



**ALBANY COMMUNITY
CHARTER SCHOOL**

2008-09

**ACCOUNTABILITY PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

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By S. Neal Currie Jr.

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S. Neal Currie Jr. prepared this 2008-09 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
Michael Strianese	Chair
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INTRODUCTION

Albany Community Charter School (ACCS) is a small structured kindergarten through grade four public charter school. In 2008-09, its third year of operation the school served 228 students in grades kindergarten, 1st, 2nd and 3rd. ACCS offers an extended school day, a longer school year, a research-based curriculum, a teacher and teaching assistant per class and school uniforms. Below is a breakdown of student enrollment as of June 30, 2009.

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	Total
2006-07	73	24			97
2007-08	60	67	29		156
2008-09	61	69	64	34	228

ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

All students at Albany Community 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.

In grades one and two and three, ACCS uses curriculum from *Harcourt. Harcourt's Trophies (1st grade) and Storytown (2nd & 3rd grade)* is a research-based, developmental reading/language arts program. The series includes explicit phonics instruction; phonemic awareness instruction; direct reading instruction; and guided reading strategies. Language arts components are integrated into reading and writing instruction, allowing students to learn mechanics and usage in context. The series also includes systematic intervention

strategies that give teachers the flexibility to differentiate instruction for varying student abilities, as well as assessment tools to ensure every student successfully learns to read.

Goal 1: Absolute Measure

Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at or above Level 3 on the New York State English language arts examination.

Method

The school administered the New York State Testing Program English language arts assessment to students in 3rd grade in January 2009. Each student’s raw score has been converted to a grade-specific scaled score and a performance level. The criterion for success on this measure requires students who have been enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year) to score at Levels 3 or 4.

The table below summarizes participation information for this year’s test administration. The table indicates total enrollment and total number of students tested. It also provides a detailed breakdown of those students excluded from the exam. Note that this table includes all students according to grade level, even if they have been enrolled for less than one year.

**2008-09 State English Language Arts Exam
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested ¹			Total Enrolled
		IEP	ELL	Absent	
3	32	0	0	0	32
All	32	0	0	0	32

Results

The overall percentage for all students taking the 2008-09 State English Language Arts exam who performed at Levels 3 & 4 was **94%**. The percentage of students who took the exam in at least their second year who performed at Levels 3 & 4 was **92%**.

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.

**Charter School Performance on 2008-09 State English Language Arts Exam
By All Students and Students Enrolled in At Least Their Second Year**

Grade	Population	Percent at Each Performance Level					Number Tested
		Level 1	Level 2	Level 3	Level 4	Level 3/4	
3	All Students	0	6	91	3	94	32
	Students in At Least 2 nd Year	0	8	88	4	<u>92</u>	24
All	All Students	0	6	91	3	94	32
	Students in At Least 2 nd Year	0	8	88	4	<u>92</u>	24

Evaluation

This outcome measure has been met by ACCS. As seen in the table above, ACCS students exceeded the measure by 17 percentage points.

Goal 1: Absolute Measure

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

Method

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards all students being proficient by the year 2013-14. As a result, the state sets an Annual Measurable Objective (AMO) each year to determine if schools are making satisfactory progress toward the goal that 100 percent of students will ultimately be proficient in the state’s learning standards in English Language Arts. To achieve this measure, all tested students must have a Performance Index (PI) value that equals or exceeds this year’s English language arts AMO, which for 2008-09 is 127. The PI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PI is 200.

Results

The English Language Arts aggregate PI score of Albany Community Charter School is 194, surpassing the AMO for 2008-09 of 127.

Calculation of 2008-09 English Language Arts Performance Index (PI)

Grades	Percent of Students at Each Performance Level				Number Tested
	Level 1	Level 2	Level 3	Level 4	
3	0	6	91	3	32

$$\begin{array}{rclclcl}
 \text{PI} & = & 6 & + & 91 & + & 3 & = & 100 \\
 & & & + & 91 & + & 3 & = & 94 \\
 & & & & & & \text{PI} & = & 194
 \end{array}$$

Evaluation

This outcome measure has been met by ACCS. As seen in the table above, ACCS students’ PI exceeded the AMO mark of 127 by a very wide margin.

Goal 1: Comparative Measure

Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the state English language arts exam will be greater than that of all students in the same tested grades in the local school district.

Method

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

Results

The overall percentage of Albany Community Charter School students in at least their second year who performed on levels 3 and 4 was **92 %**. In contrast the aggregate performance of students in the same grade in the Albany City school district was only **61%**.

Charter School and District Performance by Grade Level

Grade	Percent of Students at Levels 3 and 4			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	92	24	61	617
All	<u>92</u>	24	<u>61</u>	617

Evaluation

This outcome measure has been met by ACCS. As the table indicates Albany Community exceeded the aggregate performance of the Albany City School District on the New York State English language Arts exam by a wide margin **31 points.**

Additional Evidence

Albany Community Charter School not only exceeded the aggregate performance of the Albany City School District. We also out performed all individual district schools in terms of the percentage of students scoring at the proficient and advanced levels on the New York State English Language Arts Exam. As the chart below illustrates, the school ranked second overall in the city.

