

# 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.

# **Accountability Plan Progress Report**

2005 - 2006

## **New Covenant Charter School**

Updated, Resubmitted: November 10, 2006  
Subject to Review and Approval by the Board of Trustees of the School

**Goal:** New Covenant Charter School students will become proficient readers and writers of the English language.

**Measure 1: Absolute**

For the 2004–2005 school year, sixty-five percent of fourth graders who have been continuously enrolled at New Covenant Charter School for two or more years will score proficient (level three or above) on the New York State English Language Arts Assessment.

For the 2005–2006 through 2008–2009 school years, sixty percent of third graders, sixty-five percent of fourth graders, seventy percent of fifth graders, and seventy-five percent of sixth graders continuously enrolled at New Covenant Charter School will score proficient on the New York State English Language Arts Assessment.

**Results:**

The following table presents the performance of the students in each tested grade:

Grade	Population	2005-2006 ELA Percent of Grade 3-6 Students at Each Performance Level					Number Tested
		Level 1	Level 2	Level 3	Level 4	Levels 3&4	
3	All Students	38.8%	37.1%	24.1%	0.0%	24.1%	116
	Students in at least 2 <sup>nd</sup> Year	37.2%	37.2%	25.6%	0.0%	<b><u>25.6%</u></b>	78
4	All Students	34.0%	43.6%	22.3%	0.0%	22.3%	94
	Students in at least 2 <sup>nd</sup> Year	30.9%	39.7%	29.4%	0.0%	<b><u>29.4%</u></b>	68
5	All Students	25.0%	47.9%	27.1%	0.0%	27.1%	48
	Students in at least 2 <sup>nd</sup> Year	26.1%	45.7%	28.3%	0.0%	<b><u>28.3%</u></b>	46
6	All Students	18.2%	40.0%	38.2%	3.6%	41.8%	55
	Students in at least 2 <sup>nd</sup> Year	18.2%	40.0%	38.2%	3.6%	<b><u>41.8%</u></b>	55

**Evaluation:**

The school did not exceed the measure’s requirement in any grade.

## Measure 2: Comparative Outcome Measures

Each year, the percent of all New Covenant Charter School students scoring proficient on the New York State English Language Arts exam will exceed the percent of proficient students in the four selected comparison schools as well as the Albany City School District.

For the 2004–2005 school year, the results will be based on the fourth grade only. For the 2005–2006 school year and beyond, results will be based on students in grades three through six combined.

### Results:

The following table presents the performance of the students in the charter school, school district, and comparison schools:

Grades	Population	% at Level 3 or 4	Number Tested
3-6	New Covenant CS (Students in at least 2 <sup>nd</sup> Year)	<b>30.8%</b>	247
3-6	Albany City SD (All Students)	46.8%	2577
3-5	Delaware Community School (formerly School 18) (All Students)	45.8%	107
N/A	School 26**	N/A	N/A
3-5	Philip J Schuyler Achievement Academy (All Students)	35.4%	130
3-6	Giffen Memorial School (All Students)	49.0%	208

\* School 18 has been renamed "Delaware Community School," see <http://www.albanyschools.org/News/name.changes.htm>

\*\* School 26, BEDS Code 010100010026, is no longer in operation.

### Evaluation:

The charter school did not exceed the percent of proficient students in any of the selected comparison schools or the school district; thus, it did not meet the measure's requirement.

### Measure 3: Value Added Outcomes

For the 2005-2006 school year, cohorts of New Covenant Charter School students (first through sixth grade) will reduce by one-half the gap between their baseline performance and an NCE score of fifty for reading on the TerraNova Basic Battery Assessment. If a cohort's baseline exceeds an NCE score of fifty, it will be expected to show an increase in its NCE score.

