

**2009-10 Annual Report
August 1, 2010**

New Covenant Charter School

COVER PAGE

Name of Charter School: New Covenant Charter School

Address: 50 N. Lark Street, Albany, NY 12210

Telephone: (518) 463-3912

Fax: (518) 626-9916

BEDS #: 010100860005

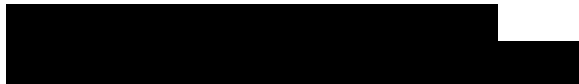
District/CSD of Location: Albany

Head of School (Contact Person): Jecrois Jean-Baptiste

E-mail address of contact person: JJean-Baptiste@newcovenantcs.org

Presidents, Board of Trustees: Jacqueline Brace, Co-Chair
Charles A. Rogers, Sr., Co-Chair

E-mail address and Phone Number of Board Presidents:



NEW YORK STATE EDUCATION DEPARTMENT

Disclosure of Financial Interest by a Charter School Trustee
Annual Report 2009-2010

Name (print) Jacqueline Brace

Name of Charter School New Covenant Charter School

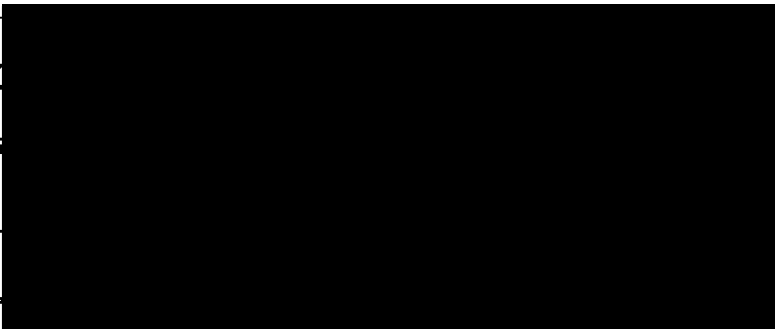
Charter Entity _____

Home Address _____

Business Address _____

Daytime Phone _____

E-Mail Address _____



1. List all positions held on board (e.g., chair, treasurer, parent representative): Co-chair

2. Is the trustee an employee of the School? ___ Yes No

3. If you checked Yes, please provide a description of the position you hold and your responsibilities, your salary and your start date.

4. Is the trustee an employee or agent of the management company? ___ Yes No

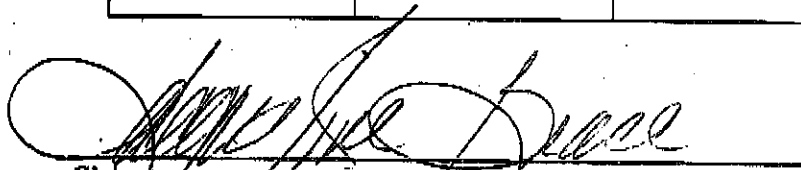
5. Is the trustee an employee or agent of any institutional partner of the School? ___ Yes No

Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school during the time you have served on the board, and in the six month period prior to such service. If there has been no such financial interest or transaction, write none. Please note that if you answered yes to Question 2, you need not disclose again your employment status, salary, etc.

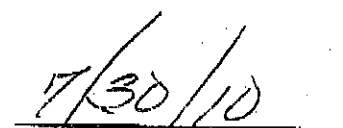
Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself
N/A	NONE		

Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the School and in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the School that is doing business with the School through a management or services agreement, you need not list every transaction between such organization and the School that is pursuant to such agreement. Instead, please identify only the name of the organization, your position in the organization as well as the relationship between such organization and the school. If there was no financial interest, write **none**.

Organization Conducting Business with the School	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee/ Immediate Family/Member of Household Holding an Interest in the Organization Conducting Business with the School and the Nature of the Interest
NONE			



 Signature



 Date

NEW YORK STATE EDUCATION DEPARTMENT

Disclosure of Financial Interest by a Charter School Trustee
Annual Report 2009-2010

Name (print) Genevieve Zachary

Name of Charter School New Covenant Charter School

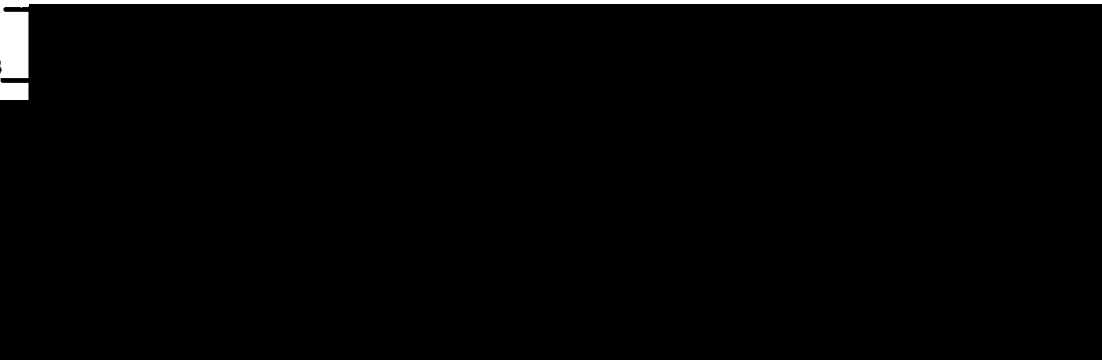
Charter Entity _____

Home Address _____

Business Address _____

Daytime Phone _____

E-Mail Address _____



1. List all positions held on board (e.g., chair, treasurer, parent representative):

Parent Representative

2. Is the trustee an employee of the School? ___ Yes No

3. If you checked Yes, please provide a description of the position you hold and your responsibilities, your salary and your start date.

