



Office of School Design and Charter Partnerships  
2014-2015

**FUTURE LEADERS INSTITUTE CHARTER SCHOOL  
ANNUAL COMPREHENSIVE REVIEW REPORT**

**2014 – 2015 SCHOOL YEAR**

## Part 1: School Overview

### Charter Authorization Profile

Future Leaders Institute Charter School	
Authorized Grades	Kindergarten – Grade 8
Authorized Enrollment	391
School Opened For Instruction	2005-2006
Charter Term Expiration Date	June 30, 2016
Last Renewal Term Type	Short Term (3 years)

### School Information for the 2014-2015 School Year

Future Leaders Institute Charter School	
Board Chair(s)	Katherine Brown and Joan Wicks
School Leader	Ismael Colon
District of Location	NYC Community School District 3
Borough of Location	Manhattan
Physical Address	134 West 122 Street, New York, NY 10027
Facility Owner	DOE
School Type	Elementary/Middle School
Grades Served 2014-2015	Kindergarten – Grade 8
Enrollment in 2014-2015*	399
Charter Universal Pre-Kindergarten Program	No

\* Enrollment data as of October 1, 2014

Enrollment Policies (School Year 2014-2015)*	
Primary Grade Level(s) for Which Student Applications for Admission are Accepted	Kindergarten, Grade 1, and Grade 6
Additional Grade Level(s) for Which Student Applications for Admission are Accepted	Grades 2-5 and Grade 7
Does School Enroll New Students Mid-Year	Yes
Number of Applicants for Admission	1,402 (Kindergarten), 498 (Grade 1), 142 (Grade 2), 119 (Grade 3), 128 (Grade 4), 134 (Grade 5), 106 (Grade 6), 169 (Grade 7), 67 (Grade 8)
Number of Students Accepted via the Charter Lottery	133 (Kindergarten), 47 (Grade 1), 21 (Grade 2), 13 (Grade 3), 12 (Grade 4), 17 (Grade 5), 14 (Grade 6), 7 (Grade 7), 2 (Grade 8)
Lottery Preferences (School Year 2014-2015)**	
Attends a Failing School	No
Does Not Speak English at Home	No
Receives SNAP or TANF Benefits	No
Eligible for Free or Reduced-Price Lunch	No
Has IEP and/or Receives Special Education Services	No
Homeless or Living in Shelter or Temporary Residence	No
Lives in New York City Housing Authority Housing	No
Unaccompanied Youth	No

\* Enrollment policy information is based on self-reported data from the 2014-2015 DOE Annual Charter School Survey.

\*\* Preferences were recorded from the NYC Charter School Center's Online Application. For schools that do not participate in the Common Application, their preferences were self-reported from the 2014-2015 DOE Annual Charter School Survey. If a field is marked "N/A", the school did not provide the information.

Management or Support Organization (If Applicable)	
Charter Management Organization (if applicable)	N/A
Other Partner(s)	N/A

For the self-reported mission of this charter school, please see their NYC Charter School Directory listing at <http://schools.nyc.gov/community/charters/information/directory.htm>.

School Reported Current Key Design Elements	
Key Design Element	Description
Extended Day and Year	After the Future Leaders Institute Charter School (FLI) instructional day ends at 2:30pm, scholars participate in an Extended Day program, which lasts until 5:00pm. Additionally, all are encouraged to participate in the school's four week summer program in July.
Expanded Learning Opportunities	The "FLI Academies", offered regularly as part of the Extended Day program, on Saturdays, and during school vacations (e.g. Spring Break), reinforce what students have learned in the classroom and provide testing preparation strategies.
Enrichment Program	The Enrichment Program is part of the Extended Day program where students take exploratory courses and physical education. Exploratory courses include art, music, robotics, dance, African drumming, cooking, and newspaper.
Rigorous Standards-Based Curricula	All course curricula is based on the Common Core Standards as well as the NYS curriculum maps. The coursework prepares students for high school, college, and a career.
Formative and Summative Assessments	Students are regularly assessed. Assessments help to inform instruction and allow for adjustments to the curriculum, if needed. Assessments are also used to provide students, teachers, and families with critical feedback on progress throughout the year.
Professional Development	Staff are provided with targeted Professional Development designed to improve student performance and give staff continuous opportunities to grow and excel. Professional Development is delivered on a weekly basis.
Social/Emotional Curriculum	FLI uses a social/emotional curriculum called Second Step that teaches skills aimed at reducing impulsive and aggressive behavior while increasing social competence. School Guidance Counselors give weekly lessons to students across all grades.

Grade-Level Enrollment (School Year 2014-2015)		
Grade Level	Number of Students	Section Count
Kindergarten	43	2
Grade 1	43	2
Grade 2	47	2
Grade 3	48	2
Grade 4	56	2
Grade 5	42	2
Grade 6	50	2
Grade 7	38	2
Grade 8	32	2
Total Enrollment	399	18

\* Enrollment data as of October 1, 2014

## Part 2: Annual Review Process Overview

### Rating Framework

The New York City Department of Education (NYC DOE) Office of School Design and Charter Partnerships (OSDCP) performs a comprehensive review of each NYC DOE Chancellor-authorized charter school to investigate three primary questions: is the school an academic success; is the school a fiscally sound, viable organization; and is the school in compliance with its charter and all applicable laws and regulations? To ascertain matters of sustainability and strategic planning, OSDCP also inquires about the school's plans for its next charter term.

