



**ALBANY COMMUNITY
CHARTER SCHOOL**

**2013-14 ACCOUNTABILITY PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

September 15, 2014

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S. Neal Currie, Executive Director, prepared this 2013-14 Accountability Progress Report on behalf of the school's board of trustees:

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Molly Slingerland	Trustee, Development

S. Neal Currie has served as the Executive Director or principal since 2006.

INTRODUCTION

Our Mission

The mission of Albany Community Charter School is to provide a high quality educational experience for children in the Albany area by building a shared responsibility and commitment for student success. We believe all children can excel in a nurturing and supportive environment of high expectations, love and respect giving them the ability to determine their future success in school and life.

Through a relentless focus on academic achievement and character development, we seek to develop in our students the academic and social skills necessary to enable them to discover their unique gifts and talents in order to become responsible public citizens dedicated to the advancement of one's self, one's family and one's community.

Our Vision

We will develop an exceptional school community where student success is truly a shared responsibility of parents, teachers and students and all children will exceed the most challenging standards.

Our Program

- Small, Safe and Structured Environment
- Extended School Day (7:30am – 4pm)
- A Longer School Year: 190 Days
- ESL and Special Education Services
- Research-Based Math and Reading Program
- School Uniforms
- Frequent Assessment to Monitor Progress
- High Expectation for Every Child
- Weekly Awards Assembly
- Parent Involvement
- Character Education

The ACCS class schedule provides substantial weekly allotments of time for each of the core academic subjects, totaling more than 1,300 minutes, or more than 22 hours of instruction per week. Core subjects amount to the following time allotments:

- 10 hours (600 min.) for English Language Arts
- 6.25 hours (375 min.) for mathematics;
- 3 hours (180 min.) for science; and
- 3 hours (180 min.) for social studies

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	Total
2010-11	73	69	72	64	62					340
2011-12	76	73	73	67	64	51				404
2012-13	75	74	75	67	71	63	58			483
2013-14	75	75	74	74	67	68	64	59		556

- As of BEDS Day

ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

All students at Albany Community Charter School Charter School will become proficient readers and writers of the English language.

Background

In kindergarten Albany Community Charter School uses the Success For All curriculum entitled KinderCorner. KinderCorner is a research-based and research-proven full-day kindergarten program that provides children with experiences that prepare them for success in primary grades.

KinderCorner fosters the development of children's language, literacy, math, interpersonal and self-help skills, science, and social studies concepts. The focus on strong oral language skills, a love of reading, phonemic awareness, phonics, and listening comprehension creates a solid foundation for reading.

Journeys

Albany Community Charter School uses Harcourt's Journeys program for Reading in grades 2nd through 6th. It is a research-based, developmental reading/language arts program. Journeys provides instruction for the Commons Core Standards. It contains Explicit, systematic instruction in the areas of Reading, Fluency, Writing, Listening, Speaking, and Language that aligns to the Common Core Learning Standards. Journeys also offers high-quality literature, informational text, and instructional content that provides students a wealth of opportunities to learn and master the new standards. The program also compromises additional reading selections and instruction to consolidate and extend students' mastery of the standards. The Reading Adventure magazine includes engaging literature and informational text as well as activities that support students in meeting high expectations set forth in the Common Core State Standards.

Goal 1: Absolute Measure

Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State English language arts examination for grades 3-8.

Method

The school administered the New York State Testing Program English language arts assessment to students in 3 through 8 grade in April 2014. Each student's raw score has been converted to a grade-specific scaled score and a performance level.

The table below summarizes participation information for this year's test administration. The table indicates total enrollment and total number of students tested. It also provides a detailed

breakdown of those students excluded from the exam. Note that this table includes all students according to grade level, even if they have not enrolled in at least their second year.

**2013-14 State English Language Arts Exam
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested ¹			Total Enrolled
		IEP	ELL	Absent	
3	74				74
4	66			1	67
5	63	1		2	66
6	64				64
7	59				59
All	326	1	0	3	330

Results

Overall, 18 percent of students enrolled for at least two years performed at standards 3 and 4 on the 2014 NYS ELA exam.

**Performance on 2013-14 State English Language Arts Exam
By All Students and Students Enrolled in At Least Their Second Year**

Grades	All Students		Enrolled in at least their Second Year	
	Percent	Number Tested	Percent	Number Tested
3	30	74	27	70
4	26	66	24	56
5	19	63	17	58
6	6	64	4	54
7	17	59	14	49
All	20%	326	18%	287

Evaluation

ACCS did not achieve this measure.