4. Is the trustee an employee or agent of the management company? ___ Yes No

5. Is the trustee an employee or agent of any institutional partner of the School? ___ Yes No

Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school during the time you have served on the board, and in the six month period prior to such service. If there has been no such financial interest or transaction, write **none**. Please note that if you answered **yes** to Question 2, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself
None			

Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the School and in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the School that is doing business with the School through a management or services agreement, you need not list every transaction between such organization and the School that is pursuant to such agreement. Instead, please identify only the name of the organization, your position in the organization as well as the relationship between such organization and the school. If there was no financial interest, write **none**.

Organization Conducting Business with the School	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee/ Immediate Family/Member of Household Holding an Interest in the Organization Conducting Business with the School and the Nature of the Interest
None			

Kevin Zachary

 Signature

7/30/10

 Date

**2009-10 Annual Report
August 1, 2010**

New Covenant Charter School

**MODIFICATIONS TO THE SCHOOL'S EDUCATIONAL
PROGRAM AND GOVERNANCE STRUCTURE**

Describe any significant changes to the school's educational program as well as its governance structure. If there are no changes, please indicate N/A.

The 2009-10 school year was New Covenant Charter School's final year in operation. Effective July 2010, the school is closed.

2009-10 Annual Report
August 1, 2010

New Covenant Charter School

STATEMENT OF ASSURANCES

Our signatures below attest that all of the information contained herein is truthful and accurate, and that this charter school is in compliance with all aspects of its charter, and with all pertinent Federal, State, and local laws, regulations, and rules. We understand that if any information in any part of this report is found to have been deliberately misrepresented, that will constitute grounds for the revocation of our charter.

Jecrois Jean-Baptiste
Print Name, Head of Charter School

Jecrois Jean-Baptiste 8/3/10
Signature and Date

Charles A. Rogers Sr.
Print Name, President, Board of Trustees

Charles A. Rogers 8/10/10
Signature and Date

New Covenant Charter School Budget / Operating Plan 2009-10		New Covenant Charter School Budget / Operating Plan 2009-10	
Total Revenue			7,915,820
Total Expenses			8,734,601
Net Income			(818,781)
Actual Student Enrollment			648
Total Paid Student Enrollment			648
* Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed		TOTALS AND VARIANCE ANALYSIS	
		Actual	
REVENUE			
REVENUES FROM STATE SOURCES			
Per Pupil Revenue	CY Per Pupil Rate		
Albany	11,712		4,375,994
Cohoes	11,070		111,623
Guilderland	10,712		9,819
Lansingburg	8,509		-
Niskayuna	11,408		124,019
North Colonie	10,541		38,650
Rensselaer	10,996		-
Schenectady	10,272		830,727
Troy	13,360		1,329,988
Watervliet	9,070		51,340
School District 11 (Enter Name)	-		5,752
School District 12 (Enter Name)	-		20,940
School District 13 (Enter Name)	-		7,376
School District 14 (Enter Name)	-		8,183
School District 15 (Enter Name)	-		-
School District - ALL OTHER	-		-
TOTAL Per Pupil Revenue (Average Districts Per Pupil Funding)	10,765		6,914,411
Special Education Revenue			-
Grants			-
Stimulus			-
DYCD (Department of Youth and Community Developmt.)			-
Other			-
Other			-
TOTAL REVENUE FROM STATE SOURCES			6,914,411
REVENUE FROM FEDERAL FUNDING			
IDEA Special Needs			52,715
Title I			408,243
Title Funding - Other			103,322
School Food Service (Free Lunch)			339,831
Grants			-
Charter School Program (CSP) Planning & Implementation			-
Other			81,024
Other			-
TOTAL REVENUE FROM FEDERAL SOURCES			985,135
LOCAL and OTHER REVENUE			
Contributions and Donations			110
Fundraising			-
Erate Reimbursement			13,209
Earnings on Investments			-
Interest Income			1,991
Food Service (Income from meals)			-
Text Book			-
OTHER			964
TOTAL REVENUE FROM LOCAL and OTHER SOURCES			16,274
TOTAL REVENUE			7,915,820

