

## 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.

**ALBANY PREPARATORY  
CHARTER SCHOOL**

**2009-10  
ACCOUNTABILITY PLAN  
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

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Erin O’Meara prepared this 2009-10 Accountability Progress Report on behalf of the school’s board of trustees:

Trustee’s Name	Board Position
Brian D. Backstrom	Chairman
John E. Carl	Vice Chairman
Marcia J. Chandler	Secretary
Jason Kramer	Trustee
Eric E. Lewis	Trustee
Kerry Sager	Trustee
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Elizabeth Williams	Parent Representative
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**INTRODUCTION**

The State University trustees approved the application for Albany Preparatory Charter School (Albany Prep) on December 14, 2004, and the school’s charter became effective by operation of law on April 9, 2005. The school first opened in August of 2005, serving 42 fifth graders. In each subsequent school year, the school expanded by one grade: in 2006-07, the school served a total of 125 students in grades five and six; in 2007-08 the school served a total of 150 students in grades five, six, and seven; and, in 2008-09, the school served 164 students. Albany Prep enrolled 176 students in grades five through eight for the 2009-10 school year.

The school originally shared space with another charter school in Albany (Brighter Choice Charter School for Girls) and has recently (January 2008) moved to a renovated parochial school building located at 50 Summit Avenue in Albany. The facility has provided Albany Prep with additional space, allowing the school to continue to build curriculum, deliver effective instruction, and incorporate school culture elements that encourage a positive learning environment and pursuit of the mission.

Albany Prep’s mission is to provide Albany’s middle-school students a quality alternative to the district’s middle schools and an education that gives them the necessary foundation to excel in and graduate from high school, successfully attend college, and fully participate in a global community.

Key elements of the schools’ educational program include: (1) an academic model with curriculum drawn from and aligned to New York State learning standards; (2) an aggressive diagnostic assessment program incorporated into the academic program; and, (3) a school-wide culture model that includes a merit system, a core-values education program, and the maintenance of high expectations for all members of the school community.

In 2009-10, 97 percent of Albany Prep’s student body was eligible for free or reduced-price school meals. 98 percent of Albany Prep’s student body identified themselves as non-white.

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

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2005-06						42								42
2006-07						64	61							125
2007-08						48	49	46						143
2008-09						34	56	38	36					164
2009-10						37	58	47	34					176

## ENGLISH LANGUAGE ARTS

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

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

### **Background**

Albany Prep utilizes a balanced literacy approach. Elements of this instructional approach include guided reading, read-alouds, shared reading and writing, phonemic awareness, independent practice, and comprehension instruction. English Language Arts instructors utilize an Albany Prep designed scope and sequence to guide their instruction of the New York State standards. Numerous curriculum resources are used to support this standards-based approach, including but not limited to Write Source, Worldly Wise, and Easy Grammar, which are aligned to New York State standards. A school-wide reading program, Success for All (SFA), is taught as a 60 minute first-period class. The school uses SRA's Corrective Reading program for students that fall below the SFA program standards as determined through diagnostic assessments.

Both the 6<sup>th</sup> and 8<sup>th</sup> grade English Language Arts teachers participated in training with Reader's and Writer's workshop at the Teacher College at Columbia University. Albany Prep continued the practice of teaching a daily 100 minute block of English Language Arts instruction for the 2009-10 school year.

To help inform instruction in English Language Arts, Albany Prep has used Scholastic Reading Inventory (SRI), Terra Nova, and New York State assessments. Recognizing a need for greater data-based feedback on more specific standards-based academic components, Albany Prep continued to employ a system of weekly English Language Arts assessments specifically aligned to the New York State standards in 2009-10. The data provides immediate feedback and allows for swift lesson plan adjustments.

### **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 5th through 8th 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					
4					
5	37				37
6	59				59
7	50			1	51
8	35				35
All	181				182

**Results**

The following table presents the state English Language Arts test results for all students and for those students enrolled in at least their second year through 8<sup>th</sup> grade. In 2009-2010, 82 percent of tested students who were enrolled in at least their second year scored at or above a Scale Score of 650.

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

Grade	Population	Percent Scoring at or above 650	Number Tested
5	All Students	57	37
	Students in At Least 2 <sup>nd</sup> Year	<b>60</b>	5
6	All Students	76	59
	Students in At Least 2 <sup>nd</sup> Year	<b>86</b>	22
7	All Students	68	50
	Students in At Least 2 <sup>nd</sup> Year	<b>84</b>	32
8	All Students	54	35
	Students in At Least 2 <sup>nd</sup> Year	<b>79</b>	28
All	All Students	66	181
	Students in At Least 2 <sup>nd</sup> Year	<b>82</b>	87

**Evaluation**

With 82 percent of students scoring at or above a Scale Score of 650, the school was 7 percentage points above the target of 75 percent proficient and therefore did meet the measure. While only 57 percent of all 5<sup>th</sup> grade students scored at or above a Scale Score of 650, 86 percent of 6<sup>th</sup> grade

<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.

students enrolled in at least their second year, 84 percent of 7<sup>th</sup> grade students enrolled in at least their second year and 79 percent of 8<sup>th</sup> grade students enrolled in at least their second year scored at or above a Scale Score of 650, indicating considerable gains for students who remain at our school. With only 60 percent of 5<sup>th</sup> grade students enrolled in their second year scoring at or above a Scale Score of 650, we did not meet the measure. Overall, our school exceeded the measure at every grade level with the exception of 5<sup>th</sup> grade.

