

# Accountability Plan Progress Reports for the 2006-07 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  
*Accountability Plan Progress Report, 2006-07*

**Executive Summary**

The Trustees of the Family Life Academy Charter School (FLACS) seek to renew the school's charter to continue its K-5 education program. The vision remains as it was at the time of the application for the school's original charter; to establish an environment and an educational opportunity that allows students to transcend and rise above the historical context of our local schools. These last years, since the selection of its current principal in 2003, we have reinforced our belief in that vision. We see FLACS rapidly becoming a top quality Charter School and we are pleased by the growth in student achievement as evidenced by improving scores that in most cases have met and exceeded our accountability targets.

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 African ELL immigrant children.

With two years' of student test performance data on the NYS 3<sup>rd</sup> through 5<sup>th</sup> Grade Assessments, FLACS' students have demonstrated continued growth and, in all areas have met, or nearly met, its accountability plan targets, as well as met all No Child Left Behind (NCLB) targets. In comparing 2006 to 2007 ELA scores, the school went from 53.2% of students scoring in levels 3 and 4 to 59.4. In mathematics, FLACS scores went from 70.3% to 81.8%. In science, student scores jumped from 43.9% (2005) to 79.6% (2006) to a 2007 score of 85.1%. In social studies, FLACS scores went from 51.2 in 2006, the first year we administered the assessment to a score of 79.6% in 2007. All of these scores demonstrate significant growth. And, with the exception of ELA, in which there was significant improvement, FLACS students have scored in levels 3 and 4 at percentages that exceed our performance targets. FLACS has met all State Education Department NCLB standards and remains in good standing. In fact, in 2007, the New York State Commissioner of Education identified FLACS as a **High Performing/Gap Closing School**. FLACS has also met CSI's comparative statewide measure. FLACS has scored "Higher than expected", and "Higher than expected to a large degree" in ELA and Mathematics respectively. In addition, FLACS has significantly outperformed New York City community school district 9 and the three "similar schools" in all of its comparative proficiency targets.

Under the leadership of our current Principal, a series of initiatives were introduced that had significant impact on FLACS' educational program. Our leadership continues in its efforts to implement educational strategies to bring our students into the community of successful charter schools. Based on recent assessment results, we believe our students will consistently demonstrate proficiency on the standardized tests they are required to complete. We take a holistic approach in 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 a research-based Sheltered English Immersion model that adapted practices for ELLs from 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.
- 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-2. The school has also 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 uses 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 2007-2008 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.
- 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 2007, identified students, in all but grade 2, spent 90 minutes per day working on the Fast ForWord products. Selected second graders participated in an intensive pull-out Academic Intervention program.
- 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 93.7% exceeding last year's average attendance of 92%. 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. For the past three efforts to obtain a reading of parent satisfaction, over 50% of parents have returned our opinion surveys. Survey results indicate an over 90% satisfaction rate with the school and its educational program.
- 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.
- 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.

We note with pride that we are one of 10 charter schools included in the five-year Federal \$10.5 million Teacher Incentive Fund grant submitted through the Center for Educational Innovation – Public Education Association (CEI-PEA). The grant title is the Partnership for Innovation in Compensation for Charter Schools (PICCS). This is to be a comprehensive program to recruit, retain, develop and reward top quality teachers and school leaders.

More importantly, PICSS is designed as a school improvement program. In addition to providing teachers, assistant teachers and school leaders with financial incentives, PICCS is designed to aid schools in achieving student outcome goals based on value added methods. Through PICCS, we intend to benefit from enhanced on-site technical assistance to help establish and meet teacher-specific professional needs and establish a comprehensive peer review program to draw upon and share best practices. In addition (through PICCS), there will be a data system that will provide “real-time” data analysis through use of a computer desktop “dashboard” that interfaces with the system to provide critical information to help educators further drive instruction.

While PICCS will be an integral part of our school improvement efforts for our next Charter School grant period, FLACS will continue implementing its many instructional and administrative initiatives that have proven to be effective over the last four years. We will continue to use the *Trophies* literacy series, the Saxon math program, the *Harcourt Science* series and *Horizons* for social studies. We will continue to emphasize the importance of effective staff development through turn-key presentations by staff members who attend retreats and conferences, in-house presentations and best practices demonstration lessons. These efforts will be buttressed by coaching and in-classroom support from our ILT.

The ILT, supported by the peer-review process to be developed, 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 and teaching to enhance higher order thinking skills. 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.

Our data specialist, to be supported by the data network to be established under PICCS, has raised staff 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.

For grades K-2, we plan to continue use of the Terra Nova and ECLAS-2 as both assessment tools and to establish base-line data to track progress. DRA will be used for grades 3-5. 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 Achievement Planner and the Kaplan Advantage series will continue to provide ongoing student evaluation and feedback.

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). 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. 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 will initiate weekly character development activities in support of the community book project themes. 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.

## Summary of Academic Performance

Table 1S.1 – Summary table of FLACS 2006 – 2007 Accountability Plan Objectives and Results			
Subject	Objective	Measure	Results
ELA	Absolute Proficiency - Required Measure 1	<i>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.</i>	<b>Moving toward Target</b>
	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>	<b>Exceeded Target</b>
	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>	<b>Target Met</b>
	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>	<b>Exceeded Target</b>
	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>	<b>Target Met</b>
	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>	<b>Not applicable for grade 3. Target met for Grade 4</b>
Math	Absolute Proficiency - Required Measure - 1	<i>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.</i>	<b>Exceeded Target</b>
	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>	<b>Exceeded Target</b>
	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>	<b>Target Met</b>
	Comparative Proficiency - Required Measure – 2	<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 among all public schools in New York State.</i>	<b>Target Met</b>
	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>	<b>Target Met</b>
	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>	<b>Target Met</b>

**Table 1S.1 – Summary table of FLACS 2006 – 2007 Accountability Plan Objectives and Results**

Subject	Objective	Measure	Results
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>	<b>Exceeded Target</b>
	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>	<b>Exceeded Target</b>
	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
	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
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>	<b>Target met for 2003 and 2005 cohorts. Missed by 2% for 2004 cohort.</b>

## Goal 1 – FLACS students will demonstrate proficiency in critical literacy skills.

### A. Absolute Proficiency - Required Measure 1

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.