New Covenant Charter School Budget / Operating Plan 2009-10		New Covenant Charter School Budget / Operating Plan 2009-10	
Total Revenue		7,915,820	
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		Actual	
EXPENSES			
ADMINISTRATIVE STAFF PERSONNEL COSTS			
	No. of Positions		
Head(s) of School	-		-
Principal(s)	1		71,571
Assisant Principal(s)	-		-
CFO / Director of Finance	-		-
Operation / Business Manager	1		71,571
Administrative Staff	8		572,571
TOTAL ADMINISTRATIVE STAFF	10		715,714
INSTRUCTIONAL PERSONNEL COSTS			
Teachers - Regular	31		1,946,969
Teachers - SPED	3		165,652
Substitute Teachers	2		29,836
Teaching Assistants	10		259,738
Specialty Teachers	6		334,552
Aides	-		-
Therapists & Counselors	-		-
Other	-		-
TOTAL INSTRUCTIONAL	52		2,736,747
NON-INSTRUCTIONAL PERSONNEL COSTS			
Nurse	-		-
Librarian	-		-
Custodian	-		-
Security	2		176,987
Other	6		(1)
TOTAL NON-INSTRUCTIONAL	8		176,987
SUBTOTAL PERSONNEL SERVICE COSTS	70		3,629,448
PAYROLL TAXES AND BENEFITS			
Payroll Taxes			321,260
Fringe / Employee Benefits			454,598
Retirement / Pension			174,033
TOTAL PAYROLL TAXES AND BENEFITS			949,891
TOTAL PERSONNEL SERVICE COSTS	70		4,579,339
CONTRACTED SERVICES			
Accounting / Audit			25,472
Legal			235,380
Management Company Fee			724,200
Nurse Services			-
Food Service / School Lunch			-
Payroll Services			37,757
Special Ed Services			-
Titlement Services (i.e. Title I)			-
Other Purchased / Professional / Consulting			60,058
TOTAL CONTRACTED SERVICES			1,082,867
SCHOOL OPERATIONS			
Board Expenses			977
Classroom / Teaching Supplies & Materials			47,251
Special Ed Supplies & Materials			-
Textbooks / Workbooks			47,877
Supplies & Materials other			-
Equipment / Furniture			47,887
Telephone			42,653
Technology			10,272
Student Testing & Assessment			8,342
Field Trips			19,171
Transportation (student)			666,451
Student Services - other			-
Office Expense			26,130
Staff Development			25,970
Staff Recruitment			4,870
Student Recruitment / Marketing			65,710
School Meals / Lunch			318,045
Travel (Staff)			19,307
Fundraising			-
Other			673,395
TOTAL SCHOOL OPERATIONS			2,024,308
FACILITY OPERATION & MAINTENANCE			
Insurance			102,577
Janitorial			1,158
Building and Land Rent / Lease			23,045
Repairs & Maintenance			324,509
Equipment / Furniture			22,952
Security			-
Utilities			187,746
TOTAL FACILITY OPERATION & MAINTENANCE			661,987
DEPRECIATION & AMORTIZATION			
			386,100
RESERVES / CONTINGENCY			
			-
TOTAL EXPENSES			8,734,601
NET INCOME			(818,781)

New Covenant Charter School Budget / Operating Plan 2009-10	New Covenant Charter School Budget / Operating Plan 2009-10
Total Revenue Total Expenses Net Income Actual Student Enrollment Total Paid Student Enrollment	7,915,820 8,734,601 (818,781) 648 648
* Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed	TOTALS AND VARIANCE ANALYSIS Actual
ENROLLMENT - *School Districts Are Linked To Above Entries* Albany Cohoes Guilderland Lansingburg Niskayuna North Colonie Rensselaer Schenectady Troy Watervliet School District 11 (Enter Name) School District 12 (Enter Name) School District 13 (Enter Name) School District 14 (Enter Name) School District 15 (Enter Name) School District - ALL OTHER	* Enrollment Data Based on Last Actual Quarter Completed 408 11 1 16 1 4 - 88 109 6 1 1 - 2 - - 648
TOTAL ENROLLMENT	648
REVENUE PER PUPIL	12,216
EXPENSES PER PUPIL	13,479

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 3rd through 8th grade, science tests to the 4th and 8th grades, and, up through 2009-10, social studies tests to the 5th and 8th 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.

**NEW COVENANT
CHARTER SCHOOL**

2009-10

**ACCOUNTABILITY PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

September 3, 2010

By Kate Lobel, Victory Schools, Inc.

50 North Lark Street
Albany, NY 12210

klobel@victoryschools.com

(718) 724-3902

Kate Lobel at Victory Schools, Inc. prepared this 2009-10 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
Jacqueline Brace	Co-Chair
Charles A. Roger, Sr.	Co-Chair
Rev. Paul Parson	Trustee
Jerell Chandler	Trustee
Genevieve Zachery	Trustee
Edna Jackson	Trustee

INTRODUCTION

New Covenant Charter School was founded in 1999 as the first public charter school in Albany. The school served high-needs students in grades kindergarten through sixth until its closing in the summer of 2010 due to non-renewal of its charter.

The mission of New Covenant Charter School was as follows:

The mission and core priority of New Covenant Charter School is to create a school that will produce continuous academic gains in student performance while serving the individual and diverse needs of its student population.

Our mission further underscores a commitment to organizational viability as reflected by responsible use of financial resources, high levels of customer satisfaction, meaningful parent involvement, clear evidence of core values and a culture of mutual respect, and a quality learning environment for both students and teachers.

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	136	144	151	119	102	53	58							763
2006-07	112	102	113	117	93	43	28							607
2007-08	80	107	93	106	91	51	34							562
2008-09	88	105	117	101	105	50	42							608
2009-10	119	102	104	120	105	55	39							644

ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts
 Students will become proficient readers and writers of the English language.

Background

New Covenant used a balanced literacy approach to ELA instruction, incorporating guided reading groups, listening centers, shared reading, writing centers, and readers’ workshops. Running records using Fountas & Pinnell reading levels were the primary assessment tool. Title I teachers provided supplemental instruction to students performing below grade level. Recently the school employed two instructional specialists for literacy to provide additional curriculum support and professional development to the faculty.

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 3rd through 6th 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			Total Enrolled
		IEP	ELL	Absent	
3	119	0	0	1	120
4	103	0	0	1	104
5	54	0	0	0	54
6	38	0	0	1	39
All (3-6)	314	0	0	3	317

Results

Of the students enrolled at NCCS for at least two years, 73.1% achieved a Scale Score of 650 or higher. This is higher than the average for the student body as a whole; only 68.2% of all tested students achieved a Scale Score of 650 or higher.

