

Accountability Plan Progress Reports for the 2005-06 School Year

Reader's Guide

SUNY Authorized Charter Schools and Accountability

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 State University 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 State University Board of Trustees authorizes is required to enter into an accountability agreement, known as the 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 their annual reporting requirements **all SUNY authorized charter schools must submit an Accountability Plan Progress Report which, from their vantage point, addresses each of the goals and outcome measures contained in their Accountability Plans**. 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 exam. Each year the state administers ELA and math tests to grades 3-8, science tests to grades 4 and 8, and social studies tests to grades 5 and 8.

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

ACCOUNTABILITY PLAN PROGRESS REPORT FOR 2005-06

ACADEMIC PERFORMANCE

Albany Preparatory Charter School takes the assessment of student academic progress – and the use of the resulting data – seriously.

- Albany Prep administers nationally-normed assessments in the core academic areas of reading and math twice each year – once at the start of the year and once near the end – to both internally monitor the progress of students throughout the school year and to provide a nationwide context by which to judge the performance of Albany Prep students.
- Albany Prep administers all New York State exams required of other public schools. It is well understood that a goal of this charter school is not simply to provide an alternative education to Albany students, but to provide a *better* choice. Albany Prep must compare itself to Albany’s district schools using the state exams, and must be able to document student academic performance that is better than the district schools.
- Albany Prep is dedicated to ensuring accountability for academic results to its charter authorizer, the State University’s Charter Schools Institute. As such, Albany Prep has developed a comprehensive “Accountability Plan” that sets for specific, measurable annual performance goals and objectives.

In addition to these more annually based exams, Albany Prep works closely with *School Performance, Inc.*, an Albany-based team of academic-quality experts, to provide a system of ongoing diagnostic assessments targeted specifically at improving classroom instruction. Every six weeks, students are assessed on the academic content they were supposed to have learned over that period. Within 24 hours, the results of these standards-based assessments are provided to the school leader, and in turn the school leader meets with each teacher to review the data. Lessons not learned by the class are repeated, allowing teachers to review and amend lesson plans and instructional techniques, and students needing extra assistance are identified and provided tutoring. This dedication to data-driven instruction is a foundation of Albany Prep, and one of the primary reasons why – even in its very first year of operation – Albany Prep students are able to post significant academic achievement.

Success of a school also can be measured in part by the response of parents and the community to its programs. Albany Prep is committed to a program of outreach to parents and the community, involving parents in the continuous effort to provide their children with a high-quality education and calling on community leaders to underscore the importance to society of an educated citizenry. For parents, Albany Prep distributes surveys asking for feedback about the school and its programs. The school also initiated a program called the “Albany Prep College Success Series,” where community leaders are invited to come and show students how a good education can result in tremendous benefit to society, and at the same time see the exciting things that are happening at Albany Prep. Some of the participants in this unique series included:

- *Albany political leaders:* County District Attorney David Soares, Mayor Gerald Jennings, Assemblyman Jack McEneny, and Senator Neil Breslin;
- *Members of area media:* Paul Grondahl, an award-winning writer with the Albany Times Union and education reporter and co-anchor Elaine Houston of NBC affiliate WNYT-13;
- *Local business executives:* Gary Dake, president of Stewart’s Shops, and David Golub, Vice President of Store Operations for regional grocery store chain Price Chopper.
- *State government leaders:* Dr. Jacqueline Merrick, Director of Statewide Pharmacy Services for the NYS Health Department and Adjunct Associate Professor of Pharmacy at the Albany College of Pharmacy, and Carmella Mantello, Executive Director of the NYS Canal Corporation.
- *Area health and social service leaders:* Dr. Tyrone Bristol, Assistant Professor of Pediatrics at Albany Medical Center and a practicing pediatrician, and Rollie Guzman, Director of Operations at the community-based not-for-profit Senior Services of Albany.

Some of the parent and community leader testimonials about the success of Albany Prep are included below.

