



**ALBANY COMMUNITY
CHARTER SCHOOL**

**2014-15 ACCOUNTABILITY PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

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S. Neal Currie, Executive Director, prepared this 2014-15 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
Raimundo C. Archibold Jr., CFA	President, Finance & Academic
Juanita Nabors	VP, Governance & Finance
Lekeya Martin	Secretary, Parent Legislative and Legal
Bramble Buran mailto:buranb@albanyacademies.org	Trustee, Development
Michael J. Strianese mailto:Mj.strianese@gmail.com	Trustee, Academic
Felicia Reed	Trustee, Special Ed

S. Neal Currie has served as the Executive Director or Principal since 2006.

INTRODUCTION

Our Mission

The mission of Albany Community Charter School is to provide a high quality educational experience for children in the Albany area by building a shared responsibility and commitment for student success. We believe all children can excel in a nurturing and supportive environment of high expectations, love and respect giving them the ability to determine their future success in school and life.

Through a relentless focus on academic achievement and character development, we seek to develop in our students the academic and social skills necessary to enable them to discover their unique gifts and talents in order to become responsible public citizens dedicated to the advancement of one's self, one's family and one's community.

Our Vision

We will develop an exceptional school community where student success is truly a shared responsibility of parents, teachers and students and all children will exceed the most challenging standards.

Our Program

- Small, Safe and Structured Environment
- Extended School Day (7:30am – 4pm)
- A Longer School Year: 190 Days
- ESL and Special Education Services
- Research-Based Math and Reading Program
- School Uniforms
- Frequent Assessment to Monitor Progress
- High Expectation for Every Child
- Weekly Awards Assembly
- Parent Involvement
- Character Education

The ACCS class schedule provides substantial weekly allotments of time for each of the core academic subjects, totaling more than 1,300 minutes, or more than 22 hours of instruction per week. Core subjects amount to the following time allotments:

- 10 hours (600 min.) for English Language Arts
- 6.25 hours (375 min.) for mathematics;
- 3 hours (180 min.) for science; and
- 3 hours (180 min.) for social studies

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	Total
2011-12	76	73	73	67	64	51				404
2012-13	75	74	75	67	71	63	58			483
2013-14	75	75	74	74	67	68	64	59		556
2014-15	75	74	76	76	75	65	69	66	67	643

- AS of BEDS Day

ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

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

Background

Albany Community Charter School previously used curricula from Harcourt for its English Language Arts program. This included a period of transition from New York State standards towards Common Core State Standards (CCSS) during the 2012-13 school year through now. After second subpar performance on NYS exams, we were finding growing evidence that although Harcourt had revised its resources to be aligned with the new Common Core Standard, the material was not dense and rigorous enough to prepare our students for more the challenging CCSS assessments. We therefore made a decision to change our curriculum to the EngageNY modules. The shift began approximately half way through the past school year to the modules and the lessons, standards, objectives, and scope and sequence contained within them. We recognized that this shift was an investment in time, and would not automatically pay dividends immediately.

Goal 1: Absolute Measure

Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State English language arts examination for grades 3-8.

Method

The school administered the New York State Testing Program English language arts assessment to students in grades 3 through 8 in April 2015. Each student's raw score has been converted to a grade-specific scaled score and a performance level.

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 not enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year).

**2014-15 State English Language Arts Exam
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested ¹			Total Enrolled
		IEP	ELL	Absent	
3	75			1	76
4	72			2	74
5	57			5	57
6	60			4	60
7	61			0	61
8	62			1	62
All	387	0	0	13	400

Results

16 percent of all students and 16 percent of students in at least their second year at ACCS performed at standards 3 and 4 on the 2015 NYS ELA exam.

**Performance on 2014-15 State English Language Arts Exam
By All Students and Students Enrolled in At Least Their Second Year**

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	25%	75	24%	71
4	26%	72	26%	69
5	18%	57	21%	43
6	7%	60	8%	53
7	3%	61	2%	52
8	11%	62	13%	54
All	16%	387	16%	342

Evaluation

ACCS did not achieve this measure. Like so many public schools, the struggle towards 75% proficiency is going to continue. Long since diminished as an important measure due to the vast majority not coming close to 75%, it has not lost its importance to us. We pointed out in our renewal application that we intend on returning to where we once were three short years ago: an elite performer in SUNY's charter school portfolio.