This review is conducted by analyzing student performance data and collecting and evaluating school-submitted documents during school year 2014-2015. The report outlines evidence found during this review.

As per the school's monitoring plan, the NYC DOE may also conduct a visit to the school. Visits may focus on academic outcomes, governance, organizational structure, operational compliance, fiscal sustainability or any combination of these as necessary.

### Essential Questions

#### ***Is the school an academic success?***

To assess whether a school is an academic success, the NYC DOE considers performance measures, including, but not limited to the following (as appropriate for grades served):

- New York State ELA and math assessment absolute results; New York State Regents exams passage rates;
- Comparative proficiency for elementary and middle schools, including growth rates for ELA and math proficiency;
- Comparative graduation rates and Regents completion rates for high schools;
- Closing the achievement gap performance relative to CSD or New York City public schools;
- New York State Alternate Assessment (NYSAA) or other approved alternate assessments; and
- Performance data pertaining to college and career readiness.

#### ***Is the school a fiscally sound, viable organization?***

To assess whether a school is a fiscally and operationally sound, viable organization, OSDCP focuses on three areas: Governance Structure & Organizational Design, School Climate & Community Engagement, and Financial Health. This includes an analysis of the school's audited financial statements, based on the National Association of Charter School Authorizers' Core Performance Framework.<sup>1</sup>

OSDCP considers a variety of supporting materials and data, including but not limited to the following:

- Board of Trustee bylaws;
- Board of Trustee meeting minutes;
- Annual Reports submitted by schools to New York State Education Department (NYSED);
- NYC DOE School Surveys;
- Data collection sheets provided by schools;
- Student, staff, and Board turnover rates;
- Audits of authorized enrollment numbers; and
- Annual financial audits.

#### ***Is the school compliant with its charter and all applicable law and regulations?***

As it pertains to compliance, the NYC DOE identifies areas of compliance and noncompliance with relevant laws and regulations as identified in the NYC DOE OSDCP Accountability Framework.

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<sup>1</sup> Please refer to the following website for more information:  
[http://nacsa.mycrowdwisdom.com/diweb/catalog/item/id/126547/q/%20q=performance\\*20framework&c=82](http://nacsa.mycrowdwisdom.com/diweb/catalog/item/id/126547/q/%20q=performance*20framework&c=82)

## Part 3: Summary of Findings

### Essential Question 1: Is the school an academic success?

#### Overview of School-Specific Data Since 2012-2013

ES/MS students scoring at or above Level 3 on NYS assessments, compared to CSD, NYC and State averages

% Proficient in English Language Arts		
	2012-2013	2013-2014
<b>Future Leaders Institute Charter School</b>	<b>16.9%</b>	<b>20.1%</b>
CSD 3	41.7%	45.2%
Difference from CSD 3 *	-24.8	-25.1
NYC	26.4%	28.4%
Difference from NYC *	-9.5	-8.3
New York State **	31.1%	30.6%
Difference from New York State	-14.2	-10.5
% Proficient in Mathematics		
	2012-2013	2013-2014
<b>Future Leaders Institute Charter School</b>	<b>18.1%</b>	<b>29.2%</b>
CSD 3	42.8%	47.8%
Difference from CSD 3 *	-24.7	-18.6
NYC	29.6%	34.2%
Difference from NYC *	-11.5	-5.0
New York State **	31.1%	36.2%
Difference from New York State	-13.0	-7.0

\* All comparisons to either the CSD or NYC take into account only grades the school itself served.

\*\* New York State proficiency rates were taken from [data.nysed.gov](http://data.nysed.gov).

**Student improvement on the state tests compared to other students**

<b>Median Adjusted Growth Percentile - English Language Arts</b>		
	<b>2012-2013</b>	<b>2013-2014</b>
<b>Future Leaders Institute Charter School - All Students</b>	<b>69.0%</b>	<b>64.0%</b>
Peer Percent of Range - All Students	87.6%	61.6%
City Percent of Range - All Students	67.0%	51.5%
<b>Future Leaders Institute Charter School – School's Lowest Third</b>	<b>76.5%</b>	<b>70.0%</b>
Peer Percent of Range - School's Lowest Third	71.8%	42.4%
City Percent of Range - School's Lowest Third	50.3%	33.0%
<b>Median Adjusted Growth Percentile - Mathematics</b>		
	<b>2012-2013</b>	<b>2013-2014</b>
<b>Future Leaders Institute Charter School - All Students</b>	<b>62.0%</b>	<b>67.0%</b>
Peer Percent of Range - All Students	50.0%	62.4%
City Percent of Range - All Students	45.1%	64.3%
<b>Future Leaders Institute Charter School – School's Lowest Third</b>	<b>76.0%</b>	<b>78.0%</b>
Peer Percent of Range - School's Lowest Third	64.4%	67.3%
City Percent of Range - School's Lowest Third	56.5%	69.5%

A comparison range consists of all possible results within two standard deviations of the average. A peer/city percent of range of 50% represents the position of the average and can be interpreted as a school outperforming 50% of their peer group/city.