SELECTION OF PARENT & COMMUNITY LEADER TESTIMONIALS

- “It’s a wonderful feeling to know that my child is in a safe and positive learning atmosphere.”
Mother of S.
- “Impressive!”
Mother of J.
- “The staff at Albany Prep has been very helpful with any questions and concerns. Thank You.”
Father of M.
- “After my visit to your school, I did an interview and could not help mentioning the importance of inspiring young minds towards higher education, and hopefully medicine [as Albany Prep does]. I'm still talking about much fun it was to visit. My friend now is thinking about transferring her son to your school. Keep up the good work!”
Dr. Tyrone Bristol, pediatrician and professor of Pediatrics at Albany Medical Center, speaker at Albany Prep College Success Series
- “As a film-maker, I essentially tell stories. As a parent, Albany Prep's story is very compelling. It was extremely obvious to me that everyone at Albany Prep is fully committed and engaged in the philosophy and direction of the school. Capturing that level of enthusiasm on camera was very fun for me.”
Samuel Goldstein, CEO Samuel M. Goldstein Productions,
- “Albany Prep is one of the most intentional and thoughtful schools I know in building systems to drive long term success. It’s achieved strong results already through insightful use of diagnostic assessments and a systematic approach to teacher development. With that and a strong student culture in place, the school’s early positive returns will likely compound over time.”
Doug Lemov , President School of Performance

COMMITMENT TO CONTINUOUS IMPROVEMENT

Albany Prep maintains a school administration that has a deep commitment to continuous improvement. The New York State Charter Schools Act provides public charter schools with previously unheard of flexibility to respond quickly and thoroughly to improvement opportunities. Whether better administrative practices or improved curricular programming, Albany Prep

- Introduced standard based exams in history and science every six weeks to parallel the diagnostic testing program used in English Language Arts and mathematics.
- Introduced the testing of students more than three times a year in the nationally recognized STAR standardized math and reading exams to gather more internal diagnostic test data about students' specific educational needs.
- Implemented the nationally recognized *Accelerated Reader*, *Accelerated Math* and *Math Facts* programs to aid differentiated instruction in reading and math for advanced learners.
- Added weekly teacher development programming.
- Instituted a teacher fellow program to train future teachers before they undertake full teaching responsibilities
- Increased pre-service teacher training by an additional week, from two to three weeks, for new hires to ensure they are ready to implement all aspects of the Albany Prep program
- Refined the focus of the school's enrichment program to concentrate on the fine arts offerings of dance and drama, with plans to add music soon.
- Implemented an after school sports program.
- Added end-of-year educational trips (NYC; Washington D.C.) for each grade level.

NATIONALLY-NORMED ASSESSMENTS

Albany Prep administers CTB-McGraw Hill's *TerraNova* exam in Reading and Mathematics every fall and every spring. In September 2005, a "baseline" exam was administered to Albany Prep's incoming students to measure their academic standing. The *TerraNova* exam was given again at the end of June 2006, near the end of Albany Prep's school year, to help measure the progress students made over the course of the first year.

2005-06 Academic Performance: Summary

- The incoming class at Albany Prep, comprised mostly of students who had spent the past five years in Albany district schools, on average entered with scores in reading and math in the bottom third of the nation.
- After only one year at Albany Prep, on average students neared the national median score in reading and math. Gains in reading were particularly large (+20 percentiles, national demographic comparison group).

2005-06 Academic Performance: Details

Background: School Demographics

- More than 11% of Albany Prep's initial same-student cohort were Special Education students at the time of testing (data presented in this report include test results for special education students in all totals).
- 88% of the school's student body in 2005-06 was non-white.
- 79% of the school's students in 2005-06 were income-eligible for the federal free/reduced-price meals program.

Background: Same-Student Cohort

- 42 of 43 students (98%) were administered the *TerraNova* test in Fall 2005. Seven students did not stay at Albany Prep through the school year, and six new students were admitted over the course of the year. All 42 students enrolled at Albany Prep in Spring 2006 were tested. The same-student cohort for the 2005-06 school year consisted of 35 students.