Additional Evidence

¹ Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

As noted in our recent renewal submission’s Executive Summary, we are in the midst of a somewhat flat three year period. Although nearly every school suffered dramatic score declines in 2013, we were expecting a greater rise in the last two assessments. We acknowledge that our middle school is in need of the most significant remedies right now. Most of these involve pedagogical effectiveness and gaining another year of implementing the EngageNY modules.

English Language Arts Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2012-13		2013-14		2014-15	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	20%	59	27%	70	24%	71
4	14%	64	24%	56	26%	69
5	6%	54	17%	58	21%	43
6	24%	50	4%	54	8%	53
7			14%	49	2%	52
8					13%	54
All	16%	227	18%	287	16%	342

Goal 1: Absolute Measure

Each year, the school’s aggregate Performance Level Index (“PLI”) 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 enabling all students to be proficient. As a result, the state sets an AMO each year to determine if schools are making satisfactory progress toward the goal of proficiency in the state’s learning standards in English language arts. To achieve this measure, all tested students must have a Performance Level Index (“PLI”) value that equals or exceeds the 2014-15 English language arts AMO of 97. The PLI 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 PLI is 200.²

Results

The ACCS Performance Level Indicator in ELA calculates to 71, which is less than the AMO of 97.

English Language Arts 2014-15 Performance Level Index (PLI)

² In contrast to SED’s Performance Index, the PLI does not account for year-to-year growth toward proficiency.

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
387	44	41	12	3

$$\begin{array}{rclclclclcl}
 \text{PI} & = & 41 & + & 12 & + & 3 & = & 56 \\
 & & & & 12 & + & 3 & = & \underline{15} \\
 & & & & & & \text{PLI} & = & 71
 \end{array}$$

Evaluation

ACCS did not achieve this measure.

Goal 1: Comparative Measure

Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency 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

A school compares tested students enrolled in at least their second year 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 in at least their second year at the school and the total result for all students at the corresponding grades in the school district.³

Results

ACCS outperformed the local district overall, 16% vs 15%.

2014-15 State English Language Arts Exam Charter School and District Performance by Grade Level

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	24%	71	14%	591
4	26%	69	14%	570
5	21%	43	15%	502
6	8%	53	13%	436
7	2%	52	13%	445
8	13%	54	19%	425
All	16%	342	15%	2969

Evaluation

³ Schools can acquire these data when the New York State Education Department releases its Access database containing grade level ELA and math test results for all schools and districts statewide. The NYSED announces the release of the data on its [News Release webpage](#).

ACCS achieved this measure.

Additional Evidence

ACCS has outperformed the local Albany City School District in ELA for the past two years.

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

Grade	Percent of Students Enrolled in at Least their Second Year Who Are at Proficiency Compared to Local District Students					
	2012-13		2013-14		2014-15	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
3	20%	22%	27%	16%	24%	14%
4	14%	15%	24%	15%	26%	14%
5	6%	18%	17%	10%	21%	15%
6	24%	19%	4%	16%	8%	13%
7			14%	9%	2%	13%
8					13%	19%
All	16%	18%	18%	13%	16%	15%

Goal 1: Comparative Measure

Each year, the school will exceed its predicted level of performance on the state English language arts exam by an Effect Size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students 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. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The Institute compares the school's actual performance to the predicted performance of public schools with a similar economically disadvantaged percentage. The difference between the schools' actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3 or performing higher than expected to a meaningful degree is the requirement for achieving this measure.

Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2014-15 analysis is not yet available. This report contains 2013-14 results, the most recent Comparative Performance Analysis available.

Results

The comparative performance 2013-14 ELA effect size is 0.20, just less than the target 0.3.

