



**ALBANY COMMUNITY  
CHARTER SCHOOL**

**2015-16 ACCOUNTABILITY PLAN  
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

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## INTRODUCTION

S. Neal Currie Jr., Executive Director, prepared this 2015-16 Accountability Progress Report on behalf of the school's board of trustees:

<b>Trustee's Name</b>	<b>Board Position</b>
Juanita Nabors	Chair
Michael Strianese	Treasurer
Lekeya Martin	Secretary
Bramble Buran	Trustee
Saleem Cheeks	Trustee
Raimundo Archibald	Trustee

**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

## INTRODUCTION

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
2015-16	74	76	76	76	75	74	71	71	71	664

\*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 2014-15 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.

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

## ENGLISH LANGUAGE ARTS

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.

### Goal 1: Absolute Measure

Each year, 75 percent of all tested students enrolled in at least their second year will perform at or above 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 ("ELA") assessment to students in 3rd through 8th grade in April 2016. 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).

2015-16 State English Language Arts Exam  
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested <sup>1</sup>				Total Enrolled
		IEP	ELL	Absent	Refused	
3	71			2		73
4	74			0		74
5	73			0		73
6	68			2		70
7	68			1		69
8	70			0		70
All	424			5		429

### RESULTS

20 percent of all students and 21 percent of students in at least their second year of enrollment at ACCS scored at proficiency levels 3 and 4 on the NYS English Language Arts (ELA) exam.

<sup>1</sup> 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.

## ENGLISH LANGUAGE ARTS

### Performance on 2015-16 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	24%	71	25%	60
4	24%	74	24%	63
5	26%	73	27%	63
6	15%	68	17%	52
7	10%	68	12%	49
8	20%	70	19%	54
All	<b>20%</b>	424	<b>21%</b>	341

### EVALUATION

ACCS did not achieve this outcome measure.

### ADDITIONAL EVIDENCE

This year's ELA performance is an improvement over the past two years.

### English Language Arts Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2013-14		2014-15		2015-16	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	27%	70	24%	71	25%	60
4	24%	56	26%	69	24%	63
5	17%	58	21%	43	27%	63
6	4%	54	8%	53	17%	52
7	14%	49	2%	52	12%	49
8			13%	54	19%	54
All	<b>18%</b>	287	<b>16%</b>	342	<b>21%</b>	341

#### 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

## ENGLISH LANGUAGE ARTS

a PLI value that equals or exceeds the 2015-16 English language arts AMO of **104**. 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.<sup>2</sup>

### RESULTS

The ELA Performance Level Index calculates to 84, falling short of the target AMO of 104.

English Language Arts 2015-16 Performance Level Index				
Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
424	36	44	16	4

$$\begin{array}{rcccccccc} \text{PI} & = & 44 & + & 16 & + & 4 & = & 64 \\ & & & & 16 & + & 4 & = & \underline{20} \\ & & & & & & \text{PLI} & = & 84 \end{array}$$

### EVALUATION

ACCS did not achieve this outcome 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.<sup>3</sup>

### RESULTS

Two-year cohort students at ACCS outperformed the local district with an aggregate score of 21 percent to their 17.5percent in ELA.

## 2015-16 State English Language Arts Exam

<sup>2</sup> In contrast to SED's Performance Index, the PLI does not account for year-to-year growth toward proficiency.

<sup>3</sup> 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](#).



## ENGLISH LANGUAGE ARTS

### Charter School and District Performance by Grade Level

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2nd Year		All Albany CSD Students	
	Percent	Number Tested	Percent	Number Tested
3	25%	60	19%	626
4	24%	63	19%	591
5	27%	63	15%	600
6	17%	52	15%	469
7	12%	49	15%	458
8	19%	54	23%	372
All	<b>21%</b>	341	<b>17.5%</b>	3116

### EVALUATION

ACCS achieved this measure.

### ADDITIONAL EVIDENCE

ACCS continues to demonstrate higher proficiency levels than the district in ELA.