**Method** – 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 following computations are based on those data.

### Results

<b>Table 1A.1 – Percent 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> grade students enrolled in FLACS for more than one year who scored in performance levels 3 and 4</b>				
<b>Year</b>	<b>2005-2006*</b>		<b>2006-2007*</b>	
	<b>n at 3 &amp; 4 All students</b>	<b>%</b>	<b>n at 3 &amp; 4 All students</b>	<b>%</b>
<b>Target</b>		75%		75%
<b>All students</b>	<u>58</u> 109	53.2%	<u>82</u> 138	59.4%
<b>PI – All students</b>	139		151	
<b>More than 1 year</b>	<u>50</u> 93	53.8%	<u>76</u> 127	59.9%
<b>PI - More than 1 year</b>	142		150	

**Note:** in 2004-2005, FLACS did not have a 5<sup>th</sup> grade

2005-2006 was a transition year under the No Child Left Behind (NCLB) legislation. Beginning that year, states were mandated to test all students, grades 3 – 8. Prior to that year, New York City provided assessments for grades 3 and 5, while the state provided assessments for grade 4. Thus, a true comparison of growth in student achievement can be made only by a comparison of results for years 2005-06 and 2006-07

In addition, under the NCLB mandates, English language learner (ELL) students who would have been exempted from the ELA assessment were mandated to participate. Under this new condition, there was the concern that there could have been a reduction in school performance.

However, a comparison of data for years 2005-06 and 2006-07, for both the school as a whole and for students who have attended FLACS for more than one year, shows that FLACS has made progress. We have moved from 53.2 % for all students scoring in levels 3 and 4 in 2006 to 59.4% for students achieving at levels 3 and 4 in 2007. For students who have attended FLACS for more than one year the comparison is 55.8% in 2006 and 59.9% in 2007. This is significant improvement even though FLACS has not yet reached its target of 75% of students scoring in levels 3 and 4. It is apparent that FLACS continues to make progress toward that goal. We are seeing the impact of the *Trophies* English Language Arts program and *Strategies for Writers* and the effect of continued staff development focused on effective implementation of these programs. In addition, as indicated by the Performance Index, beyond increasing the percentage of students scoring in levels 3 and 4, we are decreasing the percentage of students scoring in level 1 (see table 1A.2). It should be noted that the NYS Education Commissioner’s AMO target for Performance Index (PI) is 122. This target was exceeded at each grade level and for the school as a whole.

In each grade, the percent scoring at level 3 or better has risen and the percent in level 1 remains in single digits. Grade 3, while increasing by two students, has maintained the percentage of students scoring in level 1.

<b>Table 1A.2 – Student ELA Performance Levels</b>											
		Level 1		Level 2		Level 3		Level 4		Level 3/4	
Grade		n	%	n	%	n	%	n	%	n	%
3	2007	7	14.9	13	27.7	26	55.3	1	2.1	27	59.0
	2006	6	19.4	13	41.9	12	38.7	0	0.0	12	38.7
4	2007	4	8.3	13	27.1	29	60.4	2	4.2	31	64.6
	2006	4	9.3	12	27.9	27	62.8	0	0.0	27	62.8
5	2007	1	2.3	18	41.9	24	55.8	0	0.0	24	55.8
	2006	1	2.9	15	42.9	17	48.6	2	5.7	19	54.3

As noted above, in past years, students designated as English Language Learners, who had received less than 3 year’s of education, were exempt from taking the ELA assessment. This was based on the educational principle that it required sufficient time for a student to gain the language acquisition skills necessary to take an assessment in a second language. FLACS’ Goal 5 Optional Measure, noted later in this application, addresses our efforts to prepare students to reach Advanced/Proficient levels. Under the new mandates of the NCLB legislation, all students are required to take the ELA assessment. Since FLACS has a high percentage of its students entering the school as ELL students, we sought to note the breakdown between those students who were required to take the assessment and those who previously would have been exempt. The table below distinguishes between the results of those two groups of students.

<b>Table 1A.3 – Comparison between English Proficient and ELL Students</b>											
		Level 1		Level 2		Level 3		Level 4		Level 3/4	
Grade		n	%	n	%	n	%	n	%	n	%
3	Eng	1	3.3	6	20.0	22	73.3	1	3.3	23	76.7
	ELL	6	35.3	7	41.2	4	23.5	0	0	4	23.5
4	Eng	2	4.9	11	26.8	26	63.4	2	4.9	28	68.3
	ELL	2	28.6	2	28.6	3	42.9	0	0	3	42.9
5	Eng	0	0	11	32.4	23	67.6	0	0	23	67.6
	ELL	1	5.0	8	71.4	1	14.3	0	0	1	14.3

The “n” in this analysis distinguishes between those students who are either English dominant or who have “tested out” on the NYSESLAT assessment and those students, noted as ELL who are foreign language dominant and have not tested out. The assumption for Table 1A.3 is the “Eng” refers to those students who have always been required to sit for the ELA assessment and those in “ELL” would have previously been exempted. It should also be noted those identified as ELL students are generally those who have had the greatest difficulty in testing out of ELL status on the NYSESLAT assessment. Table 1A.3 provides evidence that ESL students who have become part of the mainstream at FLACS have added to the school’s achievement scores. In comparing the percent of students scoring in levels 3 and 4, we note there are decreasing numbers of students still having difficulty in language acquisition. Not surprisingly, they do not do as well as the school as a whole. More interestingly, in grade 3, 76.7 of Eng students scored in levels 3 and 4, exceeding, the Progress report target, while grades 4 and 5 scored at 68.3 and 67.6, respectively, clearly making great strides to meet the target.

Tables 1A.4 through 1A.6 offer a two-year grade level analysis of students who attended FLACS for more than one year. It should be noted that there is a significant increase in each grade as well as a jump in the PI at each grade level. All of these PIs exceed the Commissioner’s AMO target.

