



Charter Schools Institute  
*The State University of New York*

## **Initial Renewal Report**

# **Albany Preparatory Charter School**

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**March 9, 2010**

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The final version of Institute renewal reports should be broadly shared by the school with the entire school community. This report will be posted on the Institute’s website at: [www.newyorkcharters.org/pubsReportsRenewals.htm](http://www.newyorkcharters.org/pubsReportsRenewals.htm).

## **REPORT INTRODUCTION**

This report is the primary means by which the Charter Schools Institute (the “Institute”) transmits to the Board of Trustees of the State University of New York (the “SUNY Trustees”) its findings and recommendations regarding a school’s Application for Renewal, and more broadly, details the merits of a school’s case for renewal. This report has been created and issued pursuant to the *Practices, Policies and Procedures for the Renewal of Charter Schools Authorized by the State University Board of Trustees* (the “SUNY Renewal Practices”).<sup>1</sup>

Information about the SUNY renewal process, including the Institute’s comprehensive Charter Renewal Handbook and an overview of the requirements for renewal under the New York Charter Schools Act of 1998 (as amended, the “Act”), are available on the Institute’s website at: [www.newyorkcharters.org/schoolsRenewOverview.htm](http://www.newyorkcharters.org/schoolsRenewOverview.htm).

## **RECOMMENDATION AND SUMMARY DISCUSSION**

### **Recommendation**

### **Short-Term Renewal**

The Charter Schools Institute recommends that the SUNY Trustees approve the Application for Renewal of the Albany Preparatory Charter School and renew its charter for a period of three years with authority to provide instruction to students in 5<sup>th</sup> through 8<sup>th</sup> grade in such configuration as set forth in its application for renewal, with a maximum projected enrollment of 230 students.

### **Background and Required Findings**

In initial renewal reviews, the SUNY Trustees evaluate the strength and effectiveness of a school’s academic program by the degree to which the school has succeeded in meeting its academic Accountability Plan goals during the Accountability Period<sup>2</sup> and by the quality of the instructional program in place at the school during the charter period, as assessed using the Qualitative Education Benchmarks (a subset of the SUNY Charter Renewal Benchmarks). In giving weight to both student achievement and the emergent program, this approach provides a balance between an outcome-based system of accountability in which a school is held accountable for meeting measurable student achievement results and a determination of the likelihood that the educational program will improve student learning and achievement going forward.

The Albany Preparatory Charter School (“Albany Prep”) has applied for an initial, Short-Term Renewal of three years. The SUNY Renewal Practices provide three possible renewal outcomes for Albany Prep: Full-Term Renewal; Short-Term Renewal; or Non-Renewal. In order to earn a Short-Term Renewal, Albany Prep must in brief either have compiled: 1) an ambiguous or mixed record of educational achievement but have in place an academic program of sufficient strength and effectiveness which will likely result in the school’s being able to meet its to meet its academic goals

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<sup>1</sup> The *Practices, Policies and Procedures for the Renewal of Charter Schools Authorized by the State University Board of Trustees* (revised September 15, 2009) are available at: <http://www.newyorkcharters.org/documents/renewalPractices.doc>.

<sup>2</sup> For the purpose of reporting student achievement results, the Accountability Period is defined in the SUNY Renewal Practices as the time the Accountability Plan was in effect. In the case of an Initial Renewal, the plan covers the first four years that the school was in operation during the charter period.

with the additional time that renewal would permit; or 2) an overall record of meeting its academic goals but having in place an educational program that is inadequate in multiple and material respects.<sup>3</sup>

Based on the Institute's review of the evidence it gathered and Albany Prep provided, including, but not limited to, the school's Application for Renewal, evaluation visits conducted during the charter period, a renewal evaluation visit conducted by the Institute in the last year of the charter period, and the school's record of academic performance as determined by the extent to which it has met the academic goals in its Accountability Plan, the Institute finds that the school has compiled an overall record of meeting or coming close to meeting its academic Accountability Plan goals, but had in place at the time of the renewal inspection visit an educational program that, as assessed by the Qualitative Education Benchmarks, was inadequate in multiple and material respects. The Institute notes that it would have recommended a Short-Term Renewal notwithstanding the findings contained within a Summary of Findings in connection with the Institute's recommendation to place the school on probation (copy available in the Albany office of the Institute).

Based on all the evidence, the Institute makes the following findings required by the Act. The Albany Preparatory Charter School as described in the Application for Renewal, and if it fulfills the terms of its remedial action plan and/or corrective action as the case may be, meets the requirements of the Act and all other applicable laws, rules and regulations. The school has demonstrated the ability to operate in an educationally and fiscally sound manner in the next charter period. Finally, given the programs it will offer, its structure and its purpose, approving the school to operate for another three years is likely to improve student learning and achievement and materially further the purposes set out in Education Law subdivision 2850(2).

Therefore, in accordance with the standard for Initial Renewal found in the SUNY Renewal Practices, the Institute recommends that the SUNY Trustees approve Albany Prep's Application for Charter Renewal and renew the charter for a short-term of three years.

### **Consideration of School District Comments**

In accordance with the Act, the Institute notified the school district in which the charter school is located regarding the school's application for renewal. As of the date of this report, no comments were received in response.

### **Summary Discussion**

Albany Prep meets the standard for a Short-Term Renewal of three years to the extent that it has compiled an overall record of meeting its key academic Accountability Plan goals in the last year of its Accountability Period, but has in place an education program that is inadequate in multiple and material respects. In the last year, the school has been in the process of implementing potentially useful assessment procedures and has begun to implement a process for developing a comprehensive curriculum that is aligned to state standards. However, because of the absence of a strong leadership structure and the continual introduction of new approaches throughout the charter period, such fundamental systems of the academic program are still not fully in place. Over the course of the charter period, the school has not adequately evaluated the teaching staff or provided its large number of novice teachers with direct supervisory support and sufficient professional development.

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<sup>3</sup> See the SUNY Renewal Practices for a full explanation of both Short-Term Renewal options.

In addition, until last year the board and leadership had not instituted adequate admissions and intake policies and procedures to ensure compliance with all laws and regulations. Albany Prep also was not fully following laws and regulations related to special education students. Further, the school's board of trustees did not have staff or structures in place to detect or prevent such violations, which means its oversight was deficient in material respects. The details related to the admissions and special education issues are provided in the Institute's Summary of Findings supporting a recommendation of probation for Albany Prep (available in the Institute's Albany office). As set forth therein, corrective action is being and will be implemented to help remedy this situation. The Institute also notes that since the time of the renewal inspection, there has been significant leadership turnover including changes in the principal, dean of students and special education coordinator, which are in addition to a previous change in assistant principal.

Despite limitations in the leadership structure as it is currently constituted, given that classroom instruction generally provided purposeful learning activities and students were on task in learning basic skills and gaining foundational knowledge, the school is likely to improve student learning and achievement over the course of the Short-Term Renewal.