### 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 Scoring at or Above Proficiency Compared to Local District Students					
	2013-14		2014-15		2015-16	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
3	27%	16%	24%	14%	25%	19%
4	24%	15%	26%	14%	24%	19%
5	17%	10%	21%	15%	27%	15%
6	4%	16%	8%	13%	17%	15%
7	14%	9%	2%	13%	12%	15%
8			13%	19%	19%	23%
All	<b>18%</b>	<b>13%</b>	<b>16%</b>	<b>15%</b>	<b>21%</b>	<b>17.5%</b>

### Goal 1: Comparative Measure

## ENGLISH LANGUAGE ARTS

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 SUNY Charter Schools Institute (“Institute”) conducts a Comparative Performance Analysis, which compares the school’s performance to that of demographically similar public schools statewide. 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 concentration of economically disadvantaged students. The difference between the school’s 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 2015-16 analysis is not yet available. This report contains 2014-15 results, the most recent Comparative Performance Analysis available.

### RESULTS

Based on 2014-15 results, ACCS had a negative overall effect size of -0.08, falling short of the goal of 0.3 and performing lower than expected. However, grades 3-5 each had positive effect sizes greater than 0.3.

*2014-15 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	89.5	75	25	18.8	6.2	0.47
4	90.7	72	26	17.1	8.9	0.72
5	92.3	57	18	14.0	4.0	0.34
6	88.4	60	7	16.1	-9.1	-0.75
7	89.4	61	3	13.1	-10.1	-0.89
8	88.1	62	11	18.6	-7.6	-0.58
All	89.7	387	15.7	16.4	-0.8	-0.08

#### School’s Overall Comparative Performance:

**Lower than expected**

### EVALUATION

ACCS did not achieve this measure.

## ADDITIONAL EVIDENCE

This measure has been challenging for the school.

English Language Arts Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch/Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
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
2014-15	3-8	89.7	387	15.7	16.4	-0.08

### Goal 1: Growth Measure<sup>4</sup>

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 2014-15 and also have a state exam score from 2013-14 including students who were retained in the same grade. Students with the same 2013-14 score are ranked by their 2014-15 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 2015-16 analysis is not yet available. This report contains 2014-15 results, the most recent Growth Model data available.<sup>5</sup>

## RESULTS

Overall, the school has mean growth percentile of 41.3 in 2014-15, below the statewide median of 50.0.

2014-15 English Language Arts Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Statewide Median

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

<sup>5</sup> Schools can acquire these data from the NYSED’s Business Portal: [portal.nysed.gov](http://portal.nysed.gov).

## ENGLISH LANGUAGE ARTS

4	51.4	50.0
5	48.4	50.0
6	34.1	50.0
7	34.8	50.0
8	37.7	50.0
All	<b>41.3</b>	50.0

### EVALUATION

ACCS did not achieve this measure.

### ADDITIONAL EVIDENCE

It is anticipated the mean percentile growth for the 2015-16 year will increase because scores did go up over previous years.

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

Grade	Mean Growth Percentile			
	2012-13	2013-14	2014-15	Statewide Median
4	32.4	46.9	51.4	50.0
5	36.1	41.9	48.4	50.0
6	35.9	32.5	34.1	50.0
7		49.7	34.8	50.0
8			37.7	50.0
All	<b>34.7</b>	<b>42.7</b>	<b>41.3</b>	<b>50.0</b>

### SUMMARY OF THE ENGLISH LANGUAGE ARTS GOAL

Although the ELA goals did prove challenging to the scholars in 2014-15, scores did improve in 2015-16. Meeting the absolute goal of having 75% test at proficiency is still the target we are dedicated to meeting. Albany Community Charter School consistently outperforms the district on the ELA 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 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	Did Not Achieve

	among all public schools in New York State. (Using 2013-14 school district results.)	
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.	Did Not Achieve

## ACTION PLAN

Going forward, Albany Community Charter School will continue with our current implementation of the EngageNY modules. This will be our second full year and we will continue to improve upon current practices. Below are some examples of things that are happening:

### Assessment

1. Increase in the use of formative assessment with in the daily classroom lessons
2. Transition from the use of a mock exam based assessment program to interim exam model with benchmark assessments and spiral quizzes in order to better monitor standard and skill mastery. Curriculum pacing guides will now include additional assessments in ELA beyond what the EngageNY modules currently offer.

