

Accountability Plan Progress Reports for the 2006-07 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 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 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 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.



**ALBANY COMMUNITY
CHARTER SCHOOL**

2006-07

**ACCOUNTABILITY PLAN
PROGRESS REPORT**

Submitted to:
Charter Schools Institute
State University of New York
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Albany, New York 12207

INTRODUCTION

Albany Community Charter School (ACCS) is a small structured kindergarten through grade four public charter school. The school served 97 students in grades kindergarten and 1st grade in the 2006-2007 school year. ACCS offers an extended school day, a longer school year, a researched based curriculum, a teacher and teaching assistant per class and school uniforms. 2006-07 marked ACCS first year of operation. Below is a breakdown of student enrollment data.

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2006-07	73	24												97

2006-07 Characteristics of Student Population

Characteristic	Percent	Number
American Indian, Alaskan, Asian or Pacific Islander	5%	5
Black	90%	87
White	3%	3
Hispanic	6%	6
Low-Income	93%	90
Special Education	5%	5
Limited English Proficient	2%	2

ENGLISH LANGUAGE ARTS

Goal 1: All students at Albany Community Charter School Charter School will become proficient readers and writers of the English language

Background

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

Albany Community Charter School Accountability Plan Progress Report

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

In 1st grade, ACCS uses *Trophies from Harcourt*. *Trophies* is a research-based, developmental reading/language arts program. The series includes explicit phonics instruction; phonemic awareness instruction; direct reading instruction; and guided reading strategies. Language arts components are integrated into reading and writing instruction, allowing students to learn mechanics and usage in context. The series also includes systematic intervention strategies that give teachers the flexibility to differentiate instruction for varying student abilities, as well as assessment tools to ensure every student successfully learns to read.

Absolute Proficiency: *Required outcome measures*

Goal 1 Measure 1: Each year, 75 percent of 3rd and 4th grade students who are enrolled in at least their second year will score at levels 3 & 4 on the New York State English Language Arts (ELA) assessment.

Progress

N/A Since the school has just completed its first year of operation, the school does not yet have students in tested grades. Therefore we can not report on this measure at this time

Goal 1, Measure 2: Each year the school's aggregate Performance Index on the State ELA exam will meet the Annual Measurable Objective set forth in the State's No Child Left Behind (NCLB) accountability system.

Progress

N/A Since the school has just completed its first year of operation, the school does not yet have students in tested grades. Therefore we can not report on this measure at this time

Comparative Proficiency: *Required outcome measures*

Goal 1 Measure 3: 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 ELA exam in grades 3 and 4 will be greater than that of students in the same tested grades in the Albany City School District

Progress

N/A Since the school has just completed its first year of operation, the school does not yet have students in tested grades. Therefore we can not report on this measure at this time

Comparative Proficiency:

Required outcome measures

Goal 1, Measure 4: Each year, the school will exceed its predicted level of performance on the State ELA 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.

Progress

N/A Since the school has just completed its first year of operation, the school does not yet have students in tested grades. Therefore we can not report on this measure at this time

Optional outcome measures

Goal, Measure 5: Each year the percent of students performing at or above Level 3 on the State ELA exam in the same tested grades will be greater than that of the following schools: Albany's Delaware Community, Phillip J. Schuyler Achievement Academy, Arbor Hill Elementary School and Giffen Memorial Elementary School. Comparison grades for all schools at the city school district will be grades 3 and 4.

Progress

N/A Since the school has just completed its first year of operation, the school does not yet have students in tested grades. Therefore we can not report on this measure at this time

Value Added to Student Learning:

Required outcome measure

Goal, Measure 6: Each year, each grade-level cohort of students will reduce by 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. If a grade-level cohort exceeds 75 percent at or above Level 3 in the previous year, the cohort is expected to show at least an increase in the current year.