### *Academic Success*

In 2008-09, the last year of its Accountability Period, Albany Prep compiled an overall record of meeting its key Accountability Plan goals in English language arts and mathematics. While the school improved its absolute and comparative performance in English language arts during the current year, in the first three years of its Accountability Period Albany Prep was far from meeting the goal. With regard to mathematics, in 2006-07, when many of the measures in the school's Accountability Plan first applied, Albany Prep met its goal. In the following year, the school's performance declined somewhat but Albany Prep still came close to meeting its goal. In the last year of the period, the school's performance improved substantially and the school again achieved its goal. Notably, in the most recent year, the school met each of the individual measures comprising both its English language arts and mathematics goals. Based on limited data, the school did not come close to meeting its science and social studies goals at the end of the Accountability Period. According to the state's No Child Left Behind (NCLB) accountability system, the school is deemed to be in good standing.

More specifically, at the end of its Accountability Period, Albany Prep improved its performance on the state's English language arts exam. In the second year of its charter, when most of the English language arts measures first applied, the school outperformed its local school district, but did not achieve its growth target and performed lower than expected in comparison to demographically similar schools. In the following year, its performance generally declined and it again did not meet its goal. In the most recent year, the final year of the period, it exceeded its absolute proficiency targets<sup>4</sup>, far-outperformed its local community school district, performed better than expected to a large degree in comparison to demographically similar schools state-wide, and showed meaningful growth among grade level cohorts of students.

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<sup>4</sup> In interpreting a school's year-to-year changes in the absolute measure, the Institute puts the results in the context of overall state-wide changes. In general, the state-wide proficiency rate on the English language arts exam increased by five percent from 2006-07 to 2007-08 and by nine percent from 2007-08 to 2008-09. From a related perspective, the median school had a proficiency rate of 68.7 percent, 72.8 percent, and 80.9 percent during the three years respectively. These year-to-year changes suggest the importance of the comparative measures included in the goal.

During its Accountability Period, Albany Prep has posted strong results on the state mathematics test. Based on its absolute performance, Albany Prep has far exceeded its target of 75 percent proficient each year<sup>5</sup>. The school has consistently outperformed its local community school district by a wide margin, however in comparison to demographically similar schools Albany Prep's performance has fluctuated. With respect to growth, the school has demonstrated consistent improvement with all but one grade-level cohort achieving its target from 2006-07 through 2008-09.

The school has had ineffective instructional leadership. While school leaders have espoused high expectations for student achievement, there is limited evidence of high expectations for teacher performance. Instructional leaders have not provided teachers with ongoing and systematic support to improve instructional practice. Both school directors who have led the school during the charter period relied on one-on-one discussions with teachers about individual student assessment results, personal goal setting, and teachers' own expressed needs rather than on direct supervisory support and coaching based on ongoing scrutiny of the delivery of instruction. The school continues to lack a comprehensive system for evaluating teachers' effectiveness and quality. Throughout the charter period, instructional leaders have provided feedback to teachers in an ad hoc manner, generally focusing on culture and classroom management issues rather than on effective instruction. There has been a lack of awareness among the respective leaders of the activities of each other in supporting teachers. The school directors have not coordinated the supervisory and coaching efforts of the leadership team.

Albany Prep has a system to regularly gather assessment and evaluation data and has begun to use this system to analyze student performance. Based on standardized tests and mock state exams, the school has begun to monitor overall student performance and the adequacy of state test preparation. The school has used assessment data to determine student groupings, for both in-class instructional purposes and to identify students at risk of academic failure. On the other hand, the school has not used these assessments to assess teacher performance and to determine instructional effectiveness. Albany Prep has not had processes in place to ensure the validity and reliability of teacher-created assessments, especially student writing samples.

Teachers are individually responsible for creating weekly assessments in their classrooms; the assessments are not reviewed by the administration. Some teachers reported that they develop the assessment items themselves; others indicated that they largely take the items from commercial curricula. The assessments are uniformly administered weekly or at the end of an instructional unit and developed after the instruction had been provided, rather than before the topic is presented. Because of the timing, assessment data has generally driven instruction only as a follow-up to what had already been taught rather than as a pre-determined body of material to be learned. The school regularly communicates with parents about their child's performance but does not effectively communicate overall school performance with parents or the community.

Albany Prep has not yet developed a comprehensive and clearly defined curriculum for each grade and subject area to use in preparing student to meet state performance standards. With the exception of the school's mathematics curriculum, well-defined frameworks that are aligned to state learning

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<sup>5</sup> In interpreting a school's year-to-year changes in the absolute measure, the Institute puts the results in the context of overall state-wide changes. In general, the statewide proficiency rate on the mathematics exam increased by nearly six percent from 2006-07 to 2007-08 and by eight percent from 2007-08 to 2008-09. From a related perspective, the median school had a proficiency rate of 79.5 percent, 86.2 percent, and 90.8 percent during the three years respectively. These year-to-year changes in absolute results suggest the importance of the comparative measures included in the goal.

standards and articulated from grade to grade are not yet in place. Teachers determine the resources and materials used in developing lessons. They have wide latitude in the selection of the instructional resources (i.e. texts, workbooks, websites, etc.); however, there is neither a plan for selection of materials nor any methods in place to assess the value or alignment of the materials to the school's scope and sequence. Notwithstanding recent efforts to revise each subject's curriculum, the school has not had a consistent school-wide process with the appropriate amount of guidance and support for teachers, for the ongoing development, review, and evaluation of the written curriculum. The resulting documents have not been sufficient to support teachers in what to teach and when to teach it. Currently the school has introduced a tighter process for reviewing the curriculum though it is in an initial implementation stage.

The school has developed some practices that are effective in identifying and helping students who are at risk of academic failure. Late in the charter term, the school had a well-developed process in place to identify students who required support and to develop intervention plans and to refer students to the Committee on Special Education. Teachers are provided regular training to assist them in meeting the needs of struggling students, including those with Individualized Education Programs (IEPs); however, there is limited evidence that they utilize effective strategies to support these students in their classrooms. Earlier in the charter term, however, the State Education Department found that students were not being provided with the amount of resource room and consultant services time indicated on their IEPs in violation of the Individuals with Disabilities Education Act. The State Education Department also found that the school did not have a properly certified special education instructor for the 7<sup>th</sup> and 8<sup>th</sup> grades. While Albany Prep hired an additional special education teacher, that staff member also serves as the special education coordinator. At the time of the renewal visit, it appeared that the school still needed either some additional special education teaching staff or additional administrative support for the special education coordination function because the coordinator had significant instructional duties.

The school also provides opportunities outside of classroom instruction for students to receive additional academic support, especially by focusing on preparing students to meet state performance standards, which may have contributed to greatly improved test scores. Albany Prep has not evaluated the effectiveness of its intervention programs on a regular basis.

Instructional effectiveness at Albany Prep has varied throughout the charter period. At the time of the renewal visit, high quality instruction was not evident in all classes throughout the school. Classroom instruction at the school has generally focused on clear objectives, yet at times these objectives resembled agenda items or broad activities rather than purposeful learning exercises. Instructional time has been efficiently used within the school's classrooms, but with the exception of mathematics instruction, teachers have not cognitively engaged students and promoted higher order thinking skills through rigorous instruction and effective questioning techniques. The school provides instruction at different reading levels; however, aside from the grouping for reading, there has been limited evidence of differentiated instruction within classrooms throughout the charter period.