Albany Schools Performance on 2008-09 NYS English Language Arts Exam		
Rank	SCHOOL	% of students scoring @ Proficient & Advanced levels
1	<i>Brighter Choice Charter School Boys</i>	98%
2	<i>Albany Community Charter School</i>	94%
3	Montessori Magnet	89%
4	New Scotland Elementary	82%
5	<i>Brighter Choice Charter School Girls</i>	76%
6	Eagle Point	70%
7	Pine Hills	69%
8	Albany School of Humanities	66%
9	New Covenant Charter	62%
10	Giffen Memorial	56%
11	Arbor Hill Elementary	55%
12	Delaware Community	55%
13	North Albany Academy	52%
14	Phillip Schuyler	51%

15	Thomas O'Brien	48%
16	Sheridan Prep	46%

Goal 1: Comparative Measure

Each year, the school will exceed its predicted level of performance on the state English Language Arts exam by at least a small Effect Size (performing higher than expected to a small degree) according to a regression analysis controlling for students eligible for free lunch among all public schools in New York State.

Method

The Charter Schools Institute conducts a Comparative Performance Analysis, which compares the school’s performance to demographically similar public schools state-wide. Regression analysis is used to control for the percentage of students eligible for free lunch among all public schools in New York State. The school’s actual performance is then compared to the predicted performance of public schools with a similar free lunch percentage. The difference between the school’s actual and predicted performance, relative to other schools with similar free lunch statistics, produces an Effect Size. An Effect Size of 0.3 is considered performing higher than expected to a small degree, which is the requirement for achieving this measure. Given the timing of the state’s release of poverty data, the 2008-09 analysis is not yet available. This report contains 2007-08 results, the most recent ones available.

Results

N/A Since it was the school’s first year with students in tested grades, we can not report on this measure at this time

Goal 1: Growth Measure

Each year, each grade-level cohort will reduce by one-half the gap between the percent at or above Level 3 on the previous year’s state English language arts exam and 75 percent at or above Level 3 on the current year’s state English language arts exam. If a grade-level cohort exceeds 75 percent at or above Level 3 in the previous year, that cohort is expected to show at least an increase in the current year.

Method

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making towards the absolute measure of 75 percent proficient. Each grade level cohort consists of those students who took the state exam in 2008-09 and also have a state exam score in 2007-08. It includes students who

repeated the grade. Students who repeated the grade should be included in their current grade level cohort, not the cohort to which they previously belonged. The criterion for achieving this measure is for each grade-level cohort to halve the difference between the percentage of students proficient in 2006-07 and 75 percent proficient in 2008-09. If a cohort had already achieved 75 percent proficient in 2007-08, it is expected to show some positive growth in the subsequent year. In addition, the aggregate of all cohorts is examined to determine the growth of all students who took a state exam in both years.

Results

N/A Since the school has just completed its third year of operation, the school does not yet have students that have taken the New York State English Language Arts exam in consecutive years. Therefore we can not report on this measure at this time

Goal 1: Comparative Measure: Each year the percent of students performing at or above Level 3 on the State ELA 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 grades 3 and 4.

2008-09 English Language Arts Performance of Charter School and Comparison Schools by Grade Level

Grade	Percent of Charter School Students Enrolled in At Least Their Second Year and All Students in Comparison Schools							
	ACCS		District School 1		District School 2		District School 3	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	92	24	55	66	51	41	55	31
All	<u>92</u>	24	<u>55</u>	66	<u>51</u>	41	<u>55</u>	31

Results

Albany Community charter school students out performed students from each of comparison schools by a wide margin. (i.e. Delaware Community **(+37)**; Phillip Schuyler **(+41)**; Arbor Hill **(+ 37)** and Giffen Memorial **(+36)**)

Evaluation

This outcome measure has been met by ACCS. As the table indicates Albany Community exceeded the performance of all comparison schools in the Albany City School District on the New York State English language Arts exam by an average of **38** percentage points.

Goal 1, Optional Measure : Each year, each grade-level cohort of Albany Community Charter School students will reduce by one-half the gap between their baseline or prior year’s performance and grade level (NCE=50) on the Terra Nova Total Reading Battery. By the end of grade 4, the cohort will be at 50 NCE. If the cohort’s baseline exceeds an NCE score of 50, it will post an increase in its NCE score in the current year.

Methods

Albany Community Charter School administered the Terra Nova nationally normed test to students enrolled in grades kindergarten, 1st, 2nd and 3rd. The test contained the sub-tests of Reading, and Math. The table below summarizes the participation information for the spring 2009 test administration. The table indicates total enrollment and total number of students tested for the administration. It also provides a breakdown of those students exempted from the exams.