Additional Evidence

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

ACCS did see improvement over the 2013 scores overall.

English Language Arts Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2011-12		2012-13		2013-14	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	89	64	20	59	27	70
4	95	60	14	64	24	56
5	96	49	6	54	17	58
6			24	50	4	54
7					14	49
All	93%	173	16%	227	18%	287

Goal 1: Absolute Measure

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

Method

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards enabling all students to be proficient. As a result, the state sets an AMO each year to determine if schools are making satisfactory progress toward the goal of proficiency in the state's learning standards in English language arts. To achieve this measure, all tested students must have a Performance Level Index (PLI) value that equals or exceeds the 2013-14 English language arts AMO of 89. The PLI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PLI is 200.²

Results

All students tested on the NYS ELA exam achieved a PLI of 90 versus the target AMO of 89.

English Language Arts 2013-14 Performance Level Index (PLI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
326	40	40	18	2

$$PI = 40 + 18 + 2 = 70$$

² In contrast to SED's Performance Index, the PLI does not account for year-to-year growth toward proficiency.

$$18 + 2 = \underline{20}$$

$$PLI = 90$$

Evaluation

ACCS achieved this measure.

Goal 1: Comparative Measure

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

Method

A school compares tested students enrolled in at least their second year to all tested students in the surrounding public school district. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.³

Results

RCACS outperformed the local district, Albany CSD, with an overall proficiency level at 18 percent versus their 13%.

**2013-14 State English Language Arts Exam
Charter School and District Performance by Grade Level**

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	27	70	16	654
4	24	56	15	599
5	17	58	10	610
6	4	54	16	532
7	14	49	9	583
All	18%	287	13%	2978

Evaluation

ACCS achieved this measure.

Additional Evidence

³ Schools can acquire these data when the New York State Education Department releases its Access database containing grade level ELA and math test results for all schools and districts statewide. The NYSED announces the release of the data on its [News Release webpage](#).

The 2014 results are an improvement over 2013 in which our overall percentage was lower than the local district.

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

Grade	Percent of Students Enrolled in at Least their Second Year Who Are at Proficiency Compared to Local District Students					
	2011-12		2012-13		2013-14	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
3	78	37	20	22	27	16
4	65	42	14	15	24	15
5	69	39	6	18	17	10
6			24	19	4	16
7					14	9
All	<u>70%</u>	<u>39%</u>	<u>16%</u>	<u>18%</u>	<u>18%</u>	<u>13%</u>

Goal 1: Comparative Measure

Each year, the school will exceed its predicted level of performance on the state English language arts exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for students eligible for economically disadvantaged students among all public schools in New York State.⁴

Method

The Charter Schools Institute conducts a Comparative Performance Analysis, which compares the school’s performance to demographically similar public schools state-wide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all

⁴ The Institute will continue using *economically disadvantaged* instead of *eligibility for free lunch* as the demographic variable in 2013-14. Schools should report previous year’s results using reported free-lunch statistics.

public schools in New York State. The Institute compares the school's actual performance to the predicted performance of public schools with a similar economically disadvantaged percentage. The difference between the schools' actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3 or performing higher than expected to a small degree is the requirement for achieving this measure.

Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2013-14 analysis is not yet available. This report contains 2012-13 results, the most recent Comparative Performance Analysis available.

Results

The overall 2012-13 Effect Size for ELA was 0.20, slightly below the target of 0.3.

2012-13 English Language Arts Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3	95.5	65	21.5	16.4	5.1	0.43
4	98.6	71	15.5	14.4	1.1	0.09
5	95.2	60	5.0	15.9	-10.9	-0.93
6	91.4	56	23.2	12.2	11.0	1.27
7						
8						
All	95.4	252	16.3	14.8	1.5	0.20

School's Overall Comparative Performance:
Slightly higher than expected

Evaluation

ACCS did not achieve this measure in 2012-13.

English Language Arts Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch	Number Tested	Actual	Predicted	Effect Size
2010-11	3-4	87	126	81.8	37.4	2.74
2011-12	3-5	92.7	182	70.3	35.5	2.15
2012-13	3-6	95.4	252	16.3	14.8	0.20

Goal 1: Growth Measure⁵

Each year, under the state’s Growth Model, the school’s mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the state’s unadjusted median growth percentile.