Results

N/A Since the school has just completed its first year of operation, the school does not yet have students in tested grades. Therefore we can not report on this measure at this time

Optional outcome measure

Albany Community Charter School Accountability Plan Progress Report

Goal 1, Measure 7: Each year, each grade-level cohort of Albany Community Charter School students will reduce by one-half the gap between their baseline or prior year’s performance and grade level (NCE=50) on the Terra Nova Total Reading Battery. By the end of grade 4, the cohort will be at 50 NCE. If the cohort’s baseline exceeds an NCE score of 50, it will post an increase in its NCE score in the current year.

Methods

Albany Community Charter School administered the Terra Nova Total CTBS Complete Battery to students enrolled in grades kindergarten and 1st grade. The test contained the sub-tests of Reading, Language and Math. Since this is our first year of operation, the scores below will serve as our baseline scores for comparison in subsequent years. In 2006-07 the Terra Nova was administered in the fall and spring for 1st grade and in the spring only for kindergarten. The table below summarizes the participation information for the Fall 2006 and Spring 2007 test administrations. The table indicates total enrollment and total number of students tested. It also provides a breakdown of those students excluded from the exam.

Year	Grade(s)	Number of Students Tested in Grades K- 1			Total Tested	Total Enrolled
		Fall				
		Not Tested *				
IEP	ELL	Absent				
2006 -07	1	1	0	0	23	24
	K	0	0	0	0	78
	All	1	0	0	23	102

Year	Grade(s)	Number of Students Tested in Grades K-1			Total Tested	Total Enrolled
		Spring				
		Not Tested *				
IEP	ELL	Absent				
2006 -07	K	2	1	0	70	73
	1	1	0	0	23	24
	All	3	1	0	93	97

Results

The following table presents the test results for all students taking the Terra Nova Total CTBS Complete Battery examination in 2006-07. The scores represent the total or combined score (MNCE) of the three sub-test Reading, Language and Math.

**Cohort Performance on Terra Nova 2006-07
Total Score**

Grade	Cohort Size	Median Norm Curve Equivalent (MNCE)			Change	Target Achieved
		Fall	Target	Spring		
K	73	N/A	50	47.3	NA	N/A
1	23	43.3	50	47.7	+ 4.4	Yes
All	96	N/A	50	47.5	N/A	N/A

The table below presents the test results for all students taking the Terra Nova Total CTBS Complete Battery examination in 2006-07. The scores represent the Median Norm Curve Equivalent for the sub test Reading.

**Cohort Performance on Terra Nova 2006-07
Sub test: Reading**

Grade	Cohort Size	Median Norm Curve Equivalent (MNCE)			Change	Target Achieved
		Fall	Target	Spring		
K	73	N/A	50	40.56	NA	N/A
1	23	47.1	50	45.20	-1.9	No
All	96	N/A	50	42.88	N/A	N/A

The table below presents the test results for all students taking the Terra Nova Total CTBS Complete Battery examination in 2006-07. The scores represent the Median Norm Curve Equivalent for the sub test Language.

**Cohort Performance on Terra Nova 2006-07
Sub test: Language**

Grade	Cohort Size	Median Norm Curve Equivalent (MNCE)			Change	Target Achieved
		Fall	Target	Spring		
K	73	N/A	50	54.6	NA	N/A
1	23	44.8	50	50.7	+5.9	Yes
All	96	N/A	50	52.65	N/A	N/A

Albany Community Charter School Accountability Plan Progress Report

The table below presents the test results for all students taking the Terra Nova Total CTBS Complete Battery examination in 2006-07. The scores represent the percentage of students scoring in the above average and average ranges in the Reading and Language categories.

<u>SubTest</u>	<u>Grade</u>	<u>Score</u> (Median Norm Curve Equivalent)	Percent scoring in Above Average range	Percent scoring in Average	Percent scoring in Average & Above Average range
Reading	K-	40.8	8.5%	48.6%	57.1%
Language	K-	54.7	35%	42.9%	78.6%
Total	K-	47.3	24%	48.6%	72.9%
Reading	1 st -	45.2	13.6%	50%	63.6%
Language	1 st -	50.7	18.2%	54.5%	72.7%
Total	1 st -	47.7	22.7%	50%	72.7%

Evaluation

Since this is our first year of operation, we have limited information to measure our progress via cohort growth. However, we are encouraged with the progress first grade students made on the Language part of the TerraNova assessment. Similarly, we were encouraged with that scored in Language for both kindergarten (54.7) and 1st grade (50.7) were above the national average. In addition, 72 % of the students overall scored in the average or above average range in the area of language.