Year	Grade(s)	Number of Students Tested in Grades K-2				Total Enrolled
		Spring '09			Total Tested	
		IEP	ELL	Absent		
2008 -09	K	0	1	0	61	61
	1	3	4	0	69	69
	2	1	0	0	64	64
	3	2	0	0	34	34
	All	6	5	0	228	228

* No students were exempted from the test

Results

The following tables present the test results for all students taking the Terra Nova examination in 2008-09. The scores represent the score (MNCE) of the sub-test Reading. Terra Nova exam enables Albany Community Charter School to track the performance of a cohort of students over time. Mean Normal Curve Equivalent (NCE) scores are useful in evaluating achievement gains of the same students as they advance from one grade level to another. NCE scores can be subtracted, added, averaged, etc. to evaluate achievement gains.

- NCE score differences of plus or minus seven are considered to be significant.
- NCE score differences of zero on the same students over different school years/grades indicate typical or normal growth.
- NCE score differences greater than zero indicate academic growth that is above and beyond growth of elementary students across the nation.

In the following table only Albany Community students who took both the most recent test in the spring 2009 and the spring 2008 test in their previous grade are included. The scores represent the Median Norm Curve Equivalent for the sub test Reading.

**Cohort Performance on Terra Nova 2008-09
Sub test: Reading**

Grade	Cohort Size	Median Norm Curve Equivalent (MNCE)			Change	Target Achieved
		Spring '08	Target	Spring '09		
K	61	N/A	50	59	NA	Yes
1	48	50	50	48	-2	No
2	49	50	50	54	+4	Yes
3	24	48	50	47	-1	No
All	182	49	50	50	N/A	Yes

- Totals exclude Kindergarten

The table below presents the test results for all cohorts staking the Terra Nova Total CTBS Complete Battery examination in the spring 2008-09. The scores represent the percentage of students scoring in the above average and average ranges on the sub-test reading. Kindergarten is included.

<i>Subtest</i>	<i>Grade</i>	<i>Score</i> (Median Norm Curve Equivalent)	Percent scoring in Average & Above Average range
Reading	K-	59	90%
Reading	1 st -	48	81%
Reading	2 nd	54	81%
Reading	3 rd	47	79%
Reading	All	52	85%

Summary

- In **Reading**, the 1st-grade cohort decreased its NCE score on the TerraNova nationally normed scale by **2 points**, decreasing from **50** in spring 2008 to **48** in spring 2009. The difference in scores is not significant and shows students are learning 1st grade material at the average rate. Results also indicate that **81%** of the 1st grade cohort scored in the average to above average range in reading.
- The 2nd-grade cohort increased its NCE score on the TerraNova nationally normed scale by **4 points**, increasing from **50** in spring 2008 to **54** in spring 2009. The difference in scores indicates academic growth that is above and beyond growth of elementary students across the nation. Results also indicate that **81%** of the 2nd grade cohort scored in the average to above average range.
- In 3rd-grade, the cohort decreased its NCE score on the TerraNova nationally normed scale by **1 point**, decreasing from **48** in Spring 2008 to **47** in Spring 2009.. The difference in scores is not significant and shows students are learning 3rd grade material at the average rate. Results also indicate that **79%** of the 3rd grade cohort scored in the average to above average range in reading.
- In Kindergarten the NCE score in reading on the Terra Nova nationally normed scale was **59, 9** points above the national average. Results also indicate that **90%** of Albany Community students scored in the average to above average range.

Evaluation

While Albany Community Charter School did not meet this outcome measure for 2008-09 in all grades, **we did meet the goal in grade 2** and our overall NCE scores are at the targeted goal of 50 in reading. The scores in first and third grades are only 2 and 3 points off the target goal (50 NCE) respectively [statistically insignificant]. The scores demonstrate that students in all grade levels are learning grade level material at the average rate. . We feel confident that by 4th grade all cohorts will reach the targeted goal.

In addition, our Terra Nova results showed that a significant majority of the Albany Community students are performing in the average to above average range in reading. We are particularly encouraged with the growth that the 2nd grade students made this year in the area of reading (i.e. gain of **4 points**). In addition the fact that our kindergarten students are performing above the national average and our 1st and 3rd graders continued to make normal progress in reading is a source for continued optimism and growth.

