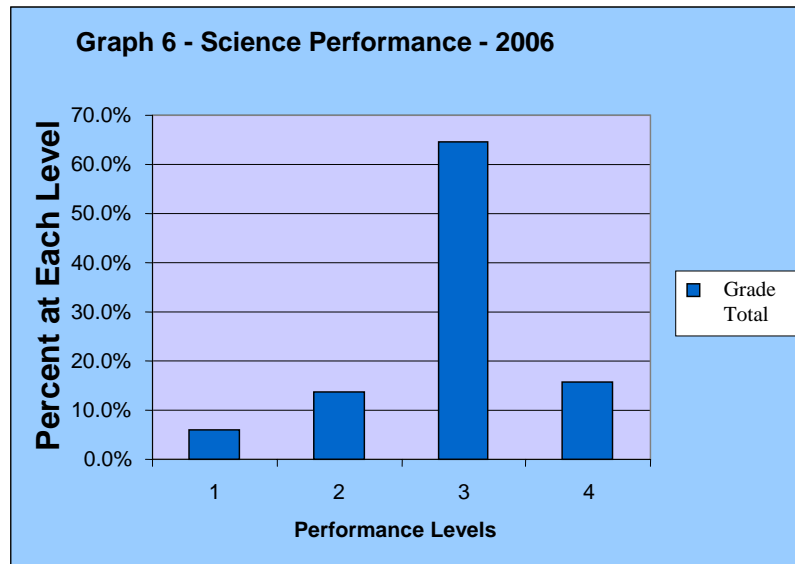
Goal: FLACS students will demonstrate proficiency in the practice and methodology of scientific inquiry

1. Absolute Proficiency - Required outcome measure - 1

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.

a. Results

Table 17 – Total Percent of 4th grade Students Scoring in Performance Levels 3 and 4 on the SED Science Assessment					
Year		2004-2005	2005-2006	2006-2007	2007-2008
Target		75%	75%	75%	75%
Actual	All Students	43.9%	80.4%		
	2+ years		77%		



b. Evaluation

In almost doubling the percent of students scoring at or above level 3, FLACS met the established target. While there is still room for growth, it is noted that there are only 7 (13.7%) of the tested 51 students in level 2 and only 3 (5.9%) students in level 1. Further reducing the number/percent of students scoring in levels 1 and 2, while increasing the number/percent of students in level 4, will be our objective for science instruction in 2006-2007.

In comparison with the results of 2005, there was a major shift in school performance as noted by the reduction of 14.1% (20% to 5.9%) of students at level 1 and a reduction of 23.3% (37% to 13.7%) of students at level 2. The most significant growth was in the jump of 28.7% (39% to 67.7%) for students in level 3. The growth for students in level 4 was more modest; 9.7% (5% to 15.7%).

2. Comparative Proficiency - Required outcome measure - 1

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.

a. Results

Table 18 – Percent of FLACS 5 th Grade Students Scoring at Levels 3 and 4 on the SED Science Assessment Compared to 5 th Grade Student Performance by Students in District 9					
Year		2004-2005	2005-2006	2006-2007	2007-2008
FLACS	All Students	43.9%	80.4%		
	Students 2+ Yrs	XX	77%		
District 9		45.4%	NA		

b. Evaluation

Scores for District 9 and similar schools in District 9 are unavailable at this time. However, a comparison with last year’s scores (see below) indicates that FLACS outperformed District 9 and all the similar schools last year and, unless there was comparable growth at these sites, FLACS will outperform them again this year.

3. Comparative Proficiency - Optional outcome measure - 1

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.

a. Results

Table 19 – Percent of Students scoring at Levels 3 and 4 on the SED Science Assessment when compared with Dist 9 Similar Schools				
Year	2004-2005	2005-2006	2006-2007	2007-2008
FLACS	43.9%	80.4%		
PS 28	40.8%			
PS 55	35.0%			
PS 64	30.6%			

b. Evaluation

See above

3. Summary

Supplementary to classroom science instruction, FLACS students receive additional support from our science teacher who meets classes in a room designated as the science lab. Surrounded by descriptive student-generated charts and ongoing experiments, students’ inquiring minds are provided for through hands-on and other instructional strategies. Each unit was project-based with a focused activity designed as a culminating activity. As examples, students participated in the planning, development and plantings for a community beautification garden project. Fourth and fifth grade students were also involved in a project through which they learned about conservation of resources and then visited younger classes to speak about the importance of recycling. These instructional strategies may well have been central to the improved results in this year’s assessment.