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

Grade	Population	Percent at Each Performance Level - 2008-09 Cut Points					Number Tested
		Level 1	Level 2	Level 3	Level 4	Percent Scoring at or above 650	
3	All Students	0.8%	36.1%	62.2%	0.8%	63.0%	119
	Students Enrolled 2+ Years	0.0%	30.8%	69.2%	0.0%	69.2%	78
4	All Students	0.0%	37.9%	62.1%	0.0%	62.1%	103
	Students Enrolled 2+ Years	0.0%	35.5%	64.5%	0.0%	64.5%	76
5	All Students	0.0%	20.4%	79.6%	0.0%	79.6%	54
	Students Enrolled 2+ Years	0.0%	16.0%	84.0%	0.0%	84.0%	50
6	All Students	0.0%	15.8%	81.6%	2.6%	84.2%	38
	Students Enrolled 2+ Years	0.0%	15.8%	81.6%	2.6%	84.2%	38
All	All Students	0.3%	31.5%	67.5%	0.6%	68.2%	314
	Students Enrolled 2+ Years	0.0%	26.9%	72.7%	0.4%	73.1%	242

Evaluation

This measure was nearly met this past year. While over 75% of fifth and sixth graders in at least their second year at NCCS achieved a Scale Score of 650 or higher, the average for all tested students fell short of the goal at 73.1%.

Additional Evidence

In the current Accountability Period, student scores trended up. Last year 66.5% of students had a Scale Score of 650, which rose to 73.1% this year. Years prior to the current Accountability Period show the same steadily increasing scores.

English Language Arts Performance by Grade Level and School Year

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										
Years <i>Prior</i> to Current Accountability Plan										
Grade	2004-05		2005-06		2006-07		2007-08		Years of <i>Current</i> Accountability Plan	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	2008-2009	2009-2010
									Percent	Number Tested
3			26.6%	79	33.3%	75	36.2%	69	62.9%	62
4	No Data at VSI		29.0%	69	21.9%	73	53.8%	65	69.2%	78
5			29.5%	44	45.0%	40	59.5%	42	58.2%	67
6			41.8%	55	48.1%	27	54.5%	33	64.5%	76
All			31.2%	247	33.5%	215	49.3%	209	81.3%	48
									84.0%	50
									68.4%	38
									84.2%	38
									66.5%	215
									73.1%	242

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 155.¹ The PI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PI is 200.

Results

This year’s aggregate Performance Index score was 168.

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

Grades	Percent of Students at Each Performance Level - <i>2008-09 Cut Points</i>				Number Tested
	Level 1	Level 2	Level 3	Level 4	
3-6	0.3%	31.3%	67.7%	0.7%	297

$$\begin{array}{rccccccccc}
 \text{PI} & = & 31.3\% & + & 67.7\% & + & 0.7\% & = & 100 \\
 & & & + & 67.7\% & + & 0.7\% & = & 68 \\
 & & & & & & \text{PI} & = & \mathbf{168}
 \end{array}$$

Evaluation

This measure was met. The AMO for 2009-10 was 155 and the PI exceeded this at 168.

¹ With the change in Proficiency Scores, the State Education Department is currently reviewing the current Annual Measurable Objectives in English language arts and mathematics.

Additional Evidence

In the past three years, the PI has exceeded the AMO. Additionally, the percentage of students at Levels 1 and 2 has been declining overall, particularly in the past four years.

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		
2004-05	4	101	10.9%	49.5%	37.6%	2.0%	129	131
2005-06	3-6	305	31.5%	41.0%	26.9%	0.7%	96	122
2006-07	3-6	274	17.5%	47.8%	34.7%	0.0%	117	122
2007-08	3-6	285	4.9%	47.0%	45.6%	2.5%	143	133
2008-09	3-6	293	1.7%	34.1%	60.1%	4.1%	162	144
2009-10*	3-6	297	0.3%	31.3%	67.7%	0.7%	168	155

* For 2009-10, this chart displays the percentages using the cut points from 2008-09.

(NYSED has applied to and expects approval from USED to allow schools and districts that would have made Adequate Yearly Progress (AYP) had the cut scores not changed, to get credit for making AYP in 2009-10.)

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

As of a whole, 32.6% of the school’s students enrolled for at least two years scored at Levels 3 and 4. The percentage of students in the Albany School District scoring at Levels 3 and 4 was 37.1%, slightly higher than the school. For all grades except 6th, the district outscored the NCCS students enrolled for two or more years.

**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 Enrolled for 2+ Years		All Albany District Students	
	Percent	Number Tested	Percent	Number Tested
3	33.3%	78	45.6%	595
4	25.0%	76	34.7%	619
5	36.0%	50	38.2%	581
6	42.1%	38	29.9%	576
All	32.6%	242	37.1%	2371

Evaluation

This measure was not met. With the exception of the sixth grade, the Albany School District’s students outscored the NCCS students enrolled for at least two years by 2-12%.

Additional Evidence

With a few exceptions, notably in the 2008-09 school year, the Albany School District outperformed the NCCS students enrolled for two or more years.