Summary of the English Language Arts Goal

In 2008-09 Albany Community Charter School made some notable success toward meeting its academic goal of enabling all students to become proficient with the English language. In only our first year of New York State testing ACCS had 92% of students in at least their second year score in the advanced or proficient range. The 92% proficiency rate outperformed the local school district rate by 31 percentage points. In general, we were able to achieve all of our absolute and comparative accountability goals for 2008-09. The chart below summarizes the results of each measure.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at or above Level 3 on the New York State examination.	<u>Achieved</u>
Absolute	Each year, the school's aggregate Performance Index (PI) on the State exam will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	<u>Achieved</u>
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the State exam will be greater than that of all students in the same tested grades in the local school district.	<u>Achieved</u>
Comparative	Each year, the school will exceed its predicted level of performance on the State exam by at least a small Effect Size.	<u>N/A</u>
Growth	Each year, each grade-level cohort will reduce by one-half the gap between the percent at or above Level 3 on the previous year's State exam and 75 percent at or above Level 3 on the current year's State exam.	<u>N/A</u>
Optional	Each year the percent of students performing at or above Level 3 on the State 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.	<u>Achieved</u>
Optional	Each year, grade-level cohorts of Albany Community Charter School students will reduce by one-half the gap between their baseline or prior year's performance and grade level (NCE=50) on the Terra Nova. By the end of grade 4, the cohort will be at 50 NCE. If the cohort's baseline exceeds an NCE score of 50, it will post an increase in its NCE score in the current year.	<u>No in G3 Read</u> <u>Yes in G2 Read</u> <u>No in G1 Read</u> <u>N/A</u> for all Kinder subjects (due to one admin. of TerraNova)

Action Plan

Albany Community is committed to doing a number of things to maintain and improve its academic performance in English Language Arts next year. We plan to expand synchronize and better align our remedial services with classroom instruction for students experiencing difficulty. This will be accomplished through implementation of the following strategies:

- Offering academic intervention and tutoring services earlier in the school year for students performing below level in the previous school year;
- Providing professional development for all teachers on the ScanTron program to enable them to input weekly assessments into the system at all grade levels; as well as build assessments for specific groupings;
- Providing Special Education, Literacy and Academic Intervention teachers the ability to review and monitor the weekly assessment data of struggling students in order to aid planning;
- Improving the grade level team data analysis through a new structured protocol for weekly meetings and follow
- Provide more opportunities for students performing above grade level to accelerate their learning by participating in reading groups at the next grade level;

In addition, in an effort to improve our NCE scores on the Terra Nova in grades 1 and 3, ACCS will;

- Conduct a more intensive analysis of the TerraNova data to understand areas of the curriculum to strengthen instruction
- Design a more formal test preparation plan for the spring administration of the Terra Nova test.

MATHEMATICS

Goal 2: Mathematics

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

Background

Albany Community Charter School uses Harcourt Math in grades 1-3. Harcourt Math is a research-based, complete and comprehensive math program. It was written to provide thorough coverage of state and national standards and to provide teachers the flexibility to customize the program for state and local courses of study. We use a NYS edition aligned with state standards. Harcourt 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.

It focuses on effective learning processes and instructional strategies that are essential for success in a wide range of learners. These processes and strategies include:

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 who are enrolled in at least their second year will perform at or above Level 3 on the New York State mathematics examination.

Method

The school administered the New York State Testing Program mathematics assessment to students in 3rd grade in March 2009. Each student's raw score has been converted to a performance level and a grade-specific scaled score. The criterion for success on this

measure requires students who have been enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year) to score at Levels 3 or 4.

The table below summarizes participation information for this year’s test administration. The table indicates total enrollment and total number of students tested. It also provides a detailed breakdown of those students excluded from the exam. Note that this table includes all students according to grade level, even if they have been enrolled for less than one year.

**2008-09 State Mathematics Exam
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested ²			Total Enrolled
		IEP	ELL	Absent	
3	32	0	0	0	32
All	32	0	0	0	32

Results

The overall percent of students in at least their second year performing at Levels 3 & 4 was **100%**. **58%** of the students scored at the advanced level.

**Charter School Performance on 2008-09 State Mathematics Exam
By All Students and Students Enrolled in At Least Their Second Year**

Grade	Population	Percent at Each Performance Level					Number Tested
		Level 1	Level 2	Level 3	Level 4	Level 3/4	
3	All Students	0	0	53	47	100	32
	Students in At Least 2 nd Year	0	0	42	58	100	24
All	All Students	0	0	53	47	100	32
	Students in At Least 2 nd Year	0	0	42	58	100	24

Evaluation

This outcome measure has been met by ACCS. ACCS students exceeded the measure by **25** percentage points. **58%** (14 out of 24) of the students enrolled in at least their second year scored at the advanced level.

² 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

Goal 2: Absolute Measure

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

Method

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards all students being proficient by the year 2013-14. As a result, the state sets an Annual Measurable Objective (AMO) each year to determine if schools are making satisfactory progress toward the goal that 100 percent of students will ultimately be proficient in the state’s learning standards in Mathematics. To achieve this measure, all tested students must have a Performance Index (PI) value that equals or exceeds this year’s Mathematics AMO, which for 2008-09 is 102. The PI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PI is 200.

Results

The Mathematics aggregate PI score of Albany Community Charter School is 200.

Calculation of 2008-09 Mathematics Performance Index (PI)

Grades	Percent of Students at Each Performance Level				Number Tested
	Level 1	Level 2	Level 3	Level 4	
3	0	0	53	47	32

$$\begin{array}{rcccccc}
 \text{PI} & = & 0 & + & 53 & + & 47 & = & 100 \\
 & & & & + & & 47 & = & 100 \\
 & & & & & & \text{PI} & = & 200
 \end{array}$$

Evaluation

This outcome measure has been met by ACCS. As seen in the table above, our students’ received the highest possible PI of 200 exceeding the 2008-09 AMO mark of 102 by a very wide margin.