**Additional Evidence**

The following table presents the state English Language Arts test results during the course of the current accountability period for students who are enrolled in at least their second year in the 5<sup>th</sup> through 8<sup>th</sup> grades scoring a 3 or 4 through 2008-09 and a Scale Score of 650 in 2009-10.

**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							
	2006-07		2007-08		2008-09		2009-10	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
5					62.5	8	60	5
6	40.7	27	37.5	32	85.3	34	86	22
7			54.6	33	88.5	26	84	32
8					67.7	31	79	28
All	40.7	27	46	65	84.5	97	82	87

Our school has shown consistent growth in English Language Arts in 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grade since the 2006-07 school year. While incoming 5<sup>th</sup> graders remain consistent in performance, this table clearly illustrates the academic achievements of students who remain with our school.

**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>2</sup> The PI is calculated by adding the sum of the percent of all tested students at

<sup>2</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.

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 following table presents the calculation of the 2009-10 English Language Arts Performance Index (PI). Out of a possible Performance Index of 200, our school achieved a Performance Index of 114.

**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	
5-8	16	52	28	3	181

$$\begin{array}{rclclclcl}
 \text{PI} & = & 52 & + & 28 & + & 3 & = & 83 \\
 & & & & + & 28 & + & 3 & = & 31 \\
 & & & & & & \text{PI} & = & \text{114}
 \end{array}$$

**Evaluation**

In regard to the state set AMO of 155, Albany Preparatory Charter School failed to meet this measure by 41 points.

**Additional Evidence**

Historically, our school has exceeded the state established AMO every year by at least 6 points during the current accountability period. However, this year our school failed to meet the state established AMO. An increase of students scoring at the Level 1 and Level 2 performance levels contributed to our inability to meet the goal established by the state. In addition, the percent of students scoring at a Level 4 during the 2009-10 school year, was the highest in our school’s history. The following table presents the English Language Arts Performance Index and Annual Measurable Objective by school year.

**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		
2006-07	5-6	104	2.8	58.6	37.5	0.9	135.4	122
2007-08	5-7	143	3.5	53.1	43.3	0	139.7	133
2008-09	5-8	166	0	19.9	79.5	0.6	180.1	144
2009-10	5-8	181	16	52	28	3	114	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**

Albany Prep students in at least their second year outscored their peers in the Albany City School District. As measured, 33 percent of students in at least their second year at Albany Prep scored at Levels 3 or 4, compared to the Albany City School District’s 31 percent.

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

Grade	Percent of Students at Levels 3 and 4			
	Charter School Students In At Least 2 <sup>nd</sup> Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
5	0	5	38	581
6	27	22	30	576
7	41	32	28	534
8	36	28	27	531
All	<b>33</b>	87	<b>31</b>	2222

**Evaluation**

Albany Preparatory Charter School did meet the accountability measure with 33 percent of students in at least their second year scoring at or above a Level 3 as opposed to the Albany City School District’s 31 percent. Albany Preparatory Charter School’s 5<sup>th</sup> and 6<sup>th</sup> grades failed to outperform its district counterparts. However, Albany Prep students in the 7<sup>th</sup> grade in at least their second year outperformed the district’s 7<sup>th</sup> grade cohort by 13 percentage points. Albany Prep students in the 8<sup>th</sup> grade in at least their second year outperformed their district counterparts by 9 percentage points.

**Additional Evidence**

Evidenced in the chart below, Albany Prep continued to outperform the Albany City School District, a trend which commenced in the 2008-09 school year.

**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							
	2006-07		2007-08		2008-09		2009-10	
	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District
5					62.5	69.4	0	38
6	40.7	50.5	37.5	53.0	85.3	62.4	27	30
7			54.6	50.2	88.5	59.8	41	28
8					67.7	43.1	36	27
All	40.7	50.5	46.1	51.6	84.5	58.7	33	31

**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**

The following table presents the English Language Arts Comparative Performance by grade level. With a reported 83.8 percent of Albany Prep students eligible for free lunch, the school scored higher than expected to a large degree on this comparative accountability measure.

**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		
5	83.8	36	61.1	69.4	-8.3	-0.62
6		56	80.4	66.3	14.1	0.95
7		38	89.5	62.6	26.9	1.64
8		36	69.4	47.3	22.1	1.31
All	83.8	166	75.9	62.0	13.9	0.85

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

**Evaluation**

Albany Preparatory Charter School's Effect Size exceeded 0.3 with an aggregate Effect Size of 0.85.

**Additional Evidence**

For the first time since the inception of the school, Albany Prep exceeded the 0.3 standard Effect Size.

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

School Year	Grades	Percent Eligible for Free Lunch	Number Tested	Actual	Predicted	Effect Size
2006-07	6	82.3	104	38.5	44.1	-0.38
2007-08	5-7	70.3	143	43.3	57.7	-0.96
2008-09	5-8	83.8	166	75.9	62.0	0.85
2009-10	5-8	93.3	181	31	NA	NA

**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**

The following table presents cohort growth on the state English Language Arts exam. Albany Prep was unsuccessful in meeting the growth measure.

**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	
5	5	60	67.5	60	NO
6	22	63.6	69.3	63.6	NO
7	31	93.5	gain	71	NO
8	26	88.5	gain	80.8	NO
All	84	82	gain	71	NO

**Evaluation**

Albany Prep failed to meet the growth measure, with no cohort achieving their target. In addition, no cohort showed a gain.