Table 1A.4 – Percent 3 <sup>rd</sup> grade students enrolled in FLACS for more than one year who scored in performance levels 3 and 4				
Year	2005-2006*		2006-2007*	
	n	% levels 3/4	N	% levels 3/4
Target		75		75
Actual	9	37.5	23	59.0
PI	113		141	

Table 1A.5 – Percent 4 <sup>th</sup> grade students enrolled in FLACS for more than one year who scored in performance levels 3 and 4				
Year	2005-2006*		2006-2007*	
	n	% levels 3/4	n	% levels 3/4
Target		75		75
Actual	25	62.5	29	63.0
PI	153		154	

Table 1A.6 – Percent 5 <sup>th</sup> grade students enrolled in FLACS for more than one year who scored in performance levels 3 and 4				
Year	2005-2006*		2006-2007*	
	n	% levels 3/4	n	% levels 3/4
Target		75		75
Actual	16	55.2	24	57.1
PI	152		155	

\* Source: Calculation made based on New York State Department of Education published data

The tables above demonstrate that in all grades progress was made toward meeting the accountability target of 75% of students performing at levels 3 and 4. Grade 3 made the most progress, while Grade 4 came closest to achieving the target. While none of the students who were at FLACS for less than one year scored in level 4, six of our new students scored at level 3. In the 5<sup>th</sup> grade, none of our recent students scored at level 3 or 4. We know from anecdotal comments that parents of high achieving students, having learned of the school's culture and academic success, are seeking to have their children transfer into FLACS. This does not mean that FLACS has sought these students out, but that the pool of applicants includes more students with prior achievement success.

FLACS believes that building on our demonstrated success with *Trophies*; the ability to support further staff development in its implementation, and the knowledge gained from increased use of formative data, student performance will continue to rise and reach and exceed our accountability targets. We also believe that we need to provide our students with more writing opportunities. In addition to being a reading test, SED's ELA assessment places great emphasis on student writing. Although we have many students who have tested out on the NYSESLAT, part of true language acquisition is developing the skills required for effective writing.

**B. 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*

As noted in the previous tables, in each grade, and as a school as a whole (Table 1), there have been marked increases in the calculated Performance Index. The State Education Commissioner has established a PI target of 122 for all grades and subjects. In every grade, and for the school as a whole, this target was exceeded. We note again, with pride that in 2007 FLACS was identified by the NYS Commissioner of Education as a High Performing/Gap Closing School

**C. ELA Comparative Proficiency – Required Measure 1**

*Each year, the percent of students 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.*

Table 1A.7 – Percent of 3 <sup>rd</sup> grade FLACS students scoring at levels 3 and 4 as compared to CSD 9				
Year	2005-2006		2006-2007	
	N		N	
FLACS All students	12	38.7	27	57.4
Dist 9	1,075	45.1	1,169	38.9

Table 1A.7 – Percent of 4 <sup>th</sup> grade FLACS students scoring at levels 3 and 4 as compared to CSD 9				
Year	2005-2006		2006-2007	
	N		N	
FLACS All students	27	62.8	31	64.6
Dist 9	1,106	44.8	1,209	40.1

Table 1A.7 – Percent of 5 <sup>th</sup> grade FLACS students scoring at levels 3 and 4 as compared to CSD 9				
Year	2005-2006		2006-2007	
	N		N	
FLACS All students	19	48.7	24	55.8
Dist 9	1,001	37.1	999	32.9%

The academic goal for FLACS’ progress report asks for students in their second year at FLACS to be compared to district 9 performance. However, NCLB looks at school performance without regard to length of study at a school. Thus, both figures are offered in the table above. As demonstrated, the percent of FLACS students scoring at levels 3 and 4 grew while the percent of students at levels 3 and 4 in District 9 declined in 2006-2007. It appears that FLACS’ student scores are higher than those in District 9 by a factor of approximately 50%.

**D. ELA Comparative Proficiency – Required Measure 1**

*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.<sup>1</sup>*

Table 1A.10 – 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
FLACS	Lower than expected to a large degree	Higher than expected to a small degree	Higher than expected to a large degree
Predicted	51.2	42.6	43.3
Actual	37.5	50.4	59.9
Effect Size	-0.89	7.8	1.08

<sup>1</sup> 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.

Please note that FLACS' ELA performance crossed the line from "Lower than" to "Higher than. to a small degree" to "Higher than to a large degree." This performance indicates that FLACS has met the progress report standard.

**E. English Language Arts 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.*

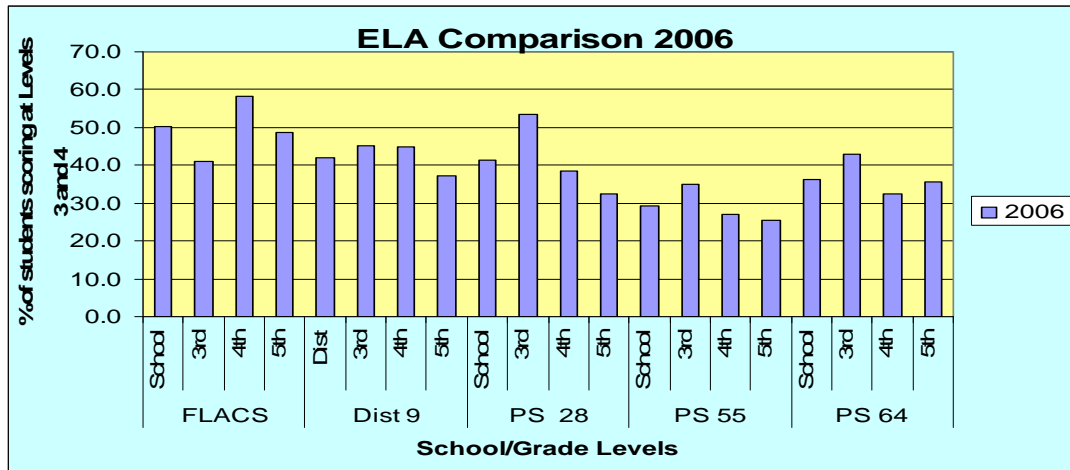
While in 2006, the students in grade 3 at PS 28 outperformed both the district and the 3<sup>rd</sup> grade at FLACS, this year FLACS students out-performed all schools and grades by margin of at least a 50%. Again it is noted that the general trend for District 9 and the similar schools is a decline in scores in 2007, while scores in all grades at FLACS increased.