Goal 2: Comparative Measure

Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the state mathematics exam will be greater than that of all students in the same tested grades in the local school district.

Method

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

Results

The overall percentage of Albany Community Charter School students in at least their second year who performed on levels 3 and 4 on the State Mathematics exam was 100 %. In contrast the aggregate performance of students in the same grade in the Albany City school district was only 82%.

**2008-09 State Mathematics Exam
Charter School and District Performance by Grade Level**

Grade	Percent of Students at Levels 3 and 4			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	100	24	82	620
All	<u>100</u>	24	<u>82</u>	620

Evaluation

This outcome measure has been met by ACCS. As the table indicates Albany Community exceeded the aggregate performance of the Albany City School District on the New York State Mathematics exam by 18 points.

Additional Evidence

Albany Community Charter School not only exceeded the aggregate performance of the Albany City School District. We also out performed all individual Albany City district schools in terms of the percentage of students scoring at the proficient and advanced levels on the New York State Mathematics Exam. As the chart below illustrates, the Albany Community ranked first overall in the city. (Schools Ranked by Percent scoring on levels 3 or 4.)

Albany Schools Performance on 2008-09 NYS Mathematics Exam		
Rank	SCHOOL	% of students scoring @ Proficient & Advanced levels
1	<i>Albany Community Charter School</i>	100%
1	Brighter Choice Charter School Girls	100%
2	Brighter Choice Charter School Boys	98%
3	Montessori Magnet	96%
4	New Scotland Elementary	90%
5	New Covenant Charter	90%
6	Arbor Hill Elementary	87%
7	Phillip Schuyler	85%
8	Albany School of Humanities	85%
9	Eagle Point Elementary	82%
10	North Albany Academy	82%
11	Delaware Community	82%
12	Thomas O'Brien	79%
13	Pine Hills Elementary	77%
14	Sheridan Prep Academy	73%
15	Giffen Memorial Elementary	68%

*** Albany Community also had the highest mean score of all schools**

Goal 2: Comparative Measure

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

Method

The Charter Schools Institute conducts a Comparative Performance Analysis, which compares the school’s performance to demographically similar public schools state-wide. Regression analysis is used to control for the percentage of students eligible for free lunch among all public schools in New York State. The school’s actual performance is then compared to the predicted performance of public schools with a similar free lunch percentage. The difference between the school’s actual and predicted performance, relative to other schools with similar free lunch statistics, produces an Effect Size. An Effect Size of 0.3 is considered performing higher than expected to a small degree, which is the requirement for achieving this measure. Given the timing of the state’s release of poverty data, the 2008-09 analysis is not yet available. This report contains 2007-08 results, the most recent ones available.

Results

N/A since, it was the school's first year with students in tested grades, we can not report on this measure at this time.

Goal 2: Growth Measure

Each year, each grade-level cohort will reduce by one-half the gap between the percent at or above Level 3 on the previous year's state mathematics exam and 75 percent at or above Level 3 on the current year's state mathematics exam. If a grade-level cohort exceeds 75 percent at or above Level 3 in the previous year, that cohort is expected to show at least an increase in the current year.

Method

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making towards the absolute measure of 75 percent proficient. Each grade level cohort consists of those students who took the state exam in 2008-09 and also have a state exam score in 2007-08. It includes students who repeated the grade. Students who repeated the grade should be included in their current grade level cohort, not the cohort to which they previously belonged. The criterion for achieving this measure is for each grade-level cohort to halve the difference between the percentage of students proficient in 2007-08 and 75 percent proficient in 2008-09. If a cohort had already achieved 75 percent proficient in 2007-08, it is expected to show some positive growth in the subsequent year. In addition, the aggregate of all cohorts is examined to determine the growth of all students who took a state exam in both years.

Results

N/A Since the school has just completed its third year of operation, the school does not yet have students that have taken the New York Mathematics exam in consecutive years. Therefore we can not report on this measure at this time

Goal 2: Comparative Measure, Measure 5: Each year the percent of students performing at or above Level 3 on the State Mathematics 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 grades 3 and 4.

**2008-Mathematics Performance of
Charter School and Comparison Schools by Grade Level**

Grade	Percent of Charter School Students Enrolled in At Least Their Second Year and All Students in Comparison Schools									
	ACCS School		District School 1		District School 2		District School 3		District School 4	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number tested
3	100	24	82	67	85	41	87	30	68	56
All	<u>100</u>	24	<u>82</u>	67	<u>85</u>	41	<u>87</u>	30	68	56

Results

Albany Community charter school students out performed students from each of comparison schools by a wide margin. (i.e. Delaware Community **(+18)**; Phillip Schuyler **(+15)**; Arbor Hill **(+ 13)** and Giffen Memorial **(+32)**)

Evaluation

This outcome measure has been met by ACCS. As the table indicates Albany Community exceeded the performance of all comparison schools in the Albany City School District on the New York State English language Arts exam by an average of **20** percentage points.