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

Grade	Percent of Charter School Students Enrolled in At Least Their Second Year and All District Students at Levels 3 and 4											
	Years <i>Prior</i> to Current Accountability Plan								Plan			
	2004-05		2005-06		2006-07		2007-08		2008-09		2009-10	
	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District
3			26.6%	50.7%	33.3%	49.4%	36.2%	59.9%	62.9%	61.4%	33.3%	45.6%
4	No Data at VSI		29.0%	47.7%	21.9%	50.2%	53.8%	51.4%	58.2%	67.1%	25.0%	34.7%
5			29.5%	46.0%	45.0%	50.0%	59.5%	61.7%	81.3%	69.4%	36.0%	38.2%
6			41.8%	42.9%	48.1%	44.9%	54.5%	46.1%	68.4%	62.4%	42.1%	29.9%
All			31.2%	46.8%	33.5%	48.8%	49.3%	55.0%	66.5%	65.2%	32.6%	37.1%

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.

Results

Given the timing of the state’s release of poverty data, the 2009-10 analysis is not yet available. This report contains below the 2008-09 results, the most recent ones available.

2009-10 English Language Arts Comparative Performance by Grade Level

Grade	Percent Eligible for Free Lunch	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3		119	29.4%	*	*	*
4		103	24.3%	*	*	*
5		54	33.3%	*	*	*
6		38	42.1%	*	*	*
All (3-6)		314	29.9%	*	*	*

Evaluation

In 2008-2009, this measure was not met. The school’s aggregate Effect Size in 2008-2009 was -0.06.

Additional Evidence

Compared to similar schools in the state, NCCS did not perform higher than expected to a small degree.

English Language Arts Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch	Number Tested	Actual	Predicted	Effect Size
2004-05	4	Measure Not in Prior Goals, CSI Analysis Not Available				
2005-06	3-6	Measure Not in Prior Goals, CSI Analysis Not Available				
2006-07	3-6	Measure Not in Prior Goals, CSI Analysis Not Available				
2007-08	3-6	73.2	291	47.4%	57.88	-0.77
2008-09	3-6	81.5	299	63.5%	64.6	-0.06
2009-10	3-6	*	314	29.9%	*	*

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

Of the three cohorts, only the fifth grade achieved its target.

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

Grade	Cohort Size	Percent Performing <i>At or Above</i> 650			Target Achieved
		2008-09	Target*	2009-10	
4	71	64.8%	69.9%	62.0%	No
5	52	71.2%	73.1%	80.8%	Yes
6	38	86.8%	>86.8%	84.2%	No
All	161	72.0%	>72.0%	73.3%	Yes

* Target is defined as one 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. Where the cohort has already achieved 75% at or above Level 3, the percentage at or above Level 3 should increase.

Evaluation

This measure was partially met. While the overall performance of all cohorts increased and the fifth grade achieved this target, the fourth and sixth grades did not meet this measure.

Additional Evidence

From the time this measure has been included in the school’s Accountability Plan, not all cohorts have met the target.

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

School Year	Year Was Under <u>Current</u> or <u>Prior</u> Accountability Plan?	Cohort Grades	Number of Cohorts Meeting Target	Number of Cohorts
2004-05	<u>Prior</u>	State Assessment Gr 4 & 8 Only		
2005-06	<u>Prior</u>	First Yr of New State Assessment		
2006-07	<u>Prior</u>	4 - 6	Not Computed--Measure Not in Prior Goals	
2007-08	<u>Prior</u>	4 - 6	Not Computed--Measure Not in Prior Goals	
2008-09	<u>Current</u>	4 - 6	2	3
2009-10**	<u>Current</u>	4 - 6	1	3

** For 2009-10, this chart is based on percent of students performing at or above a scale score of 650.

Note: 2009-2010 analysis excludes 4 students retained in grade 3 and 7 students retained in grade 4 from 2008-2009 to 2009-2010

Summary of the English Language Arts Goal

NCCS achieved or nearly achieved the Absolute measures in its Accountability Plan ELA goal. The school did not achieve the Comparative or Growth measures set forth in its Accountability Plan for ELA.

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.	Nearly Achieved
Absolute	Each year, the school’s aggregate Performance Index (PI) on the State exam will meet the Annual Measurable Objective (AMO) set forth in the state’s NCLB accountability system.	Achieved
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the State exam will be greater than that of all students in the same tested grades in the local school district.	Did Not Achieve
Comparative	Each year, the school will exceed its predicted level of performance on the State exam by at least a small Effect Size.	To be determined
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

N/A. The school is closed.

MATHEMATICS

Goal 2: Mathematics

Students will demonstrate proficiency in mathematics.

Background

The primary mathematics program at New Covenant was *Everyday Mathematics*. In addition to the assessments that are a part of the program, students were given exams that were similar to state tests to gauge understanding during various points in the year. Students whose assessments showed they were working below grade level were given supplemental instruction in a small-group setting with other students needing support on the same skills and concepts. An instructional specialist for mathematics was hired to provide curriculum support and professional development to the teachers.

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 3rd through 6th grade in May 2010. Each student's raw score has been converted to a performance level and a grade-specific scaled score. Through 200809 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			Total Enrolled
		IEP	ELL	Absent	
3	119	0	0	1	120
4	103	0	0	1	104
5	54	0	0	0	54
6	38	0	0	1	39
All (3-6)	314	0	0	3	317

Results

Of the students enrolled at NCCS for at least two years, 85.1% achieved a Scale Score of 650 or higher.