Baseline Measurements

Albany Prep's incoming class of students averaged in the bottom third of the nation academically (the baseline measurement), and some students' academic talents were particularly low. For example:

- 19% of tested students scored in the bottom 10 percentiles nationally in reading; 5% tallied the *lowest possible score* on this nationally-normed test.
- 7% of students scored in the bottom 10 percentiles nationally in math, including 2% who tallied the *lowest possible score* on this nationally-normed test.

As a whole, Albany Prep's initial 5th grade class entered with academic skills significantly below average relative to the national norm as measured by the *TerraNova* exam:

National Percentile Ranking Incoming 5 th Grade Students (Baseline)			
Class Average			
	WHOLE CLASS		COHORT
Reading	23 rd percentile		23 rd percentile
Math	36 th percentile		41 st percentile

National Quartile Ranking Incoming 5 th Grade Students (Baseline)								
	WHOLE CLASS				COHORT			
	% of Students in Each National Quartile							
	Lowest Q (0-25)	2 nd Q (26-50)	3 rd Q (51-75)	Highest Q (76-100)	Lowest Q (0-25)	2 nd Q (26-50)	3 rd Q (51-75)	Highest Q (76-100)
Reading	55%	14%	29%	2%	54%	11%	31%	3%
Math	33%	33%	26%	7%	34%	29%	29%	9%

2005-06 Academic Progress

- Albany Prep students posted significant one-year gains relative to the national norms in reading. Math gains were not as large, but still positive.
- On average, Albany Prep students still remain in the bottom half of all students nationally. Given the documented progress made at Albany Prep over the course of the first year of the school's operations, however, it is reasonable to expect continued and significant upward progress that will show Albany Prep students well out-performing the national average.

National Percentile Ranking Changes from Fall 2005 to Spring 2006						
	WHOLE CLASS			SAME-STUDENT COHORT		
	Fall '05	Spring '06	CHANGE	Fall '05	Spring '06	CHANGE
Reading	23 rd percentile	40 th percentile	+17 percentiles	23 rd percentile	37 th percentile	+14 percentiles
Math	35 th percentile	43 rd percentile	+8 percentiles	41 st percentile	45 th percentile	+4 percentiles

Examining the percent of Albany Prep students scoring in each national quartile upon entering Albany Prep compared to year's end shows the movement of student groups toward higher performance levels. The progress seen is encouraging:

- By the end of its first year in operation, Albany Prep significantly shifted the ranking of its students upward among national quartile groupings. Most predominantly, Albany Prep was able to move one-third of students in the lowest quartile up to the second quartile. This is not only significant progress, it is *immediate* progress.

- The greatest positive shift occurred in reading. Though less pronounced, gains also were made in math.
- The top national quartile is beginning to be populated by a double-digit percentage of Albany Prep students. Yet, while significantly reduced from their baseline results, about 25% of the class remains in the bottom quartile nationally for reading and 20% for math.
- The greatest shift of students was made from the lowest quartile up to the second quartile, and so more than half of all students still remain below the 50th percentile in both subjects. If the trajectory of progress continues – as it is expected to do – this class should experience shifts in student performance rankings that will move them from the second quartile to the third, and from the third to the top quartile.

National Quartile Ranking Changes from Fall 2005 to Spring 2006								
	WHOLE CLASS				COHORT			
	% of Students in Each National Quartile				% of Students in Each National Quartile			
	Lowest Q (0-25)	2 nd Q (26-50)	3 rd Q (51-75)	Highest Q (76-100)	Lowest Q (0-25)	2 nd Q (26-50)	3 rd Q (51-75)	Highest Q (76-100)
Reading	24%	43%	26%	7%	29%	49%	17%	6%
Δ from Fall:	-31%	+29%	-3%	+5%	-25%	+38%	-14%	+3%
Math	21%	33%	33%	12%	17%	34%	37%	11%
Δ from Fall:	-12%	0%	+7%	+5%	-17%	+5%	+8%	+2%

Demographic Comparison Group Rankings

TerraNova also offers a measurement of the school's performance against demographically comparable schools. Albany Prep's student population in 2005-06 was comprised of 79% free lunch-eligible students – greater than the Albany district average – and a comparison to economically disadvantaged schools nationwide is relevant.