**Additional Evidence**

The following table presents cohort performance on the state English Language Arts exam since the advent of the grades 3-8 testing program by school year.

**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
2006-07	6	0	1
2007-08	6-7	0	2
2008-09	6-8	3	3
2009-10	5-8	0	4

### Summary of the English Language Arts Goal

Albany Prep was successful in achieving absolute measures in regard to students enrolled in at least their second year performing at or above a Scale Score of 650 on the state examination. Overall, 82 percent of students in at least their second year obtained a Scale Score at or above 650. However, Albany Prep did not achieve the AMO set forth in New York State’s NCLB accountability system. Albany Prep fell short by 41 points.

With respect to comparative measures, Albany Prep outperformed the Albany City School District by 2 percentage points, therefore meeting its goal. Relying on the most recent data available (school year 2008-09), Albany Prep exceeded its predicted level of performance on the state exam with an Effect Size of 0.85.

Regarding the single growth measure, Albany Prep cohorts did not achieve their improvement targets.

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.	Did not Achieve
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

### Action Plan

Albany Prep has deeply and thoroughly reflected on data from the New York State English Language Arts exam, and wholeheartedly believes the following initiatives and practices will ensure growth in proficiency and mastery of the standards.

- *Intervention Specialist:* Albany Prep has expanded the instructional staffing plan to include an Intervention Specialist, who will plan and execute academic interventions for students displaying weaknesses in English Language Arts.
- *Instructional Collaboration:* Albany Prep’s daily schedule has been designed to incorporate collaboration amongst grade level and content area teams. Instructional staff has more time available to engage in meaningful discussions about data, student work, skills, and content.
- *The Reading Edge:* Albany Prep has revised our implementation of SFA’s *The Reading*

*Edge* small group reading program. On-site training was provided to instructional staff across content areas by Reading Edge facilitators. In addition, scheduling adjustments were made to maximize the impact of the program.

- *Junior Great Books*: In order to improve critical thinking amongst our scholars, *Junior Great Books* will be employed across all grade levels in English Language Arts. This shared inquiry based program allows scholars to engage in quality discussions surrounding literature.
- *Collins Writing Program*: To address a perceived weakness in writing across content areas, elements of the *Collins Writing Program* will be implemented at every grade level. Writing expectations will be established to promote consistency across content areas.
- *Performance Plus*: Albany Prep is revising its weekly assessment system and tracking of data. Said revision brought us to the implementation of *Performance Plus*, a system that allows us to create assessments aligned to New York State and national standards, and effectively track and measure progress of our scholars.

## MATHEMATICS

### **Goal 2: Mathematics**

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

### **Background**

Albany Prep's math curriculum scope and sequence documents were retooled and revised during the 2009-10 school year based on data collected from the Outcome: Education assessment system model. Teachers drew on a variety of resources to support instruction, which include textbooks from Prentice Hall, Scott Foresman, and elements of Singapore Math.

Weekly assessments were administered to gather data for impact on instruction. Based on assessment data, 7<sup>th</sup> and 8<sup>th</sup> grade students were selected to participate in an Integrated Algebra course with 8<sup>th</sup> graders completing the Regents exam in June 2010.

With regard to professional development, all math instructors participated in the Hudson-Mohawk Valley Area Mathematics Conference for the second year running.

### **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 5th through 8th grade 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>3</sup>			Total Enrolled
		IEP	ELL	Absent	
3					
4					
5	35				35
6	59				59
7	50				50
8	34				34
All	178				178

**Results**

The following table presents the state Mathematics test results for all students and for those students enrolled in at least their second year in 5<sup>th</sup> through 8<sup>th</sup> grade. In 2009-10, 81 percent of tested students who were enrolled in at least their second year scored at or above a Scale Score of 650.

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

Grade	Population	Percent Scoring at or above 650	Number Tested
5	All Students	80	35
	Students in At Least 2 <sup>nd</sup> Year	<b><u>100</u></b>	5
6	All Students	80	59
	Students in At Least 2 <sup>nd</sup> Year	<b><u>86</u></b>	22
7	All Students	90	50
	Students in At Least 2 <sup>nd</sup> Year	<b><u>97</u></b>	33
8	All Students	74	34
	Students in At Least 2 <sup>nd</sup> Year	<b><u>54</u></b>	28
All	All Students	82	178
	Students in At Least 2 <sup>nd</sup> Year	<b><u>81</u></b>	88

**Evaluation**

With 81 percent of students scoring at or above a Scale Score of 650, the school was 6 points above the target of 75 percent proficient and therefore did meet the measure. While only 54 percent of 8<sup>th</sup> grade students enrolled in at least their second year scored at or above a Scale Score of 650, 100 percent of 5<sup>th</sup> grade students enrolled in at least their second year scored at or above a Scale Score of 650, 86 percent of 6<sup>th</sup> grade students scored at or above a Scale Score of 650 and 97 percent of 7<sup>th</sup>

<sup>3</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

grade students enrolled in at least their second year scored at or above a Scale Score of 650, indicating considerable gains for students who remain in our school. With only 54 percent of 8<sup>th</sup> grade students enrolled in their second year scoring at or above a Scale Score of 650, we did not meet the measure. Overall, our school exceeded the measure at every grade level with the exception of 8<sup>th</sup> grade.