### Data Driven Instruction

1. Teachers participated in a workshop to conduct a Standards analysis of the EngageNY modules vs. the NYS exams to understand gaps in instruction and to realign the curriculum maps and pacing guides to correspond with prioritized standards.
2. Teachers will be provided ongoing coaching and professional development in the effective use of data to guide instruction. Professional development will include training in assessment tools to increase the efficiency in the collection, analysis and display of data as well as the process of conducting effective data dialog.

### Coaching

1. Two full-time in house instructional coaches for ELA/Social Studies and Math/Science have been hired to provide more support and coaching for teachers.

In addition, these are our instructional priorities that will continue from last school year. The goal is to increase the level of rigor in daily classroom instruction and improve alignment to Common Core Standards.

1. Student Discourse: Emphasis on reducing the ratio of teacher talk to student discussion ( teachers should not be talking longer than 5-7 minutes at a time)
  - Habits of Discussion
  - Turn & Talk, Think Pair Share, Increased Wait time
  - Requiring students to explain their answers and defend their claims using evidence from the text. (How & Why questions)
2. Writing Across the Curriculum
  - On-Demand Writing: Students will be asked to respond in writing more frequently in all subjects. Writing will be evaluated using common rubrics regardless of subject.
  - Use of Exemplars for Assignment
3. Formative Assessment: Frequent Checks for Understanding

- No opt out, Cold Call, dip sticking, EngageNY protocols, white boards
4. More Reading (non-fiction text and fiction)
    - Students will be asked to read more in class and out.

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## 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

2016 marked the fourth 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 three 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 3<sup>rd</sup> through 8<sup>th</sup> grade in April 2016. 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.

# MATHEMATICS

## 2015-16 State Mathematics Exam Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested <sup>6</sup>				Total Enrolled
		IEP	ELL	Absent	Refused	
3	71			2		73
4	74			0		74
5	72			1 Admin Error		73
6	67			3		70
7	68			1		69
8	70			0		70
All	422			7		429

## RESULTS

17 percent of all 3-8 students and 18 percent of students enrolled in at least their second year scored at levels 3 and 4 on the 2015-16 NYS math exam.

## Performance on 2015-16 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	23%	71	23%	60
4	16%	74	17%	63
5	35%	72	35%	62
6	15%	67	13%	52
7	4%	68	6%	49
8	6%	70	8%	53
All	<b>17%</b>	422	<b>18%</b>	339

## EVALUATION

ACCS did not achieve this goal.

## ADDITIONAL EVIDENCE

Math scores dipped in 2015-16 from past years.

<sup>6</sup> 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

## Mathematics Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2013-14		2014-15		2015-16	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	29	69	37%	71	23%	60
4	46	53	28%	71	17%	63
5	33	58	42%	43	35%	62
6	6	54	8%	53	13%	52
7	21	48	4%	52	6%	49
8			19%	53	8%	53
All	<b>27%</b>	282	<b>23%</b>	343	<b>18%</b>	339

### 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 PLI value that equals or exceeds the 2015-16 mathematics AMO of 101. 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.<sup>7</sup>

### RESULTS

Based on all students tested, the ACCS math PLI calculates to 74, falling short of the target AMO of 101.

#### Mathematics 2015-16 Performance Level Index (PLI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
422	44	40	12	5

$$\begin{array}{rclclclclcl}
 \text{PI} & = & 40 & + & 12 & + & 5 & = & 57 \\
 & & & & 12 & + & 5 & = & \underline{17} \\
 & & & & & & \text{PLI} & = & 74
 \end{array}$$

<sup>7</sup> In contrast to NYSED's Performance Index, the PLI does not account for year-to-year growth toward proficiency.