Goal 2, Optional Measure : Each year, each grade-level cohort of Albany Community Charter School students will reduce by one-half the gap between their baseline or prior year’s performance and grade level (NCE=50) on the Terra Nova Total Reading Battery. By the end of grade 4, the cohort will be at 50 NCE. If the cohort’s baseline exceeds an NCE score of 50, it will post an increase in its NCE score in the current year.

Methods

Albany Community Charter School administered the Terra Nova nationally normed test to students enrolled in grades kindergarten, 1st, 2nd and 3rd. The test contained the sub-tests of Reading, and Math. The table below summarizes the participation information for the spring 2009 test administration. The table indicates total enrollment and total number of students tested for the administration. It also provides a breakdown of those students exempted from the exams.

Year	Grade(s)	Number of Students Tested in Grades K-2 Spring '09			Total Tested	Total Enrolled
		IEP	ELL	Absent		
		2008 -09	K	0	1	
1	3		4	0	69	69
2	1		0	0	64	64
3	2		0	0	34	34
All	6		5	0	228	228

* No students exempt from the test

Results

The following tables present the test results for all students taking the Terra Nova examination in 2008-09. The scores represent the score (MNCE) of the sub-test Math. Terra Nova exam enables Albany Community Charter School to track the performance of a cohort of students over time. Mean Normal Curve Equivalent (NCE) scores are useful in evaluating achievement gains of the same students as they advance from one grade level to another. NCE scores can be subtracted, added, averaged, etc. to evaluate achievement gains.

- NCE score differences of plus or minus seven are considered to be significant.
- NCE score differences of zero on the same students over different school years/grades indicate typical or normal growth.
- NCE score differences greater than zero indicate academic growth that is above and beyond growth of elementary students across the nation.

In the following table only Albany Community students who took both the most recent test in the spring 2009 and the spring 2008 test in their previous grade are included. The scores represent the Median Norm Curve Equivalent for the sub test Math.

**Cohort Performance on Terra Nova 2008-09
Sub test: Math**

Grade	Cohort Size	Median Norm Curve Equivalent (MNCE)			Change	Target Achieved
		Spring '08	Target	Spring '09		
K	61	N/A	50	55	NA	Yes
1	48	55	50	52	-3	Yes
2	49	47	50	58	+11	Yes
3	24	55	50	49	-6	No
All	182	52	50	54	+2	Yes

* Totals exclude Kindergarten

The table below presents the test results for all cohorts staking the Terra Nova Total CTBS Complete Battery examination in the spring 2008-09. The scores represent the percentage of students scoring in the above average and average ranges on the sub-test Math. Kindergarten is included.

<i>Subtest</i>	<i>Grade</i>	<i>Score</i> (Median Norm Curve Equivalent)	Percent scoring in Average & Above Average range
Math	K-	55	92%
Math	1 st -	52	85%
Math	2 nd	58	80%
Math	3 rd	49	79%
Math	All	54	85%

Summary

- In **Math**, the 1st-grade cohort decreased its NCE score on the TerraNova nationally normed scale by **3 points**, decreasing from **55** in spring 2008 to **52** in spring 2009. The difference in scores is not significant and shows students are learning 1st grade material at the average rate. Results also indicate that **85 %** of the 1st grade cohort scored in the average to above average range in reading.
- The 2nd-grade cohort increased its NCE score on the TerraNova nationally normed scale by **11 points**, increasing from **47** in spring 2008 to **58** in spring 2009. The difference in scores is significant and indicates academic growth that is above and beyond growth of elementary students across the nation. Results also indicate that **80%** of the 2nd grade cohort scored in the average to above average range.
- In 3rd-grade, the cohort decreased its NCE score on the TerraNova nationally normed scale by **6 points**, decreasing from **55** in Spring 2008 to **49** in Spring 2009.. The difference in scores is not significant and shows students are learning 3rd grade material at the average rate. Results also indicate that **79 %** of the 3rd grade cohort scored in the average to above average range in reading.

- In Kindergarten the NCE score in reading on the Terra Nova nationally normed scale was 55, 5 points above the national average. Results also indicate that **92%** of Albany Community students scored in the average to above average range.

Evaluation

While Albany Community Charter School did not meet this outcome measure for 2008-09 in all grades, **we did meet the goal in 1st and 2nd grade** and our overall NCE scores are above the targeted goal of 50 in Math. Our third grade scores are only one point off the target (statistically insignificant). We feel confident that by 4th grade all cohorts will reach the targeted goal.

In addition, like reading our Terra Nova results in Math indicate that a significant majority of the Albany Community students are performing in the average to above average range in math. We are particularly encouraged with the growth that the 2nd grade students made this year in the area of math (i.e. gain of **11 points**). In addition the fact that our kindergarten students are performing above the national average and our 1st and 3rd graders continued to make normal progress in reading is a source for continued optimism and growth.