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

Grade	Population	Percent at Each Performance Level - <i>2008-09 Cut Points</i>					Number Tested
		Level 1	Level 2	Level 3	Level 4	Percent Scoring at or above 650	
3	All Students	0.0%	4.2%	86.6%	9.2%	95.8%	119
	Students Enrolled 2+ Years	0.0%	2.6%	89.7%	7.7%	97.4%	78
4	All Students	3.9%	20.4%	68.0%	7.8%	75.7%	103
	Students Enrolled 2+ Years	3.9%	19.7%	69.7%	6.6%	76.3%	76
5	All Students	1.9%	18.5%	74.1%	5.6%	79.6%	54
	Students Enrolled 2+ Years	2.0%	20.0%	72.0%	6.0%	78.0%	50
6	All Students	0.0%	13.2%	65.8%	21.1%	86.8%	38
	Students Enrolled 2+ Years	0.0%	13.2%	65.8%	21.1%	86.8%	38
All	All Students	1.6%	13.1%	75.8%	9.6%	85.4%	314
	Students Enrolled 2+ Years	1.7%	13.2%	76.0%	9.1%	85.1%	242

Evaluation

This measure was met. The school far surpassed the goal of 75% of its students enrolled for two or more years achieving a Scale Score of 650 or higher on the State Mathematics Exam.

Additional Evidence

The percentage of students enrolled in at least their second year scoring at Levels 3 and 4 has steadily increased in the past five years. For the past two years, the school has met this measure.

Mathematics Performance by Grade Level and School Year

Percent of Students Enrolled in At Least Their Second Year at Levels 3 and 4 through 2008-09 <i>and a Scale Score of 650 in 2009-10</i>													
Years <i>Prior</i> to Current Accountability Plan									Years of <i>Current</i> Accountability Plan				
2004-05			2005-06		2006-07		2007-08		2008-2009		2009-2010		
Grade	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	
3			42.1%	76	62.0%	71	68.2%	66	91.9%	62	97.4%	78	
4	No Data at VSI		40.6%	69	41.4%	70	77.8%	63	54.5%	66	76.3%	76	
5			36.6%	41	65.0%	40	75.6%	41	91.5%	47	78.0%	50	
6			27.3%	55	69.2%	26	66.7%	33	89.5%	38	86.8%	38	
All			37.3%	241	56.5%	207	72.4%	203	79.8%	213	85.1%	242	

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 135². The PI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PI is 200.

Results

This year’s aggregate Performance Index score was 183.

Calculation of 2009-10 Mathematics Performance Index (PI)

Grades	Percent of Students at Each Performance Level - <i>2008-09 Cut Points</i>				Number Tested
	Level 1	Level 2	Level 3	Level 4	
3-6	1.7%	13.5%	75.1%	9.8%	297

$$\begin{aligned}
 \text{PI} &= 13.5\% + 75.1\% + 9.8\% = 98.3\% \\
 &+ 75.1\% + 9.8\% = 84.8\% \\
 \text{PI} &= 183
 \end{aligned}$$

Evaluation

This measure was met. The AMO for 2009-10 was 135 and the PI exceeded this at 183.

² With the change in Proficiency Scores, the State Education Department is currently reviewing the current Annual Measurable Objectives in English language arts and mathematics.

Additional Evidence

The school has always met this criterion. Additionally, the percentage of students performing at Levels 1 and 2 has declined significantly since the 2005-2006 school year.

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

Year	Grades	Number Tested	Percent of Students at Each Performance Level <i>(2008-09 Cut Points for 2009-10)</i>				PI	AMO
			Level 1	Level 2	Level 3	Level 4		
2004-05	4	94	4.3%	20.2%	51.1%	24.5%	171	142
2005-06	3-6	293	29.7%	32.8%	36.5%	1.0%	108	86
2006-07	3-6	263	15.2%	29.7%	48.3%	6.8%	140	86
2007-08	3-6	277	4.0%	24.9%	62.5%	8.7%	167	102
2008-09	3-6	288	4.2%	18.4%	64.6%	12.8%	173	119
2009-10**	3-6	297	1.7%	13.5%	75.1%	9.8%	183	135

** For 2009-10, this chart displays the percentages using the cut points from 2008-09.

(NYSED has applied to and expects approval from USED to allow schools and districts that would have made Adequate Yearly Progress (AYP) had the cut scores not changed, to get credit for making AYP in 2009-10.)

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

As of a whole, 40.1% of the school’s students enrolled for at least two years scored at Levels 3 and 4. The percentage of students in the Albany School District scoring at Levels 3 and 4 was 42.4%, only slightly higher than the school. While the Albany School District’s average as a whole was higher than NCCS’s, fifth and sixth graders at NCCS enrolled for 2+ years outscored their district counterparts.

**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 Enrolled for 2+ Years		All Albany District Students	
	Percent	Number Tested	Percent	Number Tested
3	35.9%	78	47.6%	605
4	35.5%	76	45.3%	637
5	40.0%	50	39.6%	588
6	57.9%	38	36.9%	588
All	40.1%	242	42.4%	2418

Evaluation

The school came very close to meeting this measure. The performance of NCCS student enrolled for 2+ years scoring at Levels 3 and 4 lagged behind the Albany School District by 2.3 percentage points.

Additional Evidence

NCCS’s performance in comparison to the Albany School District has varied in previous years. In 2007-08 and 2008-09, the school outperformed the district, yet in the three other years, the district fared better.