4. Action Plan

In the discipline of science, FLACS believes that still more needs to be done to improve and enhance our children’s knowledge of, and appreciation for, the study of science. We are currently engaged in an effort to develop pacing calendars, curriculum guidelines and units of study. With the support provided by our science

lab instructor and the bi-weekly analysis of student assessments, we are seeking to ensure a continual and continuous focus on science. Although we are proud of the SED assessment results, we know that more focused attention is required to ensure effective instruction. Further reducing the number/percent of students scoring in levels 1 and 2, while increasing the number/percent of students in level 4, will be our objective for science instruction in 2006-2007.

D. Social Studies

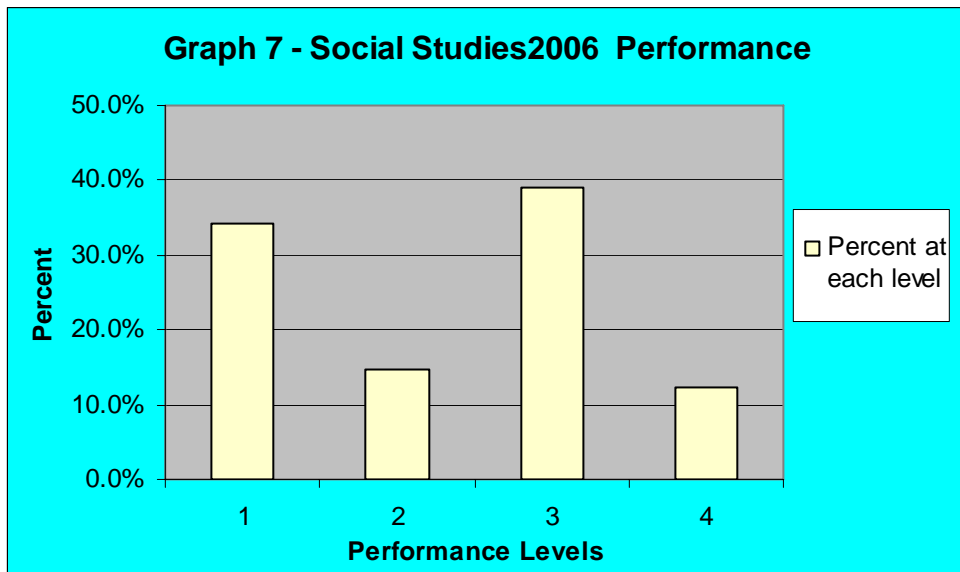
Goal: FLACS students will demonstrate knowledge and understanding of four key social science components: history, geography, civics and economics.

1. Absolute Proficiency - Required outcome measure

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.

a. Results

Table 20 – Percent of Students scoring at Levels 3 and 4 on the 5 th Grade SED Social Studies Assessment					
Year		2004-2005	2005-2006	2006-2007	2007-2008
Target		75%	75%	75%	75%
Actual	All Students	N/A	51.2%		
	2+ years	N/A	56.6%		



b. Evaluation

This is the first year that FLACS students participated in the Assessment for Social Studies. Although it will be noted that FLACS outperformed its similar

schools using their last year's test results (see Table 23), FLACS did not make the target of 75%. However, this first year testing provides us with the opportunity to establish benchmarks and perform a diagnostic to assess our instructional program. We note that the number and percent of students scoring in level 1 requires us to reevaluate both the frequency and intensity of our instruction.

2. Comparative Proficiency - Required outcome measure

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.

a. Results

Table 21 – Comparison of 2 nd year FLACS Students on 5 th grade Social Studies Assessment With Students in District 9					
Year		2004-2005	2005-2006	2006-2007	2007-2008
FLACS	All Students	N/A	51.2%		
	Students 2+ Yrs	N/A	56.6%		
District 9					
		33%	NA		

b. Evaluation

The actual results attributed to District 9 will not be known until sometime in the fall. However, it is readily obvious that FLACS meet the standard set by District 9's prior year's performance.

3. Comparative Proficiency - Optional outcome measure

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.

a. Results

Table 22 - Percent of Students scoring at Levels 3 and 4 on the SED Social Studies Assessment when compared with Similar Dist 9 Schools				
Year	2004-2005	2005-2006	2006-2007	2007-2008
FLACS	NA	51.2%		
PS 28	23.9%			
PS 55	25.0%			
PS 64	32.9%			

b. Evaluation

Two factors noted above must be restated. First, scores for 2006 for similar schools will not be known until the fall. Second, were we to use last year's scores for an approximation, (this does not preclude any of these schools from having greatly improved over its previous performance), FLACS results were double the results of two of the schools and 1/3 greater than the third school.