**Additional Evidence**

The following table presents the state Mathematics test results during the course of the current accountability period for students who are enrolled in at least their second year in the 5<sup>th</sup> through 8<sup>th</sup> grades scoring a 3 or 4 through 2008-09 and a Scale Score of 650 in 2009-10.

**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							
	2006-07		2007-08		2008-09		2009-10	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
5					62.5	8	100	5
6	88.9	27	78.1	32	93.9	33	86	22
7			87.9	33	96.1	26	97	33
8					100	30	54	28
All	88.9	27	83.1	65	93.8	97	81	88

Our school has shown consistent growth in Mathematics in 5<sup>th</sup> and 7<sup>th</sup> grade since the 2006-07 school year. 6<sup>th</sup> grade saw a slight dip in performance, but still exceeded the 75 percent proficiency goal. However, 8<sup>th</sup> grade experienced a 46 percentage point decrease in the number of students achieving a Scale Score at or above 650.

**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>4</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.

<sup>4</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.

**Results**

The following table presents the calculation of the 2009-10 Mathematics Performance Index (PI). Out of a possible Performance Index (PI) of 135, our school achieved a Performance Index (PI) of 130.

**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	
5-8	6	56	29	8	178

$$\begin{array}{rclclclcl}
 \text{PI} & = & 56 & + & 29 & + & 8 & = & 93 \\
 & & & + & 29 & + & 8 & = & 37 \\
 & & & & & & \text{PI} & = & \mathbf{130}
 \end{array}$$

**Evaluation**

In regard to the state set Annual Measurable Objective (AMO) of 135, Albany Preparatory Charter School failed to meet this measure by 5 points.

**Additional Evidence**

Historically, our school has exceeded the state established AMO every year by at least 60 points during the current accountability period. However, this year our school failed to meet the state established AMO. An increase of students scoring at the Level 1 and Level 2 performance levels contributed to our inability to meet the goal established by the state.

**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		
2006-07	5-6	100	16	22	52	10	146	86
2007-08	5-7	138	4.3	23.9	60.1	11.6	167.3	102
2008-09	5-8	162	0.6	10.5	73.5	16.7	190.9	119
2009-10	5-8	178	6	56	29	8	130	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**

Albany Prep students in at least their second year outscored their peers in the Albany City School District. As measured, 47 percent of students in at least their second year at Albany Prep scored at Levels 3 or 4, compared to the Albany City School District’s 35 percent.

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

Grade	Percent of Students at Levels 3 and 4			
	Charter School Students In At Least 2 <sup>nd</sup> Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
5	20	5	40	588
6	36	22	37	588
7	58	33	38	547
8	47	28	24	537
All	<b>47</b>	88	<b>35</b>	2260

**Evaluation**

Albany Prep did meet the accountability measure with 47 percent of students in at least their second year scoring at or above a Level 3 as opposed to Albany City School District’s 35 percent. Albany Preparatory Charter School’s 5<sup>th</sup> and 6<sup>th</sup> grades failed to outperform its district counterparts. However, Albany Prep students in the 7<sup>th</sup> grade in at least their second year outperformed the district’s 7<sup>th</sup> grade cohort by 20 percentage points. Albany Prep students in the 8<sup>th</sup> grade in at least their second year outperformed their district counterparts by 23 percentage points.

**Additional Evidence**

Evidenced in the chart below, Albany Prep continued to outperform the Albany City School District, a trend which commenced in the 2006-07 school 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							
	2006-07		2007-08		2008-09		2009-10	
	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District
5					62.5	69.5	20	40
6	88.9	52.9	78.1	58.5	93.9	59.8	36	37
7			87.9	52.7	96.1	57.1	58	38
8					100	55.3	47	24
All	88.9	52.9	83.1	55.5	93.8	60.7	47	35

**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**

The following table presents the Mathematics Comparative Performance by grade level. With a reported 83.8 percent of Albany Prep students eligible for free lunch, the school scored higher than expected to a large degree on this comparative accountability measure.

**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		
5	83.8	34	70.6	79.8	-9.2	-0.68
6		55	87.3	70.0	17.3	0.99
7		37	97.3	74.3	23.0	1.32
8		36	100.0	62.9	37.1	1.85
All	83.8	162	90.1	71.4	18.7	0.90

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

**Evaluation**

Albany Preparatory Charter School’s Effect Size exceeded 0.3 with an aggregate Effect Size of 0.90.

**Additional Evidence**

For the second time since the inception of the school, Albany Prep exceeded the 0.3 Effect Size. Albany Prep’s Effect Size increased by 0.8 from 2007-08 to 2008-09.

**Mathematics Comparative Performance by School Year**

School Year	Grades	Percent Eligible for Free Lunch	Number Tested	Actual	Predicted	Effect Size
2006-07	5-6	82.3	100	65.3	57.3	0.35
2007-08	5-7	70.3	138	71.7	69.2	0.11
2008-09	5-8	83.8	162	90.1	71.4	0.90
2009-10	5-8	93.3	178	37	NA	NA

**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**

The following table presents cohort growth on the state Mathematics exam. Overall, Albany Prep was unsuccessful in meeting the growth measures.

**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	
5	5	80	gain	100	YES
6	22	64	69.5	86	YES
7	32	97	gain	97	YES
8	26	96	gain	54	NO
All	82	89	gain	84	NO

**Evaluation**

Albany Prep failed to meet the growth measure with only one cohort not meeting their target. However, targets were achieved in 5<sup>th</sup>, 6<sup>th</sup>, and 7<sup>th</sup> grade.