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

Grade	Years <i>Prior</i> to Current Accountability Plan								Plan			
	2004-05		2005-06		2006-07		2007-08		2008-09		2009-10	
	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District
3			42.1%	63.7%	62.0%	64.8%	68.2%	73.5%	91.9%	81.9%	35.9%	47.6%
4	No Data at VSI		40.6%	54.4%	41.4%	63.2%	77.8%	65.9%	54.5%	74.5%	35.5%	45.3%
5			36.6%	46.3%	65.0%	51.6%	75.6%	58.5%	91.5%	69.5%	40.0%	39.6%
6			27.3%	39.1%	69.2%	56.8%	66.7%	58.5%	89.5%	59.8%	57.9%	36.9%
All			37.3%	50.7%	56.5%	59.5%	72.4%	64.5%	79.8%	71.8%	40.1%	42.4%

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.

Results

Given the timing of the state’s release of poverty data, the 2009-10 analysis is not yet available. This report contains below the 2008-09 results, the most recent ones available.

2009-10 Mathematics Comparative Performance by Grade Level

Grade	Percent Eligible for Free Lunch	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3		119	37.8%	*	*	*
4		103	35.9%	*	*	*
5		54	40.7%	*	*	*
6		38	57.9%	*	*	*
All (3-6)		314	40.1%	*	*	*

Evaluation

In 2008-2009, this measure was not met. The school’s aggregate Effect Size in 2008-2009 was -0.34.

Additional Evidence

Compared to similar schools in the state, NCCS did not perform higher than expected to a small degree.

Mathematics Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch	Number Tested	Actual	Predicted	Effect Size
2004-05	4	Measure Not in Prior Goals, CSI Analysis Not Available				
2005-06	3-6	Measure Not in Prior Goals, CSI Analysis Not Available				
2006-07	3-6	Measure Not in Prior Goals, CSI Analysis Not Available				
2007-08	3-6	73.20	282	70.91%	77.51	-0.57
2008-09	3-6	81.5	293	77.8%	81.5	-0.34
2009-10	3-6	*	314	40.1%	*	*

* 2009-2010 Predicted data from CSI is not available at the time of this report

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

Of the three cohorts, only the fifth grade achieved its target.

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

Grade	Cohort Size	Percent Performing <i>At or Above 650</i>			Target Achieved
		2008-09	Target*	2009-2010	
4	71	94.4%	>94.4%	76.1%	No
5	52	71.2%	73.1%	78.8%	Yes
6	38	94.7%	>94.7%	86.8%	No
All	161	87.0%	>87.0%	79.5%	No

* Target is defined as one 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 Math exam. Where the cohort has already achieved 75% at or above Level 3, the percentage at or above Level 3 should increase.

Evaluation

This measure was not met. The fifth grade was the only cohort to achieve this target, and the school’s overall performance of cohorts did not meet the measure.

Additional Evidence

From the time this measure has been included in the school’s Accountability Plan, only one out of the three cohorts each year met the target.

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

School Year	Year Was Under <u>Current</u> or <u>Prior</u> Accountability Plan?	Cohort Grades	Number of Cohorts Meeting Target	Number of Cohorts
2004-05	<u>Prior</u>	State Assessment Gr 4 & 8 Only		
2005-06	<u>Prior</u>	First Yr of New State Assessment		
2006-07	<u>Prior</u>	4 - 6	Not Computed--Measure Not in Prior Goals	
2007-08	<u>Prior</u>	4 - 6	Not Computed--Measure Not in Prior Goals	
2008-09	<u>Current</u>	4 - 6	1	3
2009-10**	<u>Current</u>	4 - 6	1	3

** For 2009-10, this chart is based on percent of students performing at or above a scale score of 650.

Note: 2009-2010 analysis excludes 4 students retained in grade 3 and 7 students retained in grade 4 from 2008-2009 to 2009-2010

Summary of the Mathematics Goal

NCCS achieved the Absolute measures included in the Accountability Plan Math goal. It nearly achieved one of the Comparative measures and is awaiting more data to determine whether it met the other one. The school did not achieve its Growth measure this past year.

Type	Measure	Outcome
Absolute	75 percent of all tested students who are enrolled in at least their second year will perform at or above a Scale Score of 650 on the New York State examination.	Achieved
Absolute	Each year, the school's aggregate Performance Index (PI) on the State exam will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	Achieved
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the State exam will be greater than that of all students in the same tested grades in the local school district.	Nearly Achieved
Comparative	Each year, the school will exceed its predicted level of performance on the State exam by at least a small Effect Size.	To be determined
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

N/A. The school is closed.

SCIENCE

Goal 3: Science
 Students will have a solid background in science concepts and experimentation.

Background

The science curriculum is based around a series of kits containing materials for the students to conduct scientific inquiries, guided by their classroom teachers. The kits also help to supplement ELA instructional by providing grade-level appropriate nonfiction on each scientific topic in a more easily understandable format than a single large textbook for the school year.

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 4th 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

Of the students in at least their second year at NCCS, 66.7% performed at Levels 3 and 4 on the Science exam this past year.

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

Grade	Population	Percent at Each Performance Level					Number Tested
		Level 1	Level 2	Level 3	Level 4	Level 3/4	
4	All Students	6.9%	26.7%	55.4%	10.9%	66.3%	101
	Students Enrolled 2+ Years	5.3%	28.0%	57.3%	9.3%	66.7%	75

Evaluation

This measure was not met. The fourth grade students enrolled for at least two years performing at Levels 3 and 4 on the Science exam fell short of the goal of 75% by 8.3 percentage points.