**Closing the Achievement Gap**

<b>Percent in the 75th Growth Percentile - English Language Arts</b>		
	<b>2012-2013</b>	<b>2013-2014</b>
Students with Disabilities *	66.7%	55.2%
English Language Learner Students	25.0%	0.0%
Students in the Lowest Third Citywide	52.3%	41.7%
<b>Percent in the 75th Growth Percentile - Mathematics</b>		
	<b>2012-2013</b>	<b>2013-2014</b>
Students with Disabilities *	59.3%	55.2%
English Language Learner Students	11.1%	33.3%
Students in the Lowest Third Citywide	44.8%	59.2%

\* Defined as students with a placement in Self-Contained, ICT, or SETSS.

**Progress Towards Attainment of Academic Goals in 2013-2014<sup>2</sup>**

<b>Academic Goals</b>	
<b>Authorizer Mandated Goals</b>	<b>2013-2014</b>
1. Maintain and/or improve Overall Progress Report grade, Student Progress and Student Performance grade on Progress Report; score C or better in each of the years of the new charter.	<b>N/A</b>
2. Equal or surpass CSD proficiency levels in Math and ELA in grade to grade comparisons during new charter term.	<b>Not Met</b>
<b>Charter Goals</b>	<b>2013-2014</b>
1. Each year, the school will earn a score sufficient to place in the 75th percentile of all schools on the "Performance" section of the NYC DOE Progress Report.	<b>N/A</b>
2. Each year, 75% of third through eighth grade students will perform at or above Level 3 on the NYS ELA Exam.	<b>Not Met</b>
3. Each year, 75% of third through eighth grade students will perform at or above Level 3 on the NYS Math Exam.	<b>Not Met</b>
4. Each year, 75% of fourth and eighth grade students will perform at or above Level 3 on the NYS Science Exam.	<b>Partially Met</b>
5. Each year, 75% of third through eighth grade students will perform at or above Level 3 on the NYS Social Studies Exam.	<b>N/A</b>
6. Each year, the school will be deemed "In Good Standing."	<b>Met</b>
7. Each year, 85% of students in grades kindergarten through three will score at or above grade level on the end-of-year Diagnostic Reading Assessments (DRA).	<b>Not Met</b>
8. Each year, 75% of the students in grades kindergarten through two will earn scores in reading, writing, and mathematics at or above expectation as measured by the Children's Progress of Academic Achievement.	<b>Not Met</b>
9. Each year, 100% of the school's eighth-grade students will attend high schools that graduate at least 75% of their students. The school will employ a full-time High School Placement Coordinator to ensure that graduates attend excellent high schools.	<b>Met</b>
10. Each year, grade-level cohorts of the same students (i.e. students who are in the school for two years in a row) will reduce the gap between the percent at or above Level 3 on the previous year's NYS ELA Exam and 90% at or above Level 3 on the current year's NYS ELA Exam. If the percentage of students scoring above proficiency in a grade level cohort exceeded 90% on the previous year's NYS ELA Exam, the school is expected to demonstrate growth (from proficient to advanced) in the current year.	<b>Not Met</b>
11. Each year, grade-level cohorts of the same students (i.e. students who are in the school for two years in a row) will reduce the gap between the percent at or above Level 3 on the previous year's NYS Math Exam and 90% at or above Level 3 on the current year's NYS Math Exam. If the percentage of students scoring above proficiency in a grade level cohort exceeded 90% on the previous year's NYS Math Exam, the school is expected to demonstrate growth (from proficient to advanced) in the current year.	<b>Not Met</b>

<sup>2</sup> Goals were self-reported by the school in the school's 2013-2014 Annual Report documentation submitted to NYSED. It should be noted that beginning with the 2013-2014 school year, due to a change in state regulation, the NYC DOE will not evaluate goals that are related to standardized assessments for students in grades kindergarten through two. Further, due to the elimination of the accountability instrument, the DOE will not evaluate goals related to NYC DOE Progress Report grades beginning with the 2013-2014 school year.