2013-14 English Language Arts Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3	86.5	74	30	21.1	8.9	0.66
4	94.0	66	26	19.0	7.0	0.54
5	92.6	63	19	16.2	2.8	0.25
6	89.1	64	6	14.8	-8.8	-0.74
7	89.8	59	17	14.8	2.2	0.20
8						
All	90.3	326	20.0	17.3	2.7	0.20

School's Overall Comparative Performance:
Slightly higher than expected

Evaluation

ACCS did not achieve this measure, but did perform slightly higher than expected.

Additional Evidence

Although the Effect Size has been steady at 0.20 in 2013 and 2014, we anticipate some improvement going forward as we have implemented new programs.

English Language Arts Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch/ Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2011-12	3-5	92.7	182	70.3	35.5	2.15
2012-13	3-6	95.4	252	16.3	14.8	0.20
2013-14	3-7	90.3	326	20.0	17.3	0.20

Goal 1: Growth Measure⁴

⁴ See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

Each year, under the state’s Growth Model, the school’s mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the state’s unadjusted median growth percentile.

Method

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2013-14 and also have a state exam score from 2012-13 including students who were retained in the same grade. Students with the same 2012-13 score are ranked by their 2013-14 score and assigned a percentile based on their relative growth in performance (student growth percentile). Students’ growth percentiles are aggregated school-wide to yield a school’s mean growth percentile. In order for a school to perform above the statewide median, it must have a mean growth percentile greater than 50.

Given the timing of the state’s release of Growth Model data, the 2014-15 analysis is not yet available. This report contains 2013-14 results, the most recent Growth Model data available.⁵

Results

The 2013-14 Mean Growth Percentile have not been posted.

2013-14 English Language Arts Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Statewide Median
4		50.0
5		50.0
6		50.0
7		50.0
8		50.0
All		50.0

Evaluation

Pending

Additional Evidence

The ACCS mean growth percentile was less than the statewide median in 2013, however; it will likely be higher in 2014 and 2015.

English Language Arts Mean Growth Percentile by Grade Level and School Year

⁵ Schools can acquire these data from the NYSED’s Business Portal: portal.nysed.gov.

Grade	Mean Growth Percentile			
	2011-12 ⁶	2012-13	2013-14	Statewide Median
4		32.41		50.0
5		36.08		50.0
6		35.93		50.0
7				50.0
8				50.0
All		34.7		50.0

Summary of the English Language Arts Goal

The CCSS aligned NYS test in ELA continues to prove challenging to our scholars which ACCS addressed by implementing a new ELA program in 2014-15 that continues today. We anticipate some transitional time to see the expected results as the lower grades benefit from the foundational teaching that is now taking place. The skills and performance will increase as the scholars move through the grades. ACCS does continue to outperform the district.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English language arts exam for grades 3-8.	Did Not Achieve
Absolute	Each year, the school's aggregate Performance Level Index (PLI) on the state English language arts exam will meet that year's Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	Did Not Achieve
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of students in the same tested grades in the local school district.	Achieved
Comparative	Each year, the school will exceed its predicted level of performance on the state English language arts exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2013-14 school district results.)	Did Not Achieve
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the state's unadjusted median growth percentile.	Results Pending

⁶ Grade level results not available.

Action Plan

ACCS has previously used curricular programs from Harcourt for ELA. With the introduction of the CCSS, Harcourt released newly-aligned resources, which ACCS purchased. After flat performance on the first two CCSS-aligned NYS exams, ACCS realized a need to implement a curriculum that is better aligned to the CCSS. Careful analysis determined that the Harcourt curriculum resources did not include texts with the level of density necessary to sharpen students' close reading skills.

After comparing several options for curriculum resources, ACCS chose to use EngageNY modules for ELA. ACCS began the transition to EngageNY in winter 2015 and will fully implement EngageNY in the 2015-16 school year. Throughout the year, teachers will be provided with professional development and coaching to unpack each module, craft pacing charts, write unit plans, and design collaborative lessons using the new EngageNY curriculum. Concurrent to the adoption of EngageNY modules, ACCS teachers are also honing their instructional methods in order to increase rigor in the classroom. With the transition to the CCSS, we have recognized that if students are to excel at problem solving, they must have experience grappling with challenging academic material. In observations throughout years of official state alignment to the CCSS, we discovered that classrooms at ACCS were dominated by teacher talk that preempted any chance for students to struggle with problems. In the years prior to the CCSS, best practices for urban education indicated that a direct instruction approach—characterized by lectures, modeling, student note taking and fact recall—worked to prepare students for mastery. However, we know now that the CCSS require students to go beyond basic fact recall. They must use higher order and critical thinking skills to discern not just “what,” but “how,” and “why.” ACCS is working under this understanding to adopt instructional practices that sharpen students' capacity to problem solve, think critically, and make connections across subjects. Students learn more when they are required to grapple with a problem; it is these intellectual struggles that help them master the demands of the Common Core.