In kindergarten, 79 % of students scored in the above average and average range and 35% of the kindergarteners scored in the above average range in Language. Additionally, the 1st grade students demonstrated a growth of nearly 6 points from the fall to the spring in 2006-07 in language. This result indicates that the language development portion of the curriculum is perhaps our strongest area. The NCE scores in reading for kindergarten (40.8) and first grade (45.2) indicate an area for further analysis and future growth. We are, however, optimistic that we have sufficient time to raise student achievement to the levels presented in our accountability plan by the time students end 4th grade.

While our NCE scores are below 50 in reading, overall, our ELA results showed that the majority of the students are performing in the average to above average range in both reading and language. We are encouraged by the result, but see the need for more intensive remedial support and additional intervention for our students. As well as increased professional development in the area of differentiated instruction for teachers.

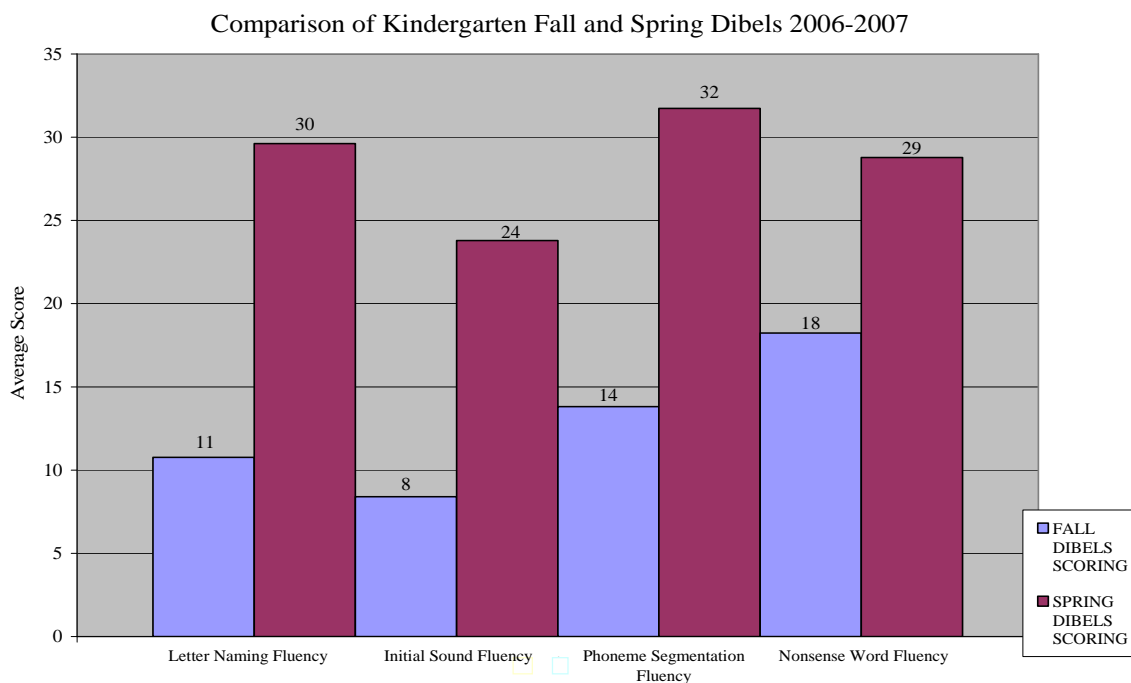
Additional Evidence

In addition to the TerraNova assessment Albany Community Charter School also administered DIBELS, Dynamic Indicators of Basic Early Literacy Skills three times per year.