<b>Charter Goals</b>		<b>2013-2014</b>
12.	Each year, the percent of students performing at or above Level 3 on the NYS ELA Exam in each tested grade will, in the majority of grades, exceed the average performance of students in the same grades of Community District 3.	<b>Not Met</b>
13.	Each year, the percent of students performing at or above Level 3 on the NYS Math Exam in each tested grade will, in the majority of grades, exceed the average performance of students in the same grades of Community District 3.	<b>Not Met</b>
14.	Each year, the school will receive a 'B' or higher on the Student Progress section of the NYC DOE Progress Report.	N/A

## Self-Reported Responsive Education Program & Learning Environment<sup>3</sup>

### Curriculum Changes and/or Adjustments

- The school implemented a comprehensive literacy assessment program, STEP (Strategic Teaching and Evaluation of Progress) for kindergarten through grade two. The STEP program produces a robust dataset, which teachers use to drive instruction in the classroom.
- The school also implemented the iReady tool for ELA and math for middle school students who test out of Pearson's SuccessMaker program. The iReady tool provides personalized, online, Common Core aligned instruction targeted to students' needs down to the sub-skill level.
  - SuccessMaker is an online adaptive learning tool for ELA and Math, which all students use during computer lab time. The curriculum of the program goes through eighth grade, and provides real-time data as students work in the interface.
- The school also unified ELA curriculum across grades.
- Finally, the school adjusted interim assessments to cover only those standards taught in class up to the point when the test is administered (rather than each being a full mock test) to get more accurate understanding of student performance and challenge areas.

### Interim Assessments

- The school administers interim assessments in math and ELA in November and January to students in grades three through eight. Tests are made from the NYReady curriculum and cover only those standards that have already been taught in class.
- The school also administers a mock state test in math and ELA in March to students in grades three through eight. Tests are made from the NYReady curriculum and cover everything which will be on the test.

### Approach to Data-Driven Instruction

- Teachers participate in the grading of the interim ELA and math assessments administered twice a year, as well as the mock test administered in March. Teachers are active participants in the analysis of the results. Teachers work with ELA and math consultants to create actionable next steps based on the data. Immediate and specific changes are then implemented in the classroom.
- In conjunction with full engagement and utilization of our testing data, teachers also have access to real-time student performance data in math and ELA through Pearson's SuccessMaker program. Classes have dedicated computer lab time to use SuccessMaker. While the class is working, teachers are reviewing the data and working with individual students to remediate based on their review of the dashboard and data available in the teacher interface.
- These processes ensure that the school has an established data-driven culture, which informs instruction and provides critical information on student progress. Further, it is an essential part of instructional staff expectations.

### Philosophy on Special Education and English Language Learner Services

- The school supports Special Education and English Language Learner (ELL) students through the use of push-in teachers in inclusion classrooms. These services provide students with the supports they need to be successful while still enabling them to participate in all classroom activities alongside their classmates. Small-group instruction and differentiated learning opportunities give students the opportunity to learn at the appropriate pace and level based on their abilities.

### Professional Development Opportunities

- Teachers are invited to back-to-school week to participate in sessions that prepare them for beginning the new school year. Teachers receive training on building positive classroom culture and community, effective lesson planning, and topics focused around rigorous and engaging classroom instruction. Sessions are led by the Leadership Team (consisting of the Principal, Assistant Principal, Director of Instruction, Chief Operating Officer, and the Director of Student

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<sup>3</sup> Self-reported information from school-submitted ACR self-evaluation form on May 1, 2015.

Affairs), as well as the school's ELA and math consultants. The goal of the week long experience is to set teachers up for success in the upcoming school year.

- Teachers have professional development (PD) on Mondays from 2:30pm - 3:50pm. Sessions can be specific to grade clusters, content areas or, in some cases, may apply to the entire staff. Sessions are planned in advance and directly connect to what is happening in classrooms. Formal and informal observations of classroom instruction and environment produce areas of necessary support and development. The Leadership Team actively reflects on the needs of the staff and plans accordingly. The Leadership Team and consultants highlight best practices and develop sessions for staff to share their expertise and knowledge with colleagues in a productive way, often leading the sessions themselves.
- Three members of the instructional staff attended a 'Teach Like a Champion' all-day train-the-trainer workshop during the 2014-2015 school year. The session provided these teachers with the knowledge, skills, and tools to increase student engagement and lesson rigor. Upon their return, teachers were expected to turnkey these effective strategies to the whole school.

#### Teacher Evaluation

- All teachers are evaluated using the Charlotte Danielson Framework. The frequency of these evaluations follows the parameters defined in the Collective Bargaining Agreement with the United Federation of Teachers (UFT).

#### Differentiated Instruction

- The small-group model of instruction employed at the school supports differentiated instruction. In order to meet the diverse needs of all the learners in a classroom, the school uses targeted and specific instruction through small groups. During both literacy and math instruction, additional teachers push-in to classrooms. For example, during a literacy block three teachers may be present, allowing for at least three different small groups to receive targeted instruction. Plans are developed by the team specifically for the students who they are working with and always reflect the needs of those specific students. This allows for one teacher to work with a group of approximately three to five students at a time. Students cycle through groups, including phonics instruction (Foundations), guided reading, and interactive writing. This model gives teachers the ability to reteach, review, provide extended time, scaffold a learning activity, use hands-on manipulatives, and use leveled texts to provide each student with the appropriate level of support and educational challenge.
- The school administers interim assessments in November and January and a complete Mock Assessment (which mimics all of the conditions of the test) in March. These assessments serve as a benchmark to gauge the school's progress; they also project results and help to identify gaps in student understanding.
- The small group instructional model employed at the school provides students of all levels with the support they need to be successful. Specifically, Special Education (SpEd) students and English Language Learners (ELLs) receive services weekly. SETSS (Special Education Teacher Support Services) teachers push-in to inclusion classrooms, providing small group instruction to the students who require these services. This model has yielded positive results, enabling students to participate in all of the classroom activities with their classmates, while receiving appropriate support and assistance. Additionally, the school differentiates instruction through scaffolded learning, providing texts and activities at the correct level for each group so all are challenged, growing, and learning.