Table 1A.11 – Two-year ELA comparative performance of all FLACS students and similar District 9 schools.			
		2006	2007
FLACS	School	53.2	57.4
	3rd	38.7	64.6
	4th	62.8	55.8
	5th	54.3	59.4
Dist 9	Dist	42.1	38.7
	3rd	45.1	38.9
	4th	44.8	40.1
	5th	37.1	32.9
PS 28	School	41.5	35.0
	3rd	53.6	34.7
	4th	38.4	35.4
	5th	32.6	34.7
PS 55	School	29.2	31.2
	3rd	35.1	31.8
	4th	27.1	32.0
	5th	25.5	29.7
PS 64	School	36.2	32.2
	3rd	42.9	32.9
	4th	32.6	31.9
	5th	35.5	31.7

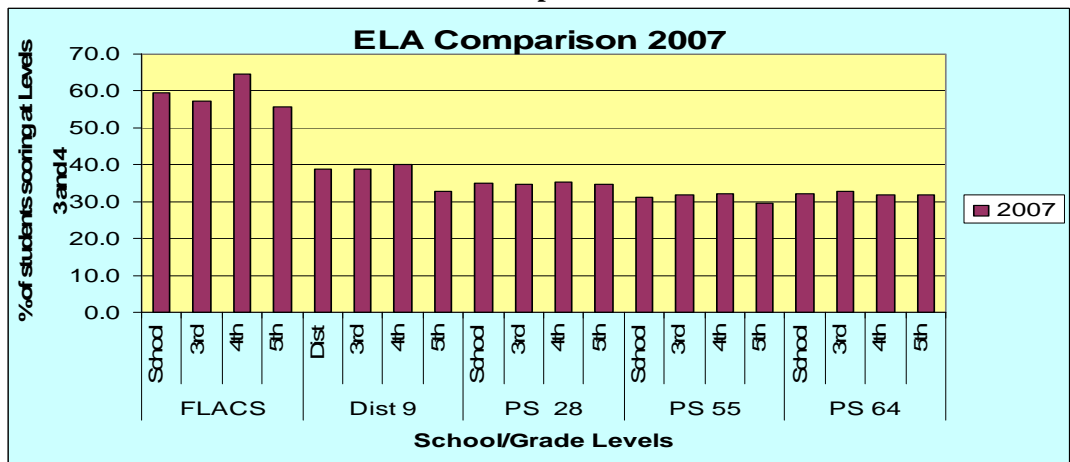
Graphs 1A.1 and 1A.2 further illustrate the comparison between FLACS student performance and the students in grades 3, 4 and 5 in District 9 and similar schools. In Graph 1A.1, scores are compared for 2006. Most scores identified in this graph fall within the 30% to 50% range. FLACS has the highest performance for grades 4 and 5, and for the school as a whole. PS 28 has the highest performance for grade 3.

Graph 1A.2 tells an entirely different story. Only FLACS has student performance above 55%. All scores for District 9 and similar schools are below 40%

Graph 1A.1



Graph 1A.2



F. Value Added - Required Measure – 1

*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.<sup>2</sup>*

Method: Table 1A.12 presents a longitudinal view of students who have attended FLACS for two or more years. The objective is to track students from their admission into the school through their advancing grades. For example, students who were in grade 2 in 2004-2005 (graduating class of 2008) are currently in grade 4. For those students for whom we have two sets of scores, their gap-reducing target is 58.1. The students exceeded their target by having 63.0% of the students scoring in levels 3 and 4.

From this table we note that Grade 1 (2004-2005), now in grade 3, did not score at the progress report target of 75%. Grade 2 (2004-2005), now in grade 4 (as noted above) met its target, while grade 3 (2004-2005) now in grade 5 did not meet its target.

<sup>2</sup> 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.

Table 1A.12 – Cohort success in closing the gap by one half the difference between 75% of students scoring at levels 3 and 4 and their performance the prior year*					
2004-2005 Cohorts		2004-2005	2005-2006	2006-2007	2007-2008
Grade 1 Class of 2008	Target			75	67.0
	Actual			59.0	
Grade 2 Class of 2007	Target		75	58.1	69.0
	Actual		41.2	63.0	
Grade 3 Class of 2006	Target	75	53.9	66.7	
	Actual	32.7	58.3	57.1	
Grade 4 Class of 2005	Target	75	56.3		
	Actual	37.5	48.7		
Grade 5 Class of 2009	Target				
	Actual				

• - Analysis based on students for whom there are two consecutive sets of scores

### Action Plan

FLACS intends to continue using its *Trophies*-based curriculum with the recognition that there is still need for improvement. To that end, we intend to use a six-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.
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 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 the role of teachers in developing collegial efforts to be 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.

**Goal 2—FLACS students will become proficient in the application of mathematical skills and concepts.**

**A. Absolute Proficiency – Required Measurement 1**

*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.*

2005-2006 was a transition year under the mandates of No Child Left Behind (NCLB). Beginning that year, states were mandated to test all students, grades 3 – 8. Prior to that year, New York City provided assessments for grades 3 and 5, while the state provided assessments for grade 4. Thus, a comparison of data for years 2005-06 and 2006-07 is representative of school progress since it is based on the same assessment instrument.

In 2006, FLACS students made great strides to reach the 75% target, with grades 3 and 4 almost making the target. In 2007 all grades, and the school as a whole, exceeded the target.

<b>Table 2A.1 – Percent 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> grade students enrolled in FLACS for more than one year who scored in performance levels 3 and 4 in Math</b>				
<b>Year</b>	<b>2005-2006*</b>		<b>2006-2007*</b>	
	<b>n at 3 &amp; 4 All students</b>	<b>%</b>	<b>n at 3 &amp; 4 All students</b>	<b>%</b>
<b>Target</b>		75%		75%
<b>All students</b>	$\frac{90}{128}$	70.3%	$\frac{115}{137}$	83.9%
<b>PI – All students</b>	164		180	
<b>More than 1 year</b>	$\frac{73}{111}$	65.8	$\frac{105}{126}$	83.3%
<b>PI - More than 1 year</b>	142		179	

Table 2A.1 provides the number of students in attendance at FLACS for more than one year, as well as the n for all tested students. The table indicates both that the scores for FLACS students has increased and exceeded the progress report target and indicates that, with a growing reputation as being a successful school, there are parents of children with exhibited math skills who seek transfer into FLACS.

<b>Table 2A.2 – Student Math Performance Levels for all students</b>											
		Level 1		Level 2		Level 3		Level 4		Level $\frac{3}{4}$	
Grade		n	%	n	%	n	%	n	%	n	%
3	2007	2	4.3	3	6.4	36	76.6	6	12.8	42	89.4
	2006	4	8.9	10	22.2	30	66.7	1	2.2	31	68.9
4	2007	2	4.3	8	17.0	33	70.2	4	8.5	37	78.7
	2006	1	2.2	9	20.0	26	57.8	9	20.0	35	77.8
5	2007	1	2.3	6	14.0	29	67.4	7	16.3	36	83.7
	2006	3	7.9	11	26.9	20	52.6	4	10.5	24	63.2

In mathematics, FLACS students preformed at an even higher level than they did in ELA. In mathematics, all grades made target, and as indicated by the Performance Index (Table 2A.1), there were a minimal number of students in levels 1 and 2 (Table 2A.2), with the highest percentages of students scoring in levels 3 and 4.