Method

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2012-13 and also have a state exam score from 2011-12 including students who were retained in the same grade. Students with the same 2011-12 score are ranked by their 2012-13 score and assigned a percentile based on their relative growth in performance (student growth percentile). Students’ growth percentiles are aggregated school-wide to yield a school’s mean growth percentile. In order for a school to perform above the statewide median, it must have a mean growth percentile greater than 50.

Given the timing of the state’s release of Growth Model data, the 2013-14 analysis is not yet available. This report contains 2012-13 results, the most recent Growth Model data available.⁶

Results

The first ever CCSS based NYS ELA proved very challenging for our scholars. No grade had a mean growth percentile that exceeded the NYS average of 50.

2012-13 English Language Arts Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Statewide Average
4	32.41	50.0
5	36.08	50.0
6	35.93	50.0
7		50.0
8		50.0
All	<u>34.7</u>	50.0

Evaluation

ACCS did not achieve this measure with an overall mean growth percentile of 34.7.

⁵ See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

⁶ Schools can acquire these data from the NYSED’s Business Portal: portal.nysed.gov.

English Language Arts Mean Growth Percentile by Grade Level and School Year

Grade	Mean Growth Percentile			
	2010-11 ⁷	2011-12 ⁷	2012-13	Statewide Average
4			32.41	50.0
5			36.08	50.0
6			35.93	50.0
7				50.0
8				50.0
All			34.7	50.0

Goal 1: Comparative Measure

Each year the percent of students performing at or above Level 3 on the State English Language Arts exam in the same tested grades will be greater than that of the following schools: Albany's Delaware Community, Phillip J. Schuyler Achievement Academy, Arbor Hill Elementary School, and Giffen Memorial Elementary School. Comparison grades for all schools at the city school district will be 3 and 4.

Method

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

Results

The overall percentage of Albany Community Charter School students in at least their second year who performed on levels 3 and 4 on the NYS ELA exam was 6%. In contrast, the local elementary schools did not perform as well in grades 3 and 4; Delaware Community (15%), Philip Schuyler (2%), Arbor Hill (4%) and Giffen Memorial (9%).

Grade	Percent of Students at Levels 3 and 4									
	ACCS Students In At Least 2 nd Year		Delaware Community Students		Philip Schuyler Achievement Academy Students		Arbor Hill Elementary Students		Giffen Memorial Elementary Students	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	27	70	17	69	2	43	4	47	11	53
4	24	56	12	57	0	39	24	48	8	65
All	26%	126	15%	126	2%	82	4%	95	9%	118

Evaluation

⁷ Grade level results not available.

ACCS achieved this measure. As the table indicates, Albany Community exceeded the performance of three of the four Albany City School District elementary schools on the New York State English Language Arts exam.

Summary of the English Language Arts Goal

Although ACCS made gains this year in ELA performance and outperformed the district, most of the measures still proved challenging this year. However, as an organization, ACCS has implemented strong processes, programs and staff to continue on this positive academic trajectory.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English language arts exam for grades 3-8.	Did Not Achieve
Absolute	Each year, the school’s aggregate Performance Level Index (PLI) on the state English language arts exam will meet that year’s Annual Measurable Objective (AMO) set forth in the state’s NCLB accountability system.	Did Not Achieve
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of students in the same tested grades in the local school district.	Achieved
Comparative	Each year, the school will exceed its predicted level of performance on the state English language arts exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2012-13 school district results.)	Did Not Achieve
Growth	Each year, under the state’s Growth Model the school’s mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the state’s unadjusted median growth percentile.	Did Not Achieve

Action Plan

Albany Community is committed to improving the level of performance achieved on the 2014-2015 school year and supporting students at levels 1 and 2 to meet the standards. ACCS is doing a number of things to support our students in English Language Arts next year given the new higher proficiency standards. A preliminary analysis revealed that 55 students scored within 10 points of proficiency on the NYS ELA exam.

The following steps will be taken beginning during the pre-service professional development;

- Conducting an item analysis to identify the specific skills and performance indicators found to be deficient on the 2013-14 NYS exam.
- More Professional development for teachers in Common Core Learning standards for English Language Arts;
- Professional development on Understanding by Design for lesson development and curriculum analysis

- Improving the efficacy of the Academic intervention Services by providing more consist
- Placing students in classroom based intervention groups based of common skill deficiencies
- Revise the use of mock testing every four to six weeks to track and monitor student progress toward mastery of skills particularly in the middle school
- Ensuring alignment between academic intervention instructional strategies and content with classroom instruction and content.
- Hiring of a Director of Academics and instructional coaches to provide enhanced curricular guidance, training and coaching for teachers

MATHEMATICS

Goal 1: Mathematics

All students at Albany Community Charter School will demonstrate competency in the understanding and application of mathematical computation and problem solving.

