

## Accountability Plan Progress Reports for the 2009-10 School Year

### Reader's Guide

*SUNY Authorized Charter Schools*

As set forth in the *Practices, Policies and Procedures for the Renewal of Charter Schools Authorized by the State University Board of Trustees*, the single most important factor that the Charter Schools Institute and the SUNY Board of Trustees consider in making renewal determinations is the school's record in generating successful student achievement outcomes. In order to determine whether a school has met that high standard, **each charter school that the SUNY Board of Trustees authorizes is required to enter into an accountability agreement, known as an Accountability Plan**, which ultimately becomes part of its charter.

**The Charter Schools Institute closely monitors each school's progress toward achieving the goals outlined in its Accountability Plan.**

In addition, as part of its annual reporting requirements, **each SUNY authorized charter school must submit an Accountability Plan Progress Report which, from its vantage point, addresses each of the goals and outcome measures contained in its Accountability Plan.** The information presented in these Progress Reports constitutes important evidence that a school is keeping its promises to its students, parents and community, and is critical to making its case for renewal at the end of its charter period. The most important parts of Progress Reports are student achievement results on state exams and other assessments. However, not all schools will have tested grade levels for a particular state exam. Each year, the state administers English language arts and mathematics tests to 3<sup>rd</sup> through 8<sup>th</sup> grade, science tests to the 4<sup>th</sup> and 8<sup>th</sup> grades, and, up through 2009-10, social studies tests to the 5<sup>th</sup> and 8<sup>th</sup> grades.

Important Note: **The Accountability Plan Progress Report is authored by the charter school.** In reporting school progress toward meeting the outcome measures set forth in the Accountability Plan, schools are encouraged to build a case for the effectiveness of their program, and to lay the groundwork for writing a Renewal Application and ultimately for charter renewal. **The school's evaluation of its own progress does not necessarily reflect the conclusions of the Institute.** Further, the Institute does not affirm the completeness or accuracy of the report's data and may not endorse the school's characterization of the progress it has made toward achieving its Accountability Plan goals. Throughout the life of the school's charter, the Institute will visit each school, generating Institute School Visit Reports and, at the end of each charter period, a Renewal Report (select the <back> button in your browser to return to the school profile to see any/all available reports). These reports include detailed summaries of the Institute's observations of the school, as well as its evaluation of student performance and progress toward meeting the academic subject goals in its Accountability Plan.

**Requested Exhibit 1**  
**Accountability Plan Progress Report**



**ALBANY COMMUNITY  
CHARTER SCHOOL**

**2009-10**

**ACCOUNTABILITY PLAN  
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

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By S. Neal Currie, Jr.

65 Krank Street, Albany New York  
Phone 518-433-1500  
Fax 518-433-1501

S. Neal Currie, Jr. prepared this 2009-10 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
Michael J. Strianese	President
Tom Minnick	Vice President
Mason Tolman	Treasurer
Deb Docherty	Secretary
Laurel Colasurdo	Trustee
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**INTRODUCTION**

Albany Community Charter School (ACCS) is a small structured kindergarten through grade four elementary public charter school. Albany Community Charter School prepares students for a lifetime of opportunity by helping them master primary rigorous, standards-based curriculum focused on literacy and other foundational knowledge.

By aligning the efforts of all members of the school community -- student, parent, teacher, principal, board, and civic organizations -- we dramatically increase the chances students will be prepared to succeed when they move on to middle school, high school, college, and into the workforce. To achieve that goal, the learning community at ACCS emphasizes achievement, respect, and positive behavior.

**School Enrollment by Grade Level and School Year**

<b>School Year</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>Total</b>
2006-07	73	24				97
2007-08	60	67	29			156
2008-09	61	69	64	34		228
2009-10	64	71	71	63	29	296

## ENGLISH LANGUAGE ARTS

### **Goal 1: English Language Arts**

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

### **Background**

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

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

In grades one through four, ACCS uses curriculum from Harcourt. Harcourt's Trophies (1st grade) and Storytown (2nd through 4th 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. This is augmented by the use of "Mosaic of Thought: Teaching Comprehension in a Reader's Workshop" in the latter grades.

### **Goal 1: Absolute Measure**

Each year through 2008-09, 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.