Table 2A.3 – Percent 3 <sup>rd</sup> grade students enrolled in FLACS for more than one year who scored in performance levels 3 and 4				
Year	2005-2006*		2006-2007*	
	n	% levels 3/4	n	% levels 3/4
Target		75%		75%
Actual	23	62.2	34	87.2%
PI	151		182	

Table 2A.4 – Percent 4 <sup>th</sup> grade students enrolled in FLACS for more than one year who scored in performance levels 3 and 4				
Year	2005-2006*		2006-2007*	
	n	% levels 3/4	n	% levels 3/4
Target		75%		75%
Actual	32	76.2	35	77.8%
PI	174		173	

Table 2A.5 – Percent 5 <sup>th</sup> grade students enrolled in FLACS for more than one year who scored in performance levels 3 and 4				
Year	2005-2006*	2006-2007*		
	n	% levels 3/4	n	% levels 3/4
Target		75%		75%
Actual	18	56.3	36	85.7%
PI		147		183

The tables above demonstrate that all grades have made significant progress and have made strides and exceeded the accountability target of 75% scoring at levels 3 and 4

**B. 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*

As noted in the tables above, in each grade, and as a school as a whole, there have been marked increases in the calculated Performance Index. The State Education Commissioner has established a PI target of 122 for all grades and subjects. It can be noted that FLACS is on its way toward making the NCLB target of 200 by 2014. We note again, with pride, that in 2007 FLACS was identified by the NYS Commissioner of Education as a High Performing/Gap Closing School

**C. MATH 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.*

Table 1A.7 – Percent of 3 <sup>rd</sup> grade students attending FLACS for more than one year scoring at levels 3 and 4 in Math as compared to CSD 9				
Year	2005-2006		2006-2007	
	n		n	
FLACS	23	71.4%	34	87.2%
Dist 9	1,966	60.8%	2,170	70.5%

Table 1A.8 – Percent of 4 <sup>th</sup> grade students attending FLACS for more than one year scoring at levels 3 and 4 in Math as compared to CSD 9				
Year	2005-2006		2006-2007	
	n		n	
FLACS	32	76.2%	35	77.8%
Dist 9	1,578	52.3%	1,855	60.3%

Table 1A.9 – Percent of 5 <sup>th</sup> grade students attending FLACS for more than one year scoring at levels 3 and 4 in Math as compared to CSD 9				
Year	2005-2006		2006-2007	
	n		n	
FLACS	18	56.3%	36	85.7%
Dist 9	1,168	38.2	1,488	47.5%

\*Source: New York State Department of Education

In 2005-2006, with the exception of fourth graders, the percent of FLACS students scoring levels 3 and 4 exceeded the percent in district 9. In 2007, the percentage of FLACS students exceeded the accountability target of 75% while district 9 schools made only modest gains.

#### D. Math 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.<sup>3</sup>*

Data for 2006-2007 will not be available until disseminated by CSI during the 2007-2008 school year. However, it is to be noted that FLACS' ELA performance has already crossed the line from "Lower than" to "Higher than expected" and has a high positive "effect size." These scores indicate that FLACS has met its progress report target. Given the strong performance in 2006-2007, we anticipate that this trend will continue.

Table 2A.9 – 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
FLACS	Lower than expected to a large degree	Higher than expected to a large degree	Higher than expected to a large degree
<b>Predicted</b>	73.8	54.2	64.3
<b>Actual</b>	43.9	69.0	83.8
<b>Effect Size</b>	-2.17	14.8	1.06

<sup>3</sup> 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.

FLACS has continued to demonstrate growth in this comparative performance analysis. Beginning in “Lower than expected to a large degree,” FLACS has been identified as “Higher than expected to a large degree” for the past two years. Moreover, its actual score continues to move higher.

**E. Mathematics - Optional Measure 1**

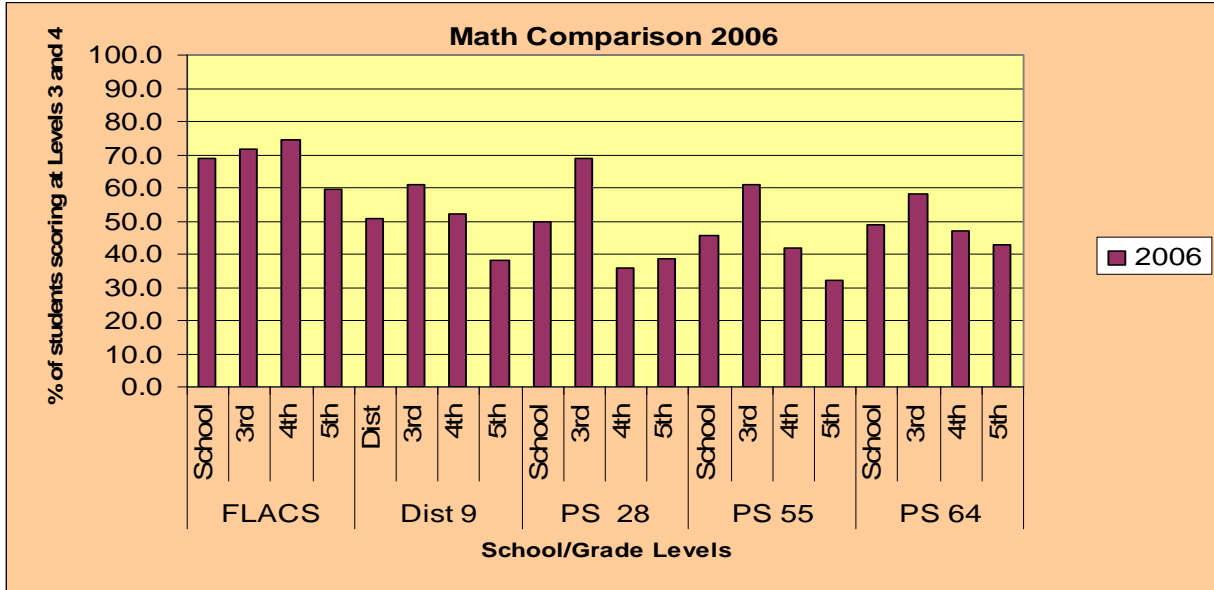
*Each year, the percent of students performing at or above Level 3 on the STATE Math exam in each tested grade will be greater than that of the following similar schools in Community School District 9” PS 28, PS 55 and PS 64.*

In 2006, the percentage of FLACS students scoring in levels 3 and 4 exceeded the performance in District 9 and the similar schools. In 2007, FLACS results continued the same trend with higher percentages.