Background

In kindergarten ACCS supplements its Success For All math curriculum with the Saxon Math 1st grade edition. Saxon Math is a systematic and sequential program that continually reviews previously learned concepts. It uses an "incremental approach" toward instruction by dividing information into smaller, more easily grasped pieces called increments. A new increment is presented each day and students work only a few problems involving the new material. The remaining homework consists of practice problems involving concepts previously introduced in order to keep the information fresh and active in the student's mind. All new concepts are developed through hands-on activities and rich mathematical conversations that actively engage students in the learning process. Concepts are developed, reviewed, and practiced over time. Every assignment (and every test) is a cumulative review of all material covered up to that point. Albany Community Charter School uses Harcourt Go Math in grades 1-6. Harcourt Go Math is a research-based, complete and comprehensive math program. It was written to provide thorough coverage of Common Core Learning standards and to provide teachers the flexibility to customize the program for specific learners needs. Harcourt Go Math was designed to help build conceptual understanding, skill proficiency, problem solving facility, and logical reasoning while carefully developing concepts within and across the mathematics strands.

Explicit Instruction - prior knowledge is activated and direct instruction takes place. Guided practice transitions to independent work. Concepts, skills, or strategies are applied, and assessment follows.

Conceptual Understanding - Visual Representation and Modeling promote students' abilities to make generalizations: hands- on learning and step by step models link concrete experiences to abstract representations and promote students' abilities to make generalizations.

Assessment Aligned with Intervention - Assess each student's prerequisite skills knowledge in preparation for chapter instruction. Identify those who need information. Allow for individualized instruction and re-teaching. Assess - the feature in each lesson provides feedback and closure.

Goal 2: Absolute Measure

Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State mathematics examination for grades 3-8.

Method

The school administered the New York State Testing Program mathematics assessment to students in 3 through 8 grade in April 2014. Each student’s raw score has been converted to a grade-specific scaled score and a performance level.

The table below summarizes participation information for this year’s test administration. The table indicates total enrollment and total number of students tested. It also provides a detailed breakdown of those students excluded from the exam. Note that this table includes all students according to grade level, even if they have not enrolled in at least their second year.

**2013-14 State Mathematics Exam
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested ⁸			Total Enrolled
		IEP	ELL	Absent	
3	74				74
4	64			2	66
5	63	1		2	66
6	64				64
7	58			1	59
All	323	1	0	5	329

Results

Overall, 28 percent of students in grade 3-7 who were enrolled in at least their second year achieved standards 3 and 4 on the 2014 NYS math exam.

⁸ Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

**Performance on 2013-14 State Mathematics Exam
By All Students and Students Enrolled in At Least Their Second Year**

Grades	All Students		Enrolled in at least their Second Year	
	Percent	Number Tested	Percent	Number Tested
3	29%	74	29%	69
4	45%	64	46%	53
5	33%	63	33%	58
6	7%	64	6%	54
7	21%	58	21%	48
All	28%	323	27%	282

Evaluation

ACCS did not achieve this measure.

Additional Evidence

Overall ACCS saw improvement in 2014 over last year's results in math.

Mathematics Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2011-12		2012-13		2013-14	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	100	64	29	59	29	69
4	97	60	13	64	46	53
5	100	49	24	54	33	58
6			22	50	6	54
7					21	48
All	99%	173	22%	227	27%	282

Goal 2: Absolute Measure

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

Method

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards enabling all students to be proficient. As a result, the state sets an AMO each year to determine if schools are making satisfactory progress toward the goal of proficiency in the state's

learning standards in mathematics. To achieve this measure, all tested students must have a Performance Level Index (PLI) value that equals or exceeds the 2013-14 mathematics AMO of 86. The PLI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PLI is 200.⁹

Results

All students tested on the NYS math exam achieved a PLI of 101 versus the target AMO of 86.

Mathematics 2013-14 Performance Level Index (PLI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
282	26	47	18	9

$$\begin{array}{rclclclclcl}
 \text{PI} & = & 47 & + & 18 & + & 9 & = & 74 \\
 & & & & 18 & + & 9 & = & 27 \\
 & & & & & & \text{PLI} & = & 101
 \end{array}$$

Evaluation

ACCS achieved this measure.