#### Adjustments based on 2013-2014 Data

- Based on data the school collected or received for the 2013-2014 school year, the school did the following during the 2014-2015 school year:
  - Based on academic performance data in ELA, the school adjusted its approach, creating and rolling out a unified curriculum across grades that takes a novel-based approach to learning. The school also rolled out the STEP program to provide a more data-driven, measureable approach to literacy for younger students.

- In addition to ELA-specific changes, the school made adjustments to its Summer Academy program. The school increased enrollment in the Summer Academy program from approximately 70 students in summer 2014 to a projected 150 students in summer 2015. Moving forward, the school is mandating this program for lower-performing students (based on teacher recommendations and academic performance data), as well as for newly-enrolled students going into first grade or above. The Summer Academy program is funded primarily through a grant awarded by the family foundation of one of the school's Board of Trustees members.

#### Learning Environment

- FLI sets clear, consistent academic and behavioral expectations for students, staff, and families alike. In every grade, teachers provide our students with high quality instruction through the use of Common Core curricula designed to prepare them beyond the New York State Assessments, by providing real life context and applicability rather than mere rote memorization of facts and figures. Additionally, we set high academic expectations with our instructional staff via the Professional Development and support we provide throughout the year. We work together with teachers to identify areas where Professional Development will have the largest impact, and ultimately ensure they are all fully prepared to provide lessons that are rigorous and differentiated to meet all students' needs. We ensure the strategies taught are being executed in the classroom through informal observations by our Leadership Team and our Education Consultants. On top of the Professional Development we consistently provide, we have demonstrated our commitment to academics through the creation of the Director of Instruction role – this role is focused on curriculum development and provides support, mentorship, knowledge, and expertise to our teachers. Teachers also work with our ELA and Math Education Consultants to receive additional coaching and resources to create and maintain a rigorous classroom environment. We also set high expectations with families as soon as they join the FLI community – we are now requiring all new families (with children entering grades 1 or above) to attend our Summer Academy program so we can ensure they are fully prepared for our classrooms in the fall.
- In conjunction with high academic expectations, FLI has clear and effective classroom policies in place. Our behavioral expectations for students are articulated to them and their families from the beginning – we will be issuing our Family Handbook to new families at our Enrollment Nights in early May, setting expectations up front. We maintain our high behavioral expectations by using a program called Kickboard to track all behaviors (both positive and negative). We are very transparent with our students who know that positive behavior will be rewarded, and negative behavior punished. By inputting these tools, we have reduced the number of student behavior challenges in classroom (while simultaneously being better able to measure, react to, and ultimately prevent them in the future).
- Teachers are trained on the importance of questioning and other pedagogical practices that promote critical thinking and foster an environment where complex communication is required. Frequent, informal observations by our Leadership Team and Education Consultants allow opportunities to provide feedback and ensure there is consistency in the expectations set in our classrooms. These observations yield specific, actionable next steps for teachers, equipping them with new strategies for common challenges, such as how to effectively check for understanding and react to student misconceptions, thereby creating an environment where critical thinking is the norm. Likewise, the level of student participation within the lesson is an important piece of our instructional program. There are clear expectations that we have for our children regarding how they communicate in class. Strong communication skills are built from Kindergarten, where students are expected to answer questions in full sentences, all the way through Middle School, where students are challenged to articulate their answers in a complex and thoughtful manner. All students are expected to be active participants and effective communicators in the classroom.

#### NYC DOE School Visit

Representatives of the OSDCP team visited the school on May 14, 2015. Based on discussion, document review, and observation, the following was noted:

### School Leadership

- School leadership reported that they made the following changes during 2014-2015:
  - Implemented Foundations of Literacy phonics program for students in grades kindergarten through two;
  - Replaced Fountas and Pinnell with STEP Assessment for Kindergarten through 2<sup>nd</sup> Grades;
  - Purchased SuccessMaker computer software, an adaptive online curriculum, for each student to use three times a week to improve ELA and Math skills;
  - Piloted iReady with 20 students with the intention of expanding during 2015-2016;
  - Partnered with NY Times for a news literacy program to help students focus on real-world non-fiction writing and critical thinking;
  - Purchased a new Science curriculum;
  - Purchased a new Spanish curriculum; and
  - Invested in Teach like a Champion training for teachers

### Classroom Observations

- Fifteen classrooms were observed, with class sizes ranging from two to 26, with an average of 19 students.
- All classrooms included one to two teachers, with all classrooms using lead and assist, lead and monitor and parallel teaching models.
- In a majority of classes, questions asked students for basic recall or to demonstrate understanding, few questions asked for analysis, application, synthesis or evaluation.
- There were some observed examples of differentiation of tasks, but few of materials, modalities, products or assessments.
- The majority of checks for understanding took the form of classwork, with some questioning and observation.
- A majority of students appeared aware of expectations for behavior. There were some classes where students were off task.