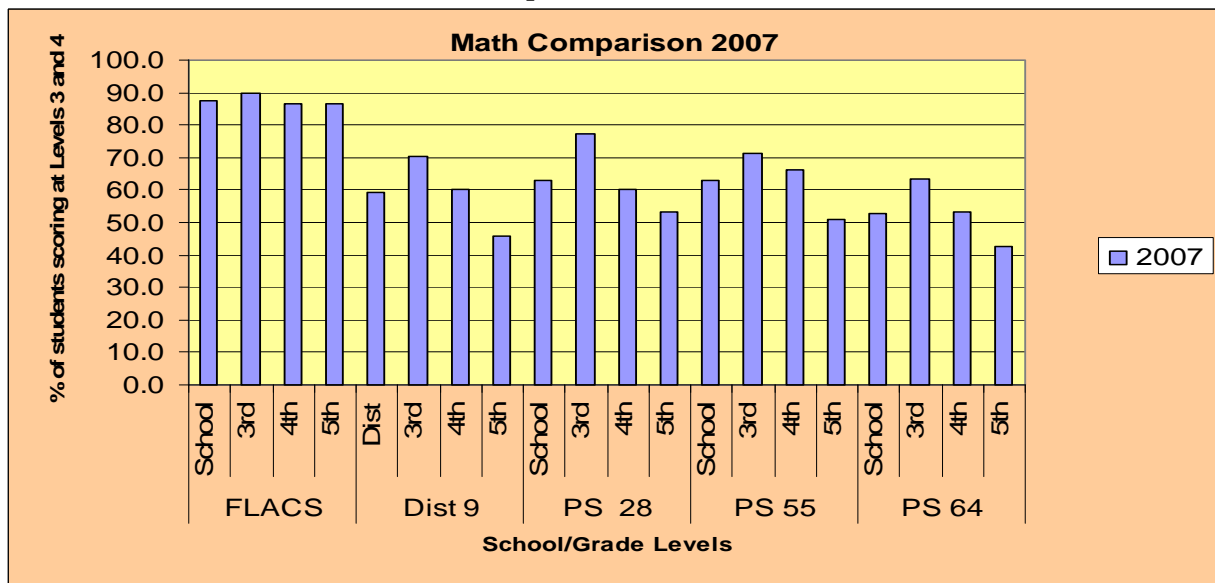
<b>Table 2A.10 – Two-year comparative performance of all FLACS and similar District 9 schools.</b>			
		<b>2006</b>	<b>2007</b>
<b>FLACS</b>	<b>School</b>	59.9	83.3
	<b>3<sup>rd</sup></b>	62.2	87.2
	<b>4<sup>th</sup></b>	76.2	78.7
	<b>5<sup>th</sup></b>	70.3	83.9
<b>Dist 9</b>	<b>Dist</b>	50.6	62.8
	<b>3<sup>rd</sup></b>	60.8	77.5
	<b>4<sup>th</sup></b>	52.3	60.0
	<b>5<sup>th</sup></b>	38.2	53.4
<b>PS 28</b>	<b>School</b>	49.6	62.9
	<b>3<sup>rd</sup></b>	69.0	71.4
	<b>4<sup>th</sup></b>	36.0	66.3
	<b>5<sup>th</sup></b>	38.4	50.9
<b>PS 55</b>	<b>School</b>	45.5	62.9
	<b>3<sup>rd</sup></b>	61.1	71.4
	<b>4<sup>th</sup></b>	42.0	66.3
	<b>5<sup>th</sup></b>	32.1	50.9
<b>PS 64</b>	<b>School</b>	49.0	53.0
	<b>3<sup>rd</sup></b>	58.1	63.3
	<b>4<sup>th</sup></b>	47.2	53.2
	<b>5<sup>th</sup></b>	42.8	42.6

Graphs 2A.1 and 2A.2 demonstrates the comparison between FLACS performance and that of similar schools. In Graph 2A.1 there is a comparison for the 2006 math scores. Scores for District 9 and similar schools generally range from 30% to 60%, while all FLACS scores are near or above 70%. For 2007, Graph 2A.2, District 9 and similar schools scores range between 40% and 70%, all FLACS scores range between 80% and 90%

Graph 2A.1



Graph 2A.2



**F Value Added - Required Measure – 1**

*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 ELA exam.<sup>4</sup>*

Method: Table 2A.11 presents a longitudinal view of students who have attended FLACS for two or more years. The objective is to track students from their admission into the school through their advancing grades. For example, students who were in grade 2 in 2004-2005 (graduating class of 2008)

<sup>4</sup> 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.

are currently in grade 4. For those students for whom we have two sets of scores, their gap-reducing target is 73.2. The students exceeded their target by having 77.8% of the students scoring in levels 3 and 4.

From this table we note that all grades exceeded their gap reducing targets.