Additional Evidence

Performance on the State Science exam by students enrolled for at least two years at NCCS has varied widely over the years. The percentage of students scoring at Levels 3 and 4 has ranged from 59.4% to 95.2%.

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

Percent of Students Enrolled in At Least Their Second Year at Levels 3 and 4												
Years <i>Prior</i> to Current Accountability Plan								Plan				
2004-05		2005-06		2006-07		2007-08		2008-2009		2009-2010		
Grade	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested		
4	No Data at VSI		65.2%	66	68.8%	64	95.2%	62	59.4%	64	66.7%	75

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

To be determined. District comparison data for the 2009-10 State Science exam are not yet available at the time of this report.

**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 Enrolled for 2+ Years		All Albany District Students	
	Percent	Number Tested	Percent	Number Tested
4	66.7%	75	*	*

Evaluation

To be determined. Of the 75 fourth graders tested who have been enrolled at the school for two or more years, 66.7% performed at Levels 3 and 4, but it is unknown at this point how the Albany District students in fourth grade performed as a whole.

Additional Evidence

With the exception of the 2007-08 school year, the Albany School District has outperformed the fourth graders enrolled in at least their second year at NCCS on the State Science exam in the past five years.

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

Grade	Percent of Charter School Students Enrolled in At Least Their Second Year and All District Students at Levels 3 and 4											
	Years <i>Prior</i> to Current Accountability Plan								Plan			
	2004-05		2005-06		2006-07		2007-08		2008-09		2009-10	
	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District
4	No Data at VSI		65.2%	80%	68.8%	83%	95.2%	79%	59.4%	86%	66.7%	*

Summary

The school did not meet the Absolute measure of its Accountability Plan Science goal. An evaluation of the Comparative measure is dependent on the release of the performance of the Albany School District’s fourth graders on the Science exam.

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.	To be determined

Action Plan

N/A. The school is closed.

SOCIAL STUDIES

Goal 4: Social Studies
Students will demonstrate their understanding of social studies.

Background

New Covenant’s curricular goals for effective social studies instruction at the elementary level included, but were not limited to the following:

- Helping students to acknowledge different points of view and explain their relationship to other people and to social, economic and political institutions.
- Providing students with the skills for productive problem solving and decision making, for coping with change, for assessing issues critically, and for making thoughtful value judgments.
- Helping students to integrate these skills and understandings into a framework for participating as responsible citizens, whether in their play group, the school, the community, or the world.

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 5th grade in November 2009. 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

Of the students in at least their second year at NCCS, 67.3% performed at Levels 3 and 4 on the Social Studies exam this past year.

**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	10.7%	23.2%	62.5%	3.6%	66.1%	56
	Students Enrolled 2+ Years	11.5%	21.2%	63.5%	3.8%	67.3%	52

Evaluation

This measure was not met. The fifth grade students enrolled for at least two years performing at Levels 3 and 4 on the Social Studies exam fell short of the goal of 75% by 7.7 percentage points

Additional Evidence

Performance on the State Social Studies exam by students enrolled for at least two years at NCCS has varied over the years. In three out of the past five years, the percentage of students scoring at Levels 3 and 4 exceeded 75%.

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

Percent of Students Enrolled in At Least Their Second Year at Levels 3 and 4													
Years <i>Prior</i> to Current Accountability Plan										Plan			
		2004-05		2005-06		2006-07		2007-08		2008-2009		2009-2010	
Grade	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	
5	No Data at VSI		57.4%	47	85.4%	41	86.4%	44	89.8%	49	67.3%	52	

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

To be determined. District comparison data for the 2009-10 State Social Studies exam are not yet available at the time of this report.

**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 Enrolled for 2+ Years		All Albany District Students	
	Percent	Number Tested	Percent	Number Tested
5	67.3%	52	*	*

Evaluation

To be determined. Of the 52 fifth graders tested who have been enrolled at the school for two or more years, 67.3% performed at Levels 3 and 4, but it is unknown at this point how the Albany District students in fifth grade performed as a whole.

Additional Evidence

In the past three years, the fifth graders enrolled in at least their second year at NCCS have outperformed their Albany District counterparts on the Social Studies exam. In fact, the gap between the percentage of students scoring at Levels 3 and 4 at the school and the district has only widened over the past three years, suggesting that this measure will most likely be met this year.

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

Grade	Percent of Charter School Students Enrolled in At Least Their Second Year and All District Students at Levels 3 and 4											
	Years <i>Prior</i> to Current Accountability Plan								Plan			
	2004-05		2005-06		2006-07		2007-08		2008-09		2009-10	
	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District
5	No Data at VSI		57.4%	81%	85.4%	67%	86.4%	74%	89.8%	75%	67.3%	*

Summary

The school did not meet the Absolute measure of its Accountability Plan Social Studies goal. An evaluation of the Comparative measure is dependent on the release of the performance of the Albany School District’s fifth graders on the Social Studies exam.

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.	To be determined

Action Plan

N/A. The school is closed.

NCLB

Goal 5: NCLB
The school will make Adequate Yearly Progress.

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

The school’s 2009-10 AYP Status is not available at the time of this report.

Evaluation

To be determined.

Additional Evidence

The school has made AYP every year for the past five years.

NCLB Status by Year

Year	Status
2005-06	Good standing
2006-07	Good standing
2007-08	Good standing
2008-09	Good standing
2009-10	To be determined