A safe and orderly environment has been established throughout the Albany Prep school building. Routines and rituals have been consistently established in classrooms and common spaces in order to promote positive behavioral expectations and a positive learning environment. With some exceptions in the upper grades, teachers generally employed effective classroom management techniques that established an environment where learning is valued. Albany Prep has a documented discipline and behavior management policy, which is now consistently implemented. While this

system has shifted from a negatively focused punitive system to one that is based on positive reinforcement midway through the charter period, the policy has not always been consistently applied.<sup>6</sup>

Albany Prep provides sufficient time, personnel, and funding to support its professional development programs, which have consisted of pre-service trainings prior to each school year, as well as regular weekly sessions held throughout the school year. Notwithstanding the commitment in time, the quality of professional development devoted to curriculum and instruction is insufficient to help improve teacher's pedagogical skills. A significant amount of the scheduled professional development time is devoted to housekeeping and planning, which, while useful, only indirectly supports the development of pedagogical competence. The professional development needs of teachers have not been identified, and school-provided professional development is not differentiated by skill level or teaching area, with professional development topics focusing on discipline, classroom management, and special education procedures. Aside from the collective within-school presentations, teachers have reported being able to take advantage of targeted outside opportunities. The school recently identified an experienced teacher to provide coaching on effective teaching. Many teachers reported appreciating this coaching model, because it provides a coherent and sustained approach to improving classroom practice.

### *Organizational Effectiveness and Viability*

In 2008-09, the school adopted a revised mission statement that eliminated the school's intention to implement a modified International Baccalaureate (IB) program. The Institute urged the school to change its mission statement after the founding school leader left, because it was apparent that the school would not implement an IB program. The school is approaching its current mission by striving to provide Albany's middle-school students a viable alternative to the district's middle schools that will prepare students for high school and beyond. School leaders and board members are clearly focused on student achievement and the most recent state assessment results demonstrate that students leaving Albany Prep after the eighth grade appear to be well prepared in mathematics, based on state test results and participation in Regents mathematics exams. The school's eighth grade English language arts results show that the school is beginning to move toward adequate preparation in literacy skills. It is still too early in the life of the school for it to be able to demonstrate that it provides "an education that enables [students] to be successfully admitted to high schools of choices [and] gives them the necessary academic foundation to graduate high school with honors...."

In addition to academic excellence, the Application for Renewal addresses two other goals that form the core of Albany Prep's mission: students will become active, valued citizens; and students will be able to effectively apply the knowledge they have gained. The school has begun to give students opportunities to serve the community, including requiring 8<sup>th</sup> grade students to commit five hours of community service to an approved project. In order to demonstrate their application of knowledge they have gained, 8th graders have also begun to present a portfolio of their work to a review panel drawn from the community, the school's board of trustees, and school administration.

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<sup>6</sup> After the renewal inspection visit, the school's long-time dean of students, who was integral to student discipline, parent communication and who physically was located in the detention area left the school's employ. Who is selected to replace this employee and what effect that may have on the disciplinary function will be the subject of future Institute inquiry.

Each school year, Albany Prep administers a parent satisfaction survey, which provides feedback to the school's leadership and its board of trustees about how parents evaluate the success of Albany Prep in educating their children and in creating an environment of scholarly learning. The 2008-09 survey indicated that responding parents held positive attitudes about the school. While these results represent strong positive attitudes among respondents, only 36 percent of the parents responded to the survey.<sup>7</sup>

Parents interviewed during the renewal inspection visit reported being happy with the school, citing small class sizes, the quality of the teachers, and the safe environment. They felt that the teachers cared about students and their families, evidenced by communication and extra time spent with their children. Parents believed that the change to the current school director was a positive one, although they rarely felt a need to interact with her. They reported that Albany Prep was a "zero tolerance" school where fighting was not something they had to be concerned about. They were aware of their children's academic achievement, but were not informed about overall school performance.

Albany Prep has generally established an organizational structure with staff, systems, and procedures that allow the school to carry out its academic program, with some notable exceptions. Day-to-day administrative operations are largely well-managed. Teachers and parents understand who they should go to with what types of questions. However, aside from the day-to-day operations, the instructional leadership structure does not support distinct lines of accountability with clearly defined roles and responsibilities. Because of limited communication and planning opportunities, the leaders themselves are not fully aware of each others' roles and responsibilities. The narrow scope of teacher evaluation procedures limits the development of teacher effectiveness, especially important because staff recruitment and turnover challenges during the early years of the charter period have left the school with a largely novice teaching staff.

The school has not maintained adequate student enrollment and has been forced to request changes to its chartered enrollment levels at various points within the charter period. In its Application for Renewal, Albany Prep reported that because of the challenges of sharing a facility with the Brighter Choice Charter Schools early in its charter period, it had to cut in its originally approved total enrollment of 400 students in 2006. At that time the SUNY Trustees granted the school a novel enrollment structure that reduced then current enrollment but would have allowed the school to increase enrollment had it found a suitable facility. By the time the school moved to its current space, however, it did not have sufficient enrollment to meet even its reduced enrollment numbers. While the school board sought further reduction in enrollment during the latter part of the charter term, the Institute denied that request citing the lack of an adequate justification for the change. At the time of its renewal inspection visit, the school reported having a small waiting list and that from 2007-08 to 2008-09, 90 percent of its students re-enrolled. The school has also reduced its enrollment for the renewal charter period and the Institute (as set forth below) finds that the school can be fiscally sound at the reduced enrollment levels. During the renewal visit, the school board stated it will be implementing a policy to backfill only 5<sup>th</sup> and 6<sup>th</sup> grade students in order to focus on building school culture. In response to continuing concerns, the school recently hired a full-time staff member to focus on student recruitment.

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<sup>7</sup> The institute's standard is that two-thirds of all parents should have a positive attitude. It is unclear whether the low response rate represents a different attitude among the rest of the parents, or whether the surveys could have been administered more effectively.

The Albany Prep board of trustees has been comprised of members representing a range of professional backgrounds, including the skills and expertise needed to provide oversight of the school. The board is clearly focused on student achievement and closely monitors the school's performance against its Accountability Plan goals. However, based on interviews with members of the leadership team and the board interview during the renewal inspection visit, the school board still is trying to find the right balance between oversight and intervention. The notable gaps in intake of new students and handling of certain aspects of the special education program, demonstrate that the board has not provided adequate operational oversight.

Having recognized the need for more information from the school administration prior to the board meetings, the board has recently begun requesting detailed written reports. The school board conducts a regular evaluation of the school leader, which includes a performance review and a goal-setting component.