Table 2A.11 – Cohort success in closing the gap by one half the difference between 75% of students scoring at levels 3 and 4 and their performance the prior year					
2004-2005 Cohorts		2004-2005	2005-2006	2006-2007	2007-2008
Grade 1 Class of 2008	Target			75	87.2+
	Actual			87.2	
Grade 2 Class of 2007	Target		75	73.2	77.8+
	Actual		71.4	77.8	
Grade 3 Class of 2006	Target	75	65.0	75	
	Actual	54.9	74.5	85.7	
Grade 4 Class of 2005	Target	75	59.5		
	Actual	43.9	59.5		
Grade 5 Class of 2009	Target				
	Actual				

### 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.
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.

**Goal 3 - FLACS students will demonstrate proficiency in the practice and methodology of scientific inquiry.**

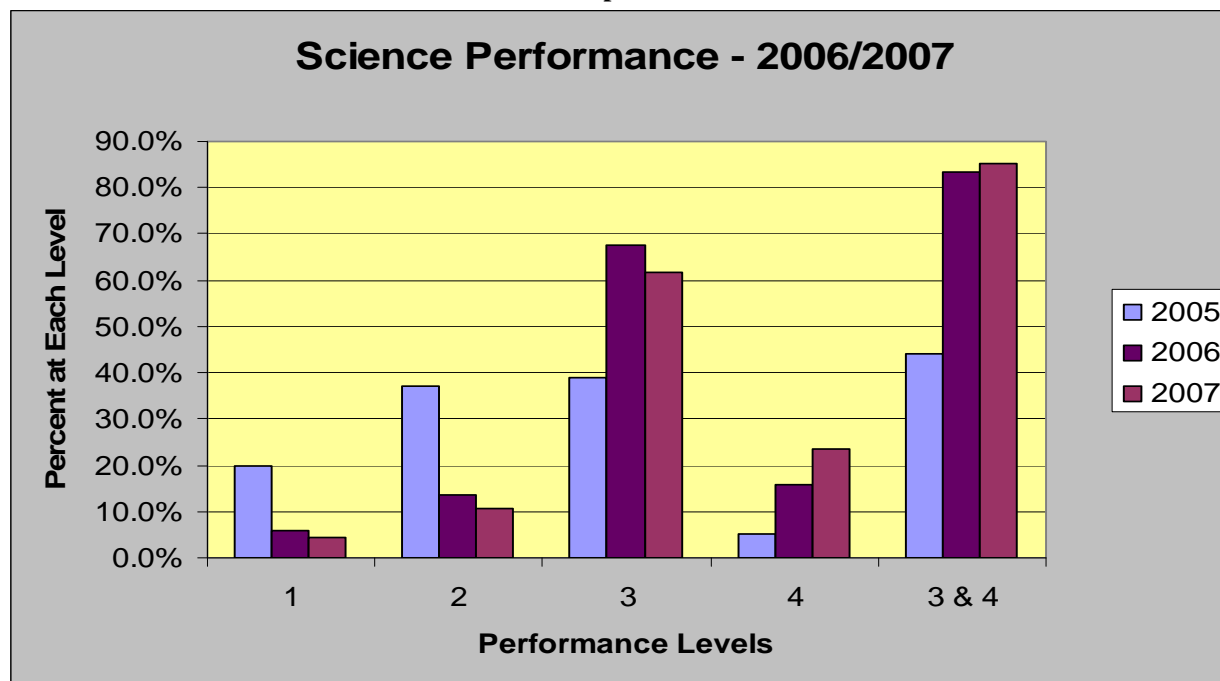
*Seventy-five percent (75%) of fourth graders who have been enrolled at FLACS for two or more years will get a passing score on the New York State Science Assessment given each year to all fourth grade students.*

**Method** – In New York State fourth grade students are required to take New York State assessment in science. The charts and graphs below demonstrate how FLACS students have exceeded our Progress Indicator targets.

Table 3A.1 - Student performance on SED Science Assessment							
Year	N	Level 1	Level 2	Level 3	Level 4	Levels 3/4	PI
2007	47	4.3	10.6	61.7	23.4	85.1	181
2006	41	5.9	13.7	67.7	15.7	83.4	181
2005	51	20.0	37.0	39.0	5.0	44.0	125

As noted in Table 3A.1, student performance on the SED assessment has made significant improvement. Students at FLACS have exceeded the performance plan targets with a minimal percent of students scoring in levels 1 and 2. What appears as a small gain in Performance Index hides the fact that there was a shift of students scoring at level 3 into scoring at level 4. In computing PI the weight of level 4 is not greater than that of level 3.

**Graph 3A.1**



Graph 3A.1 provides evidence as to the growth in student performance on the SED Science assessment. From 2005 to 2006, we note a major shift from levels 1 and 2 to levels 3 and 4. In 2007, the shift out of levels 1 and 2 continued as a further shift from level 3 to level 4 was also evident.

Table 3A.2 provides further evidence of the growth in student performance.

Table 3A.2– Total Percent of 4 <sup>th</sup> 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 n	43.9%	80.3 49	85.1% 47	
	1+ years n		80.9% 47	84.8% 46	

**Goal 4 - FLACS students will demonstrate knowledge and understanding of four key social science components: history, geography, civics and economics**

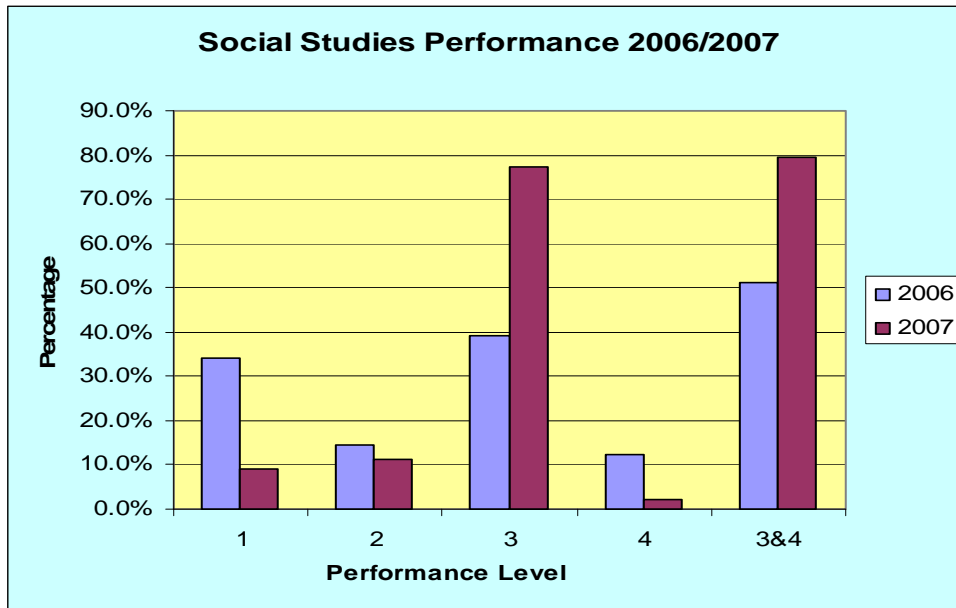
*Seventy-five percent (75%) of FLACS fifth grade students will perform at or above Level 3 on the NYS 5<sup>th</sup> Grade Social Studies Assessment.*