A pattern of gains similar to those achieved when comparing against the nation as a whole is revealed in a demographic-group comparison. As shown in the chart below, on average Albany Prep students tested well above the national median on the demographic percentile (DP) scale by the end of the 2005-06 school year.

Demographic Percentile Ranking Changes from Fall 2005 to Spring 2006						
	WHOLE CLASS			SAME-STUDENT COHORT		
	Fall '05	Spring '06	CHANGE	Fall '05	Spring '06	CHANGE
Reading	38 th percentile	58 th percentile	+20 percentiles	39 rd percentile	55 th percentile	+16 percentiles
Math	54 th percentile	61 st percentile	+7 percentiles	60 th percentile	63 rd percentile	+3 percentiles

Other Issues: Notable Student Performances

- Of Albany Prep's same-student cohort, **20% made gains of more than 20 percentiles in reading** from Fall '05 to Spring '06. One student improved his/her score relative to the national average by an incredible 51 percentiles.
- **One-fourth of the students made gains of more than 20 percentiles in math.** One student improved his/her score relative to the national average by 47 percentiles.

NEW YORK STATE EXAMS

In school year 2005-06, Albany Prep administered three New York State examinations to its 5th grade class: Social Studies (November 2005); English Language Arts (January 2006); and Mathematics (March 2006). As of the filing of this report, the New York State Education Department has publicly released and offered district comparative data only for the ELA and Math tests.

NYS English Language Arts (5th Grade)

Albany Prep provides an intense focus on literacy skills, including reading, vocabulary, language, comprehension, writing, and speaking skills. As noted, most students – many after spending five years in district schools – came to Albany Prep with severely deficient literacy skills. Yet, even after only five months at Albany Prep, on the whole students were able to score slightly better than the district average on New York State’s 5th grade ELA exam:

% Pass 2005-06 NYS ELA Albany Prep vs. Albany City School District								
	Year	Grade	n	Student Achievement Level				Total % Pass (L3+L4)
				Level 1	Level 2	Level 3	Level 4	
ALBANY PREP	2005-06	5	39	12.9	41.0	41.0	5.1	46.1
Albany District	2005-06	5	604	14.4	39.6	40.7	5.3	46.0

Also interesting to note is that Albany Prep enrolled a greater proportion of students who qualified for free/reduced-price meals than did the district on average, and also enrolled a greater percentage of non-white students than did the district on average:

2005-06 Student Demographics Albany Prep vs. Albany City School District		
	% Free/Reduced-Price Meals Students	% of Non-White Students
ALBANY PREP	79 %	88 %
Albany District	74 %	79 %

Three-fourths of the district elementary schools that scored higher than Albany Prep had a smaller concentration of students eligible for free/reduced-price meals; all had smaller concentrations of non-white students.

NYS Mathematics (5th Grade)

On the New York State mathematics exam, administered in March 2006 seven months after the school opened, Albany Prep students achieved a pass rate of 52.5%. The average pass rate for Albany City District schools was 46.3%.

% Pass 2005-06 NYS Mathematics Albany Prep vs. Albany City School District								
	Year	Grade	n	Student Achievement Level				Total % Pass (L3+L4)
				Level 1	Level 2	Level 3	Level 4	
ALBANY PREP	2005-06	5	40	5.0	42.5	47.5	5.0	52.5
Albany District	2005-06	5	605	23.6	30.1	39.2	7.1	46.3

In fact, of the 16 schools in Albany that can be compared for results for the 5th-grade state math exam (12 district schools and 4 charter schools), Albany Prep was the second highest-scoring charter school and the fifth-highest school overall in Albany, beating 9 district schools and two charter schools.