### Teacher Interviews

- Seven teachers were interviewed as a part of the visit.
  - A majority of teachers reported using data to drive instruction.
  - A majority of teachers reported that their teaching practices were frequently observed and that they were provided with helpful feedback as a result of these observations.
  - A majority of teachers reported that the professional development provided by the school was helpful.

**Essential Question 2: Is the school a fiscally sound, viable organization?**

**Governance Structure & Organizational Design**

School Leadership Team (School Year 2014-2015)		
Title	Name	Number of Years With the School
1. Principal	Ismael Colon <sup>4</sup>	5
2. Assistant Principal	Dani McPartlin	5
3. Director of Instruction	Julie Newman	9
4. Chief Operating Officer	Dominique Artamin	1
5. Director of Student Affairs	Nakita Green	1

Board of Trustees (School Year 2014-2015)		
Board Member Name	Position - Committees	Was all Documentation Submitted to OSDCP? Was Board Member Approved by OSDCP?
1. Annie Adams	<b>Board Trustee</b> - Development Working Group, Legal/HR Working Group	Yes
2. Rudolph Austin	<b>Treasurer</b> - Executive Committee, Finance Committee, Educational Accountability Working Group	Yes
3. Katherine Brown	<b>Chairperson</b> - Executive Committee, Finance Committee, Board Governance Working Group, Development Working Group, Legal/HR Working Group, Educational Accountability Working Group	Yes
4. Jay Hatfield	<b>Board Trustee</b> - Educational Accountability Working Group	Yes
5. Andrew Hutcher	<b>Board Trustee</b> - Legal/HR Working Group, Educational Accountability Working Group	Yes
6. Natalie Deak Jaros	<b>Vice Chair</b> - Executive Committee, Finance Committee, Board Governance Working Group	Yes
7. Joan Wicks	<b>Board Trustee</b> - Educational Accountability Working Group, Board Governance Working Group, Legal/HR Working Group	Yes
8. Toye Wigley	<b>Board Trustee</b> - Development Working Group	Yes
9. Amanda Williams	<b>Parent Representative/Secretary</b> - Executive Committee	Yes
10. Gilda Wray	<b>Board Trustee</b> - Board Governance Working Group, Development Working Group, Educational Accountability Working Group	Yes

<sup>4</sup> Ismael Colon announced during the 2014-2015 school year that he would be leaving the school at the conclusion of the year. Future Leaders Institute Charter School will hire a new principal for the 2015-2016 school year.

Board of Trustees Committees (School Year 2014-2015)		
Committee Name	Is This an Active Committee?	Evidence of Committee Activity (Roster, Committee Meeting Minutes, etc.)
1. Executive Committee	Yes	Yes
2. Finance Committee	Yes	Yes
3. Education Accountability Working Group	Yes	Yes
4. Board Governance Working Group	Yes	Yes
5. Development Working Group	Yes	Yes
6. Legal/HR Working Group	Yes	No

### School Climate & Community Engagement

Future Leaders Institute Charter School	
Instructional Staff Turnover (School Year 2013-2014)*	16.3%
Instructional Staff Turnover (School Year 2014-2015)**	2.3%
Number of Instructional Staff Members Not Returning from the Previous Academic Year*	7
Does the School have a Parent Organization?	Yes
• If Yes, how many times did it meet (School Year 2013-2014)?	9
• If Yes, how many parents attended these meetings?	10
Average Daily Attendance Rate (School Year 2013-2014)***	92.8%

\* Reflects 2013-2014 instructional staff who did not return to the school, either by choice or request, at the start of the 2014-2015 school year or who left the school during the 2013-2014 school year.

\*\* Reflects 2014-2015 instructional staff left the school between July 1, 2014 and April 1, 2015.

\*\*\* Attendance was taken from ATS.

## NYC School Survey Results

Percent of Respondents that Agree or Strongly Agree				
Survey Question		Future Leaders Institute Charter School		Citywide Average
		2012-2013	2013-2014	2013-2014
Students*	Most of my teachers make me excited about learning.**	63%	70%	62%
	Most students at my school treat each other with respect.	53%	52%	60%
	I feel safe in the hallways, bathrooms, locker room, cafeteria, etc.	81%	79%	79%
Parents	I feel satisfied with the education my child has received this year.	94%	94%	95%
	My child's school makes it easy for parents to attend meetings.	94%	93%	94%
	I feel satisfied with the response I get when I contact my child's school.	94%	95%	95%
Teachers	Order and discipline are maintained at my school.	77%	95%	80%
	The principal at my school communicates a clear vision for our school.	96%	93%	88%
	School leaders place a high priority on the quality of teaching.	93%	100%	92%
	I would recommend my school to parents.	77%	95%	81%

\* Students in grades kindergarten through five do not participate in the NYC School Survey.