NCCS TerraNova Test Administration	Average Fall 2006 Reading NCE Scores Compared to Fall 2005 Baseline					
	2006 Grade 1	2006 Grade 2	2006 Grade 3	2006 Grade 4	2006 Grade 5	2006 Grade 6
<b>2005 Baseline Average NCE (x)</b>	43.02	34.41	33.25	36.33	44.03	36.31
<b>2006 Target Fall Scores <math>50 - ([50 - x] \div 2)</math></b>	46.51	42.21	41.63	43.17	47.02	43.16
<b>2006 Average NCE</b>	37.17	37.69	37.19	40.33	41.21	43.45
<b>2 year NCE Comparison</b>	-5.85	+3.28	+3.94	+4.00	-2.82	+7.14
<b>Target Obtained</b>	No	No	No	No	No	Yes

#### Results:

For the 2005-2006 school year, the NCCS grade six cohort did reduce by one-half the gap between their baseline performance and an NCE score of fifty for reading on the TerraNova Basic Battery Assessment.

The remaining NCCS cohorts (grades 1, 2, 3, 4, and 5) did not reduce by one-half the gap between their baseline performance and an NCE score of fifty for reading on the TerraNova Basic Battery Assessment.

## **Evaluation:**

Four out of six New Covenant Charter School cohorts (grades 2, 3, 4, and 6) demonstrated progress reducing the gap between their baseline performance and an NCE score of fifty for reading on the TerraNova Basic Battery Assessment.

The grade six NCCS cohort made moderate progress this year, improving by 7.14 NCE's and reaching their target.

Grades 2, 3, and 4 demonstrated an improvement of over 3 NCE's each.

## **2006 – 2007 Next Steps:**

New Covenant Charter School found that differentiated instruction is the key to enhancing reading skills, and this instructional strategy will be a priority during the 2006-2007 academic year. We will continue to utilize a 45 minute Reading Supplement Block that has been embedded within the Kindergarten through third grade schedules. This addition to the schedule allows for differentiated instruction in the form of literacy centers to reinforce skills taught in the core-reading program. Literacy centers are geared to meet the specific needs of students. The use of Dynamic Indicator of Basic Early Literacy Skills (DIBELS) assessment data, Scholastic Reading Inventory (SRI) data, and Roots data are all taken into account when planning literacy centers. Teachers in Kindergarten through third grade classrooms will progress monitor students every two weeks ("DIBELing down") and use these outcome measures to continue differentiation of lessons during the 45 minute Reading Supplement Block.

In grades 4 - 6 we have scheduled and intend to use a 45 minute block for centers that will focus on data driven skill building that will cross all curricular areas. We will use SRI data, Benchmark data, and weekly teacher directed assessment data to determine the areas of most need. Comprehension and vocabulary building will be a key focal point during this time.

A refinement of the after-school remediation program targeting students most at-risk of not reaching the proficiency level in reading will be developed for the 2006-2007 school year. The program will be expanded from previous years to include grades 1 – 6 and will target student's needs through individualized learning plans.

New Covenant Charter School is committed to providing professional development for novice and developing teachers in the areas of scientifically based reading research. Literacy focused professional development will be conducted on a weekly basis through 2006-2007. All literacy professional development will be supported by our Reading First Grant Administrator, Tier II Building Coach, and Director of Curriculum and Instruction.

**Goal:** New Covenant Charter School students will demonstrate proficiency in mathematics.

**Measure 1: Absolute**

For the 2004-2005 school years, sixty-five percent of fourth grade students who have been continuously enrolled at New Covenant Charter School for two or more years will score proficient (level three or above) on the New York State Grade Four Mathematics Exam.

For the 2005–2006 through 2008–2009 school years, sixty percent of third graders, sixty-five percent of fourth graders, seventy percent of fifth graders, and seventy-five percent of sixth graders continuously enrolled at New Covenant Charter School will score proficient on the New York State Mathematics Exam.