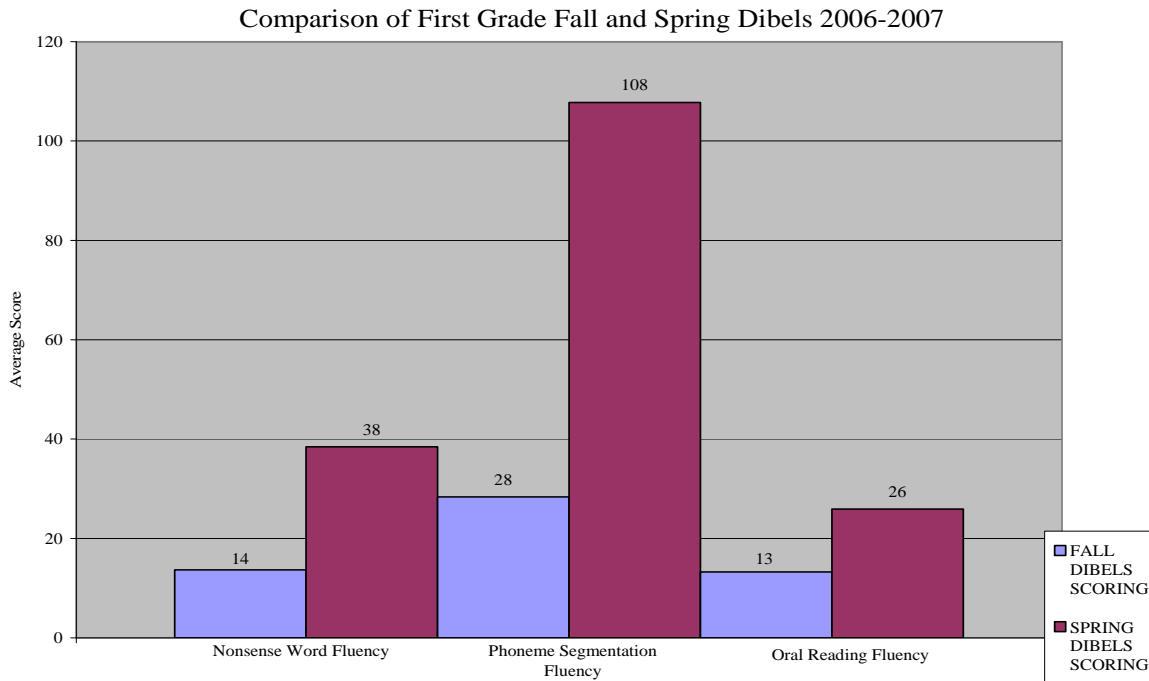
Albany Community Charter School Accountability Plan Progress Report

The Dynamic Indicators of Basic Early Literacy Skills (DIBELS) are a set of standardized, individually administered measures of early literacy development. They are designed to be short (one minute) fluency measures used to regularly monitor the development of pre-reading and early reading skills. The measures were developed upon the essential early literacy domains discussed in both the National Reading Panel (2000) and National Research Council (1998) reports to assess student development of phonological awareness, alphabetic understanding, and automaticity and fluency with the code. (http://dibels.uoregon.edu/data/DIBELS_Data_System_Desc.pd)

According to our DIBELS data ACCS students have made considerable academic progress this year. During the first Benchmark assessment administered in the Fall, 64 % of students (n=67) scored at the “at risk” level. By the last Benchmark assessment administered in the spring only 23% of students (n=23) scored at the “at risk” level. This includes 4 special education students and 2 ESL students. The bar graph below presents the DIBELS data for all students in 2006-07. The scores represent the change in average score from the fall to spring benchmarks in the areas of Letter Naming Fluency, Initial Sound Fluency, Phoneme Segmentation and Nonsense Word Fluency.



Albany Community Charter School Accountability Plan Progress Report



Mathematics

Goal 2: All students at Albany Community Charter School will demonstrate competency in the understanding and application of mathematical computation and problem solving.