The above-average finish, and the fact that Albany Prep already appears within striking range of the district's second highest performing school after just seven months, appears to hold promise for even better results just a few years down the road.

ACCOUNTABILITY PLAN GOALS

The Board of Trustees of the Albany Preparatory Charter School approved and submitted to its authorizer, the State University of New York's Charter Schools Institute, an "Accountability Plan" that outlined measurable objectives of student progress toward specified academic goals. These objectives and goals are designed to help document continuous annual progress across all core academic subjects throughout the school's initial 5-year charter.

Because this report covers student academic progress in Albany Prep's first school year, 2005-06, and the student performance objectives outlined in the school's Accountability Plan largely apply to progress achieved by the 2006-07 school year (using measurements taken in 2005-06 as baseline results), data does not yet exist to properly address most of the achievement objectives. Some student performance data collected during the school's first operating year serves as a foundation or baseline for some of these objectives, however, and other information has relevancy to certain goals. Thus, the Accountability Plan goals and objectives are listed below, presented with any relevant assessment data.

ENGLISH LANGUAGE ARTS

GOAL: *All students at Albany Prep will be proficient readers and writers of the English language.*

Absolute Proficiency Objective #1:

- *Each year beginning in 2006-07, 75 percent of students who are enrolled in at least their second year will perform at or above Level 3 on the New York State English Language Arts (ELA) examination.*

Progress in fulfilling this objective will be first formally measured in the annual report that covers the 2006-07 school year.

In 2005-06, Albany Prep's first year of operation, 46.1% of students scored at or above Level 3 on the New York State ELA exam. An additional 41.0% scored in Level 2, and it is expected that a substantial portion of these students will progress to Level 3 or higher after an additional year at Albany Prep.

Albany Prep : % Pass 2005-06 NYS ELA								
	Year	Grade	n	Student Achievement Level				Total % Pass (L3+L4)
				Level 1	Level 2	Level 3	Level 4	
ALBANY PREP	2005-06	5	39	12.9	41.0	41.0	5.1	46.1

Absolute Proficiency Objective #2:

- *Each year beginning in 2006-07, the school's aggregate Performance Index on the State ELA exam for students who have been enrolled for at least one full year will meet its Annual Measurable Objective set forth in the State's No Child Left Behind (NCLB) accountability system.*

Progress in fulfilling this objective will be first formally measured in the annual report covering the 2006-07 school year.

In 2005-06, the school's first year of operation, Albany Prep's Performance Index (the percent of students at Level 2 + Level 3 + Level 4 plus the percent of students at Level 3 + Level 4) was **133.2**. The State Education Department established the EMO for ELA in grades 3 through 8 at **122** (for a group this size, the "effective AMO" established by the State Education Department is 106).

Albany Prep Performance Index (PI) 2005-06 NYS ELA							
Year	Grade	n	Student Achievement Level			Total % Pass (L3+L4)	PI (L2+L3+L4) + (L3 +L4)
			Level 2	Level 3	Level 4		
2005-06	5	39	41.0	41.0	5.1	46.1	133.2

Comparative Proficiency Objective #1:

- *Each year beginning in 2006-07, the percent of students who are enrolled in at least their second year and performing at or above Level 3 on the State ELA exam in each tested grade will be greater than that of the local school district.*

Progress in fulfilling this objective will be first formally measured in the annual report that covers the 2006-07 school year.

In 2005-06, 46.1 percent of Albany Prep's first-year students scored at or above a Level 3 on the NYS ELA exam. This exceeded the Albany City School District's 5th-grade aggregate passing rate of 46.0 percent. This is a significant achievement to note even though this objective is not formally being measured this year, as Albany Prep was able to exceed the district average after educating its students for only five months while the district school had most of these students for the five years prior.