# MATHEMATICS

## EVALUATION

ACCS did not achieve this outcome 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.<sup>8</sup>

## RESULTS

ACCS performed better than the local Albany CSD in math. In grades 3-8, ACCS had 18 percent at proficiency to their 13.5%.

2015-16 State Mathematics Exam  
Charter School and District Performance by Grade Level

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 <sup>nd</sup> Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	23%	60	17%	633
4	17%	63	16%	595
5	35%	62	14%	578
6	13%	52	16%	461
7	6%	49	10%	432
8	8%	53	2%	282
All	<b>18%</b>	339	<b>13.5%</b>	2981

## EVALUATION

ACCS achieved this outcome measure.

## ADDITIONAL EVIDENCE

Year to year, ACCS continues to earn higher proficiency levels in math on the NYS as compared to the local school district.

<sup>8</sup> 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					
	2013-14		2014-15		2015-16	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
3	29%	14%	37%	15%	23%	17%
4	46%	17%	28%	16%	17%	16%
5	33%	13%	42%	17%	35%	14%
6	6%	17%	8%	13%	13%	16%
7	21%	8%	4%	13%	6%	10%
8			19%	1%	8%	2%
All	<b>27%</b>	<b>14%</b>	<b>23%</b>	<b>14%</b>	<b>18%</b>	<b>13.5%</b>

### 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 Institute conducts a Comparative Performance Analysis, which compares the school's performance to that of demographically similar public schools statewide. 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 concentration of economically disadvantaged students. The difference between the school's 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 2015-16 analysis is not yet available. This report contains 2014-15 results, the most recent Comparative Performance Analysis available.

### RESULTS

Based on the 2014-15 math results, ACCS had a positive effect size of 0.01, slightly higher than expected but lower than the target of 0.3.

# MATHEMATICS

## 2014-15 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	89.5	75	36	27.4	8.6	0.48
4	90.7	71	28	25.3	2.7	0.15
5	92.3	57	33	22.8	10.2	0.58
6	88.4	60	8	21.3	-13.3	-0.78
7	89.4	61	5	15.9	-10.9	-0.67
8	88.1	61	16	13.0	3.0	0.20
All	89.7	385	21.6	21.3	0.4	0.01

### School's Overall Comparative Performance:

Slightly higher than expected

## EVALUATION

ACCS did not achieve this measure.

## ADDITIONAL EVIDENCE

ACCS has maintained a positive effect size for the past three years.

## Mathematics Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch/ Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
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
2014-15	3-8	89.7	385	21.6	21.3	0.01

### Goal 2: Growth Measure<sup>9</sup>

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.

## 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 2014-15 and also

<sup>9</sup> See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

## MATHEMATICS

have a state exam score in 2013-14 including students who were retained in the same grade. Students with the same 2013-14 scores are ranked by their 2014-15 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 2015-16 analysis is not yet available. This report contains 2014-15 results, the most recent Growth Model data available.<sup>10</sup>

### RESULTS

Based on 2014-15 growth, the overall MGP was 39.6.

2014-15 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Statewide Median
4	39.7	50.0
5	41.5	50.0
6	28.7	50.0
7	45.4	50.0
8	42.5	50.0
All	<b>39.6</b>	50.0

### EVALUATION

ACCS did not achieve this outcome.

### ADDITIONAL EVIDENCE

The MGP dropped in 2014-15.

Mathematics Mean Growth Percentile by Grade Level and School Year

Grade	Mean Growth Percentile			Statewide Median
	2012-13	2013-14	2014-15	
4	33.22	58.7	39.7	50.0
5	53.83	52.1	41.5	50.0
6	34.18	20.1	28.7	50.0
7		49.6	45.4	50.0
8			42.5	50.0
All	<b>40.2</b>	<b>45.1</b>	<b>39.6</b>	50.0

<sup>10</sup> Schools can acquire these data from the NYSED's business portal: [portal.nysed.gov](http://portal.nysed.gov).