Early in the charter term, there were a small number of parent complaints centering on student discipline and the provision of alternative instruction, with at least one parent withdrawing from the school prior to resolution of her complaint. The Institute helped review portions of the school's policies and by late 2007 such complaints subsided. During the renewal inspection, the school board stated that it was going to again examine its student discipline policies and procedures to address a fairly high out-of-school suspension rate and classroom management issues reported by teachers. The provision of alternative instruction, however, is still not fully in compliance with state law. The Institute received anonymous but fairly serious allegations concerning the implementation of the school's special education program in 2008. A brief investigation was conducted and special education paperwork was reviewed. Only minor record-keeping deficiencies were noted at that time. As a result of staff complaints in 2009, the school board has taken the initiative to improve policies and procedures as well as staffing with respect to the student intake process. The Institute will monitor the implementation of this policy and certain aspects of special education discipline through formal corrective action including the formation of a working (as opposed to paper) special education discipline policy.

As is typical of many schools coming to Initial Renewal the school had some other, largely minor, policy deficiencies that were noted at the time of the renewal inspection visit. The State Education Department had flagged the school for not complying with the Act's requirements for teachers who are not certified, but this appeared to be largely remedied at the time of the renewal visit. The school makes adequate use of outside counsel as needed and reported no outstanding litigation at the time of the renewal visit.

### *Fiscal Soundness*

Albany Prep has operated pursuant to a long-range financial plan and has created realistic budgets over the course of the charter period that are monitored and adjusted appropriately. Annual budgets are developed by the school's director of operations with appropriate input from the school's director, key staff, and members of the school board. Budget variances are routinely analyzed and material variances are discussed with the director and the board.

The school has maintained appropriate fiscal policies, procedures and controls related to external and internal compliance for cash disbursements, cash receipts, bank reconciliations, payroll, fixed assets, grants/contributions, and the preparation of financial statements. The director of operations works with the school's principal, along with the school board, to ensure that the policies and procedures

are documented and followed by school staff. The school has also hired an outside accounting firm to monitor and confirm periodically that policies and procedures are up-to-date and followed properly. The school's fiscal year (FY) 2008-09 audit report of internal controls—related to financial reporting and compliance with laws, regulations and grants—disclosed no material weaknesses, or instances of non-compliance. The lack of other deficiencies in the reports provides some, but not absolute, assurance that the school has maintained adequate internal controls and procedures.

The school has complied with financial reporting requirements during the charter period. Budget, quarterly and annual financial statement audit reports were filed in a timely, accurate and complete manner. Each of the school's annual financial statement audit reports followed generally accepted accounting principles as required and received an unqualified opinion, indicating that, in the auditor's opinion, the school's financial statements and notes fairly represent, in all material respects, the school's financial position, changes in net assets, and cash flows. The school board reviews and approves the annual financial statement audit report.

The school has maintained adequate financial resources to ensure stable operations and has monitored and managed stringent cash flow. The school completed FY 2008-09 in fairly stable financial condition, increasing both cash reserves and total net assets. Albany Prep has very little short- or long-term debt. The school has a positive working capital ratio, indicating that the school has enough short-term assets to cover immediate liabilities/short-term debt. The school has no major investments and all cash is left in savings and money market accounts to ensure the school has sufficient cash available to pay current bills and other shortly due payables. Actual expenses exceeded actual revenue in FY 2006-07 and 2007-08 contributing to a decline in available cash. In FY 2008-09 that negative trend was reversed and the school was able to increase cash reserves by more effectively balancing revenue and expenditures.

#### *Plans for the Next Charter Period*

Albany Prep has provided all of the key structural elements for a renewal charter and they are deemed to be reasonable, feasible and achievable. The school would maintain its current mission statement, which was modified in 2008:

*The Albany Preparatory Charter School will provide Albany's middle-school students a quality alternative to the district's middle schools and an education that enables them to be successfully admitted to high schools of choice, gives them necessary academic foundation to graduate high school with honors, and allows them to fully participate in our nation's democracy and the global community.*

As the school added 8<sup>th</sup> grade, its final grade level, in 2008-09, Albany Prep would continue to provide instruction to students in 5<sup>th</sup> through 8<sup>th</sup> grade during the renewal charter period. In not adding any more additional grades, the school would be able to focus more on the existing instructional program. Projected enrollment in each year of the renewal charter would be 230 students, a decrease of 70 students from the chartered enrollment levels in the last year of the school's initial charter period. The school year would include 195 instructional days, consistent with the terms of the initial charter period.

Albany Prep's educational program, as proposed in its Application for Initial Renewal, would center on three primary areas: *students achieve academic excellence; students become active, valued citizens; and students effectively apply knowledge.* Double blocks of instructional time each day

would be devoted to English language arts and mathematics in an attempt to provide students with a solid foundation of academic rigor. The school intends to participate in a new initiative developed by the leaders of KIPP Tech Valley Charter School in Albany, *Outcome: Education*. It is a program designed to improve the school's data-driven instructional process by providing school leadership training and a teacher residency program. It entails the development, refinement, and implementation of frequent diagnostic assessments and their use to drive instructional practices. A culture of scholarly learning would be maintained by adherence to common practices, such as Cooperative Discipline and Core Values, to increase students' active engagement in classroom activities and to promote responsible, self-motivated compliance with school rules.

The school also proposes to strengthen additional areas of the educational program. Citing a shortfall in social studies and science performance, Albany Prep would enhance its curricular program in these areas. In science, the school would supplement the existing Full Option Science program with text-based programming to assist students in translating written information into practical applications. A newly created team of in-school service providers would lead at-risk student support services, special education classroom staff would be doubled, and additional efforts would be made to identify students with Individualized Education Programs prior to the start of the school year, all in an effort to improve the delivery of programs for struggling students. Finally, the school would strengthen its teacher oversight with more robust written and verbal reviews, along with a mentor teacher available to assist other teachers to fulfill continuing education requirements and aid in pedagogical development.

The Albany Prep Board of Trustees does not plan to change its governance structure during the renewal charter period. The school board would include a seat for a parent representative, in addition to traditional members representing relevant areas of professional expertise. In addition, the board would require all new appointees to participate in a board training program. The board has the basic skills and expertise to effectively govern the school during the term of the renewal charter. Through its experience with the violations that are the basis of the Institute's recommendation for probation, the board has gained an understanding of its oversight role and has shown that it wishes to take a proactive approach to resolving problems. Whether or not the board's actions will remedy the multiple deficiencies cited in this report by the end of the Short-Term renewal term is a key issue for the school.

Albany Prep has presented an aggressive fiscal plan for the proposed renewal charter period that could be achievable, including an adequate budget that will need to be closely monitored to ensure fiscal stability and the need for a new facility. Critical financial needs of the school are dependent on student enrollment. The school has established aggressive enrollment goals, particularly given the extent to which it has been under-enrolled during the initial charter period. School leaders believe these enrollment targets are achievable based on the increased enrollment in 2009-10 along with additional marketing efforts by the school, the hiring of a full time recruiter and the addition of a parent coordinator to help increase enrollment.