**Results:**

The following table presents the performance of the students in each tested grade:

Grade	Population	2005-2006 Mathematics Percent of Grade 3-6 Students at Each Performance Level					Number Tested
		Level 1	Level 2	Level 3	Level 4	Levels 3&4	
3	All Students	26.3%	31.6%	42.1%	0.0%	42.1%	114
	Students in at least 2 <sup>nd</sup> Year	23.7%	35.5%	40.8%	0.0%	<b>40.8%</b>	76
4	All Students	30.4%	31.5%	37.0%	1.1%	38.0%	92
	Students in at least 2 <sup>nd</sup> Year	26.5%	33.8%	38.2%	1.5%	<b>39.7%</b>	68
5	All Students	34.1%	31.8%	31.8%	2.3%	34.1%	44
	Students in at least 2 <sup>nd</sup> Year	33.3%	31.0%	33.3%	2.4%	<b>35.7%</b>	42
6	All Students	36.4%	36.4%	25.5%	1.8%	27.3%	55
	Students in at least 2 <sup>nd</sup> Year	36.4%	36.4%	25.5%	1.8%	<b>27.3%</b>	55

**Evaluation:**

The school did not exceed the measure’s requirement in any grade.

## Measure 2: Comparative Outcome Measures

Each year, the percent of all New Covenant Charter School students scoring proficient on the New York State Mathematics Exam will exceed the percent of proficient students at School 18, School 26, Philip Schuyler Elementary, Giffen Memorial, and within the Albany School District.

For the 2004–2005 school year, the results will be based on the fourth grade only. For the 2005–2006 school year and beyond, results will be based on students in grades three through six combined.

### Results:

The following table presents the performance of the students in the charter school, school district, and comparison schools:

Grades	Population	% at Level 3 or 4	Number Tested
3-6	New Covenant CS (Students in at least 2 <sup>nd</sup> Year)	<b>36.5%</b>	241
3-6	Albany City SD (All Students)	50.7%	2607
3-5	Delaware Community School (formerly School 18) (All Students)	50.5%	107
N/A	School 26**	N/A	N/A
3-5	Philip J Schuyler Achievement Academy (All Students)	35.9%	128
3-6	Giffen Memorial School (All Students)	56.6%	212

\* School 18 has been renamed "Delaware Community School," see <http://www.albanyschools.org/News/name.changes.htm>

\*\* School 26, BEDS Code 010100010026, is no longer in operation.

### Evaluation:

The charter school did exceed the percent of proficient students at one of the comparison schools, Philip J Schuyler; however, the charter school did not exceed that of the other selected comparison schools or the school district; thus, it did not meet the measure's requirement.

### Measure 3: Value Added Outcomes

For the 2005-2006 school year, cohorts of New Covenant Charter School students (first through sixth grade) will reduce by one-half the gap between their baseline performance and a NCE of fifty for mathematics on the TerraNova Basic Battery Assessment. If a cohort's baseline exceeds an NCE score of fifty, it will be expected to show an increase in its NCE score.

NCCS TerraNova Test Administration	Average Fall 2005 Math NCE Scores Compared to Fall 2004 Baseline					
	2005 Grade 1	2005 Grade 2	2005 Grade 3	2005 Grade 4	2005 Grade 5	2005 Grade 6
2005 Baseline Average NCE (x)	48.00	36.11	29.36	33.36	46.77	38.00
2006 Target Fall Scores $50 - ([50 - x] \div 2)$	49.00	43.06	39.68	41.68	48.38	44.00
2006 Average NCE	34.57	35.74	36.50	40.95	45.01	40.73
2 year NCE Comparison	-13.43	-.37	+7.14	+7.59	-1.76	+2.73
Target Obtained	No	No	No	No	No	No

#### Results:

For the 2005-2006 school year NCCS cohorts did not reduce by one-half the gap between their baseline performance and an NCE score of fifty for math on the TerraNova Basic Battery Assessment.

#### Evaluation and Additional Measures:

Three out of six NCCS cohorts (grades 3, 4, and 6) demonstrated progress reducing the gap between their baseline performance and a NCE score of fifty for mathematics on the TerraNova Basic Battery Assessment.

Grades 3 and 4 made moderate increases in their average math NCE baselines by 7.14 and 7.59 NCE's respectively.

The second grade cohort scored -0.37 NCE's below their baseline. A similar NCE score (to 2005 baseline) does not indicate that our third grade students are not

learning, rather they have remained close to their benchmark level in comparison to the national sample.