% Pass 2005-06 NYS ELA Albany Prep vs. Albany City School District								
	Year	Grade	n	Student Achievement Level				Total % Pass (L3+L4)
				Level 1	Level 2	Level 3	Level 4	
ALBANY PREP	2005-06	5	39	12.9	41.0	41.0	5.1	46.1
Albany District	2005-06	5	604	14.4	39.6	40.7	5.3	46.0

Also interesting to note is that Albany Prep enrolled a greater proportion of students who qualified for free/reduced-price meals than did the district on average, and also enrolled a greater percentage of non-white students than did the district on average:

2005-06 Student Demographics Albany Prep vs. Albany City School District		
	% Free/Reduced-Price Meals Students	% of Non-White Students
ALBANY PREP	79 %	88 %
Albany District	74 %	79 %

Comparative Proficiency Objective #2:

- *Each year beginning in 2007-2008, the school will exceed its expected level of performance on the State ELA exam by at least a small effect size according to a regression analysis controlling for students eligible for free lunch among all public schools in New York State.*

Progress in fulfilling this objective will be first formally measured in the annual report that covers the 2007-08 school year.

Value Added Objective #1:

- *Each year, grade-level cohorts of students will reduce by half the gap between the percent at or above Level 3 on the previous year’s State ELA exam and 75 percent at or above Level 3 on the current year’s State ELA exam.*

Progress in fulfilling this objective will be first formally measured in the annual report that covers the 2006-07 school year, when Albany Prep will be able to measure the progress of its first class of students from one school year to the next.

MATHEMATICS

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

Absolute Proficiency Objective #1:

- *Each year beginning in 2006-07, 75 percent of students who are enrolled in at least their second year will perform at or above Level 3 on the New York State mathematics examination.*

Progress in fulfilling this objective will be first formally measured in the annual report that covers the 2006-07 school year.

In 2005-06, Albany Prep’s first year of operation, 52.5% of students scored at or above Level 3 on the New York State ELA exam. An additional 42.5% scored in Level 2, and it is expected that a substantial portion of these students will progress to Level 3 or higher after an additional year at Albany Prep.

Albany Prep : % Pass 2005-06 NYS Mathematics								
	Year	Grade	n	Student Achievement Level				Total % Pass (L3+L4)
				Level 1	Level 2	Level 3	Level 4	
ALBANY PREP	2005-06	5	39	5.0	42.5	47.5	5.0	52.5

Absolute Proficiency Objective #2:

- *Each year beginning in 2006-07, the school's aggregate Performance Index on the State math exam for students who have been enrolled for at least one full year will meet its Annual Measurable Objective set forth in the State's No Child Left Behind (NCLB) accountability system.*

Progress in fulfilling this objective will be first formally measured in the annual report covering the 2006-07 school year.

In 2005-06, the school's first year of operation, Albany Prep's Performance Index (the percent of students at Level 2 + Level 3 + Level 4 plus the percent of students at Level 3 + Level 4) was **147.5**. The State Education Department set the AMO for Mathematics in grades 3 through 8 at **86** (for a group this size, the "effective AMO" set by the State Education Department is 70).

Albany Prep Performance Index (PI) 2005-06 NYS Mathematics							
Year	Grade	n	Student Achievement Level			Total % Pass (L3+L4)	PI (L2+L3+L4) + (L3 +L4)
			Level 2	Level 3	Level 4		
2005-06	5	39	42.5	47.5	5.0	52.5	147.5

Comparative Proficiency Objective #1:

- *Each year beginning in 2006-07, the percent of students who are enrolled in at least their second year and performing at or above Level 3 on the New York State math exam in each tested grade will be greater than that of the local school district.*

Progress in fulfilling this objective will be first formally measured in the annual report that covers the 2006-07 school year.

In 2005-06, 52.5 percent of Albany Prep's first-year students scored at or above a Level 3 on the NYS ELA exam. This exceeded the Albany City School District's 5th-grade aggregate passing rate of 46.3 percent. This is a significant achievement to note even though this objective is not formally being measured this year, as Albany Prep was able to exceed the district average after educating its students for only five months while the district school had most of these students for the five years prior.