**Additional Evidence**

The following table presents cohort performance on the Mathematics exam since the advent of the grades 3-8 testing program by school year. In 2009-10 Albany Prep maintained the same number of cohorts meeting their target from the 2008-09 school year.

**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
2006-07	6	1	1
2007-08	6-7	1	2
2008-09	6-8	3	3
2009-10	5-8	3	4

### Summary of the Mathematics Goal

Albany Prep was successful in achieving absolute measures in regard to students enrolled in at least their second year performing at or above a Scale Score of 650 on the state examination. Overall, 81 percent of students in at least their second year obtained a Scale Score at or above 650. However, Albany Prep did not achieve the AMO set forth in New York State’s NCLB accountability system. Albany Prep fell short by 5 points.

With respect to comparative measures, Albany Prep outperformed the Albany City School District by 12 percentage points, therefore meeting its goal. Relying on the most recent data available (school year 2008-09), Albany Prep exceeded its predicted level of performance on the state exam with an Effect Size of 0.90.

Regarding the single growth measure, Albany Prep came very close to achieving this goal, with 3 of 4 cohorts meeting or surpassing their target.

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.	Did not Achieve
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.	Close

### Action Plan

- *Intervention Specialist:* Albany Prep has expanded the instructional staffing plan to include an Intervention Specialist, who will plan and execute academic interventions for students displaying weaknesses in Mathematics.
- *Instructional Collaboration:* Albany Prep’s daily schedule has been designed to incorporate collaboration amongst grade level and content area teams. Instructional staff has more time available to engage in meaningful discussions about data, student work, skills, and content.
- *Junior Great Books:* This shared inquiry based program allows scholars to engage in quality discussions surrounding literature. However, instructors across all content areas were trained to be facilitators of energized discussions in inquiry based classrooms, including Mathematics.

- *Collins Writing Program:* To address a perceived weakness in writing across content areas, elements of the *Collins Writing Program* will be implemented at every grade level. Writing expectations will be established to promote consistency across content areas.
- *Performance Plus:* Albany Prep is revising its weekly assessment system and tracking of data. Said revision brought us to the implementation of *Performance Plus*, a system that allows us to create assessments aligned to New York State and National standards, and effectively track and measure progress of our scholars.
- *Singapore Math:* Albany Prep will research and explore the possibility of utilizing Singapore Math curriculum in grades 5 and 6.

**SCIENCE**

**Goal 3: Science**

All students at Albany Preparatory Charter School will demonstrate competency in the understanding and application of scientific reasoning and problem solving.

**Background**

During its first three years of operation, the school solely relied on the F.O.S.S. curriculum. In 2008-09, a scope-and-sequence was newly developed to address New York State performance indicators which the F.O.S.S. science curriculum lacked coverage of. In order to enhance the science program Prentice Hall Science Explorer texts were purchased.

In addition, the staffing structure was revised to allow science teachers to follow a cohort for two years. Prior to the 2009-10 school year, modifications to the student schedule were made. This included science instruction two times a week, with some classes receiving science instruction three times a week. Previously, students had received science instruction daily.

**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 8<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 following table presents the state Science test results for all students and for those students enrolled in at least their second year in 8<sup>th</sup> grade. In 2009-10, 46 percent of tested students who were enrolled in at least their second year scored at or above a Level 3.

**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	
8	All Students	12.5	46.9	40.6	0	40.6	32
	Students in At Least 2 <sup>nd</sup> Year	10.7	42.9	46.4	0	<b>46.4</b>	28

**Evaluation**

With 46 percent of students scoring at or above a Level 3, the school was 29 points below the target of 75 percent proficient and therefore did not meet the measure.

**Additional Evidence**

The following table presents the state Science results during the course of the current accountability period for students who are enrolled in at least their second year in 8<sup>th</sup> grade scoring at or above a Level 3.

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

Grade	Percent of Students Enrolled in At Least Their Second Year at Levels 3 and 4							
	2006-07		2007-08		2008-09		2009-10	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
8					63.3	30	46.4	28
All					63.3	30	46.4	28

**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**

District Results were unavailable at this time for comparison.

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

Grade	Percent of Students at Levels 3 and 4			
	Charter School Students In At Least 2 <sup>nd</sup> Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
8	46.4	28	NA	

**Evaluation**

District Results were unavailable at this time for comparison.

**Additional Evidence**

District Results were unavailable at this time for comparison.

**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							
	2006-07		2007-08		2008-09		2009-10	
	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District
8					63.3	48	46.4	NA
All					63.3	48	46.4	NA

**Summary**

Albany Prep did not achieve absolute measure in regard to students enrolled in at least their second year performing at or above a Level 3 on the state Science exam.

Data from the district was unavailable at this time for analysis of the comparative measure.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at or above Level 3 on the New York State examination.	Did not Achieve
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.	Data Needed

**Action Plan**

- *Instructional Collaboration:* Albany Prep’s daily schedule has been designed to incorporate collaboration amongst grade level and content area teams. Instructional staff has more time available to engage in meaningful discussions about data, student work, skills, and content.
- *Junior Great Books:* This shared inquiry based program allows scholars to engage in quality discussions surrounding literature. However, instructors across all content areas were trained to be facilitators of energized discussions in inquiry based classrooms, including Science.
- *Collins Writing Program:* To address a perceived weakness in writing across content areas, elements of the *Collins Writing Program* will be implemented at every grade level. Writing expectations will be established to promote consistency across content areas.