**2006-2007 Next Steps:**

The Director of Curriculum and Instruction will oversee the alignment and implementation of the mathematics curriculum, provide math specific professional development for teachers, and plan the supplemental and remediation programs for students at most risk of not meeting proficiency standards.

New Covenant Charter School’s assessment program will be enhanced to ensure that teachers know where each child is in regard to proficiency of the skills taught each week.

**Goal:** New Covenant Charter School students will have a solid background in science concepts and experimentation.

**Measure 1: Absolute**

For the 2006-2007 school year and beyond, seventy-five percent of fourth grade students who have been continuously enrolled at New Covenant Charter School for two or more years will score proficient on the New York State Grade Four Elementary-Level Science Test.

**2006 NYS Grade 4 Science Test Results  
Students Continuously Enrolled for Two or More Years**

68 Students Continuously Enrolled		
Performance Level	Students at Level	Percent at Level
Level 4	0	0%
Level 3	44	64.71%
Level 2	21	30.88%
Level 1	3	4.41%
Total Proficiency		64.71%

**Results:**

In 2006, 64.71% of New Covenant Charter School’s students continuously enrolled for two or more years scored proficient on the NYS Grade 4 Science Exam. NCCS did not meet the seventy-five percent proficiency goal.

**Measure 2: Comparative Outcome Measures**

Each year, the percent of all New Covenant Charter School students scoring proficient on the New York State Grade Five Elementary-Level Science Test will exceed the percent of proficient students at School 18, School 26, Philip Schuyler Elementary, Giffen Memorial, and within the Albany School District.

**Results:**

The comparison data for the Albany City School District is currently unavailable due to the Commissioner's 2006 New York State Grade 4 Science Test results embargo.

**2007-2007 Next Steps:**

New Covenant Charter School will continue to use our "hands-on" Delta Science curriculum. The Director of Curriculum and Instruction will ensure that our science program is closely aligned with NYS Science Learning Standards, provide science specific professional development, and develop assessments that will allow teachers to measure student progress on a regular basis.

**Goal:** New Covenant Charter School students will demonstrate their understanding of Social Studies.

**Measure 1: Absolute**

For the 2006-2007 school year and beyond, seventy-five percent of fifth grade students who have been continuously enrolled at New Covenant Charter School for two or more years will score proficient on the New York State Grade Five Elementary-Level Social Studies Test.

**Results:**

**2006 NYS Grade 5 Social Studies Test Results  
Students Continuously Enrolled for Two or More Years**

<b>52 Students Continuously Enrolled</b>		
<b>Performance Level</b>	<b>Students at Level</b>	<b>Percent at Level</b>
Level 4	4	7.69%
Level 3	25	48.08%
Level 2	4	7.69%
Level 1	19	36.54%
<b>Total Proficiency</b>		<b>55.77%</b>

New Covenant Charter School's students continuously enrolled for two or more years did not meet the seventy-five percent proficiency goal.

**Measure 2: Comparative Outcome Measures**

Each year, the percent of all New Covenant Charter School students scoring proficient on the New York State Grade Five Elementary-Level Social Studies Test will exceed the percent of proficient students at School 18, School 26, Philip Schuyler Elementary, Giffen Memorial, and within the Albany School District.

**Results:**

The 2006 NYS Grade 5 Social Studies Test comparison data for the Albany City School District has not been publicly released.

**2006-2007 Next Steps:**

The Social Studies focus for New Covenant Charter School is to work with all students, particularly those students on the cusp of success. We are committed to move students from level one and two into proficiency levels. To refocus our efforts on Social Studies, New Covenant Charter School's Director of Curriculum and Instruction will be charged with improving the alignment of our social studies curriculum to the New York State Standards, conduct professional development that addresses the needs of teachers, identify curricular weaknesses, and provide strong supplements. Additionally the Director of Curriculum will coordinate team teaching activities, model lessons, and arrange content specific tutoring (after school) for those students identified as being high risk.