**Method** – In New York State fifth grade students are required to take New York State assessment in social studies.

Table 4A.1 - Student performance on SED Social Studies Assessment							
Year	N	Level 1	Level 2	Level 3	Level 4	Levels 3/4	PI
2007	44	9.1	11.4	77.3	2.3	79.5	171
2006	41	34.1	14.6	39.0	12.2	51.2	117

Table 4A.2 – Percent of Students scoring at Levels 3 and 4 on the 5 <sup>th</sup> 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% 21	79.5% 44	
	1+ years	N/A	56.6%	81.4% 43	

**Graph 4A.1 – Social Studies Performance**



Data provided through NYStart and the New York City Department of Education’s ATS system demonstrate that FLACS student performance has shown significant improvement in the percent of students scoring in levels 3 and 4. The percentage of students in levels 3 and 4 has gone from 51.2% to 79.6% in test administration years 2006 and 2007 respectively. While it appears that there is a higher percentage of scoring in levels 3 and 4 for students who have attended FLACS for more than one year, in fact we are looking at one new student who scored at level 1.

### **Action Plan – Science and Social Studies**

FLACS intends to continue using *Harcourt Science* and 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.
- 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. We intend to 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 – Through the efforts of our science lab teacher and class room teachers, we seek to have students engage in more experiments, science-based and community service activities.

**Goal 5 Optional Measure - FLACS students who are English Language Learners/Limited English Proficient (ELL/LEP) students will become proficient in English while maintaining Spanish as their native language.**

*By their second year following admission 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.*

Table 5A.1 – Percent of Students Performing at Advanced or Proficient on the NYSESLAT by their second year at FLACS													
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%	56	90%		
2004	Target							20	60%	27	80%	31	90%
	Actual			34				31	70%	32	78%		
2005	Target									25	60%	34	80%
	Actual					42				27	64%		
2006	Target											16	60%
	Actual							26					
2007	Target												
	Actual									23			
2008	Target												
	Actual												

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

Method: Table 5A.1 presents a longitudinal view of students and the years they were admitted to FLACS. The goal is to have, after their second year at FLACS, a reduction by 50% of the students in the cohort who have yet to score at Advanced and Proficient. Although the table indicates that in the past, and in two out three cohorts evaluated for this past year, FLACS students met the target, in the third year (2004 cohort) they fractionally missed. However, it has become evident that the premise upon which this data was projected is flawed. While it was presumed that the chart would carry over credit for cohort students who scored at proficiency in previous years, it was not taken into account that changes in the “n,” caused by graduated or transferred students, would make it impossible to track student progress. Prior year students who scored at Advanced, but left the school can not be reassessed in subsequent years. This can cause the mistaken appearance of a decline within a cohort. In the coming months, we shall evaluate the efficacy of this reporting approach.

## Summary of Academic Performance

### 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 with high standards for their children.

For FLACS, rising achievement scores and having students engaged in higher order learning are a direct result of current 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.

### Action Plan

During the coming years we will continue to focus on increasing the school-based capacity of our school personnel using the paradigm of our emerging Professional Learning Community (PLC). We will be strengthening the capabilities of our collaborative teams, deepening our inquiry into best practices and current realities, heightening our effective responses to analyses of formative and summative data. We will also continue to strengthen our relationship with our partner, LPAC, to provide for continuous academic improvement. This will address the needs and potential of the children, the families and the community we serve. This includes homework help, recreation, after school and summer services, family counseling, etc.

These efforts will be enhanced through the implementation of our part of the \$10.5 million Teacher Incentive Fund Federal grant (Partnership for Innovation in Compensation for Charter Schools (PICCS)). This is to be a comprehensive program to recruit, retain, develop and reward top quality teachers and school leaders. The first year of the grant, 2007-2008, will be dedicated to internal/external planning. Full implementation of the grant will not start until 2008 – 2009.

FLACS will be establishing a planning committee to develop the infrastructure for working with CEI-PEA and developing school-specific models for value-added school-based, performance-based, compensation systems, establishing a peer-review model, and designing an on-site staff development program.

In addition to providing teachers, assistant teachers and school leaders with financial incentives, PICCS is designed to aid our school in achieving student outcome goals based on value added methods. Through PICCS, we intend to benefit from enhanced on-site technical assistance to help establish and meet our teachers' specific professional needs and establish a comprehensive peer review program to draw upon and share best practices. In addition, contracted through CEI-PEA, the implementation will benefit from a computer-based data system that will provide "real-time" data analysis through use of a

desktop “dashboard” that interfaces the system to provide critical information to help educators truly drive instruction. This will be used by, and will support the efforts of, our data specialist.

While PICCS will be an integral part of our planning for the next charter period, FLACS will continue implementation of our many instructional and administrative initiatives. We will continue using the *Trophies* literacy series, the *Saxon Math* program, the *Harcourt Science* series and *Horizons* for social studies. We will continue to emphasize the importance of effective staff development through turnkey presentations by staff members who attend retreats and conferences, in-house presentations and best practices demonstration lessons. These efforts will be buttressed by coaching and in-classroom support from our instructional team. The instructional team, supported by the peer-review process being developed, sets the infrastructure for staff self-evaluation and reflection and effective implementation of our instructional program. When appropriate, FLACS will invite educational consultants to provide support in areas such as working with Second Language Learners, math instruction and teaching to enhance higher order thinking skills. To expand our staff development efforts, we have adopted a program of afternoon student dismissal on the first Friday of each month. At these sessions, teachers will receive targeted support in areas of teacher and/or school need.

We will continue to benefit from the data analysis and presentations from our data specialist and look forward to the expansion of resources that will be available through the PICCS project. For the 2007-2008 academic year, we are planning to have teachers review each student’s prior year’s data and establish value added targets for the current year. One of the agenda items at the bi-weekly data meetings will be to assess student performance in light of the targets the teachers have established. And as we explore the effectiveness of the Fast Forward program, we also plan to expand on the analyses of data offered to teachers through our implementation of the computer program.

In our instructional program, we will continue to provide for our ELL students to gain proficiency in their English language acquisition through our Sheltered English Immersion program of our own design and provide for the needs of students with IEPs and other factors that may define them as at-risk.

We will continue our efforts to develop an environment that inspires staff, families and students to work together to establish a nurturing, “authentic” community committed to excellence.