The school has assumed a nine-percent increase in per-pupil funding in the first year of the proposed short-term renewal period and a three-percent increase in the two subsequent years based on budgets included in its Application for Renewal. Due to the uncertainty of per-pupil funding, the school acknowledges that the per-pupil percentage increase they have planned is not assured. Accordingly, the school demonstrated a more strategic and conservative approach to budgeting and planning for the next charter period by developing contingency budgets that show both per-pupil funding increasing only two percent in each year as well as a budget that remains flat at 2009-10 allocation

levels. These additional budgets will become part of the school's Application for Renewal as part of the Request for Amendments process. Long-range fiscal projections are more susceptible to error than those for a single year. Such projections are subject to revision due to changes in local conditions, objectives, laws and state funding. The school will be required to continually develop and adopt annual budgets based on known per pupil amounts for the districts from which it draws enrollment.

The school contends that a new facility is critical to the school's success in the next charter term. Any excess revenue after expenditures is allocated to a facilities reserve fund. A new facility would allow for school growth which would produce additional revenue. Planning is ongoing and the school intends to work with the Brighter Choice Foundation to help facilitate the acquisition and financing of a new facility.

Albany Preparatory Charter School has presented a plan for implementing an educational program during the period of the short-term renewal proposed in its Application for Renewal. If the leadership structure and board operational oversight were strengthened, the school would likely meet its mission and the requirements of the Charter Schools Act, as well as meeting all the academic goals contained in its Accountability Plan. As the principal has been replaced since the time of the renewal visit and other leadership positions were open as of the drafting of this report, the school is at a critical juncture. Its governing board has demonstrated the capacity and instituted processes to oversee the academic program, and will have to do the same with the new leadership. Given the school board's experience and commitment, it is likely to tighten operational procedures and ensure that the school leadership functions effectively by providing ongoing coaching and supervisory support of the teachers to ensure that a quality teaching staff can be sustained.

## SCHOOL OVERVIEW

### Opening Information

Date Initial Charter Approved by SUNY Trustees	December 14, 2004
Date Initial Charter Effective by Operation of Law	April 9, 2005
School Opening Date	August, 2005

### Location

School Year(s)	Location(s)	Grades	District
2005-06 - 2007-08	250 Central Ave Albany, NY	All	Albany City School District
2007-08 - present	50 Summit Ave., Albany, NY	All	Albany City School District

### Partner Organizations

	Partner Name	Partner Type	Dates of Service
Current Partner	Brighter Choice Foundation	Non-Profit	2005-present

### Current Mission Statement

Albany Preparatory Charter School provides Albany’s middle-school students a quality alternative to the district’s middle schools and an education that enables them to be successfully admitted to high schools of choices, gives them the necessary academic foundation to graduate high school with honors, and allows them to fully participate in our nation’s democracy and the global community. Three goals form the core of Albany Prep’s mission:

- 1) *Achieve academic excellence:* students will achieve mastery of the skills necessary for success in high school, college, and life-especially reading, writing, math, and critical thinking;
- 2) *Become active valued citizens:* students will take responsibility for themselves, their school, their community, their country, and their role in the global community by learning to think critically about issues that affect them and by making participation in society while at school a regular activity; and
- 3) *Effectively apply knowledge:* students will draw insightful conclusions and offering unique perspectives on problems.

### Current Key Design Elements

<ul style="list-style-type: none"> <li>• an extended school day and school year;</li> <li>• core instructional block of 100 minutes each day for mathematics and English Language Arts, and a supplemental 60 minute reading block;</li> <li>• weekly assessments designed to gauge student progress that drive instruction; and</li> <li>• requirements that students complete a certain number of hours toward a community service goal.</li> </ul>
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## School Characteristics

School Year	Original Chartered Enrollment	Revised Charter Enrollment	Actual Enrollment <sup>8</sup>	Original Chartered Grades	Actual Grades	Days of Instruction
2005-06	100		42	5	5	197
2006-07	200	100	111	5-6	5-6	205
2007-08	300	150	144	5-7	5-7	205
2008-09	400	250	163	5-8	5-8	190
2009-10	400	300 <sup>9</sup>	190	5-8	5-8	195

## Student Demographics

	2006-07 <sup>10</sup>		2007-08 <sup>11</sup>		2008-09	
	Percent of School Enrollment	Percent of Albany CSD Enrollment	Percent of School Enrollment	Percent of Albany CSD Enrollment	Percent of School Enrollment <sup>12</sup>	Percent of Albany CSD Enrollment <sup>13</sup>
<b>Race/Ethnicity</b>						
American Indian or Alaska Native	1%	2%	1%	0%	2%	N/A
Black or African American	76%	63%	71%	63%	70%	N/A
Hispanic	12%	11%	14%	11%	13%	N/A
Asian, Native Hawaiian, or Pacific Islander	2%	3%	0%	4%	2%	N/A
White	10%	20%	11%	20%	9%	N/A
Multiracial	0%	2%	3%	1%	4%	N/A
<b>Special Populations</b>						
Students with Disabilities <sup>14</sup>	19%	17%	10%	15%	8%	N/A
Limited English Proficient	0%	4%	0%	5%	2%	N/A
<b>Free/Reduced Lunch</b>						
Eligible for Free Lunch	82%	56%	70%	48%	69%	N/A
Eligible for Reduced-Price Lunch	7%	11%	11%	9%	16%	N/A

<sup>8</sup> Source: SUNY Charter School Institute's Official Enrollment Binder. (Figures may differ slightly from New York State Report Cards, depending on date of data collection.)

<sup>9</sup> Albany Prep requested a revised charter enrollment of 230 for 2009-10, which was denied.

<sup>10</sup> Source: 2006-07 School Report Cards, New York State Education Department.

<sup>11</sup> Source: 2007-08 School Report Cards, New York State Education Department.

<sup>12</sup> Source: 2008-09 Demographics and Limited English Proficient Percentages calculated from BEDS reports submitted at the beginning of the school year. This information is unverified by the schools. It also does not include Free/Reduced Lunch status, but rather categorizes students as "economically disadvantaged." Free/reduced lunch figures were provided by the school.

<sup>13</sup> Aggregated district data not yet available for 2008-09.

<sup>14</sup> New York State Education Department does not report special education data. School data is school-reported from charter renewal applications. District data from NYSED Special Education School District Data Profile.

### Current Board of Trustees<sup>15</sup>

Board Member Name	Term	Position/Committees
Brian Backstrom	June, 2011	Chairman
John Carl	June, 2011	Vice Chairman
William Wood	June, 2012	Trustee
Kerry Sager	June, 2012	Trustee
Kenneth Williams	June, 2010	Treasurer
Marcia Chandler	June, 2010	Secretary
Jason Kramer	June, 2011	Trustee

### School Leader(s)

School Year	School Leader(s) Name and Title
2005-06 and 2006-07	Todd McKee, Principal
2007-08 through December, 2009	Carol Lennon, Principal
December, 2009 through present	Erin O'Meara, Interim Principal

### School Visit History

School Year	Visit Type	Evaluator (Institute/External)	Date
2005-06	First-Year Visit	Institute	March 22, 2006
2006-07	Second-Year Visit	Institute	February 28, 2007
2007-08	Third-Year Visit	External (Class Measures)	April 3-4, 2008
2008-09	Fourth-Year Visit	Institute	April 2, 2009
2009-10	Initial Renewal Visit	Institute	November 18 – 20, 2009

<sup>15</sup> Source: Application for Renewal.