Absolute Proficiency:

Required outcome measures

Measure 1: Each year, 75 percent of 3rd and 4th grade 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

N/A Since the school has just completed its first year of operation, the school does not yet have students in tested grades. Therefore we can not report on this measure at this time

Measure 2: Each year, the school's aggregate Performance Index on the State mathematics exam will meet the Annual Measurable Objective set forth in the State's NCLB accountability system.

Progress

Albany Community Charter School Accountability Plan Progress Report

N/A Since the school has just completed its first year of operation, the school does not yet have students in tested grades. Therefore we can not report on this measure at this time

Comparative Proficiency: *Required outcome measures*

Measure 3: 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 math exam in grades 3 and 4 will be greater than that of students in the same tested grades in the Albany City Schools.

Progress

N/A Since the school has just completed its first year of operation, the school does not yet have students in tested grades. Therefore we can not report on this measure at this time

Measure 4: Each year, the school will exceed its predicted level of performance on the State math 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.

Progress

N/A Since the school has just completed its first year of operation, the school does not yet have students in tested grades. Therefore we can not report on this measure at this time

Optional outcome measures

Measure 5: : Each year the percent of students performing at or above Level 3 on the State Mathematics exam in the same tested grades will be greater than that of the following schools: Albany's Delaware Community, Phillip J. Schuyler Achievement Academy, Arbor Hill Elementary School and Giffen Memorial Elementary School. Comparison grades for all schools at the city school district will be grades 3 and 4.

Progress

N/A Since the school has just completed its first year of operation, the school does not yet have students in tested grades. Therefore we can not report on this measure at this time

Value Added to Student Learning: *Required outcome measure*

Measure 6: Each year, each grade-level cohort of students will reduce by 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. If a grade-level

Albany Community Charter School Accountability Plan Progress Report

cohort exceeds 75 percent at or above Level 3 in the previous year, the cohort is expected to show at least an increase in the current year.

Progress

N/A Since the school has just completed its first year of operation, serving grades K-1, the school does not yet have students in tested grades. Therefore we can not report on this measure at this time

Optional outcome measure

Measure 7: Each year, grade-level cohorts of Albany Community Charter School students will reduce by one-half the gap between their baseline or prior year’s performance and grade level (NCE=50) on the Terra Nova Total Mathematics Battery. By the end of grade 4, the cohort will be at 50 NCE. If the cohort’s baseline exceeds an NCE score of 50, it will post an increase in its NCE score in the current year.

Methods

Albany Community Charter School administered the Terra Nova Total CTBS Complete Battery to students enrolled in grades kindergarten and 1st grade. The test contained the sub-test of Reading, Language and Math. Since this is our first year of operation, the scores below will serve as our baseline scores for subsequent years. In 2006-07 the Terra Nova was administered in the fall and spring for 1st grade and in the spring only for kindergarten. In subsequent years cohort growth analysis will be based on spring to spring Terra Nova test administration.

Results

The following table presents the test results for all students taking the Terra Nova Total CTBS Complete Battery- Mathematics Sub test examination in 2006-07.

**Cohort Growth on Terra Nova 2006-07
Sub Test: Math**

Grade	Cohort Size	Median Norm Curve Equivalent (MNCE)			Change	Target Achieved
		Fall	Target	Spring		
K	73	N/A	50	44.8	NA	N/A
1	23	39.2	50	48.0	+8.8	Yes
All	96	N/A	50	46.4	N/A	N/A

The table below presents the test results for all students taking the Terra Nova Total CTBS Complete Battery examination in 2006-07. The scores represent the percentage of students scoring in the above average and average ranges on the math sub test.

Albany Community Charter School Accountability Plan Progress Report

<u>SubTest</u>	<u>Grade</u>	<u>Score</u> (Median Norm Curve Equivalent)	Percent Students Attaining Average & Above Average
Math	K-	44.8	70.0%
Total	K-	47.3	72.9%
Math	1 st -	48.0	86.4%
Total	1 st -	47.7	72.7%

Evaluation

Since this is our first year of operation, we can not adequately measure our progress via cohort growth. We succeeded in reducing the gap by considerably more than half from the baseline compared to the grade level average (NCE=50). While students as a whole are not yet at the national average, we're encouraged by the gains the first grade students made in just one year.