In 2009-10, 75 percent of all tested students who are enrolled in at least their second year will perform at or above a Scale Score of 650 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 third and fourth grade in April 2010. Each student's raw score has been converted to a grade-specific scaled score and a performance level. Through 2008-09, the criterion for success on this measure required 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. For 2009-10, the criterion for success on this measure requires students to have a Scale Score of 650 or above.

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.

**2009-10 State English Language Arts Exam  
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested <sup>1</sup>			Total Enrolled
		IEP	ELL	Absent	
3	62	0	0	0	62
4	29	0	0	0	29
All	91	0	0	0	92

**Results**

The overall percentage of students in grades three and four who scored greater than a scale score of 650 on the 2010 NYS English Language Arts exam is **92.3%**. The overall percent of students in at least their second year is **92.4%**.

**Charter School Performance on 2009-10 State English Language Arts Exam  
By All Students and Students Enrolled in At Least Their Second Year**

Grade	Population	Percent Scoring at or above 650	Number Tested
3	All Students	92	62
	Students in At Least 2 <sup>nd</sup> Year	<b>92.5</b>	53
4	All Students	93	29
	Students in At Least 2 <sup>nd</sup> Year	<b>92.3</b>	26 <sup>2</sup>
All	All Students	92.3	91
	Students in At Least 2 <sup>nd</sup> Year	<b>92.4</b>	79

**Evaluation**

**This outcome measure has been met by ACCS.** Overall, students in at least their second year exceeded the measure by 17 percentage points. Greater than 90% of both third and fourth grade students in at least their second year received scale scores of greater than 650.

**Additional Evidence**

ACCS students have performed consistently in 2008-09 and 2009-10, greater than 90% scoring above 650 overall.

<sup>1</sup> 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.

<sup>2</sup> One student is being counted in our cohort group who was not technically enrolled at the time of BEDS Day 2008. The student has attended ACCS for at least two continuous years, but moved for a short time before returning.

**English Language Arts Performance by Grade Level and School Year**

Grade	Percent of Students Enrolled in At Least Their Second Year at Levels 3 and 4 through 2008-09 and a Scale Score of 650 in 2009-10							
	2008-09		2009-10		2010-11		2011-12	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	91.7	24	92.5	53				
4	NA	NA	92.3	26				
All	91.7	24	92.4	79				

**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 2009-10 is 155.<sup>3</sup> 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 **169**, surpassing the AMO for 2009-10 of 155.

**Calculation of 2009-10 English Language Arts Performance Index (PI)**

Grades	Percent of Students at Each Performance Level				Number Tested
	Level 1	Level 2	Level 3	Level 4	
3-4	1	30	51	19	91

$$\begin{array}{rcccccc}
 \mathbf{PI} & = & 30 & + & 51 & + & 19 & = & 99 \\
 & & & & + & & 19 & = & 70 \\
 & & & & & & \mathbf{PI} & = & \mathbf{169}
 \end{array}$$

<sup>3</sup> With the change in Proficiency Scores, the State Education Department is currently reviewing the current Annual Measurable Objectives in English language arts and mathematics.

**Evaluation**

**This outcome measure has been met by ACCS.** As seen in the table above, ACCS students' PI exceeded the AMO mark of 155 by 14.

**Additional Evidence**

ACCS students surpassed the AMO numbers in both 2008-09 and 2009-10, however the margin in 2009-10 was significantly smaller due to changes in the cutoff scores. Further, the percentage of students performing at Levels 1 & 2 increased in 2009-10.

**English Language Arts Performance Index (PI) and Annual Measurable Objective (AMO) by School Year**

Year	Grades	Number Tested	Percent of Students at Each Performance Level				PI	AMO
			Level 1	Level 2	Level 3	Level 4		
2008-09	3	31	0	6	91	3	194	144
2009-10	3-4	91	1	30	51	19	169	155

**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 70 %. In contrast the aggregate performance of students in the same grades in the Albany City School District was only 40%.