- *Performance Plus:* Albany Prep is revising its weekly assessment system and tracking of data. Said revision brought us to the implementation of *Performance Plus*, a system that allows us to create assessments aligned to New York State and National standards, and effectively track and measure progress of our scholars.
- *Schedule Revision:* Albany Prep values Science instruction and designed a schedule to reflect that appreciation. Scholars are now receiving Science instruction daily compared to two times a week during the 2009-10 school year. This is occurring across all grade levels.
- *Performance Assessment:* Mock assessments have been a critical component of Albany Prep's assessment system. However, it became quite clear that students needed more exposure to lab procedures and experiences. Albany Prep is including a mock Science Performance Exam in its assessment schedule.

**SOCIAL STUDIES**

**Goal 4: Social Studies**

All students at Albany Preparatory Charter School will demonstrate competency in the understanding and application of historical knowledge and reasoning.

**Background**

During its first three years of operation, the school solely relied on the History Alive! curriculum. In 2008-09, a scope-and-sequence was newly developed to address New York State performance indicators which the History Alive! texts lacked coverage of.

In addition, the staffing structure was revised to allow social studies teachers to follow a cohort for two years. Prior to the 2009-10 school year, modifications to the student schedule were made. This included social studies instruction two times a week, with some classes receiving social studies instruction three times a week. Previously, students had received social studies instruction daily.

**Goal 4: 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 social studies examination.

**Method**

The school administered the New York State Testing Program social studies assessment to students in 5<sup>th</sup> grade in November 2009 and 8<sup>th</sup> grade in June 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 following table presents the state Social Studies test results for all students and for those students enrolled in at least their second year in 8<sup>th</sup> grade. In 2009-10, 14.8 percent of tested students who were enrolled in at least their second year scored at or above a Level 3.

**Charter School Performance on 2009-10 State Social Studies 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	
5	All Students	16.7	13.9	63.9	5.6	69.5	37
	Students in At Least 2 <sup>nd</sup> Year	0	0	100	0	<b>100</b>	5
8	All Students	19.4	67.7	12.9	0	12.9	31
	Students in At Least 2 <sup>nd</sup> Year	18.5	66.7	14.8	0	<b>14.8</b>	27

**Evaluation**

With 14.8 percent of students scoring at or above a Level 3, the school was 60.2 points below the target of 75 percent proficient and therefore did not meet the measure.

**Additional Evidence**

The following table presents the state Social Studies results during the course of the current accountability period for students who are enrolled in at least their second year in 8<sup>th</sup> grade scoring at or above a Level 3.

**Social Studies Performance  
by Grade Level and School Year**

Grade	Percent of Students Enrolled in At Least Their Second Year at Levels 3 and 4							
	2006-07		2007-08		2008-09		2009-10	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
5					75	6	100	5
8					40	30	14.8	27
All					47	36	28	32

**Goal 4: 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 social studies 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**

District Results were unavailable at this time for comparison.

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

Grade	Percent of Students at Levels 3 and 4			
	Charter School Students In At Least 2 <sup>nd</sup> Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
5	100	5	NA	
8	14.8	27	NA	

**Evaluation**

District Results were unavailable at this time for comparison.

**Additional Evidence**

District Results were unavailable at this time for comparison.

**Social Studies 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							
	2006-07		2007-08		2008-09		2009-10	
	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District
5					75	75	100	NA
8					40	37	14.8	NA
All					47	57	28	NA

**Summary**

Albany Prep did not achieve absolute measure in regard to students enrolled in at least their second year performing at or above a Level 3 on the state Social Studies exam.

Data from the district was unavailable at this time for analysis of the comparative measure.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at or above Level 3 on the New York State examination.	Did not Achieve
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.	Data Needed

**Action Plan**

- *Instructional Collaboration:* Albany Prep’s daily schedule has been designed to incorporate collaboration amongst grade level and content area teams. Instructional staff has more time available to engage in meaningful discussions about data, student work, skills, and content.
- *Junior Great Books:* This shared inquiry based program allows scholars to engage in quality discussions surrounding literature. However, instructors across all content areas were trained to be facilitators of energized discussions in inquiry based classrooms, including Social Studies.
- *Collins Writing Program:* To address a perceived weakness in writing across content areas, elements of the *Collins Writing Program* will be implemented at every grade level. Writing expectations will be established to promote consistency across content areas.
- *Performance Plus:* Albany Prep is revising its weekly assessment system and tracking of data. Said revision brought us to the implementation of *Performance Plus*, a system that allows us to create assessments aligned to New York State and National standards, and effectively track and measure progress of our scholars.
- *Schedule Revision:* Albany Prep values Social Studies instruction and designed a schedule to

reflect that appreciation. Scholars are now receiving Social Studies instruction daily compared to two times a week during the 2009-10 school year. This is occurring across all grade levels.

**NCLB**

**Goal 5: NCLB**

Achievement Academy Charter School will maintain “good standing” as identified under New York State’s No Child Left Behind Accountability System.

**Goal 5: Absolute Measure**

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

**Method**

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

**Results**

Report card not yet released.

**Evaluation**

Report card not yet released.

**Additional Evidence**

Report card not yet released.

**NCLB Status by Year**

Year	Status
2005-06	Good Standing
2006-07	Good Standing
2007-08	Good Standing
2008-09	Good Standing
2009-10	Report Card Not Yet Released

## APPENDIX C: ADDITIONAL EVIDENCE

The following optional tables may be used in the Additional Evidence sections. They are organized by subject and measure. Table titles need to be adapted to reflect the appropriate subject area, i.e. English language arts, mathematics, etc.