Goal 2: Comparative Measure

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

Method

A school compares tested students enrolled in at least their second year to all tested students in the surrounding public school district. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.¹⁰

Results

ACCS students outperformed the local district with 27% scoring at levels 3 and 4 versus only 14% at the Albany CSD.

⁹ In contrast to NYSED's Performance Index, the PLI does not account for year-to-year growth toward proficiency.

¹⁰ Schools can acquire these data when the New York State Education Department releases its Access database containing grade level ELA and math test results for all schools and districts statewide. The NYSED announces the release of the data on its [News Release webpage](#).

**2013-14 State Mathematics Exam
Charter School and District Performance by Grade Level**

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	29	69	14	656
4	46	53	17	605
5	33	58	13	578
6	6	54	17	540
7	21	48	8	581
All	27%	282	14%	2960

Evaluation

ACCS achieved this measure.

Additional Evidence

ACCS has outperformed the local district for the past three years.

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

Grade	Percent of Students Enrolled in at Least their Second Year Who Are at Proficiency Compared to Local District Students					
	2011-12		2012-13		2013-14	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
3	86	40	29	20	29	14
4	83	50	13	16	46	17
5	82	41	24	14	33	13
6			22	14	6	17
7					21	8
All	84%	45%	22%	16%	27%	14%

Goal 2: Comparative Measure

Each year, the school will exceed its predicted level of performance on the state mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for students eligible for economically disadvantaged students among all public schools in New York State.¹¹

¹¹ The Institute will continue using *economically disadvantaged* instead of *eligibility for free lunch* as the demographic variable in 2013-14. Schools should report previous year's results using reported free-lunch statistics.

Method

The Charter Schools Institute conducts a Comparative Performance Analysis, which compares the school’s performance to demographically similar public schools state-wide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The Institute compares the school’s actual performance to the predicted performance of public schools with a similar economically disadvantaged percentage. The difference between the schools’ actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3 or performing higher than expected to a small degree is the requirement for achieving this measure.

Given the timing of the state’s release of economically disadvantaged data and the demands of the data analysis, the 2013-14 analysis is not yet available. This report contains 2012-13 results, the most recent Comparative Performance Analysis available.

Results

The overall Effect Size in 2012-13 on math was 0.26, below the 0.3 target.

2012-13 Mathematics Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3	95.5	65	32.3	20.1	12.2	0.78
4	98.6	71	12.6	20.0	- 7.4	-0.45
5	95.2	60	23.3	16.4	6.9	0.47
6	91.4	56	19.7	15.6	4.1	0.30
7						
8						
All	95.4	252	21.8	18.2	3.6	0.26

School’s Overall Comparative Performance:
Slightly higher than expected

Evaluation

ACCS did not achieve this measure.

Additional Evidence

Although the Effect Size has been low in recent years, ACCS anticipates achieving this measure for 2013-14.

Mathematics Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch	Number Tested	Actual	Predicted	Effect Size
2010-11	3-4	87	126	95.3	45.9	2.63
2011-12	3-5	92.7	182	83.5	47.3	1.89
2012-13	3-6	95.4	252	21.8	18.2	0.26

Goal 2: Growth Measure¹²

Each year, under the state's Growth Model, the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the state's unadjusted median growth percentile.

Method

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2012-13 and also have a state exam score in 2011-12 including students who were retained in the same grade. Students with the same 2011-12 scores are ranked by their 2012-13 scores and assigned a percentile based on their relative growth in performance (mean growth percentile). Students' growth percentiles are aggregated school-wide to yield a school's mean growth percentile. In order for a school to perform above the statewide median, it must have a mean growth percentile greater than 50.

Given the timing of the state's release of Growth Model data, the 2013-14 analysis is not yet available. This report contains 2012-13 results, the most recent Growth Model data available.¹³

Results

Only grade 5 exceeded the NYS average. ACCS had an overall mean growth percentile of 40.2 in 2012-13.

¹² See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

¹³ Schools can acquire these data from the NYSED's business portal: portal.nysed.gov.

2012-13 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Statewide Average
4	33.22	50.0
5	53.83	50.0
6	34.18	50.0
7		50.0
8		50.0
All	40.2	50.0

Evaluation

ACCS did not achieve this measure.