**2009-10 State English Language Arts Exam  
Charter School and District Performance by Grade Level**

Grade	Percent of Students at Levels 3 and 4			
	ACCS Students In At Least 2 <sup>nd</sup> Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	74	53	46	595
4	62	26	35	619
All	<b>70</b>	79	<b>40</b>	1214

**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 of 30 percentage points. ACCS grade three students outscored Albany City third grade students by 28%. ACCS grade four students outperformed Albany City fourth grade students by 27%.

**Additional Evidence**

ACCS students outperformed the local district for the second straight year by a large margin.

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

Grade	Percent of Charter School Students at Levels 3 and 4 and Enrolled in At Least their Second Year Compared to Local District Students							
	2008-09		2009-10		2010-11		2011-12	
	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District
3	92	61	74	46				
4			62	35				
All	92	61	70	40				

**Goal 2: Comparative Measure**

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

**Method**

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

**2009-10 State English Language Arts Exam  
Charter School and District Performance by Grade Level**

Grade	Percent of Students at Levels 3 and 4									
	ACCS Students In At Least 2 <sup>nd</sup> Year		Delaware Community Students		Philip Schuyler Achievement Academy Students		Arbor Hill Elementary Students		Giffen Memorial Elementary Students	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	74	53	49	63	23	40	52	35	30	37
4	62	26	32	66	18	44	26	35	45	49
All	<b>70</b>	79	<b>40</b>	129	<b>20</b>	84	<b>39</b>	70	<b>38</b>	86

**Results**

The overall percentage of Albany Community Charter School students in at least their second year who performed at Levels 3 and 4 was 70 %. In contrast the aggregate performance of students in the same grades in the Albany City School District was only 40%.

**Evaluation**

**This outcome measure has been met by ACCS.** As the table indicates Albany Community exceeded the performance of the four Albany City School District elementary schools on the New York State English Language Arts exam by a wide margin of a minimum of 29 percentage points.

**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 2009-10 analysis is not yet available. This report contains 2008-09 results, the most recent ones available.

**Results**

In 2008-09 ACCS achieved this measure by having an Effect Size of **2.08**. We performed higher than expected to a large degree compared to similar schools across the state.

**2008-09 English Language Arts Comparative Performance by Grade Level**

Grade	Percent Eligible for Free Lunch	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size	
			Actual	Predicted			
3		32	93.7	63.8	29.9	2.08	
4							
5							
6							
7							
8							
All		77.1	32	93.8	63.8	30.0	2.08

**School’s Overall Comparative Performance:**  
*Higher than expected to a large degree.*

**Evaluation**

**This outcome measure has been met by ACCS.** The school’s aggregate Effect Size of 2.08 exceeded 0.3 by a large margin. It should be noted that only grade three students were included in this measure.

**Additional Evidence**

ACCS will continue to complete the following chart to measure year to year statewide performance of similar schools going forward.

**English Language Arts Comparative Performance by School Year**

School Year	Grades	Percent Eligible for Free Lunch	Number Tested	Actual	Predicted	Effect Size
2008-09	3	77.1	32	93.7	63.8	2.08
2009-10						

**Goal 1: Growth Measure**

Each year through 2008-09, 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.

In 2009-10, each grade-level cohort will reduce by one-half the gap between the percent of students at or above a Scale Score of 650 on the 2008-09 state exam and 75 percent of students at or above a Scale Score of 650 on the 2009-10 state exam. If a grade-level cohort exceeds 75 percent at or above a Scale Score of 650 in 2008-09, that cohort is expected to show at least an increase in the percentage in 2009-10.

**Method**

This measure examines the change in performance of the same group of students from one year to the next and in 2009-10 the progress they are making towards the absolute measure of 75 percent of students performing at or above a Scale Score of 650. Each grade level cohort consists of those students who took the state exam in 2009-10 and also have a state exam score in 2008-09. 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. 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**

At ACCS, **96** percent of the grade 4 cohort group of 25 students received a scale score greater than 650 on the 2008-09 NYS ELA exam. **92** percent of the same students scored greater than 650 on the 2009-10 exam.

**Cohort Growth on State English Language Arts Exam from 2008-09 to 2009-10**

Grade	Cohort Size	Percent Performing At or Above 650			Target Achieved
		2008-09	Target	2009-10	
4	25	96	increase	92	NO
All	25	96	increase	92	NO

**This outcome measure has not been met by ACCS.** The group of students performed well both years, over 90 percent scoring above a 650 scale score in both years. Although well above 75% of the grade 4 cohort scored higher than 650 in 2008-09, the percent of students who scored higher than a 650 scale score did decrease in 2009-10 by 4%. Although the students demonstrated proficiency, we are always hoping to increase the number of students who achieve success or stay steady.