## ACADEMIC ATTAINMENT AND IMPROVEMENT

### Background

At the beginning of the charter period the school developed and adopted an Accountability Plan that set academic goals in the key subjects of English language arts and mathematics, as well as science and social studies. The plan also included an NCLB goal. For each goal in the Accountability Plan specific outcome measures define the level of performance necessary to meet that goal. Furthermore, the Institute has established a set of required outcome measures that include the following three types: 1) the absolute level of student performance on state examinations; 2) the comparative level of student performance on state examinations; and 3) the growth in student learning according to year-to-year comparisons of grade level cohorts. The following table shows the outcome measures currently required by the Institute in each subject area goal, as well as for the NCLB goal. Schools may have also elected to include additional optional goals and measures in their Accountability Plan.

<b>Summary of Required Goals and Outcome Measures in Elementary/Middle School (K-8) Accountability Plans</b>					
<b>GOAL</b>	<b>Required Outcome Measures</b>				
	<b>Absolute</b>		<b>Comparative</b>		<b>Growth</b>
	75 percent proficient on state exam	Performance Index (PI) meets Annual Measurable Objective (AMO)	Percent proficient greater than that of local school district	School exceeds predicted level of performance compared to similar public schools by small Effect Size	Grade-level cohorts reduce by half the gap between prior year's percent proficient and 75 percent
<b>English Language Arts</b>	◆	◆	◆	◆	◆
<b>Mathematics</b>	◆	◆	◆	◆	◆
<b>Science</b>	◆		◆		
<b>Social Studies</b>	◆		◆		
<b>NCLB</b>	School is deemed in "Good Standing" under state's NCLB accountability system				

The most important criterion for renewal is academic success, which is demonstrated in large part by meeting or coming close to meeting the goals in a school's Accountability Plan. The Institute determines the outcome of a goal by evaluating the multiple measures associated with that goal.

The following presentation indicates the outcome of each of the school’s goals, as well as an analysis of the respective measures for each goal during the Accountability Period.<sup>16</sup> Italicized text indicates goals or measures as written in the school’s Accountability Plan; bold numbers appearing in the tables are the critical values for determining if a measure was achieved in a given year. Aside from required Accountability Plan measures, the following also presents the results of optional measures that the school may have included in its plan.

**English Language Arts**

**Accountability Plan Goal:** All students at Albany Prep will be proficient readers and writers of the English language

**Outcome:** Albany Preparatory Charter School has met its English language arts goal.

**Analysis of Accountability Plan Measures:**

<b>Absolute Measure:</b> <i>Each year beginning in 2006-07, 75 percent of 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 (ELA) examination.</i>				
<b>Results (in percents)</b>				
	<b>School Year</b>			
<b>Grade</b>	<b>2005-06<sup>17</sup></b> (Tested: 39)	<b>2006-07</b> (Tested: 24)	<b>2007-08</b> (Tested: 63)	<b>2008-09</b> (Tested: 97)
<b>3</b>	-	-	-	-
<b>4</b>	-	-	-	-
<b>5</b>	46.2	-	0.0 <sup>18</sup>	66.7 <sup>19</sup>
<b>6</b>	-	50.0	34.5	83.3
<b>7</b>	-	-	54.5	88.5
<b>8</b>	-	-	-	69.0
<b>All</b>	46.2 <sup>20</sup>	<b>50.0</b>	<b>44.4</b>	<b>78.4</b>

With the exception of the most recent year, Albany Prep has performed poorly on the state’s English language arts exam. In 2005-06, when the school tested students who had been enrolled in the school for fewer than two years, 46 percent of students were proficient. In 2006-07, when Albany Prep first tested students enrolled in their second year and their Accountability Plan measure first applied, 50 percent of students were proficient and the school fell well short of its target. In 2007-08, performance declined and the school again failed to meet its target. In the most recent year, the school’s performance improved and the school first exceeded its target.

<sup>16</sup> Because the renewal decision is made in the last year of a Charter Period, the Accountability Period ends in the next to last year of the Charter Period. For initial renewals, the Accountability Period is the first four years of the Charter Period. For subsequent renewals, the Accountability Period includes the last year of the previous Charter Period through the next to last year of the current Charter Period.

<sup>17</sup> In 2005-06 New York State implemented English language arts and mathematics exams in grades 3-8. Prior to that, the exams in these subjects were administered only in grades 4 and 8.

<sup>18</sup> Having been enrolled in the school for fewer than two years, the majority of 5<sup>th</sup> grade students’ results are not included in this analysis. However, in 2007-08, one student repeated the 5<sup>th</sup> grade and was enrolled for two or more years; their score is reported here.

<sup>19</sup> Having been enrolled in the school for fewer than two years, the majority of 5<sup>th</sup> grade students’ results are not included in this analysis. However, in 2008-09, 12 students repeated the 5<sup>th</sup> grade and were enrolled for two or more years; their scores are reported here.

<sup>20</sup> These results are based on data from students who had been enrolled in the school for fewer than two years. As such, they are not included in the evaluation on the school’s Accountability Plan goal, but are presented to provide context.

<b>Absolute Measure:</b> <i>Each year beginning in 2006-07, the school's aggregate Performance Index on the State ELA exam for students who have been enrolled for at least one full year will meet its Annual Measurable Objective set forth in the State's No Child Left Behind (NCLB) accountability system.</i>				
<b>Results (in percents)</b>				
	<b>School Year</b>			
<b>Index</b>	<b>2005-06<sup>21</sup></b> (Tested: 39)	<b>2006-07</b> (Tested: 104)	<b>2007-08</b> (Tested: 143)	<b>2008-09</b> (Tested: 166)
<b>PI</b>	<b>133</b>	<b>136</b>	<b>140</b>	<b>176</b>
<b>AMO</b>	<b>122</b>	<b>122</b>	<b>133</b>	<b>144</b>

Albany Prep has surpassed the English language arts Annual Measurable Objective (AMO) established by the state's NCLB accountability system during each year of its Accountability Period.

<b>Comparative Measure:</b> <i>Each year beginning in 2006-07, the percent of students who are enrolled in at least their second year and performing at or above Level 3 on the State ELA exam in each tested grade will be greater than that of the local school district.</i>				
<b>Results (in percents)</b>				
	<b>School Year</b>			
<b>Comparison</b>	<b>2005-06</b> (Grade 5)	<b>2006-07</b> (Grade 6)	<b>2007-08</b> (Grades 6-7)	<b>2008-09</b> (Grades 6-8)
<b>School</b>		<b>50.0</b>	<b>44.4</b>	<b>78.4</b>
<b>District</b>		<b>44.9</b>	<b>47.6</b>	<b>54.8</b>

Albany Prep's performance relative to its local school district has been inconsistent throughout the charter term. In 2006-07, the school's relative performance improved and the school outperformed its district. In 2007-08, comparative performance declined and the school underperformed the district. In 2008-09, the school outperformed the local school district.