Mathematics Mean Growth Percentile by Grade Level and School Year

Grade	Mean Growth Percentile			
	2010-11 ¹⁴	2011-12 ¹⁴	2012-13	Statewide Average
3				50.0
4			33.22	50.0
5			53.83	50.0
6			34.18	50.0
7				50.0
8				50.0
All			40.2	50.0

Goal 2: Optional Comparative Measure

Each year the percent of students performing at or above Level 3 on the State English Language Arts exam in the same tested grades will be greater than that of the following schools: Albany’s Delaware Community, Phillip J. Schuyler Achievement Academy, Arbor Hill Elementary School, and Giffen Memorial Elementary School. Comparison grades for all schools at the city school district will be 3 and 4.

Method

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

¹⁴ Grade level results not available.

Results

The overall percentage of Albany Community Charter School students in at least their second year who performed on levels 3 and 4 on the NYS ELA exam was 36%. In contrast, the local elementary schools did not perform as well in grades 3 and 4 overall; Delaware Community (10%), Philip Schuyler (5%), Arbor Hill (0) and Giffen (18%).

Grade	Percent of Students at Levels 3 and 4									
	ACCS Students In At Least 2 nd Year		Delaware Community Students		Philip Schuyler Achievement Academy Students		Arbor Hill Elementary Students		Giffen Memorial Elementary Students	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	29	69	11	69	4	45	0	48	19	52
4	46	53	9	56	7	43	0	50	18	66
All	36%	122	10%	125	5%	88	0	98	18%	118

Evaluation

ACCS achieved this measure. As the table indicates, Albany Community exceeded the performance of the four Albany City School District elementary schools on the New York State Math exam.

Summary of the Mathematics Goal

Although ACCS has made great strides in the math performance this year, the absolute measure of 75% proficient still proves challenging although we aim to get there. The math performance level index was greater than the target AMO and we expect the Effect Size to be greater than 0.3 for the 2013-14 year. ACCS continues to outperform the district.

Type	Measure	Outcome
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Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State mathematics exam for grades 3-8.	Did Not Achieve
Absolute	Each year, the school's aggregate Performance Level Index (PLI) on the state mathematics exam will meet that year's Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	Achieved
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of students in the same tested grades in the local school district.	Achieved
Comparative	Each year, the school will exceed its predicted level of performance on the state mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2012-13 school district results.)	Did Not Achieve
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the state's unadjusted median growth percentile.	Did Not Achieve
Optional Comparative	Each year the percent of students performing at or above Level 3 on the State English Language Arts exam in the same tested grades will be greater than that of the following schools: Albany's Delaware Community, Phillip J. Schuyler Achievement Academy, Arbor Hill Elementary School, and Giffen Memorial Elementary School. Comparison grades for all schools at the city school district will be 3 and 4.	Achieved

Action Plan

Albany Community is committed to improving the level of performance achieved in the 2013-14 school year and supporting students performing at levels 1 and 2 to meet the standards. ACCS is doing a number of things to support our students in Mathematics next year given the new higher proficiency standards. A preliminary analysis of the results revealed that ACCS had 55 students score within 10 points of level 3 on the mathematics exam.

The following steps will be taken beginning during the pre-service professional development;

- Professional development for teachers in Common Core Learning standards for mathematics; with particular focus on suggested instructional shifts.
- Reviewing the curriculum based and test prep materials employed and instructional strategies utilized to teach the identified skills in 2012-13
- Development of new and additional instructional strategies, and materials to teach deficient skills
- Re-align the curriculum maps to adjust timeframes, and sequence of instruction with internal and state assessment schedule
- Offering pull out academic intervention and tutoring services to students performing below proficiency in the previous school year at the beginning of the school year
- Placing students in classroom based intervention groups based of common skill deficiencies
- Continue with mock testing every four to six weeks to track and monitor student progress toward mastery of skills

- Developing improvements in the systematic reporting of student progress between classroom teachers and Academic intervention teachers.
- Ensuring alignment between academic intervention instructional strategies and content with classroom instruction and content.
- Hiring of a Director of Academics and instructional coaches to provide enhanced curricular guidance, training and coaching for teachers

SCIENCE

Goal 3: Science

All Students at Albany Community Charter School will demonstrate competency in understanding and applying scientific concepts, principles and theories.

Background

Harcourt Science Series

We are using the Harcourt Science series because the curriculum is designed to be exploratory and introduce students to foundational concepts in life science, physical science, earth and space science, and technology engineering. Harcourt Science teaches students from the perspective of the scientist – using inquiry and exploration to engage students and help them master important scientific facts. In the Harcourt Science series, students investigate science concepts through hands-on activities, reinforce scientific inquiry through reading support, and link the real world to the classroom.