MATHEMATICS

Goal 2: Mathematics

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

Background

2015 marked the third straight Common Core mathematics assessment in our five year accountability period. We have maintained more favorable results than the local district throughout this period thus far, but are in no way satisfied with our stagnant trend in Math as well as ELA. This is rectified through a significant continued departure from direct instruction methods that led to our success in the early part of the state standards-based NYS assessments. Today's assessment requires students to solve challenging problems in math, often times showing evidence of how they arrived at their answers. We are confident our shift to EngageNY modules over the last two school years, and significant attention to limiting teacher talk, will begin to pay dividends in student achievement and reverse of stagnant recent trend.

Goal 2: Absolute Measure

Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State mathematics examination for grades 3-8.

Method

The school administered the New York State Testing Program mathematics assessment to students in grades 3 through 8 in April 2015. Each student's raw score has been converted to a grade-specific scaled score and a performance level.

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 not enrolled in at least their second year.

**2014-15 State Mathematics Exam
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested ⁷			Total Enrolled
		IEP	ELL	Absent	
3	75			1	76
4	71			3	74
5	57			5	62
6	60			3	63
7	61			0	61
8	61			2	63
All	385	0	0	14	399

Results

22 percent of all students and 23 percent of students in at least their second year at ACCS performed at standards 3 and 4 on the 2015 NYS Math exam.

**Performance on 2014-15 State Mathematics Exam
By All Students and Students Enrolled in At Least Their Second Year**

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	36%	75	37%	71
4	28%	71	28%	71
5	33%	57	42%	43
6	8%	60	8%	53
7	5%	61	4%	52
8	16%	61	19%	53
All	22%	385	23%	343

Evaluation

ACCS did not achieve this measure.

Additional Evidence

The CCSS based NYS ELA exam continues to challenge our students, however the new programs put in place beginning in 2014-15 are changing the way material is presented and student comprehension is improving. We are invested in these programs and expect the test results to reflect increased performance as the foundations become solid throughout the grades.

⁷ Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

Mathematics Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2012-13		2013-14		2014-15	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	29	59	29	69	37%	71
4	13	64	46	53	28%	71
5	24	54	33	58	42%	43
6	22	50	6	54	8%	53
7			21	48	4%	52
8					19%	53
All	22%	227	27%	282	23%	343

Goal 2: Absolute Measure

Each year, the school's aggregate Performance Level Index (PLI) 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 enabling all students to be proficient. As a result, the state sets an AMO each year to determine if schools are making satisfactory progress toward the goal of proficiency in the state's learning standards in mathematics. To achieve this measure, all tested students must have a Performance Level Index (PLI) value that equals or exceeds the 2014-15 mathematics AMO of 94. The PLI 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 PLI is 200.⁸

Results

The ACCS Performance Level Indicator in math calculates to 87, which is just below the AMO of 94.

Mathematics 2014-15 Performance Level Index (PLI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
385	35	43	15	7

$$\begin{array}{rclclclclcl}
 \text{PI} & = & 43 & + & 15 & + & 7 & = & 65 \\
 & & & & 15 & + & 7 & = & \underline{22} \\
 & & & & & & \text{PLI} & = & 87
 \end{array}$$

⁸ In contrast to NYSED's Performance Index, the PLI does not account for year-to-year growth toward proficiency.

Evaluation

ACCS did not achieve this measure.

Goal 2: Comparative Measure

Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of all students in the same tested grades in the local school district.