<b>Comparative Measure:</b> <i>Each year beginning in 2007-2008, the school will exceed its expected level of performance on the State ELA exam by at least a small effect size according to a regression analysis controlling for students eligible for free lunch among all public schools in New York State.</i>				
<b>Results (in percents)</b>				
	<b>School Year</b>			
<b>Index</b>	<b>2005-06</b> (Grade 5) (Tested: 39)	<b>2006-07</b> (Grades 5-6) (Tested: 104)	<b>2007-08</b> (Grades 5-7) (Tested: 143)	<b>2008-09</b> (Grades 5-8) (Tested: 166)
<b>Predicted</b>	51.7	44.1	57.7	62.0
<b>Actual</b>	46.2	38.5	43.3	75.9
<b>Effect Size</b>	<b>-0.28</b>	<b>-0.38</b>	<b>-0.96</b>	<b>0.85</b>

In the first three years of the Accountability Period, Albany Prep performed lower than expected in comparison to demographically similar schools on the state's English language arts exam. From 2005-06 through 2007-08, the school's relative performance declined each year and the school did not meet its Effect Size target. In 2008-09, the school improved its performance relative to demographically similar schools statewide and the school exceeded its Effect Size target.

<sup>21</sup> In 2005-06 English language arts and mathematics testing began in grades 3-8, and the Performance Index was henceforth calculated based on the aggregate of all tested students.

<b>Growth Measure:</b> Each year, grade-level cohorts of students will reduce by half the gap between the percent at or above Level 3 on the previous year's State ELA exam and 75 percent at or above Level 3 on the current year's State ELA exam.				
<b>Results (in percents)</b>				
<b>Percent Level 3 &amp; 4</b>	<b>School Year</b>			
	<b>2005-06</b>	<b>2006-07<sup>22</sup></b> (Grade 6) (N=24)	<b>2007-08</b> (Grades 6-7) (N=66)	<b>2008-09</b> (Grades 6-8) (N=99)
Baseline	-	37.5	43.9	48.5
Target	-	56.3	59.4	61.8
Actual	-	50.0	43.9	78.8
Cohorts Made	-	<b>(0 of 1)</b>	<b>(0 of 2)</b>	<b>(3 of 3)</b>
Target				

In 2006-07, cohort growth data first became available for analysis. Up until this point, only baseline data were available for the school's first class of 5<sup>th</sup> grade students. In 2006-07, the school's lone cohort improved its performance, but failed to achieve its growth target. In 2007-08, neither of the schools cohorts achieved their targets and overall performance remained level. In the most recent year, each of the school's cohorts achieved their targets and overall performance improved.

## Mathematics

**Accountability Plan Goal:** All students at Albany Prep will demonstrate competency in the understanding and application of mathematical computation and problem solving

**Outcome:** Albany Preparatory Charter School has met its mathematics goal.

### **Analysis of Accountability Plan Measures:**

<b>Absolute Measure:</b> Each year beginning in 2006-07, 75 percent of students who are enrolled in at least their second year will perform at or above Level 3 on the New York State mathematics examination.				
<b>Results (in percents)</b>				
<b>Grade</b>	<b>School Year</b>			
	<b>2005-06<sup>23</sup></b> (Tested: 40)	<b>2006-07</b> (Tested: 24)	<b>2007-08</b> (Tested: 63)	<b>2008-09</b> (Tested: 94)
<b>3</b>	-	-	-	-
<b>4</b>	-	-	-	-
<b>5</b>	52.5	-	0.0 <sup>24</sup>	63.6 <sup>25</sup>
<b>6</b>	-	87.5	75.9	93.1
<b>7</b>	-	-	87.9	96.2
<b>8</b>	-	-	-	100.0
<b>All</b>	52.5 <sup>26</sup>	<b>87.5</b>	<b>81.0</b>	<b>92.6</b>

<sup>22</sup> New York State began administering English language arts and mathematics exams in grades 3-8 in 2005-06, thus year-to-year growth could not be evaluated until 2006-07 when two years' of results were first available.

<sup>23</sup> In 2005-06 New York State implemented English language arts and mathematics exams in grades 3-8. Prior to that, the exams in these subjects were administered only in grades 4 and 8.

<sup>24</sup> Having been enrolled in the school for fewer than two years, the majority of 5<sup>th</sup> grade students' results are not included in this analysis. However, in 2007-08, one student repeated the 5<sup>th</sup> grade and was enrolled for two or more years; their score is reported here.

<sup>25</sup> Having been enrolled in the school for fewer than two years, the majority of 5<sup>th</sup> grade students' results are not included in this analysis. However, in 2008-09, 11 tested students repeated the 5<sup>th</sup> grade and were enrolled for two or more years; their scores are reported here.

Throughout the charter term, Albany Prep has improved its performance on the state mathematics exam. In 2005-06, when the school tested students who had been enrolled in the school for fewer than two years, 53 percent of students were proficient. In 2006-07, when Albany Prep first tested students enrolled in their second year and their Accountability Plan measure first applied, 88 percent of students were proficient and the school exceeded its target. In 2007-08, performance declined and 81 percent of students were proficient. In 2008-09, performance improved and 93 percent of students were proficient.

<b>Absolute Measure:</b> <i>Each year beginning in 2006-07, the school's aggregate Performance Index on the State math exam for students who have been enrolled for at least one full year will meet its Annual Measurable Objective set forth in the State's No Child Left Behind (NCLB) accountability system</i>				
<b>Results (in percents)</b>				
	<b>School Year</b>			
<b>Index</b>	<b>2005-06<sup>27</sup></b> (Tested: 40)	<b>2006-07</b> (Tested: 98)	<b>2007-08</b> (Tested: 138)	<b>2008-09</b> (Tested: 162)
<b>PI</b>	<b>148</b>	<b>155</b>	<b>167</b>	<b>188</b>
<b>AMO</b>	<b>86</b>	<b>86</b>	<b>102</b>	<b>119</b>

Albany Prep has surpassed the English language arts Annual Measurable Objective (AMO) established by the state's NCLB accountability system during each year of its Accountability Period.

<b>Comparative Measure:</b> <i>Each year beginning in 2006-07, the percent of students who are enrolled in at least their second year and performing at or above Level 3 on the State math exam in each tested grade will be greater than that of the local school district.</i>				
<b>Results (in percents)</b>				
	<b>School Year</b>			
<b>Comparison</b>	<b>2005-06</b> (Grade 5)	<b>2006-07</b> (Grade 6)	<b>2007-08</b> (Grades 6-7)	<b>2008-09</b> (Grades 5-8)
<b>School</b>		<b>87.5</b>	<b>81.0</b>	<b>92.6</b>
<b>District</b>		<b>56.8</b>	<b>55.5</b>	<b>57.4</b>

Albany Prep has outperformed its local school district on the state's mathematics exam each year and has widened the gap in recent years. In the most recent year, the school outperformed the local community school district by over 30 percentage points.

<sup>26</sup> These results are based on data from students who had been enrolled in the school for fewer than two years. As such, they are not included in the evaluation on the school's Accountability Plan goal, but are presented to provide context.