**Cohort Performance on State English Language Arts Exam  
Since the Advent of the Grades 3-8 Testing Program by School Year**

School Year	Cohort Grades	Number of Cohorts Meeting Target	Number of Cohorts
2009-10	4	0	1

**Summary of the English Language Arts Goal**

The 2009-10 school year proved to be a successful in terms of ELA performance. We met our two absolute measures and our three comparative measures. The amount of confidence that students can receive from such a successful year can only serve them well in the years ahead. However, we are adjusting our support and the services we offer to students who have yet to be deemed proficient.

The only measure we did not meet is the growth measure. Although our grade 4 students did perform very well at 92% scored at or above a Scale Score of 650, they did not maintain the same level of success seen in 2008-09 (96%).

We invested a tremendous amount of time and resources into ensuring that our ELA curriculum is aligned with New York State’s standards, and that our teachers were equipped with the training, materials and administrative support necessary to succeed. In 2009-10, we are proud to say that our investment paid great dividends; however, we will continue to strive to ensure that each of our students is proficient in ELA.

<b>Type</b>	<b>Measure</b>	<b>Outcome</b>
Absolute	75 percent of all tested students who are enrolled in at least their second year will perform at or above a Scale Score of 650 on the New York State examination.	Achieved
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.	Achieved
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.	Achieved
Comparative	Each year, the school will exceed its predicted level of performance on the State exam by at least a small Effect Size.	Achieved
Growth	Each grade-level cohort will reduce by one-half the gap between the percent at or above a Scale Score of 650 on the 2008-09 state exam and 75 percent at or above a Scale Score of 650 on the 2009-10 state exam.	Did Not Achieve *92% scored above 650
Comparative	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 3 and 4.	Achieved

## **Action Plan**

Albany Community is committed to doing a number of things to improve its academic performance in English Language Arts next year given the new higher proficiency standards.

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

- Conducting an item analysis to identify the specific skills and performance indicators found to be deficient on the 2009-10 NYS exam
- Reviewing the curriculum based and test prep materials employed and instructional strategies utilized to teach the identified skills in 2009-10
- Development of new and additional instructional strategies, and materials to teach deficient skills
- Re-align the curriculum maps to adjust timeframes, and sequence of instruction with internal and state assessment schedule
- Offering pull out academic intervention and tutoring services to students performing below proficiency in the previous school year at the beginning of the school year
- Placing students in classroom based intervention groups based of common skill deficiencies
- Continue with mock testing every four to six weeks to track and monitor student progress toward mastery of skills

## 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 & Method**

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 through 2008-09, 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.

In 2009-10, 75 percent of all tested students who are enrolled in at least their second year will perform at or above a Scale Score of 650 on the New York State mathematics examination.

### **Method**

The school administered the New York State Testing Program mathematics assessment to students in third and fourth grades in May 2010. Each student's raw score has been converted to a performance level and a grade-specific scaled score. Through 2008-09, the criterion for success on this measure required 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. For 2009-10, the criterion for success on this measure requires students to have a Scale Score of 650 or above.

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.

**2009-10 State Mathematics Exam  
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested <sup>4</sup>			Total Enrolled
		IEP	ELL	Absent	
3	62	0	0	0	62
4	29	0	0	0	29
All	91	0	0	0	91

**Results**

**100 percent** of all tested students in at least their second year achieved a scale score of 650 or above on the 2010 NYS math assessment.

**Charter School Performance on 2009-10 State Mathematics Exam  
By All Students and Students Enrolled in At Least Their Second Year**

Grade	Population	Percent Scoring at or above 650	Number Tested
3	All Students	100	62
	Students in At Least 2 <sup>nd</sup> Year	<b>100</b>	53
4	All Students	100	29
	Students in At Least 2 <sup>nd</sup> Year	<b>100</b>	26
All	All Students	100	91
	Students in At Least 2 <sup>nd</sup> Year	<b>100</b>	79

**Evaluation**

**This outcome measure has been met by ACCS.** Both grade three and four students surpassed the measure. Every single ACCS student tested scored greater than a scale score of 650.