Method

A school compares the performance of tested students enrolled in at least their second year to that of all tested students in the surrounding public school district. Comparisons are between the results for each grade in which the school had tested 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.⁹

Results

ACCS outperformed the local district overall, 23% versus 14%.

**2014-15 State Mathematics Exam
Charter School and District Performance by Grade Level**

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	37%	71	15%	572
4	28%	71	16%	556
5	42%	43	17%	488
6	8%	53	13%	407
7	4%	52	13%	354
8	19%	53	1%	271
All	23%	343	14%	2648

Evaluation

ACCS achieved this measure.

Additional Evidence

ACCS continues to outperform the local district overall in grades 3-8 mathematics.

⁹ Schools can acquire these data when the New York State Education Department releases its database containing grade level ELA and math test results for all schools and districts statewide. The NYSED announces the release of the data on its [News Release webpage](#).

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

Grade	Percent of Students Enrolled in at Least their Second Year Who Are at Proficiency Compared to Local District Students					
	2012-13		2013-14		2014-15	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
3	29%	20%	29%	14%	37%	15%
4	13%	16%	46%	17%	28%	16%
5	24%	14%	33%	13%	42%	17%
6	22%	14%	6%	17%	8%	13%
7			21%	8%	4%	13%
8					19%	1%
All	<u>22%</u>	<u>16%</u>	<u>27%</u>	<u>14%</u>	<u>23%</u>	<u>14%</u>

Goal 2: Comparative Measure

Each year, the school will exceed its predicted level of performance on the state mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students 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. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The Institute compares the school’s actual performance to the predicted performance of public schools with a similar economically disadvantaged percentage. The difference between the schools’ actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3 or performing higher than expected to a meaningful degree is the requirement for achieving this measure.

Given the timing of the state’s release of economically disadvantaged data and the demands of the data analysis, the 2014-15 analysis is not yet available. This report contains 2013-14 results, the most recent Comparative Performance Analysis available.

Results

The comparative performance 2013-14 math effect size is 0.18, a bit less than the target 0.3, and deemed slightly higher than expected.

2013-14 Mathematics Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3	86.5	74	29	30.0	-1.0	-0.05
4	94.0	64	45	26.2	18.8	1.02
5	92.6	63	33	24.2	8.8	0.50
6	89.1	64	7	21.8	-14.8	-0.79
7	89.8	58	21	16.3	4.7	0.29
8						
All	90.3	323	27.2	24.0	3.1	0.18

School's Overall Comparative Performance:
Slightly higher than expected

Evaluation

ACCS did not achieve this measure.

Additional Evidence

ACCS maintains a positive effect size.

Mathematics Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch/ Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2011-12	3-5	92.7	182	83.5	47.3	1.89
2012-13	3-6	95.4	252	21.8	18.2	0.26
2013-14	3-7	90.3	323	27.2	24.0	0.18

Goal 2: Growth Measure¹⁰

Each year, under the state's Growth Model, the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the state's unadjusted median growth percentile.

¹⁰ See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

Method

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2013-14 and also have a state exam score in 2012-13 including students who were retained in the same grade. Students with the same 2012-13 scores are ranked by their 2013-14 scores and assigned a percentile based on their relative growth in performance (student growth percentile). Students' growth percentiles are aggregated school-wide to yield a school's mean growth percentile. In order for a school to perform above the statewide median, it must have a mean growth percentile greater than 50.

Given the timing of the state's release of Growth Model data, the 2014-15 analysis is not yet available. This report contains 2013-14 results, the most recent Growth Model data available.¹¹

Results

The 2013-14 Mean Growth Percentile has not been posted.

2013-14 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Statewide Median
4		50.0
5		50.0
6		50.0
7		50.0
8		50.0
All		50.0

Evaluation

Results Pending

Additional Evidence

In 2012-13 the ACCS mean growth percentile fell short of the statewide median.

¹¹ Schools can acquire these data from the NYSED's business portal: portal.nysed.gov.