While our NCE scores are below 50 in Math overall the majority of the students are performing in the average to above average range in Math. (Kindergarten 70% and 1st grade 86%). Additionally, the 1st grade students demonstrated a growth of nearly 9 points from the fall to the spring in 2006-07 in language. This growth is attributable to changes in curriculum and scheduling after the administration of the Fall Terra Nova in 1st grade. When we saw the baseline TerraNova results (which we considered too low), we revamped the 1st grade math curriculum, and the 1st grade math schedule. We began teaching math twice a day, incorporated weekly unit test, the problem of the day, and purchased more math manipulatives and math overhead projector slides for instruction. In addition, the curriculum coordinator team taught Math lessons with the 1st grade teacher for several weeks. Clearly using data to drive instructional decisions paid off for us.

While it's difficult to predict with just one data point, we suspect that the kindergarten performance in math may be indicative of the weakness in the SFA math curriculum. Next year we plan to supplement the SFA math curriculum with the Saxon Math 1st grade addition

Science

Goal 3: All Students at Albany Community Charter School will demonstrate competency in understanding and applying scientific concepts, principles and theories.

Absolute Proficiency: *Required outcome measures*

Measure 1: Each year, 75 percent of 4th 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

N/A Since the school has just completed its first year of operation, the school does not yet have students in tested grades. Therefore we can not report on this measure at this time

Comparative Proficiency:

Required outcome measures

Measure 2: 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 grade 4 will be greater than that of students in the same tested grades in the Albany City Schools.

Progress

N/A Since the school has just completed its first year of operation, the school does not yet have students in tested grades. Therefore we can not report on this measure at this time

Optional outcome measures

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

Progress

N/A Since the school has just completed its first year of operation, the school does not yet have students in tested grades. Therefore we can not report on this measure at this time

Value Added to Student Learning:

Optional outcome measure

Measure 4: Each year, grade-level cohorts of Albany Community Charter School students will reduce by one-half the gap between their baseline or prior year's performance and grade level (NCE=50) on the Terra Nova Total Science Battery. By the end of grade 4, the cohort will be at 50 NCE. If the cohort's baseline exceeds an NCE score of 50, it will post an increase in its NCE score in the current year.

Progress

N/A Since the school has just completed its first year of operation, the school does not yet have students in tested grades. Therefore we can not report on this measure at this time

Albany Community Charter School Accountability Plan Progress Report

SUMMARY

In 2006-07, Albany Community Charter School made some notable progress toward meeting its academic goals of enabling students to become proficient with the English language and competent with Mathematics. Since ACCS is only in its first year of operation it does not have students in grades tested by NYS, therefore, we could only provide data relative to the measure 7 in our Accountability plan. According to our Terra Nova and DIBELS assessment data, ACCS students are clearly making progress in reading and mathematics and we fully expect to accelerate that progress in subsequent years. The chart below summarizes the measures we reported on in this report.

Measure	Type	Description	Outcome
1	Absolute	Each year, 75 percent of 3 rd and 4 th grade students who are enrolled in at least their second year will score at levels 3 & 4 on the New York State assessment.	N/A
2	Absolute	Each year the school's aggregate Performance Index on the State ELA exam will meet the Annual Measurable Objective set forth in the State's No Child Left Behind (NCLB) accountability system..	N/A
3	Comparative	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 exam in grades 3 and 4 will be greater than that of students in the same tested grades in the Albany City School District.	N/A
4	Comparative	Each year, the school will exceed its predicted level of performance on the State 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	N/A
5	Value Added	Each year the percent of students performing at or above Level 3 on the State exam in the same tested grades will be greater than that of the following schools: Albany's Delaware Community, Phillip J. Schuyler Achievement Academy, Arbor Hill Elementary School and Giffen Memorial Elementary School. Comparison grades for all	N/A