\*\* This question was phrased as "My teachers inspire me to learn" in the 2012-2013 School Survey.

NYC School Survey Response Rates			
		2012-2013	2013-2014
Students*	Future Leaders Institute Charter School	99%	98%
	NYC	83%	83%
Parents	Future Leaders Institute Charter School	51%	54%
	NYC	54%	53%
Teachers	Future Leaders Institute Charter School	100%	95%
	NYC	83%	81%

\* Students in grades kindergarten through five do not participate in the NYC School Survey.

## Financial Health

Short-Term Financial Health				
	Indicator	Benchmark	School's Measure	Status
<b>Cash Position</b>	Number of days of operating expenses the school can cover without an infusion of cash	60 days (2 months)	272 days	Strong
<b>Liabilities</b>	School's position to meet liabilities expected over the next 12 months	Current assets sufficient to cover current liabilities (ratio should be greater than or equal to 1.00)	3	Strong
<b>Projected Revenues</b>	Actual enrollment for 2014-2015 is compared to projected enrollment for 2014-2015 to allow for accounts receivable of budgeted per pupil revenues	Actual enrollment within 15% of authorized enrollment (ratio should be greater than or equal to 0.85)	1.05	Strong
<b>Debt Management</b>	School debts as provided in audited financial statements, as well as payments on those debts	School is meeting all current debt obligations	Not in Default	Strong

Long-Term Financial Sustainability				
	Indicator	Benchmark	School's Measure	Status
<b>Total Margin</b>	Did the school operate at a surplus or deficit during the previous fiscal years?	Value should be greater than 0.00	0.03	Strong
	Did the school operate at a surplus or deficit during the past three fiscal years?	Value should be greater than 0.00	0.27	Strong
<b>Ratios</b>	Debt to asset ratio	Ratio should be less than 1.00	0.34	Strong
	Debt Service Coverage Ratio	Ratio should be greater than 1.00	N/A	N/A
<b>Cash Flow</b>	Most Recent fiscal year's cash flow	Value should be greater than 0.00	296,546	Strong
	Trend of cash flow over the past three fiscal years	Value should be greater than 0.00	\$1,147,769	Strong

An independent audit performed for fiscal year 2014 (FY14) showed no material findings.

**Essential Question 3: Is the school in compliance with its charter and all applicable laws and regulations?**

**Board Compliance**

Board of Trustee Compliance*	
Total Number of Board Members as of April 1, 2015	10
Number of Board Members Required per the Bylaws	5-15
Number of Board Members Who Either Did Not Return Following the 2013-2014 School Year or Who Left During the 2014-2015 School Year:	1
Number of Board Members Who Joined the Board Prior to or During the 2014-2015 School Year	3
Board Meeting Minutes From Most Recent Meeting Posted on the School's Website?	Yes
Number of Board Meetings in the 2014-2015 School Year with a Quorum of Board Members Present / Number Meetings Required per Bylaws**	7 / 6

\* All data presented above is as of April 1, 2015.

\*\* Section 2851(2)(c) of the NYS Charter School Act states that charter schools shall have a "procedure for conducting and publicizing monthly board of trustee meetings at each charter school..."

**School Compliance**

Based on a document review and based on information provided elsewhere in this report, the school is in compliance with:

Compliance Area	Compliance
Teacher Certification <sup>5</sup>	No
Employee Fingerprinting	No
Safety Plan/Emergency Drill	Yes
Immunization Record <sup>6</sup>	Yes
Insurance	Yes
Lottery	Yes
Annual Report Submitted to SED	Yes
Financial Audit Posted	Yes

<sup>5</sup> The Charter Schools Act prohibits more than five staff members or more than 30% of the teaching staff from not being certified in accordance with requirements applicable to other public schools.

<sup>6</sup> The Department of Health standards require an immunization rate of 99%.

Teachers (School Year 2014-2015)						
Number of Teachers:	Number of NYS Uncertified Teachers:	Percent NYS Uncertified Teachers:	Number of Highly Qualified Teachers:	Percent Highly Qualified Teachers:	Number of Teachers without Fingerprint Clearance:	Percent of Teachers Not Fingerprinted:
43	12	27.9%	35	81.4%	0	0.0%

### Student Discipline

Based on a document review, the school's discipline policy contains written rules and procedures for:

Compliance Area	Evidence Submitted?	Language of Compliance Evident in the Documents Submitted?
Disciplining students	Yes	No
Removing students (i.e., suspending)	Yes	No
Procedures for expelling students	No	NA
Notice and opportunities to be heard for Short Term Removals (10 days or fewer)	No	NA
Notice and opportunities to be heard for Long Term Removals (more than 10 days)	No	NA
Appropriate procedures for providing alternative education to students when students are removed (i.e., suspended)	No	NA
Specifically addresses student discipline policy for students with disabilities	No	Na
Does the school distribute the student discipline policy to all students and/or their families?	Yes	Yes
Number and percentage of students suspended in 2014-2015	In School Suspensions: 0 (0%) Out of School Suspensions: 140 (17%)	