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<sup>4</sup> 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

**Additional Evidence**

In both 2008-09 and 2009-10, 100 percent of students in at least their second year scored at the proficiency level on the NYS math exam, whether at levels 3 & 4 or above a scale score of 650.

**Mathematics Performance by Grade Level and School Year**

Grade	Percent of Students Enrolled in At Least Their Second Year at Levels 3 and 4 through 2008-09 and a Scale Score of 650 in 2009-10							
	2008-09		2009-10		2010-11		2011-12	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	100	24	100	53				
4			100	26				
All	100	24	100	79				

**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 2009-10 is 135<sup>5</sup>. 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 Math aggregate PI score of Albany Community Charter School is **192**, surpassing the AMO for 2009-10 of 135.

**Calculation of 2009-10 Mathematics Performance Index (PI)**

Grades	Percent of Students at Each Performance Level				Number Tested
	Level 1	Level 2	Level 3	Level 4	
3-4	0	10	40	50	91

$$\begin{array}{rclclclclcl}
 \mathbf{PI} & = & 10 & + & 40 & + & 50 & = & 100 \\
 & & & & + & 40 & + & 50 & = & 90 \\
 & & & & & & \mathbf{PI} & = & \mathbf{190}
 \end{array}$$

<sup>5</sup> With the change in Proficiency Scores, the State Education Department is currently reviewing the current Annual Measurable Objectives in English language arts and mathematics.

**Evaluation**

**This outcome measure has been met by ACCS.** As seen in the table above, the ACCS students' PI exceeded the AMO mark of 135 by 55.

**Additional Evidence**

ACCS students surpassed the AMO numbers in both 2008-09 and 2009-10, however the margin in 2009-10 was smaller due to changes in the cutoff scores. Further, the percentage of students performing at Level 2 increased in 2009-10.

**Mathematics Performance Index (PI) and  
Annual Measurable Objective (AMO) by School Year**

Year	Grades	Number Tested	Percent of Students at Each Performance Level				PI	AMO
			Level 1	Level 2	Level 3	Level 4		
2008-09	3	32	0	0	53	47	200	119
2009-10	3-4	91	0	10	40	50	190	135

**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 was 92%. In contrast the aggregate performance of students in the same grades in the Albany City School District was only 46%.

**2009-10 State Mathematics Exam  
Charter School and District Performance by Grade Level**

Grade	Percent of Students at Levels 3 and 4			
	ACCS Students In At Least 2 <sup>nd</sup> Year		All Albany City School District Students	
	Percent	Number Tested	Percent	Number Tested
3	91	53	48	605
4	96	26	45	637
All	<b>92</b>	79	<b>46</b>	1242

**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 Math exam by a wide margin of 46 percentage points. ACCS grade three students outscored Albany City students by 43%. ACCS grade four students outperformed Albany City students by 51%.

**Additional Evidence**

ACCS students outperformed the local district by a large margin for the second straight year.

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

Grade	Percent of Charter School Students at Levels 3 and 4 and Enrolled in At Least their Second Year Compared to Local District Students							
	2008-09		2009-10		2010-11		2011-12	
	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District
3	100	82	91	48				
4			96	45				
All	<b>100</b>	<b>82</b>	<b>92</b>	<b>46</b>				

**Goal 2: Comparative Measure**

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 3 and 4.

**Method**

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

**Results**

The overall percentage of Albany Community Charter School students in at least their second year who performed on levels 3 and 4 was 92 %. In contrast, the local elementary schools did not perform as well in grades 3 & 4 overall; Delaware Community (45%), Philip Schuyler (30%), Arbor Hill (49%) and Giffen (41%).