Albany Community Charter School Accountability Plan Progress Report

		schools at the city school district will be grades 3 and	
6	Value Added	Each year, each grade-level cohort of students will reduce by one-half the gap between the percent at or above Level 3 on the previous year's State exam and 75 percent at or above Level 3 on the current year's State exam. If a grade-level cohort exceeds 75 percent at or above Level 3 in the previous year, the cohort is expected to show at least an increase in the current year	N/A
7	Optional	Each year, grade-level cohorts of Albany Community Charter School students will reduce by one-half the gap between their baseline or prior year's performance and grade level (NCE=50) on the Terra Nova. By the end of grade 4, the cohort will be at 50 NCE. If the cohort's baseline exceeds an NCE score of 50, it will post an increase in its NCE score in the current year	<u>Yes</u> in G1 Lang. <u>Yes</u> in G1 Math <u>No</u> in G1 Reading <u>N/A</u> for all Kinder subjects (due to one admin. of TerraNova)

ACTION PLAN

Albany Community is committed to doing a number of things to improve its academic performance next year. First, we plan to have two second grade classes and three 1st grade classes next year so all teachers can benefit from grade level team planning and collaboration. The two second grades will also allow us to have smaller class sizes and provide more individualized instruction for some of our students in need of remediation in that grade.

Our improvements in Mathematics (e.g., 9 point NCE gain on the Terra Nova) have given us some direction for concentration in math instruction for 2007-08. The success of revamping the math curriculum, and schedule in 1st grade in reaction to the poor student performance on the Fall Terra Nova is an facet of the academic program that we can build on. It has prompted us to continue with that format in second grade and also duplicate that format in kindergarten. We are hopeful that by implementing this approach earlier in the year student progress will be improved accelerated.

As a result, we will be teaching math twice a day, and incorporating weekly unit tests, as well as the problem of the day, for all grades. In addition, the Kindergarten math curriculum will be supplemented with Saxon Math 1st grade addition in 2007-08. Our independent analysis determined that the SFA math curriculum moved too slowly. Therefore, math will also be taught at a more accelerated pace with more challenging material in kindergarten.

Another area of focus for ACCS will be on professional development for teachers. ACCS has built more professional development and planning time in the school calendar and schedule for 2007. Differentiated instruction will be an area of concentration for professional development.

Albany Community Charter School Accountability Plan Progress Report

ACCS will increase the level and frequency of assessment by beginning the implementation of our interim standardized assessments in 2nd grade in 2007-08. This will improve our ability to evaluate student learning and instruction with respect to learning standards.

We have also implemented a school wide writing program called “ACCS Writes” which includes bi-weekly writing prompts aligned to the standards and themes in the curriculum to increase writing experiences and improve writing skills. Teachers independently score the student work and then compare scoring sheets for consistency and alignment. Individual student work will be collected and assembled in a folder to measure student progress over time.

ORGANIZATIONAL GOALS

Parent and Student Satisfaction

Goal 4: Albany Community Charter School parents will identify the school as meeting the academic needs of their children.

Parents

Optional outcome measures

Measure 1: Each year, parents will express satisfaction with Albany Community Charter School’s program based on the school’s Parent Survey in which at least two-thirds of all parents of students enrolled in the school provide a positive response to each of the survey items.

Method

ACCS administered a parent survey in the spring of 2007. The survey design is a 5 point scale asking parents to rate their child’s teacher, office staff, and the school leader. Respondents were also asked to rate their satisfaction with various aspect of the school such as teaching quality, classroom management, academic standards and expectations; communication, curriculum, school atmosphere, and special education services.

Results

Results indicated that parents of students at Albany Community Charter School are extremely satisfied with education that their children received in 2006-07. The majority of parent respondents provided positive responses to survey items asking about level of satisfaction with various aspects of the school. The average score for the 12 aspects of school was a 4.5 on a 5 point scale.