Summary of the Mathematics Goal

In 2008-09 Albany Community Charter School had some notable success toward meeting its academic goals with regard to mathematics. In only our first year of New York State testing, ACCS had **100%** of its students in at least their second year score in the advanced or proficient range. **58% of those students scored on a level 4**. The 100% proficiency rate outperformed the local school district by 18 percentage points and ranked us number one in the city. In general, we were able to achieve all of our absolute and comparative accountability goals for 2008-09. The chart below summarizes the results we reported in this report according to each measure.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at or above Level 3 on the New York State examination.	<u>Achieved</u>
Absolute	Each year, the school's aggregate Performance Index (PI) on the State exam will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	<u>Achieved</u>
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the State exam will be greater than that of all students in the same tested grades in the local school district.	<u>Achieved</u>

Comparative	Each year, the school will exceed its predicted level of performance on the State exam by at least a small Effect Size.	<u>N/A</u>
Growth	Each year, each grade-level cohort will reduce by one-half the gap between the percent at or above Level 3 on the previous year's state exam and 75 percent at or above Level 3 on the current year's State exam.	<u>N/A</u>
Optional	Each year the percent of students performing at or above Level 3 on the State 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.	<u>Achieved</u>
Optional	Each year, grade-level cohorts of Albany Community Charter School students will reduce by one-half the gap between their baseline or prior year's performance and grade level (NCE=50) on the Terra Nova. By the end of grade 4, the cohort will be at 50 NCE. If the cohort's baseline exceeds an NCE score of 50, it will post an increase in its NCE score in the current year.	<u>No Grade 3</u> <u>Achieved in Grade 2</u> <u>Achieved in Grade 1</u> <u>N/A</u> for all Kinder subjects (due to only one admin. Of Terra Nova

Action Plan

Albany Community is committed to doing a number of things to maintain and improve its academic performance in Mathematics. As outlined in the ELA section, we plan to expand remedial services to include math and

- Offer academic intervention and tutoring services earlier in the school year for students performing below level in the previous school year;
- Provide professional development for all teachers on the Scantron program to enable them to input weekly math assessments into the system at all grade levels; as well as build assessments for specific groupings;
- Providing Special Education, and Academic Intervention teachers the ability to review and monitor the weekly math assessment data of struggling students in order to aid planning and oversight;
- Improve the grade level team data analysis through a new structured protocol for weekly meetings and follow up
- Provide more opportunities for students performing above grade level to accelerate their learning by participating in math groups at the next grade level;

In an effort to improve our NCE scores on the Terra Nova in grades 1 and 3, ACCS will;

- Conduct a more intensive analysis of the TerraNova math data to understand areas of the curriculum to strengthen instruction.

- Design a more formal preparation plan for the spring administration of the Terra Nova test.

SCIENCE

Goal 3: Science

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

Background

Albany Community Charter School uses the Harcourt Science Program in grades 1 through 3. Harcourt provides our students with the opportunity to investigate the natural world, actively learn about interesting, relevant, and exciting science ideas, and link science to mathematics, writing, technology, and all other aspects of the elementary curriculum. Harcourt Science meets the goals and objectives of the New York State Standards and the National Science Education Standards by:

- Providing at each grade level standards-based life, earth, and physical science content
- Asking students to participate in a hands-on investigation utilizing the tools and processes of scientific inquiry in every lesson
- Featuring the history and nature of science and the work of scientists
- Assessing students in a variety of methods

Harcourt Science asks students to observe, compare, classify, order, communicate, plan and conduct simple investigations, measure, predict, infer, draw conclusions, use time and space relationships, hypothesize, formulate and use models, identify and control variables, and experiment! Students are expected to be extremely busy during science class.

Goal 3: Absolute Measure

Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at or above Level 3 on the New York State science examination.

Method

The school administered the New York State Testing Program science assessment to students in 4th and 8th grade in spring 2009. Each student's raw score has been converted to a performance level and a grade-specific scaled score. The criterion for success on this measure requires students who have been enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year) to score at Levels 3 or 4.

Results

N/A Since it was the school’s first year with students in tested grades, we can not report on this measure at this time

NCLB

Goal 5: NCLB
 Each year Albany Community Charter School will make Adequate Yearly Progress (AYP) as defined by the federal No Child Left Behind Act.

Goal 5: Absolute Measure
 Under the state’s NCLB accountability system, the school’s Accountability Status will be “Good Standing” each year.

Method

Since *all* students are expected to meet the state's learning standards, the federal No Child Left Behind legislation stipulates that various sub-populations and demographic categories of students among all tested students must meet the state standard in and of themselves aside from the overall school results. New York, like all states, established a system for making these determinations for its public schools. Each year the state issues School Report Cards which indicate each school’s status under the state’s NCLB accountability system. For a school’s status to be “Good Standing” it must not have failed to make Adequate Yearly Progress (AYP) for two consecutive years.

Results

We are in “Good Standing”.

Evaluation

This outcome measure has been met by ACCS.