4. Summary

From our initial analysis, FLACS may outperform District 9 and similar schools. However, there is still great concern over the fact that FLACS did not reach the 75% target. Greater analysis of our instructional strategies and time-on-task is already underway. We believe that greater focus on both the skills and content associated with social studies is necessary.

5. Action Plan

Parallel to efforts to enhance science instruction, FLACS believes that more needs to be done to improve and enhance our children's knowledge of, and appreciation for, the social studies. A staff committee is currently engaged in developing pacing calendars, curriculum guidelines, units of study and, similar to efforts in science, culminating projects. They are establishing assessments and schedules, as well as lesson plans with essential questions and field trip suggestions with focus questions. These lesson plans have aims, motivations and are aligned with identified SED standards. With the support provided through the bi-weekly analyses of student assessments, we are seeking to ensure a continual and continuous focus on the social studies. We know that more focused attention is required to ensure effective instruction. Reducing the number/percent of students scoring in levels 1 and 2, while increasing the number/percent of students in level 4, will be our objective for social studies instruction in 2006-2007.

The staff committee is also focusing on the needs of second language learners. In addition to language acquisition skills, many of our second language learners need social studies to help them to adapt to a new culture. In addition to preparing our students for high achievement through their learning content, vocabulary, concepts and social studies skills, our students also need to acquire a "core knowledge" of terminology, idiom and practice as it impacts on their lives in New York and the United States. For all students, and especially second language learners, this emphasis can assist them in those elements of the state ELA assessment that focus on non-fiction, social studies and science passages.

As with instruction in all content areas, FLACS seeks to ensure that all students, especially second language learners, are familiar with and prepared for the type and scope of the assessments the school administers.

E. Optional Outcome Measure

Goal: English Language Learners/Limited English Proficient (ELL/LEP) students will become proficient in English

By their second year following admissions to FLACS, at least 60% of English Language Learner/Limited English Proficient (ELL/LEP) students will score at the Advanced or Proficient Levels on the NYSESLAT assessment. Adjusting for possible reduction in the number of students in the cohort, for each succeeding year, an additional 50% of the remaining students will be added to the school's target for scoring at the NYSESLAT Advanced or Proficient Levels.

a. Results

Table 23 – FLACS Student Performance on the NYSESLAT													
Year of Entry		2003		2004		2005		2006		2007		2008	
		#	%	#	%	#	%	#	%	#	%	#	%
2003	Target					33	60%	44	80%	50	90%	54	95%
	Actual	55				37	74%	47	88%				
2004	Target							20	60%	27	80%	31	90%
	Actual			34				31	70%				
2005	Target									25	60%	34	80%
	Actual					42							
2006	Target											16	60%
	Actual							26					
2007	Target												
	Actual												
2008	Target												
	Actual												

- Target # and percent are based on the cadre students remaining at FLACS
- Students scoring at Proficiency are cumulative.

b. Evaluation

The FLACS implementation of its Sheltered English Immersion is proving successful. Greater numbers and percentages of students are reaching the advanced level and are testing out at proficiency. From the chart found on page 4, it can be shown that with each succeeding grade, the number/percent of students at advanced/proficiency has grown. FLACS students have met and exceeded the target.

c. Summary

FLACS is pleased that its students continue to show greater language acquisition skills while maintaining ethnic identity and pride. We intend to continue implementation of this philosophy and approach. However, we are concerned that those youngsters who traditionally qualified for NYCESLAT alternate assessment,

because of their beginning to develop language acquisition skills, will now be required to participate in the 2007 State administration of the ELA assessment.

d. Action Plan

As noted, we plan to continue with the present implementation of our Sheltered English Immersion program. However, there will even greater emphasis on the need to develop reading, writing and comprehension English language skills through our Trophies program.

V. Summary

The Family Life Academy Charter School (FLACS) is growing and evolving. In previous years student enrollment in grades 1 – 5 was predicated on a waiting list, we are pleased this year to have both a lottery system for admissions and a waiting list. We see our building as home to a learning community for students, teachers and parents. With the teaching/learning process at our core, we are also concerned with the present and future well-being of our students, their parents and our staff. And, just as we have begun to see the fruits of our labor in terms of student achievement, we also take some comfort in knowing that our community judges FLACS as a safe and instructionally sound environment for their children.