Parents also answered favorably to the question; How likely are you to recommend this school to other parents? 90% of respondents answered Very Likely; 10% answered Somewhat Likely and 5% answered Not Sure.

Positive parental feedback was also received from parents regarding the rating of their child’s classroom teacher. The average teacher rating was 4.93 on a 5 point scale. In addition the

principal received a 4.9 rating on a 5 point scale and the office staff received a 4.7 rating on a 5 point scale.

Evaluation

The results of the survey indicate that there is a high degree of parental satisfaction with the Albany Community Charter School in 2006-2007. The survey results were reinforced by the high turnout at school functions and events during the school year.

Measure 2: Each year 90 percent of all students enrolled during the course of the year will return the following September.

Method

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

Results

The results from the form indicated that 95 of the 97 students or 97 % of enrolled students will be returning to Albany Community for the 2007-08 school year.

Evaluation

In keeping with the survey results which indicate high satisfaction with school among parents, it follows that a high percentage of students would likely return to the school. Therefore, according to this measure, ACCS not only met the goal but exceeded it with 97 % of the students indicating their intent to return.

Goal 5: Albany Community Charter School students will post strong school attendance data.

Optional outcome measure

Measure 1: Each year, the school will have an average daily student attendance rate of at least 95 percent.

Method

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

Results

A review of school student attendance records indicated an overall average daily attendance rate of 92 %.

Evaluation

The school fell short of the stated objective of 95% daily attendance. There was a significant drop in attendance at the end of the school year in the month of July. If it were not for this drop in attendance ACCS would have hit the target in attendance. A better effort needs to be made by the school to follow up with parents of students with chronic attendance problems particularly at the end of the school year. In cases of chronic attendance, ACCS will do more to coordinate with community agencies which provide child and family services.

Legal Compliance

Goal 6: Albany Community Charter School will meet its legal and regulatory obligations in a manner that promotes the academic success of its students.

Optional measures

Measure 1: Each year, the school will generally and substantially comply with all applicable federal and state laws, rules and regulations, including, but not limited to, the New York Charter Schools Act, the New York Freedom of Information Law, the New York Open Meetings Law, the federal Individuals with Disabilities Education Act, and federal Family Educational Rights and Privacy Act, and the provisions of its by-laws, Provisional Charter (certificate of incorporation) and Charter Agreement.

Measure 2: Each year, the school will have in place and maintain effective systems, policies, procedures and other controls for ensuring that legal and charter requirements are met.

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

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

Measure 3: Each year the school will maintain a relationship with independent legal counsel that reviews relevant policies, documents, and incidents and makes recommendations as needed, and in proportion to the legal expertise on the board of trustees, if any.

Method: Albany Community Charter School retains the counsel of The Gordon and Seigel law firm. The firm reviews and checks all documents related to school policy.

Results

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

Fiscal Soundness

Goal 7: Albany Community Charter School will operate in a fiscally sound manner that promotes a high quality academic program.

Budgeting

Optional measure

Measure 1: Each year, the school will operate on a balanced budget where actual revenues will equal or exceed actual expenses.

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

Result: School maintained a surplus of \$183,000 at the close of 2006-07.

Financial Condition

Optional measure

Measure 2: Beginning with the schools' first operating year, at the end of each fiscal year, unrestricted net assets will equal or exceed 2% of the school's operating budget for the upcoming year.

Method:

After operating year one, in 2007-08, the school will maintain a contingency reserve account, with a balance in excess of 2% of the school's operating budget for the subsequent year.

Result:

The school has subsequently funded a reserve account in excess of 2% of the operating budget.

Internal Controls & Compliance

Optional measure

Measure 3: Each year any internal control or compliance deficiencies that are identified by an external auditor, SED, CSI, or the Board of Trustees will be reviewed and corrective actions or measures will be taken in a timely manner. A record of the deficiency and corrective actions will be kept on file in the Business office.

Albany Community Charter School Accountability Plan Progress Report

Method:

An external audit will be performed each year in August.

Results:

N/A The Audit has not taken place at the time of this report. Audit will take place August 27th 2007.