### Additional Data Tables for English Language Arts

#### Absolute Measure

In 2009-10, 75 percent of all tested students who are enrolled for more than two years will perform at or above a Scale Score of 650 on the New York State examination.

This table examines whether performance changes the longer students are enrolled in the school. In a successful school, student performance should increase with prolonged participation in the academic program.

#### 2009-10 English Language Arts Performance by Grade Level and Years Attending the School

Grade	Percent of Students at or above a Scale Score of 650 According to Number of Years Enrolled							
	One		Two		Three		Four or More	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
5	56	32	60	5				
6	86	36	55	22				
7	82	11	62	13	72	18	100	1
8	40	5	60	10	88	8	80	10
All	71	84	58	50	77	26	82	11

#### Growth Measure

Each year, each grade-level cohort will reduce by one-half the gap between the percent at or above Level 3 on the previous year's state exam and 75 percent at or above Level 3 on the current year's state 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.

This table provides the opportunity to examine year-to-year changes in the same students' performance levels. It shows how many students in a particular performance level in 2007-08 remained at the same level, moved to a higher level, or moved to a lower level in 2008-09. It shows the number of students, not percentages. Students in the upper right quadrant are those who moved from below proficiency in 2008-09 to proficiency in 2009-10. Do not include students who were tested in one year but not in the other. Multiple tables could be used for individual grades.

**Change in English Language Arts Performance Levels  
from 2008-09 to 2009-10  
Grade 5**

		Number of Students at Each Performance Level				
		2009-10				
		Level 1	Level 2	Level 3	Level 4	Total Number
2008-09	Level 1					
	Level 2	1	1			2
	Level 3	1	2			3
	Level 4					
	Total Number	2	3			5

**Change in English Language Arts Performance Levels  
from 2008-09 to 2009-10  
Grade 6**

		Number of Students at Each Performance Level				
		2009-10				
		Level 1	Level 2	Level 3	Level 4	Total Number
2008-09	Level 1					
	Level 2	2	6			8
	Level 3	1	7	4	1	13
	Level 4			1		1
	Total Number	3	13	5	1	22

**Change in English Language Arts Performance Levels  
from 2008-09 to 2009-10  
Grade 7**

		Number of Students at Each Performance Level				
		2009-10				
		Level 1	Level 2	Level 3	Level 4	Total Number
2008-09	Level 1					
	Level 2	1	1			2
	Level 3		16	11	2	29
	Level 4					
	Total Number	1	17	11	2	31

**Change in English Language Arts Performance Levels  
from 2008-09 to 2009-10  
Grade 8**

		Number of Students at Each Performance Level				
		2009-10				
		Level 1	Level 2	Level 3	Level 4	Total Number
2008-09	Level 1					
	Level 2	2		1		3
	Level 3		15	8		23
	Level 4					
	Total Number	2	15	9		26

**Additional Data Tables for Mathematics**

**Absolute Measure**

In 2009-10, 75 percent of all tested students who are enrolled for more than two years will perform at or above a Scale Score of 650 on the New York State examination.

This table examines whether performance changes the longer students are enrolled in the school. In a successful school, student performance should increase with prolonged participation in the academic program.

**2009-10 Mathematics Performance  
by Grade Level and Years Attending the School**

Grade	Percent of Students at or above a Scale Score of 650 According to Number of Years Enrolled							
	One		Two		Three		Four or More	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
5	77	30	100	5				
6	78	36	86	22				
7	73	11	100	13	94	18	100	2
8	60	5	50	10	38	8	70	10
All	76	82	84	50	77	26	75	12

**Growth Measure**

Each year, each grade-level cohort will reduce by one-half the gap between the percent at or above Level 3 on the previous year's state exam and 75 percent at or above Level 3 on the current year's state 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.

This table provides the opportunity to examine year-to-year changes in the same students' performance levels. It shows how many students in a particular performance level in 2007-08 remained at the same level, moved to a higher level, or moved to a lower level in 2008-09. It shows the number of students, not percentages. Students in the upper right quadrant are those who moved from below proficiency in 2008-09 to proficiency in 2009-10. Do not include students who were tested in one year but not in the other. Multiple tables could be used for individual grades.

**Change in Mathematics Performance Levels  
from 2008-09 to 2009-10  
Grade 5**

		Number of Students at Each Performance Level				
		2009-10				
		Level 1	Level 2	Level 3	Level 4	Total Number
2008-09	Level 1					
	Level 2		1			1
	Level 3		3	1		4
	Level 4					
	Total Number		4	1		5

**Change in Mathematics Performance Levels  
from 2008-09 to 2009-10  
Grade 6**

		Number of Students at Each Performance Level				
		2009-10				
		Level 1	Level 2	Level 3	Level 4	Total Number
2008-09	Level 1					
	Level 2		8			8
	Level 3		6	5	1	12
	Level 4				2	2
	Total Number		14	5	3	22

**Change in Mathematics Performance Levels  
from 2008-09 to 2009-10  
Grade 7**

		Number of Students at Each Performance Level				
		2009-10				
		Level 1	Level 2	Level 3	Level 4	Total Number
2008-09	Level 1					
	Level 2	1				1
	Level 3		11	9	3	23
	Level 4		1	4	3	8
	Total Number	1	12	13	6	32