Mathematics Mean Growth Percentile by Grade Level and School Year

Grade	Mean Growth Percentile			
	2011-12 ¹²	2012-13	2013-14	Statewide Median
4		33.22		50.0
5		53.83		50.0
6		34.18		50.0
7				50.0
8				50.0
All		40.2		50.0

Summary of the Mathematics Goal

ACCS continues to outperform the local city school district in math. Unfortunately, we did not see the gains we expected this year and continue to fully implement our new math program that was rolled out last year. Please refer to the Action Plan below for more details.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State mathematics exam for grades 3-8.	Did Not Achieve
Absolute	Each year, the school's aggregate Performance Level Index (PLI) on the state mathematics exam will meet that year's Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	Did Not Achieve
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of students in the same tested grades in the local school district.	Achieved
Comparative	Each year, the school will exceed its predicted level of performance on the state mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2013-14 school district results.)	Did Not Achieve
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the state's unadjusted median growth percentile.	Achieved

Action Plan

Similar to ELA, we are now in our second full implementation year using EngageNY math modules. The only substantial difference between math and ELA is we are utilizing curricular support resources from Big Ideas Math. Like so many other charters, our Math scores in this past accountability period have stayed slightly higher than ELA. Our intent during this period of CCSS is to introduce considerably more rigor and student struggle into our instruction.

¹² Grade level results not available.

SCIENCE

Goal 3: Science

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

Background

Harcourt Science Series

We are using the Harcourt Science series because the curriculum is designed to be exploratory and introduce students to foundational concepts in life science, physical science, earth and space science, and technology engineering. Harcourt Science teaches students from the perspective of the scientist – using inquiry and exploration to engage students and help them master important scientific facts. In the Harcourt Science series, students investigate science concepts through hands-on activities, reinforce scientific inquiry through reading support, and link the real world to the classroom.

Goal 3: Absolute Measure

Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State science examination.

Method

The school administered the New York State Testing Program science assessment to students in 4th and 8th grade in spring 2015. The school converted each student's raw score to a performance level and a grade-specific scaled score. The criterion for success on this measure requires students93 enrolled in at least their second year to score at proficiency.

Results

75 percent of all students and 79 percent of students in at least their second year at ACCS scored at levels 3 and 4 on the NYS Science 4 exam in 2015.

Charter School Performance on 2014-15 State Science Exam By All Students and Students Enrolled in At Least Their Second Year

Grade	Percent of Students at Proficiency			
	All Charter School Students		Charter School Students In At Least 2 nd Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4	93%	72	97%	69
8	59%	61	60%	53
All	75%	133	79%	122

Evaluation

ACCS achieved this measure.

Additional Evidence

The fourth grade scholars have always done well on the NYS science exam. This was our first year administering the grade 8 exam.

Science Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year at Proficiency					
	2012-13		2013-14		2014-15	
	Percent Proficient	Number Tested	Percent	Number Tested	Percent Proficient	Number Tested
4	94%	64	100%	53	97%	69
8					60%	53
All	94%	64	100%	53	79%	122

Goal 3: Comparative Measure

Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the state science exam will be greater than that of all students in the same tested grades in the local school district.

Method

The school compares tested students enrolled in at least their second year 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 in at least their second year and the results for the respective grades in the local school district.

Results

The local district's science results have not been made available at this time.

Evaluation

Pending

Additional Evidence

ACCS has outperformed the local district in science in past years.

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

Grade	Percent of Charter School Students at Proficiency and Enrolled in At Least their Second Year Compared to Local District Students					
	2012-13		2013-14		2014-15	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
4	94	76	100	74%	97%	
8					60%	
All	94	76	100	74%	79%	TBD

Summary of the Science Goal

Our scholars generally do well in science, but the grade 8 exam proved to be a challenge.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State examination.	Achieved
Comparative	Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the state exam will be greater than that of all students in the same tested grades in the local school district.	Results Pending

Action Plan

ACCS will analyze the gaps that students missed on the grade 8 exam and provide increased emphasis on the skills identified.

NCLB

Goal 4: NCLB

Each year the school will be deemed in 'good standing' by the state's accountability system.

Goal 4: Absolute Measure

Under the state's NCLB accountability system, the school's Accountability Status is in good standing: the state has not identified the school as a Focus School nor determined that it has met the criteria to be identified as a local-assistance-plan school.