	Year 1	Year 2	Year 3	Year 4	Year 5
Data Item	2001 – 2002	2002 - 2003	2003 - 2004	2004 – 2005	2005 – 2006
Grades served	K-1	K-2	K-3	K-4	K-5
Total Enrollment (September/June)	105	141	194	246	289
% students returning from previous year	N/A	85.7%	88.65%	78.35%	95.53%
% students returning who were enrolled in school's first year	N/A	85.7%	76.19%	63.80%	53.33%
# students W/disabilities	0	1	19	34	33
# LEP students	2	34	87	95	131
# students eligible for free/reduced lunch	38	137	164	237	274
% students eligible for free/reduced lunch	36%	97%	85%	97%	96%
# teachers	7	15	19	22	20
# uncertified teachers	6	10	11	9	9
# teachers returning from previous year	N/A	4	12	15	17
Other professional staff	2	2	2	4	2
# paraprofessionals	1	2	1	2	2
Principal name	Isabel Gutierrez David Ramos	David Ramos	Marilyn Calo	Marilyn Calo	Marilyn Calo
Trustees	<ol style="list-style-type: none"> Rev. Raymond Rivera Board Chair Katty Fernandez Treasurer Ronald Rudolf Secretary Tracy Bison Peter Comeau Paul T. O'Neill Thomas Reardon Maria Sarro Tatiana G. Tresca Francisco Lugovina Barbara Reyes Noemi Santana 	<ol style="list-style-type: none"> Rev. Raymond Rivera Board Chair Francisco Lugovina Secretary Marilyn DeCosts Jose Montes Thomas Reardon Noemi Santana Barbara Reyes 	<ol style="list-style-type: none"> Francisco Lugovina Board Chair Jose Montes vice-chair Lourdes Almanza Pedro Alvarez James Brodick Marilyn DeCosts Melissa Olivero Miguel Pena Anissa Pondt Thomas Reardon Rev. Raymond Rivera 	<ol style="list-style-type: none"> Francisco Lugovina Board Chair Jose Montes vice-chair Pedro Alvarez James Brodick Louis De Caro Leticia Mercado Miguel Pena Thomas Reardon Rev. Raymond Rivera 	<ol style="list-style-type: none"> Francisco Lugovina Board Chair James Brodick vice-chair Thomas Reardon Secretary Leticia Mercado Treasurer Pedro Alvarez Louis De Caro Edwin Gafney Miguel Pena Rev. Raymond Rivera

For FLACS, rising achievement scores and having students engaged in higher order learning are a direct result of the new leadership and the instilling of a climate with a

commitment to success, i.e., high expectations for students and higher expectations for the adults who serve them.

We have adopted research-based instructional programs and provided the staff development and support necessary to see these programs inaugurated with a collegial spirit that seeks to accomplish what is best for students and to do what is necessary to effect a student-centered environment. We have begun to get a deeper appreciation for data analysis and the information such formative analyses offer for early intervention and effective instruction.

Table 25 – Summary table of FLACS 2005 – 2006 Accountability Plan Objectives and Results			
Subject	Objective	Measure	Results
ELA	Absolute Proficiency - Required Measure 1	<i>Each year, 75 percent of 3rd – 5th graders who are enrolled in at least their second year will perform at or above Level 3 on the New York State ELA examination.</i>	Target not met
	Absolute Proficiency - Required Measure 2	<i>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.</i>	Target met
	Comparative Proficiency - Required Measure -1	<i>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.</i>	Target met
	Comparative Proficiency - Required Measure - 2	<i>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</i>	Data not available
	Comparative Proficiency - Optional Measure -1	<i>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.</i>	Target met for grades 4 and 5. Not met for grade 3
	Value Added - Required Measure - 1	<i>For the 2005-06 school year, grade-level cohorts of students will reduce by one half the gap between their average NCE in the previous spring on the Terra Nova Total Reading Battery, a nationally-normed ELA test, and an NCE of 50 (grade-level) in the current spring. If a grade level exceeds an NCE of 50 in the previous year, the cohort will show an increase in the current year.</i>	Met Standard for grades 1, 4 and 5. Almost met in grade 3. Missed standard in grade 2
	Value Added - Required Measure – 2	<i>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</i>	Met target in grade 4. Almost met grade 5 target
Math	Absolute Proficiency - Required Measure - 1	<i>Each year, 75 percent of 3rd – 5th graders who are enrolled in at least their second year will perform at or above Level 3 on the New York State Mathematics examination.</i>	Almost met target in grades 3 and 4
	Absolute Proficiency - Required Measure - 2	<i>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.</i>	Exceeded Target - Met State Standards
	Comparative Proficiency - Required Measure – 1	<i>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</i>	Target met
	Comparative Proficiency - Required	<i>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</i>	Data not available