**Change in Mathematics Performance Levels  
from 2008-09 to 2009-10  
Grade 8**

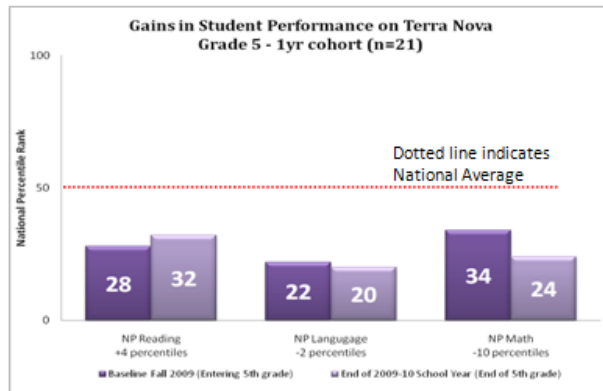
		Number of Students at Each Performance Level				
		2009-10				
		Level 1	Level 2	Level 3	Level 4	Total Number
2008-09	Level 1					
	Level 2	1				1
	Level 3	1	10	8	1	21
	Level 4		2	2		4
	Total Number	2	12	11	1	26

If the school has administered a norm referenced test, e.g. Terra Nova, ITBS, Stanford 10, it should report cohort growth results in a similar fashion to the growth measure based on state tests. Make sure to include a methods narrative that describes the type of test administered, to which grades, date of administrations, etc. Also include the dates of the pre- and post-tests.

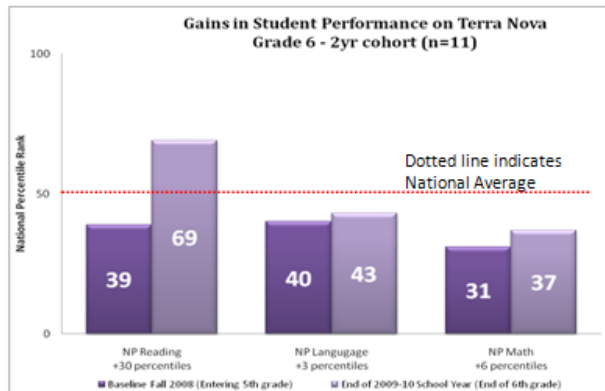
**While Albany Prep does not incorporate optional goals into its formal accountability plan, it does include Terra Nova results in the annual report as another measure of student achievement.**

**Albany Prep administers nationally-normed TerraNova exams at the beginning and end of each school year. These TerraNova exams enable Albany Prep to track the performance of a cohort of students over time, and allows for the comparison of the cohort’s progress against students nationally. The average student remains at the 50th percentile each year and records zero, or normal, growth. Nationally-normed fall scores for 5th graders serve as the benchmark for Albany Prep’s cohort analyses. Albany Prep students who took both an entering test in the fall of their 5th grade year and the most recent test in the spring of 2010 are included in the charts below.**

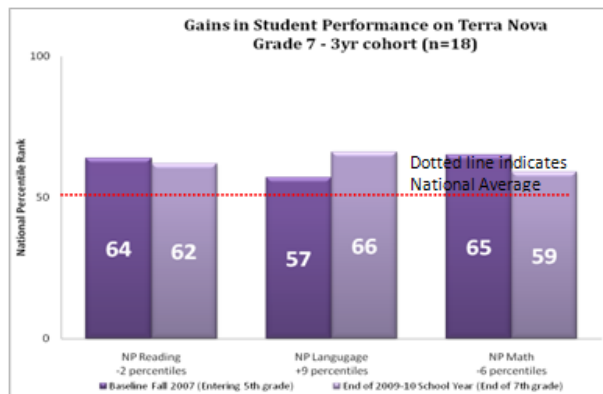
**Grade 5**



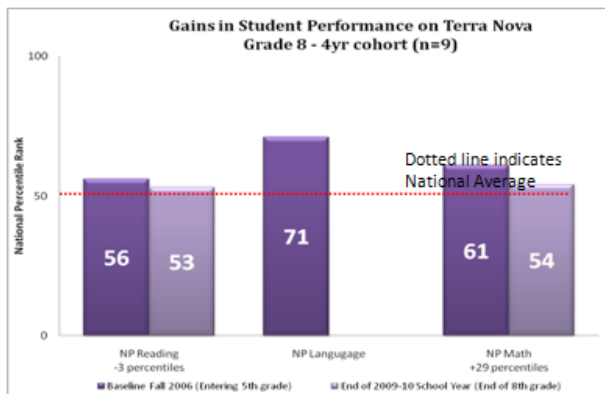
**Grade 6**



**Grade 7**



**Grade 8**



**Additional Data Tables for Science**

**Absolute Measure**

Each year, 75 percent of all tested students who are enrolled for more than two years will perform at or above Level 3 on the New York State examination.

**2009-10 Science Performance  
by Grade Level and Years Attending the School**

	Percent of Students at Levels 3 and 4 According to Number of Years in School							
	One		Two		Three		Four or More	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
8	0	4	30	10	50	8	60	10

**Additional Data Tables for Social Studies**

**Absolute Measure**

Each year, 75 percent of all tested students who are enrolled for more than two years will perform at or above Level 3 on the New York State examination.

**2009-10 Social Studies Performance  
by Grade Level and Years Attending the School**

	Percent of Students at Levels 3 and 4 According to Number of Years in School							
	One		Two		Three		Four or More	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
5	60	25	100	5				
8	0	4	22	9	0	8	20	10