**2009-10 State Mathematics Exam  
Charter School and District Performance by Grade Level**

Grade	Percent of Students at Levels 3 and 4									
	ACCS Students In At Least 2 <sup>nd</sup> Year		Delaware Community Elementary Students		Philip Schuyler Elementary Students		Arbor Hill Elementary Students		Giffen Elementary Students	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	91	53	48	65	24	42	59	34	24	42
4	96	26	43	72	36	45	38	34	54	54
All	<b>92</b>	79	<b>45</b>	137	<b>30</b>	87	<b>49</b>	68	<b>41</b>	96

**Evaluation**

**This outcome measure has been met by ACCS.** As the table indicates Albany Community exceeded the performance of the four Albany City School District elementary schools on the New York State Math exam by a margin of a minimum of 43 percentage points.

**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 2009-10 analysis is not yet available. This report contains 2008-09 results, the most recent ones available.

**Results**

In 2008-09 ACCS achieved this measure by having an Effect Size of **1.24**. We performed higher than expected to a large degree compared to similar schools across the state.

**2008-09 Mathematics Comparative Performance by Grade Level**

Grade	Percent Eligible for Free Lunch	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3		<b>32</b>	<b>100.0</b>	<b>88.9</b>	<b>11.1</b>	<b>1.24</b>
4						
5						
6						
7						
8						
All	<b>77.1</b>	<b>32</b>	<b>100.0</b>	<b>88.9</b>	<b>11.1</b>	<b>1.24</b>

<b>School's Overall Comparative Performance:</b>
<i>Higher than expected to a large degree</i>

**Evaluation**

**This outcome measure has been met by ACCS.** The school's aggregate Effect Size of **1.24** exceeded 0.3 by a large margin. It should be noted that only grade three students were included in this measure.

**Additional Evidence**

ACCS will continue to complete the following chart to measure year to year statewide performance of similar schools going forward.

**Mathematics Comparative Performance by School Year**

School Year	Grades	Percent Eligible for Free Lunch	Number Tested	Actual	Predicted	Effect Size
2008-09	3	77.1	32	100	88.9	1.24
2009-10	3-4					

**Goal 2: Growth Measure**

Each year through 2008-09, 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.

In 2009-10, each grade-level cohort will reduce by one-half the gap between the percent of students at or above a Scale Score of 650 on the 2008-09 state exam and 75 percent of students at or above a Scale Score of 650 on the 2009-10 state exam. If a grade-level cohort exceeds 75 percent at or above a Scale Score of 650 in 2008-09, that cohort is expected to show at least an increase in the percentage in 2009-10

**Method**

This measure examines the change in performance of the same group of students from one year to the next and in 2009-10 the progress they are making towards the absolute measure of 75 percent of students performing at or above a Scale Score of 650. Each grade level cohort consists of those students who took the state exam in 2009-10 and also have a state exam score in 2008-09. 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. 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**

**100 percent** of the 25 cohort students achieved a scale score of at least 650 on both the 2008-09 and 2009-10 NYS math exams.

**Cohort Growth on State Mathematics Exam from 2008-09 to 2009-10**

Grade	Cohort Size	Percent Performing At or Above 650			Target Achieved
		2008-09	Target	2009-10	
4	25	100	100	100	YES
All	25	100	100	100	YES

**Evaluation**

**This outcome measure has been met by ACCS.** The group of students performed extremely well both years, 100 percent scoring above a scale score of 650 in 2008-09 and 2009-10. Although all the students in this group scored above a 650 scale score, we are always hoping to improve the level of success our students achieve or at least stay steady.

**Additional Evidence**

ACCS has only had one cohort group take the NYS math exam two years in a row. This group of 25 grade 4 students achieved the target.

**Cohort Performance on Mathematics Exam  
Since the Advent of the Grades 3-8 Testing Program by School Year**

School Year	Cohort Grades	Number of Cohorts Meeting Target	Number of Cohorts
2009-10	4	1	1

**Summary of the Mathematics Goal**

We met every measure under our overall Mathematics goal. These results are consistent with what data our internal and school based assessments yield during the course of the school year. The data tells us that our students are learning the Mathematics topics laid out in our standards-aligned curriculum, and not requiring a tremendous amount of re-teaching during the year. This allows our teaching staff to avoid losing time re-visiting topics, but rather, it allows them a tremendous opportunity to cover a number of sequential topics in advance of the assessment. Each of our groups is well over the 75% absolute mark, and we will look to maintain that effort, and those results, in the years to come.