% Pass 2005-06 NYS Mathematics Albany Prep vs. Albany City School District								
	Year	Grade	n	Student Achievement Level				Total % Pass (L3+L4)
				Level 1	Level 2	Level 3	Level 4	
ALBANY PREP	2005-06	5	40	5.0	42.5	47.5	5.0	52.5
Albany District	2005-06	5	605	23.6	30.1	39.2	7.1	46.3

As before when examining Albany Prep's performance on the NYS ELA test in comparison to the Albany district's performance, it is interesting here also to note that Albany Prep enrolled a greater proportion of students who qualified for free/reduced-price meals than did the district on average, and also enrolled a greater percentage of non-white students than did the district on average:

2005-06 Student Demographics Albany Prep vs. Albany City School District		
	% Free/Reduced-Price Meals Students	% of Non-White Students
ALBANY PREP	79 %	88 %
Albany District	74 %	79 %

Comparative Proficiency Objective #2:

- *Each year beginning in 2007-2008, the school will exceed its expected level of performance on the State math exam by at least a small effect size according to a regression analysis controlling for students eligible for free lunch among all public schools in New York State.*

Progress in fulfilling this objective will be first formally measured in the annual report that covers the 2007-08 school year.

Value Added Objective:

- *Each year, grade-level cohorts of students will reduce by half the gap between the percent at or above Level 3 on the previous year's State math exam and 75 percent at or above Level 3 on the current year's State ELA exam.*

Progress in fulfilling this objective will be first formally measured in the annual report that covers the 2006-07 school year, when Albany Prep will be able to measure the progress of its first class of students from one school year to the next.

SCIENCE

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

Absolute Proficiency Objective:

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

Progress in fulfilling this objective will be first formally measured in the annual report that covers the 2008-09 school year, when Albany Prep will first serve the 8th grade and the New York State test in science will be administered.

Comparative Proficiency Objective:

- *Each year, the percent of students who are enrolled in at least their second year and performing at or above Level 3 on the State science exam in each tested grade will be greater than that of the local school district.*

Progress in fulfilling this objective will be first formally measured in the annual report that covers the 2008-09 school year, when Albany Prep will first serve the 8th grade and the New York State test in Science will be administered.

SOCIAL STUDIES

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

Absolute Proficiency Objective

- *Each year, 75 percent of eighth-grade students who are enrolled in at least their second year will perform at or above Level 3 on the New York State social studies examination.*

The New York State test in Social Studies was administered to Albany Prep's 5th grade class in November 2005. The State Education Department, however, has not publicly released the results, and thus no data regarding the measurement of progress toward goals is presented in this report.

It should be noted that the NYS 5th grade Social Studies exam does not serve as an accurate measurement of the academic progress of Albany Prep students. Administered in November of each year, the exam is testing students who have attended Albany Prep for only two months. In reality, this test will serve more as a baseline measurement and a statement of how well or how poorly Albany Prep's feeder schools – currently mostly district schools – have done in educating these students.

Progress in fulfilling this objective will be more appropriately measured in the annual report that covers the 2008-09 school year, when Albany Prep will first serve the 8th grade and the New York State test in Social Studies once again will be administered, allowing for a more meaningful longitudinal measurement of students' progress while at Albany Prep.

Comparative Proficiency Objective

- *Each year, the percent of students who are enrolled in at least their third year and performing at or above Level 3 on the State social studies exam in each tested grade will be greater than that of the local school district.*

Progress in fulfilling this objective will be measured in the annual report that covers the 2008-09 school year, when Albany Prep will first serve the 8th grade and the New York State test in Social Studies will be administered. This year also will reflect a year when Albany Prep will have had students enrolled for three years.

ADDITIONAL ACADEMIC MEASURES

GOAL: *Under the state's NCLB accountability system, the school's Accountability Status will be "Good Standing" each year.*

Progress in fulfilling this objective will be first formally measured in the annual report that covers the 2006-07 school year, when Albany Prep will be able to measure the progress of its first class of students from one school year to the next. Yet, all valid measurements of student academic progress over Albany Prep's initial operating year indicate that the school is one in "good standing."