Additional Evidence

NCLB Status by Year

Year	Status
2006-07	Good Standing
2007-08	Good Standing
2008-09	Good Standing

OPTIONAL GOALS

Goal 6: Parent Satisfaction

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.

Goal 6: Absolute Measure

Each year two-thirds of parents will demonstrate satisfaction with the school's program based on a parent satisfaction survey.

Method

ACCS administered a parent survey in the spring of 2009. 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

Results indicated that parents of students at Albany Community Charter School are extremely satisfied with education that their children received in 2008-09. The majority of parent respondents provided positive responses to survey items asking about the level of satisfaction with various aspects of the school such as quality of teaching, academic standards, special education services and school atmosphere.

Parents also answered favorably to the question; How likely are you to recommend this school to other parents? 100% of respondents answered Very Likely; or answered Likely.

Positive parental feedback was also received from parents regarding the rating of their child's classroom teacher. The majority of parent respondents answered affirmatively to questions regarding academic expectations, communication and fairness. In addition the principal received high rating for decision making, tone and professionalism

2008-09 Parent Satisfaction Survey Responses

Number of Responses	Number of Families	Response Rate
78	186	42%

2008-09 Parent Satisfaction on Key Survey Results

Item	Percent of Respondents Satisfied
Please rate your child’s teacher: <ul style="list-style-type: none"> • Has high academic and behavior expectations • Communicates my child’s academic strengths and weaknesses • Is open to suggestions • Is fair and consistent 	99% 99% 99% 98%
Please rate our school’s leader: <ul style="list-style-type: none"> • Makes good decisions • Sets a positive tone for the school • Follows through on my situations • Displays professionalism 	99% 99% 99% 99%
How likely are you to recommend this school to other parents?	100%
How satisfied are you with the following aspects of the school? <ul style="list-style-type: none"> • Quality of teaching • Academic standards and expectations • Special Education services • Overall school atmosphere 	99% 99% 99% 100%

Evaluation

This outcome measure has been met by ACCS. The results of the survey indicate that there is a high degree of parental satisfaction with the Albany Community Charter School in 2008-2009. The survey results were reinforced by the high turnout at school functions and events during the school year. Although the results are favorable, we are disappointed with the response rate to the survey. The parents were given multiple opportunities complete the instrument this year at school events. In addition surveys were mailed and sent home with children several times.

Goal 6: 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

In the spring of 2008, 97% of enrolled students indicated that they intended to return to Albany Community for the 2008-09 school year. The Chart below represents the actual retention rate of students.

2008-09 Student Retention Rate

2007-08 Enrollment	Number of Students Who Graduated in 2007-08	Number of Students Who Returned in 2008-09	Retention Rate 2008-09 Re-enrollment ÷ (2007-08 Enrollment – Graduates)
228	N/A	220	94%

Evaluation

This outcome measure has been met by ACCS. This year’s retention rate represents an improvement of 10% over last year’s result.

Additional Evidence

Year	Retention Rate
2007-08	84%
2008-09	94%

Goal 6: 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 92 %.

2008-09 Attendance

Grade	Average Daily Attendance Rate
K	91%
1	92%
2	92%
3	94%
Overall	92%

Evaluation

The school fell short of the stated objective of 95% average daily attendance. The pattern of significant drops in attendance during periods or school days when the local school district is not in session continued this school year. Our overall Attendance rate has remained at 92% every year.

Additional Evidence

Year	Average Daily Attendance Rate
2006-07	92%
2007-08	92%
2008-09	92%

Legal Compliance

Goal 6: Albany Community Charter School will meet its legal and regulatory obligations in a manner that promotes the academic success of its students.

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.

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: Albany community remained in compliance with all applicable federal and state laws, rules and regulations

Evaluation: This outcome measure has been met by ACCS.

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.

Results

Albany community remained in compliance with all applicable federal and state laws, rules and regulations

Evaluation: This outcome measure has been met by ACCS.

Fiscal Soundness

Goal 7: Albany Community Charter School will operate in a fiscally sound manner that promotes a high quality academic program.

Budgeting

Optional Measure: Each year, the school will operate on a balanced budget where actual revenues will equal 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: School maintained a surplus at the close of 2008-09.

Evaluation: This outcome measure has been met by ACCS.

Financial Condition

Optional Measure: Beginning with the schools' first operating year, at the end of each fiscal year, unrestricted net assets will equal or exceed 2% of the school's operating budget for the upcoming year.

Method:

After operating year one, in 2008-09, the school will maintain a contingency reserve account, with a balance equal to 2% of the school's operating budget for the subsequent year.

Result:

The school has funded and maintained a reserve account equal to 2% of the operating budget.

Evaluation: This outcome measure has been met by ACCS.

Internal Controls & Compliance

Optional Measure: 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 in August.

Results

N/A The Audit has not taken place at the time of this report. An Audit will take place on August 25, 2009 for this fiscal year.

Evaluation: This outcome measure has been met by ACCS.