Type	Measure	Outcome
Absolute	75 percent of all tested students who are enrolled in at least their second year will perform at or above a Scale Score of 650 on the New York State examination.	Achieved
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.	Achieved
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.	Achieved
Comparative	Each year, the school will exceed its predicted level of performance on the State exam by at least a small Effect Size.	Achieved
Growth	Each grade-level cohort will reduce by one-half the gap between the percent at or above a Scale Score of 650 on the 2008-09 state exam and 75 percent at or above a Scale Score of 650 on the 2009-10 state exam.	Achieved
Comparative	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 3 and 4.	Achieved

### **Action Plan**

Although Albany Community Charter School has performed well on the NYS Mathematics Exam each year, we are committed to doing a number of things to improve and maintain high performance in Mathematics next year. The following steps will be taken beginning during the pre-service professional development;

- Conducting an item analysis to identify the specific skills and performance indicators found to be deficient on the 2009-10 NYS exam
- Reviewing the curriculum based and test prep materials employed and instructional strategies utilized to teach the identified skills in 2009-10
- Development of new and additional instructional strategies, and materials to teach deficient skills
- Re-align the curriculum maps to adjust timeframes, and sequence of instruction with internal and state assessment schedule
- Offering pull out academic intervention and tutoring services to students performing below proficiency in the previous school year at the beginning of the school year
- Placing students in classroom based intervention groups based of common skill deficiencies
- Continue with mock testing every four to six weeks to track and monitor student progress toward mastery of skills
- Develop a mathematics enrichment program designed to increase the number students scoring at the advanced level on the NYS Mathematics exam.

## 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 4<sup>th</sup> grade in spring 2010. 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**

The overall percent of ACCS grade 4 students in at least their second year performing at Levels 3 & 4 is 100.

**Charter School Performance on 2009-10 State Science 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	
4	All Students	0	0	10	90	100	29
	Students in At Least 2 <sup>nd</sup> Year	0	0	12	88	<b>100</b>	26

**Evaluation**

**This outcome measure has been met by ACCS.** 100 percent of grade 4 students performed at Levels 3 & 4 on the NYS science assessment.

**Additional Evidence**

ACCS hopes to maintain this level of achievement going forward.

**Science Performance  
by Grade Level and School Year**

Grade	Percent of Students Enrolled in At Least Their Second Year at Levels 3 and 4							
	2009-10		2010-11		2011-12		2012-13	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
4	100	26						
All	100	26						

**Goal 3: 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 science 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.

**Results**

At the time of this report, Albany City School district's grade 4 NYS Science exam results have not been made public.

**2009-10 State Science Exam  
Charter School and District Performance by Grade Level**

Grade	Percent of Students at Levels 3 and 4			
	ACCS Students In At Least 2 <sup>nd</sup> Year		Albany City School District Students	
	Percent	Number Tested	Percent	Number Tested
4	100	26		

**Evaluation**

TBD

**Additional Evidence**

TBD

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

Grade	Percent of Charter School Students at Levels 3 and 4 and Enrolled in At Least their Second Year Compared to Local District Students							
	2009-10		2010-11		2011-12		2012-13	
	ACCS	Albany City	ACCS	Albany City	ACCS	Albany City	ACCS	Albany City
4	100							
All	100							

**Summary**

It is reasonable to say that all measures have been achieved by the ACCS grade 4 students, even without the local school district results. 100 percent of the students reached Levels 3 & 4 on the NYS science assessment. We are hopeful that our students will maintain this level of excellence in the years to come.

<b>Type</b>	<b>Measure</b>	<b>Outcome</b>
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.	Achieved
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.	Achieved

**Goal 4: NCLB**

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

**Goal 4: 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**

ACCS has been in “Good Standing” since opening in 2006.

**NCLB Status by Year**

Year	Status
2006-07	Good Standing
2007-08	Good Standing
2008-09	Good Standing
2009-10	Good Standing

**Goal 5: Parent Satisfaction**

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

**Goal 5: Absolute Measure**

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

**Method**

ACCS administered a parent survey in the spring of 2010. The survey design is a 5 point scale asking parents to rate their child's teacher, office staff, and the school leader. Respondents were also asked to rate their satisfaction with various aspects of the school such as teaching quality, classroom management, academic standards and expectations; communication, curriculum, school atmosphere, and special education services.