### Enrollment and Retention Targets<sup>7</sup>

New York State (NYS) charter schools are required to demonstrate the means by which they will meet or exceed enrollment and retention targets for students with disabilities (SWDs), English Language Learners (ELLs), and students who are eligible for Free or Reduced Price Lunch (FRPL). As per the NYS Charter Schools Act, enrollment and retention targets have been finalized by the Board of Regents (BoR) and the board of trustees of the State University of New York (SUNY). These targets are meant to be comparable to the enrollment figures of such categories of the Community School District (CSD) in which the charter school is located.

<sup>7</sup> State enrollment and retention targets were generated by a calculator developed by the State Education Department (SED). The NYC DOE used the calculator posted on the SED website as of April 1, 2015. Once a school's CSD, total enrollment and grade span are entered, the calculator generates a school-specific target. The CSD for a multi-district school is the primary CSD as determined by each school. The enrollment is determined by the total number of students enrolled as of October 1 for each school year. Any school with an unusual grade configuration (i.e. K, 6-9) should use an available grade configuration provided by SED that is most aligned as determined by the DOE, otherwise a school's actual grade span is used. For more information regarding SED's methodology behind the calculation of charter school enrollment and retention targets, please refer to the memo at <http://www.regents.nysed.gov/meetings/2012Meetings/July2012/712brca11.pdf>.

Charter schools are also required to demonstrate “good faith efforts” to attract and retain a comparable or greater enrollment of SWDs, ELLs, and students eligible for FRPL.

As a consideration of renewal, charter schools are required to “to meet or exceed enrollment and retention targets” for SWDs, ELLs, and students who are eligible for FRPL. The amendments further indicate “Repeated failure to comply with the requirement” as a cause for revocation or termination of the charter.

- In school year 2014-2015, Future Leaders Institute Charter School served:
  - a higher percentage of students qualifying for Free or Reduced Price Lunch compared to its SED-derived enrollment target for students qualifying for Free or Reduced Price Lunch;
  - a lower percentage of English Language Learner students compared to its SED-derived enrollment target for English Language Learner students; and
  - a higher percentage of students with disabilities than its SED-derived enrollment target for students with disabilities.
- From October 1, 2013 through September 30, 2014, Future Leaders Institute Charter School retained:
  - a higher percentage of students qualifying for Free or Reduced Price Lunch compared to its SED-derived retention target for students qualifying for Free or Reduced Price Lunch;
  - a higher percentage of English Language Learner students compared to its SED-derived retention target for English Language Learner students; and
  - a higher percentage of students with disabilities than its SED-derived retention target for students with disabilities.

#### Enrollment of Special Populations

Special Population		2013-2014	2014-2015
Free and Reduced Price Lunch (FRPL)	<b>Future Leaders Institute Charter School</b>	<b>89.8%</b>	<b>91.7%</b>
	Effective Target	58.0%	58.2%
	Difference from Effective Target	+31.8	+33.5
Students with Disabilities (SWD)	<b>Future Leaders Institute Charter School</b>	<b>16.6%</b>	<b>16.8%</b>
	Effective Target	15.2%	15.3%
	Difference from Effective Target	+1.4	+1.5
English Language Learners (ELL)	<b>Future Leaders Institute Charter School</b>	<b>4.6%</b>	<b>5.5%</b>
	Effective Target	9.7%	9.8%
	Difference from Effective Target	-5.1	-4.3

### Retention of Special Populations

Special Population		2013-2014	2014-2015
Free and Reduced Price Lunch (FRPL)	<b>Future Leaders Institute Charter School</b>	<b>84.5%</b>	<b>N/A</b>
	Effective Target	81.8%	-
	Difference from Effective Target	+2.7	-
Students with Disabilities (SWD)	<b>Future Leaders Institute Charter School</b>	<b>80.6%</b>	<b>N/A</b>
	Effective Target	76.2%	-
	Difference from Effective Target	+4.5	-
English Language Learners (ELL)	<b>Future Leaders Institute Charter School</b>	<b>70.6%</b>	<b>N/A</b>
	Effective Target	68.2%	-
	Difference from Effective Target	+2.4	-

Enrollment Information Used to Generate Targets		
	2013-2014	2014-2015
Grades Served	K-8	K-8
Enrollment	373	399
CSD(s)	3	3

**Essential Question 4: What are the school's plans for the next charter term?**

As reported by the school's leadership, the following is noted:

- Future Leaders Institute Charter School would like to continue with the originally approved charter to serve students in grades kindergarten through eight.
- Future Leaders Institute Charter School submitted a material revision to revise its leadership structure to include a second Assistant Principal and an Executive Director; the Executive Director position is intended to be temporary in nature.