Goal 3: Absolute Measure

Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State science examination.

Method

The school administered the New York State Testing Program science assessment to students in 4th and 8th grade in spring 2014. The school converted each student's raw score to a performance level and a grade-specific scaled score. The criterion for success on this measure requires students enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year) to score at proficiency.

Results

Students in grade 4 took the NYS science exam with mixed results. 100 percent of fourth grade students in at least their second year scored at standards 3 and 4.

Charter School Performance on 2013-14 State Science Exam By All Students and Students Enrolled in At Least Their Second Year

Grade	Percent of Students at Proficiency			
	All Charter School Students		Charter School Students In At Least 2 nd Year	
	Percent	Number Tested	Percent	Number Tested
4	100	65	100	53

Evaluation

ACCS achieved this measure.

Additional Evidence

ACCS has achieved this measure for the past three years.

Science Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year at Proficiency					
	2011-12		2012-13		2013-14	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
4	100%	55	94%	64	100%	53

Goal 3: Comparative Measure

Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the state science exam will be greater than that of all students in the same tested grades in the local school district.

Method

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

Results

TBD

**2013-14 State Science Exam
Charter School and District Performance by Grade Level**

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
4	100	53		

Evaluation

TBD

Additional Evidence

ACCS consistently outperforms the district.

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

Grade	Percent of Charter School Students at Proficiency and Enrolled in At Least their Second Year Compared to Local District Students					
	2011-12		2012-13		2013-14	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
4	100	84	94	76	100	TBD

Summary of the Science Goal

Overall, ACCS students in at least their second year had greater than 75% earn a 3 or 4 on the NYS Science 4 exam.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State examination.	Achieved
Comparative	Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the state exam will be greater than that of all students in the same tested grades in the local school district.	District Data Unavailable

NCLB

Goal 4: NCLB

Each year the school will be deemed in 'good standing' by the state's accountability system.

Goal 4: Absolute Measure

Under the state's NCLB accountability system, the school's Accountability Status is in good standing: the state has not identified the school as a Focus School nor determined that it has met the criteria to be identified as a local-assistance-plan school.

Method

Since *all* students are expected to meet the state's learning standards, the federal No Child Left Behind legislation stipulates that various sub-populations and demographic categories of students among all tested students must meet state proficiency standards. New York, like all states, established a system for making these determinations for its public schools. Each year the state issues School Report Cards which indicate each school's status under the state's No Child Left Behind (NCLB) accountability system.

Results

ACCS continues to be in Good Standing.

Evaluation

ACCS achieved this measure.

Additional Evidence

ACCS has been in good standing since opening.

NCLB Status by Year

Year	Status
2011-12	Good Standing
2012-13	Good Standing
2013-14	Good Standing

Goal 5: Parent Satisfaction

Albany Community Charter School parents will identify the school as meeting the academic needs of their children.

Goal 5: Absolute Measure

Each year, parents will express satisfaction with Albany Community Charter School's program based on the school's Parent Survey in which at least two-thirds of all parents of students enrolled in the school provide a positive response to each of the survey items.

Method

ACCS administered a parent survey in the spring of 2014. The survey design is a 5 point scale asking parents to rate their child's teacher, office staff, and the school leader. Respondents were also asked to rate their satisfaction with various aspects of the school such as teaching quality, classroom management, academic standards and expectations; communication, curriculum, school atmosphere, and special education services.

Results

The parent/student survey was designed using a 1 through 5 rating system, with 5 being the highest score available: 5-Almost Always, 4-Often, 3-Sometimes, 2-Rarely, and 1-Never. Parents were able to comment on each teacher, rating such things as having high expectations, communication, being open to suggestions, and fairness and consistency. The Principal was rated on such things as decision-making, setting a positive tone for the school, following through on situations and requests, and professionalism. The overall aspects of the school were rated on such things as whether or not the parent would recommend the school to other parents, quality of the academic programs, high standards for student achievement. The overwhelming majority of respondents responded favorably (either a 4 or 5) to each question. Therefore we have achieved our goal of parent satisfaction as well.

2013-14 Parent Satisfaction Survey

ACCS School Level	Survey Response Rate
Elementary	89%
Middle School	75%

Middle School Overall Summary of Key areas:

Communication with Teachers (overall): 93%

Quality of support from the Admin Support-Mrs. Brisbane: 97%

Leadership of the Principal- Mrs. Ralph: 91%

Evaluation

ACCS achieved this optional metric.