**Results**

The parent/student survey was designed using a 1 through 5 rating system, with 5 being the highest score available: 5-Almost Always, 4-Often, 3-Sometimes, 2-Rarely, and 1-Never. Parents were able to comment on each teacher, rating such things as having high expectations, communication, being open to suggestions, and fairness and consistency. The Principal was rated on such things as decision-making, setting a positive tone for the school, following through on situations and requests, and professionalism. The overall aspects of the school were rated on such things as whether or not the parent would recommend the school to other parents, quality of the academic programs, high standards for student achievement, and availability and quality of special education services. The overall rating of all these things taken together was 4.9. This is nearly a perfect score, and therefore we have achieved our goal of not only high response rate, but overwhelming satisfaction as well.

**2009-10 Parent Satisfaction Survey Responses**

Number of Responses	Number of Students	Response Rate
203	296	69%

**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 2009-2010. The survey results were reinforced by the high turnout at school functions and events during the school year. In 2008-09, the parents that did respond were very satisfied, but the response rate was only 42%. We persevered in 2009-10 to increase the number of students whose families took the time to complete the survey. Not only to achieve the measure, but because we want to hear from as many parents as possible.

The parents at ACCS are our partners and we can improve by learning how they feel about the school. This year, we are pleased to have increased the number of responses to 69%. Again this year, the parents were given multiple opportunities to complete the instrument at school events. In addition surveys were mailed and sent home with children several times. We reminded students and parents every chance we could and we are pleased with the numbers.

**Goal 5: Absolute Measure**

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

**Method**

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

**Results**

The Chart below represents the actual retention rate of students. 92.5% of students enrolled in 2008-09 returned the following school year.

**2009-10 Student Retention Rate**

2008-09 Enrollment	Number of Students Who Graduated in 2008-09	Number of Students Who Returned in 2009-10	Retention Rate 2009-10 Re-enrollment ÷ (2008-09 Enrollment – Graduates)
228	N/A	211	92.5%

**Evaluation**

**This outcome measure has not been met by ACCS.** 92.5% of 2008-09 students returned for the 2009-10 school year.

**Additional Evidence**

Year	Retention Rate
2007-08	84%
2008-09	94%
2009-10	92.5%

**Goal 5: Absolute Measure**

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

**Method**

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

**Results**

A review of school student attendance records indicated an overall average daily attendance rate of 93 %.

**2009-10 Attendance**

Grade	Average Daily Attendance Rate
K	91%
1	93%
2	92%
3	94%
4	94%
Overall	93%

**Evaluation**

**This outcome measure has not been met by ACCS.** Although the school fell short of the stated objective of 95% average daily attendance, the overall attendance rate did increase from past years. 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 was holding steady at 92% our first three years in operation, so we are hopeful that we will reach 95% in the years to come.

**Additional Evidence**

Year	Average Daily Attendance Rate
2006-07	92%
2007-08	92%
2008-09	92%
2009-10	93%

**Goal 6: Legal Compliance**

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

**Goal 6: Optional Measure 1**

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

**Goal 6: Optional Measure 2**

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

**Method**

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

**Result**

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

**Evaluation**

**This outcome measure has been met by ACCS.**

**Goal 6: Optional Measure 3**

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

**Method**

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

**Result**

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

**Evaluation**

**This outcome measure has been met by ACCS.**

**Goal 7: Fiscal Soundness**

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

**Goal 7: Optional Measure 1: Budgeting**

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

**Method**

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

**Result**

School maintained a surplus at the close of 2009-10.

**Evaluation**

**This outcome measure has been met by ACCS.**

**Goal 7: Optional Measure 2: Financial Condition**

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

**Method**

In 2009-10, the school will maintain a contingency reserve account, with a balance equal to 1.5% of the school's operating budget for the subsequent year.

**Result**

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

**Evaluation**

**This outcome measure has been met by ACCS.**

**Goal 7: Optional Measure 3: Internal Controls & Compliance**

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

**Method**

An external audit will be performed each year in August.

**Result**

All audits have taken place in a timely manner in years past. The 2009-10 audit is scheduled to begin on August 22, 2010.

**Evaluation**

**TBD**