<sup>27</sup> In 2005-06 English language arts and mathematics testing began in grades 3-8, and the Performance Index was henceforth calculated based on the aggregate of all tested students.

<b>Comparative Measure:</b> <i>Each year beginning in 2007-2008, the school will exceed its expected level of performance on the State math exam by at least a small effect size according to a regression analysis controlling for students eligible for free lunch among all public schools in New York State.</i>				
<b>Results (in percents)</b>				
	<b>School Year</b>			
<b>Index</b>	<b>2005-06</b> (Grade 5) (Tested: 40)	<b>2006-07</b> (Grades 5-6) (Tested: 98)	<b>2007-08</b> (Grades 5-7) (Tested: 138)	<b>2008-09</b> (Grades 5-8) (Tested: 162)
<b>Predicted</b>	54.0	57.3	69.2	71.4
<b>Actual</b>	52.5	65.3	71.7	88.9
<b>Effect Size</b>	<b>-0.06</b>	<b>0.35</b>	<b>0.11</b>	<b>0.90</b>

Since the first year of the Accountability Period, Albany Prep has performed better than predicted in comparison to demographically similar schools on the state’s mathematics exam. In 2006-07, the school met its Effect Size target. After declining in 2007-08, it met its target to a large degree in 2008-09.

<b>Growth Measure:</b> <i>Each year, grade-level cohorts of students will reduce by half the gap between the percent at or above Level 3 on the previous year’s State math exam and 75 percent at or above Level 3 on the current year’s State ELA exam.</i>				
<b>Results (in percents)</b>				
	<b>School Year</b>			
<b>Percent Level 3 &amp; 4</b>	<b>2005-06</b>	<b>2006-07<sup>28</sup></b> (Grade 6) (N=24)	<b>2007-08</b> (Grades 6-7) (N=65)	<b>2008-09</b> (Grades 6-8) (N=96)
Baseline	-	45.8	70.8	74.0
Target	-	60.4	73.2	74.5
Actual	-	87.5	81.5	93.8
Cohorts Made Target	-	<b>(1 of 1)</b>	<b>(1 of 2)</b>	<b>(3 of 3)</b>

With respect to growth, Albany Prep has demonstrated consistent growth on the state mathematics exam during its initial charter term. In 2006-07, when two years of data first became available for analysis, the school’s lone cohort achieved its target and overall performance improved markedly. In 2007-08, one of two cohorts achieved its target and overall performance improved. In 2008-09, all three cohorts achieved their targets and overall performance improved substantially.

## Science

**Accountability Plan Goal:** All students at Albany Prep will demonstrate competency in the understanding and application of scientific knowledge and reasoning

**Outcome:** Based on the limited data available, the school is not meeting its science goal.

### **Analysis of Accountability Plan Measures:**

<sup>28</sup> New York State began administering English language arts and mathematics exams in grades 3-8 in 2005-06, thus year-to-year growth could not be evaluated until 2006-07 when two years’ of results were first available.

<b>Absolute Measure:</b> Each year, 75 percent of eighth-grade students who are enrolled in at least their second year will perform at or above Level 3 on the New York State science examination.				
<b>Results (in percents)</b>				
	<b>School Year</b>			
<b>Grade</b>	<b>2005-06</b>	<b>2006-07</b>	<b>2007-08</b>	<b>2008-09</b> (Tested: 30)
4	-	-	-	-
8	-	-	-	63.3

Albany Prep first enrolled students in tested grades in the 2008-09 school year; that year 63.3 percent of 8<sup>th</sup> grade students scored proficient on the state science examination and the school fell short of its 75 percent target.

<b>Comparative Measure:</b> Each year, the percent of students who are enrolled in at least their second year and performing at or above Level 3 on the State science exam in each tested grade will be greater than that of the local school district.				
<b>Results (in percents)</b>				
	<b>School Year</b>			
<b>Comparison</b>	<b>2005-06</b>	<b>2006-07</b>	<b>2007-08</b>	<b>2008-09</b> (Grade 8)
School	-	-	-	63.3
District	45.0	47.0	55.0	NA

While district comparison data for the 2008-09 school year is yet unavailable, Albany Prep’s 63 percent proficiency rate exceeds the district’s performance on the state science examination in each of the two previous years. Assuming district performance increased at a similar rate, the school will have slightly outperformed the district.

### Social Studies

**Accountability Plan Goal:** All students at Albany Prep will demonstrate competency in the understanding and application of historical knowledge and reasoning

**Outcome:** Based on the limited data available, the school did not meet its social studies goal.

### **Analysis of Accountability Plan Measures:**

<b>Absolute Measure:</b> Each year, 75 percent of eighth-grade students who are enrolled in at least their second year will perform at or above Level 3 on the New York State social studies examination.				
<b>Results (in percents)</b>				
	<b>School Year</b>			
<b>Grade</b>	<b>2005-06</b>	<b>2006-07</b>	<b>2007-08</b>	<b>2008-09</b> (Tested: 38)
5	-	-	-	75.0
8	-	-	-	40.0

Albany Prep first enrolled students in tested grades in the 2008-09 school year; that year 75 percent of 5<sup>th</sup> grade students scored proficient on the state social studies examination and 40 percent of 8<sup>th</sup> graders did so; the school met its target for 5<sup>th</sup> grade students, but not for 8<sup>th</sup> grade students.

<b>Comparative Measure:</b> <i>Each year beginning in 2007-2008, the percent of students who are enrolled in at least their third year and performing at or above Level 3 on the State social studies exam in each tested grade will be greater than that of the local school district</i>				
<b>Results (in percents)</b>				
	<b>School Year</b>			
<b>Comparison</b>	<b>2005-06</b>	<b>2006-07</b>	<b>2007-08</b>	<b>2008-09 (Grade )</b>
<b>School</b>	-	-	-	<b>47.4</b>
<b>District</b>	<b>30.0</b>	<b>23.0</b>	<b>38.0</b>	<b>NA</b>

While district comparison data for the 2008-09 school year is yet unavailable, Albany Prep’s 47 percent proficiency rate exceeds the district’s performance on the state social studies examination in each of the two previous years. Assuming district performance improved at a similar rate, the school will have outperformed the district.

**NCLB**

In addition to meeting its specific subject area goals, the school is expected under No Child Left Behind to made adequate yearly progress towards enabling all students to score at the proficient level on the state English language arts and mathematics exams. In holding charter schools to the same standards as other public schools, the state issues an annual school accountability report that indicates the school’s status each year.

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

**Outcome:** The school met the goal. Albany Preparatory Charter School was deemed to be in good standing in each of the four years of the Accountability Period.

<b>Absolute Measure:</b> <i>Under the state’s NCLB accountability system, the school’s Accountability Status will be “Good Standing” each year.</i>				
<b>Results</b>				
	<b>School Year</b>			
<b>Status</b>	<b>2005-06</b>	<b>2006-07</b>	<b>2007-08</b>	<b>2008-09</b>
<b>Good Standing</b>	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>