Goal 5: Absolute Measure

Each year, 90 percent of all students enrolled during the course of the year return the following September.

Method

In the spring of each year Albany Community Charter School sends home an "Intent to Return" form to be filled out by parents/guardians of students. The form asks parents to indicate whether or not their child/children will be returning to ACCS in the following school year.

Results

99 percent of students returned in the fall.

Evaluation

This outcome measure has been met by ACCS. 99% of 2013-14 students returned this fall for the 2014-2015 school year.

Additional Evidence

Year	Retention Rate
2008-09	94%
2009-10	92.5%
2010-11	98%
2011-12	99%
2012-13	97%
2013-14	99%

Goal 5: Absolute Measure

Each year the school will have a daily attendance rate of at least 95 percent.

Method

Albany Community Charter School keeps daily attendance logs throughout the course of the year to monitor student attendance. Parents are expected to call in if a child is going to be absent. Each time a student misses, Albany Community staff will make efforts to contact the parent/guardian via telephone, writing or in person to find out the reason for the absence. When students are truant, a mandatory conference is held with the parent to develop a written attendance plan to remedy the situation.

Results

A review of school student attendance records indicated an overall average daily attendance rate of 95%.

Evaluation

ACCS achieved this measure.

Additional Evidence

ACCS has strong attendance year to year.

Year	Average Daily Attendance Rate
2007-08	92%
2008-09	92%
2009-10	93%
2010-11	94%
2011-12	95%
2012-13	93%
2013-14	95%

Goal 6: Legal Compliance

Albany Community Charter School will meet its legal and regulatory obligations in a manner that promotes the academic success of its students.

Goal 6: Optional Measure 1

Each year, the school will generally and substantially comply with all applicable federal and state laws, rules and regulations, including, but not limited to, the New York Charter Schools Act, the New York Freedom of Information Law, the New York Open Meetings Law, the federal Individuals with Disabilities Education Act, and federal Family Educational Rights and Privacy Act, and the provisions of its by-laws, Provisional Charter (certificate of incorporation) and Charter Agreement.

Goal 6: Optional Measure 2

Each year, the school will have in place and maintain effective systems, policies, procedures and other controls for ensuring that legal and charter requirements are met.

Method

The school has employed administrative personnel whom are responsible for all compliance and accountability requirements.

Result

The Albany Community Charter School remained in compliance with all applicable federal and state laws, rules and regulations

Evaluation

ACCS achieved this measure.

Goal 6: Optional Measure 3

Each year, the school will maintain a relationship with independent legal counsel that reviews relevant policies, documents, and incidents and makes recommendations as needed, and in proportion to the legal expertise on the board of trustees, if any.

Method

Albany Community Charter School retains the counsel of The Couch and White law firm. The firm reviews and checks all documents related to school policy.

Result

ACCS remained in compliance with all applicable federal and state laws, rules and regulations.

Evaluation

ACCS achieved this measure.

Goal 7: Fiscal Soundness

Albany Community Charter School will operate in a fiscally sound manner that promotes a high quality academic program.

Goal 7: Optional Measure 1: Budgeting

Each year, the school will operate on a balanced budget where actual revenues will actually meet or exceed actual expenses.

Method

Each month financial documents will be provided to the Board of Trustees to be reviewed and analyzed for fiscal accountability.

Result

The Albany Community Charter School maintained a surplus at the close of 2013-14.

Evaluation

ACCS achieved this measure.

Goal 7: Optional Measure 2: Financial Condition

At the end of each fiscal year, unrestricted net assets will equal or exceed 1.5% of the school's operating budget for the upcoming year.

Method

The school maintains a contingency reserve account, with a balance equal to 1.5% of the school's operating budget for the subsequent year.

Result

The school has funded and maintained a reserve account equal to 1.5% of the operating budget.

Evaluation

ACCS achieved this measure.

Goal 7: Optional Measure 3: Internal Controls & Compliance

Each year any internal control or compliance deficiencies that are identified by an external auditor, SED, CSI, or the Board of Trustees will be reviewed and corrective actions or measures will be taken in a timely manner. A record of the deficiency and corrective actions will be kept on file in the Business office.

Method

An external audit will be performed each year and submitted by Nov. 1.

Result

TBD

Evaluation

TBD