## SUMMARY OF THE MATHEMATICS GOAL

Albany Community Charter School continues to strive toward achieving all absolute measures in math. ACCS continues to outperform the local district in math.

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.	Did Not Achieve

## ACTION PLAN

Now in our second full year of implementation of the EngageNY modules, we are fine tuning how it's working within our organization. Please refer to the previously mention action items.

## 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 4<sup>th</sup> and 8<sup>th</sup> grade in spring 2016. 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 students enrolled in at least their second year to score at proficiency.

### RESULTS

58 percent of all grade 4 and grade 8 students and second year cohort students achieved proficiency in science based on the NYS Grade 4 & 8 science exam.

Charter School Performance on 2015-16 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 <sup>nd</sup> Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4	70%	73	71%	62
8	46%	69	43%	53
All	<b>58%</b>	142	<b>58%</b>	115

## SCIENCE

### EVALUATION

ACCS did not achieve this measure.

Science Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year at Proficiency					
	2013-14		2014-15		2015-16	
	Percent Proficient	Number Tested	Percent	Number Tested	Percent Proficient	Number Tested
4	100%	53	97%	69	71%	62
8			60%	53	43%	53
All	100%	53	79%	122	58%	115

### 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

Local district science results have not been posted at the time of this report.

2015-16 State Science Exam

Charter School and District Performance by Grade Level

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 <sup>nd</sup> Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4	71%	62	TBD	
8	43%	53		
All	58%	115		

### EVALUATION

Results pending.



ADDITIONAL EVIDENCE

ACCS had higher scores than the district in 2014-15.

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					
	2013-14		2014-15		2015-16	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
4	100%	74%	97%	65%	71%	
8			60%	27%	43%	
All	100%	74%	79%	50%	58%	

SUMMARY OF THE SCIENCE GOAL

Science scores dipped in both grades in 2015-16. This was probably a result of our intense focus on ELA and math.

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.	Did Not Achieve
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.	N/A

ACTION PLAN

Please refer to the previously mention action items.

## 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 school requiring a local assistance plan.

### METHOD

Because *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. The report cards 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
2013-14	Good Standing
2014-15	Good Standing
2015-16	Good Standing

## OPTIONAL GOALS

### 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 2016. 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

Parent participation on the Elementary parent survey resulted in 45% of families completing surveys.

Of the 198 total surveys submitted, 178 had a score of 5 and 19 had 3 and 4.

### Middle School

The middle school received 81 completed Parent Satisfaction surveys for the 2015-2016 school year. This represents 39% of the active population of middle school students.

Nineteen or 11% of the surveys received a perfect rating of all 5's to every question. Throughout the findings, there are significantly more responses of "Almost Always" or "Always" (4-5) than the others of "Rarely" or "Never" (1-2). This is a strong indicator of positive parent perceptions regarding the quality of the 2014-2015 ACCS middle school program.

Overall Summary of Key areas:

- Communication with Teachers: 95%
- Quality of support from the Admin Support-Mrs. Brisbane: 85%
- Leadership of the Principal: Mr. Currie: 92%
- \*Overall Satisfaction: 72% (\*Based on the survey inquiry 'Would you recommend ACCS to a friend?')

Written Comments: Seven written comments by parents or guardians, five were positive.

## OPTIONAL GOALS

### EVALUATION

ACCS did not achieve this optional metric. Although the families who did complete the survey responded very favorably, response rates came in below two-thirds of families.

#### 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

91 percent of eligible students returned in the fall.

### EVALUATION

This outcome measure has been met by ACCS

### 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%
2015-16	

#### 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

## OPTIONAL GOALS

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 just short of this measure, but has had above a 92 percent attendance rate year to year since 2008.

Year	Average Daily Attendance Rate
2013-14	95%
2014-15	94%
2015-16	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

## OPTIONAL GOALS

### 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 2015-16.

### 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.

## OPTIONAL GOALS

### 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.