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 state proficiency standards. 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 No Child Left Behind (NCLB) accountability system.

Results

ACCS continues to be in Good Standing.

Evaluation

ACCS achieved this measure.

Additional Evidence

ACCS has been in good standing since opening.

NCLB Status by Year

Year	Status
2011-12	Good Standing
2012-13	Good Standing
2013-14	Good Standing
2014-15	Good Standing

Goal 5: Parent Satisfaction

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

Goal 5: Absolute Measure

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 2015. 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 aspects of the school such as teaching quality, classroom management, academic standards and expectations; communication, curriculum, school atmosphere, and special education services.

Results

Elementary

ACCS administers an annual parent satisfaction survey for our elementary school. Parent participation for the 2014-15 school year was approximately 34%. Of the surveys received,

- 53% of the responders rated every question with the highest rating (5)
- 47% responded with a mix ratings at 4 and 3

ACCS recognizes that our parent participation rate was low in the 2014-15 school year. We are working to increase participation for the following charter term. Over the past charter term, our key method of measuring parent satisfaction is student retention. ACCS has strong student retention and a robust waiting list every year.

Middle School

Parent satisfaction is consistently strong at ACCS's middle school. To measure parent satisfaction, ACCS conducts an annual Parent Satisfaction Survey.

For the 2014-15 school year, 93% of middle school parents completed Parent Satisfaction surveys. On this survey, there were significantly more responses of "Almost Always" or "Always" than the of "Rarely" or "Never." This is a strong indicator of positive parent perceptions regarding the quality of the 2014-2015 ACCS middle school program.

Key findings from the 2014-15 ACCS Middle School survey are:

- 92% of parents were "almost always" or "always satisfied" with teacher communication
- 93% of parents were "almost always" or "always satisfied" with the leadership of the Principal
- 87% of parents would recommend ACCS to a friend

Evaluation

ACCS achieved this optional metric.

Goal 5: Absolute Measure

Each year, 90 percent of all students enrolled during the course of the year 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

92 percent of students returned in the fall.

Evaluation

This outcome measure has been met by ACCS. 92% of 2014-15 eligible students returned this fall for the 2015-2016 school year.

Additional Evidence

Year	Retention Rate
2008-09	94%
2009-10	92.5%
2010-11	98%
2011-12	99%
2012-13	97%
2013-14	99%
2014-15	92%

Goal 5: Absolute Measure

Each year the school will have a daily 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 94%.

Evaluation

ACCS fell short of this measure, but has had above a 92 percent attendance rate year to year.

Year	Average Daily Attendance Rate
2007-08	92%
2008-09	92%
2009-10	93%
2010-11	94%
2011-12	95%
2012-13	93%
2013-14	95%
2014-15	94%

Goal 6: Legal Compliance

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

Goal 6: Optional 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.

Goal 6: Optional 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

The Albany Community Charter School remained in compliance with all applicable federal and state laws, rules and regulations

Evaluation

ACCS achieved this measure.

Goal 6: Optional 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 Couch and White law firm. The firm reviews and checks all documents related to school policy.

Result

ACCS remained in compliance with all applicable federal and state laws, rules and regulations.

Evaluation

ACCS achieved this measure.

Goal 7: Fiscal Soundness

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

Goal 7: Optional Measure 1: Budgeting

Each year, the school will operate on a balanced budget where actual revenues will actually meet 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

The Albany Community Charter School maintained a surplus at the close of 2013-14.

Evaluation

ACCS achieved this measure.

Goal 7: Optional Measure 2: Financial Condition

At the end of each fiscal year, unrestricted net assets will equal or exceed 1.5% of the school's operating budget for the upcoming year.

Method

The school maintains a contingency reserve account, with a balance equal to 1.5% of the school's operating budget for the subsequent year.

Result

The school has funded and maintained a reserve account equal to 1.5% of the operating budget.

Evaluation

ACCS achieved this measure.

Goal 7: Optional Measure 3: Internal Controls & Compliance

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.

Method

An external audit will be performed each year and submitted by Nov. 1.