Table 25 – Summary table of FLACS 2005 – 2006 Accountability Plan Objectives and Results			
Subject	Objective	Measure	Results
	Measure – 2	<i>among all public schools in New York State.</i>	
	Comparative Proficiency – Optional Measure – 1	<i>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.</i>	Target met
	Value Added - Required measure	<i>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.</i>	Target met for grades 4 and 5
Science	Absolute Proficiency - Required outcome measure – 1	<i>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.</i>	Met and exceeded target
	Comparative Proficiency - Required outcome measure - 1	<i>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.</i>	Data not available
	Comparative Proficiency - Optional outcome measure	<i>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.</i>	Data not available
Social Studies	Absolute Proficiency - Required outcome measure	<i>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.</i>	Based on unofficial results missed target
	Comparative Proficiency - Required outcome measure	<i>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.</i>	Data not available but scores 55% greater than 2005 scores for District 9
	Comparative Proficiency - Optional outcome measure	<i>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.</i>	Data not available but scores range from 56% to 114% greater than 2005 scores for similar schools
NYSESLAT	Value Added - Optional measure	<i>By their second year following admissions to FLACS, at least 60% of English Language Learner/Limited English Proficient (ELL/LEP) students will score at the Advanced or Proficient Levels on the NYSESLAT assessment. Adjusting for possible reduction in the number of students in the cohort, for each succeeding year, an additional 50% of the remaining students will be added to the school's target for scoring at the NYSESLAT Advanced or Proficient Levels.</i>	Target met

VI. Action Plan

As our school culture evolves, we have been drawn to the “Professional Learning Community (PLC)” paradigm. As noted earlier, in a PLC “educators are committed to working collaboratively in ongoing processes of collective inquiry to achieve better results for the students they serve.” In PLCs improved continuous learning for students requires job-embedded learning for educators. Thus, our pre-school staff development and support network will be focused around this model. After defining school-wide objectives and goals to meet and exceed the requirements of our accountability plan, we will be ask grade level collaborative teams, supported by our instructional team, to develop grade-level goals

and student-specific objectives with benchmarks to ensure student success. Such goals will be developed using the acronym SMARTS (Specific, Measurable, Achievable, Results-oriented, Time-bound, Standards based).

More importantly, grade-level and school-wide team members, working interdependently, will be expected to expand their repertoire of instructional strategies. This effort requires staff members to better use data to understand their students and to grow as educators. Staff members need to be able to assess and evaluate their instructional strategies and their impact on student-specific learning. In addition to regular weekly staff-development sessions, we plan to dismiss students for the afternoon on each first Monday of the month. The time will be dedicated to further staff development as noted below

Thus, we intend to continue in the development of a school culture that:

- 1 Has a focus on learning embedded in routine practices
- 2 Has collaboration time built into the school weekly calendar
- 3 Helps teams focus on key questions
- 4 Establishes products to be derived from collaboration
- 5 Establishes team norms to guide collaboration
- 6 Establishes specific and measurable performance goals

Staff development for 2006 – 2007 will focus on the following characteristics of a PLC:

1. Shared mission. Vision, values, goals
2. Collaborative teams focused on learning
3. Collective inquiry into “best practice” and “current reality.”
4. Action orientation/experimentation
5. Results orientation

The staff development will also focus on four critical questions:

1. What is it we expect students to learn?
2. How will we know when each student has learned it?
3. How will we respond when we determine that specific students have not learned it?
4. How will we respond when we learn that students already know it?

We will be using authentic assessment strategies, teacher developed student feedback from quizzes, unit tests, etc, data derived from last year’s SED and optional assessments, e.g., Terra Nova, ECLAS, DRA, and the Kaplan diagnostic program to evaluate student growth and success in mastering content and skills. Thus, staff development will also focus on the use of formative and summative data to assess and evaluate student knowledge, performance and understanding. In conjunction with the Instructional Team and the Child Study group process, we will seek to identify appropriate strategies and interventions for each child. We are developing a tracking system to ensure appropriate follow-up for students requiring additional support. With bi-weekly meetings to evaluate class/student data, we will examine student progress, classroom/instructional effectiveness and alternative instructional strategies to determine effective student-specific remediation/enrichment. This will be augmented by our voluntary Teacher Study Group at which teachers look at and discuss contemporary published materials. We intend to continue our practice of using some staff conferences to review recently published education-based materials and assess how to adapt theory into practice at our school

In addition, teacher teams are actively involved this summer in the development of grade/subject pacing calendars, curriculum guidelines, lesson plans, probing/essential questions, student activities, authentic assessment strategies, field trips and culminating projects. These teacher teams will continue their efforts during the coming academic year. With effective efforts at adapting curricula to our school's specific needs, while affording staff the opportunity for self-improvement, greater appreciation and ownership for the content and the relationship to State standards, we hope to ensure increased staff excitement and motivation to our developing culture and instructional aims.