



**Albany Community
Charter School**

**2016-17 ACCOUNTABILITY PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

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By S. Neal Currie Jr., Executive Director

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INTRODUCTION

S. Neal Currie Jr., Executive Director, prepared this 2016-17 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
Juanita Nabors	Chair
Michael Strianese	Treasurer
Lekeya Martin	Secretary
Bramble Buran	Trustee
Saleem Cheeks	Trustee

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

INTRODUCTION

Narrative description of the school, e.g. mission, when it opened, what grades served, number of students, demographic characteristics of students, etc. In addition, the description may also include key design elements or other unique aspects of the school program. In the table below, provide the school's enrollment as of June 30, 2017.

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	Total
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
2016-17	76	72	67	68	67	60	59	65	47	581

ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

All students at the Albany Community Charter School will become proficient in reading and writing of the English Language.

BACKGROUND

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

ENGLISH LANGUAGE ARTS

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 2017. 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).

2016-17 State English Language Arts Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested ¹				Total Enrolled
		IEP	ELL	Absent	Refused	
3	74				2	76
4	68				2	70
5	76				1	77
6	75				3	78
7	59			2	2	63
8	75				1	76
All	427			2	11	440

RESULTS

21 percent of all students and 22 percent of two-year cohort students achieved proficiency levels on the NYS ELA exam in 2017. Performing highest were third and eighth grade students.

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.

ENGLISH LANGUAGE ARTS

Performance on 2016-17 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	26%	74	29%	62
4	16%	68	20%	56
5	9%	76	11%	57
6	19%	75	17%	60
7	20%	59	23%	44
8	36%	75	31%	61
All	21%	427	22%	340

EVALUATION

Albany Community Charter School did not achieve this outcome measure.

ADDITIONAL EVIDENCE

As evidenced in the table below, Albany Community Charter School has been making steady year to year progress over the past three years.

English Language Arts Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2014-15		2015-16		2016-17	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	24%	71	25%	60	29%	62
4	26%	69	24%	63	20%	56
5	21%	43	27%	63	11%	57
6	8%	53	17%	52	17%	60
7	2%	52	12%	49	23%	44
8	13%	54	19%	54	31%	61
All	16%	342	21%	341	22%	340

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 PLI value that equals or exceeds the 2016-17 English language arts AMO of **111**. 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 Albany Community Charter School ELA PLI fell short of the target AMO of 111, calculating to 88.

English Language Arts 2016-17 Performance Level Index				
Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
427	35	44	18	4

PI	=	44	+	18	+	4	=	66
				18	+	4	=	<u>22</u>
						PLI	=	88

EVALUATION

Albany Community Charter School 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 school district of comparison.

METHOD

A school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. 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

The students in at least their second year enrolled at the school outperformed the local district in ELA, 22 percent to their 19 percent overall in grades 3-8.

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

³ 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

2016-17 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 2nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	29%	62	20%	669
4	20%	56	20%	650
5	11%	57	17%	588
6	17%	60	15%	532
7	23%	44	16%	426
8	31%	61	28%	400
All	22%	340	19%	3265

EVALUATION

Albany Community Charter School achieved this outcome measure.

ADDITIONAL EVIDENCE

Albany Community Charter School consistently scores higher than Albany City School 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 District Students					
	2014-15		2015-16		2016-17	
	Charter School	District	Charter School	District	Charter School	District
3	24%	14%	25%	19%	29%	20%
4	26%	14%	24%	19%	20%	20%
5	21%	15%	27%	15%	11%	17%
6	8%	13%	17%	15%	17%	15%
7	2%	13%	12%	15%	23%	16%
8	13%	19%	19%	23%	31%	28%
All	16%	15%	21%	18%	22%	19%

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 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 2016-17 analysis is not yet available. This report contains 2015-16 results, the most recent Comparative Performance Analysis available.

RESULTS

The Albany Community Charter School ELA effect size of -0.64 for the 2015-16 school year fell below the target 0.3, deeming the results lower than expected. It should be noted that ACCS had a much higher percentage of Economically Disadvantaged students than what existed in the data system, which adversely affected these outcomes.

2015-16 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	73.7	71	24	35.4	-11.4	-0.68
4	74.7	74	24	33.1	-9.1	-0.53
5	75.7	73	26	25.7	0.3	0.02
6	71.8	68	15	27.3	-12.3	-0.75
7	74.6	68	10	26.2	-16.2	-0.97
8	63.4	70	20	37.3	-17.3	-0.98
All	72.4	424	20.0	30.9	-10.9	-0.64

School’s Overall Comparative Performance:

Lower than expected

EVALUATION

Albany Community Charter School did not achieve this outcome measure.

ADDITIONAL EVIDENCE

The ELA effect size has been up and down year to year.

English Language Arts Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch/ Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
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
2015-16	3-8	72.4	424	20.0	30.9	-0.64

Goal 1: Growth Measure⁴

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 2015-16 and also have a state exam score from 2014-15 including students who were retained in the same grade. Students with the same 2014-15 score are ranked by their 2015-16 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 2016-17 analysis is not yet available. This report contains 2015-16 results, the most recent Growth Model data available.⁵

RESULTS

The 5th and 8th grade mean growth percentiles were greater than the statewide median of 50. However, the overall 2015-16 MGP averaged 46.

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

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

ENGLISH LANGUAGE ARTS

2015-16 English Language Arts Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Statewide Median
4	33.2	50.0
5	53.8	50.0
6	35.4	50.0
7	47.0	50.0
8	61.2	50.0
All	46.0	50.0

EVALUATION

Albany Community Charter School did not achieve this outcome measure, but the ELA MGP has been increasing each year.

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

Grade	Mean Growth Percentile			
	2013-14	2014-15	2015-16	Statewide Median
4	46.9	51.4	33.2	50.0
5	41.9	48.4	53.8	50.0
6	32.5	34.1	35.4	50.0
7	49.7	34.8	47.0	50.0
8		37.7	61.2	50.0
All	42.7	41.3	46.0	50.0

SUMMARY OF THE ENGLISH LANGUAGE ARTS GOAL

While still below 75% at proficiency on the NYS ELA exam in 2017, Albany Community Charter School continues to improve and score better than the local district. While the 2015-16 ELA results did not achieve an effect size great than 0.3 or a MGP greater than the state median, the 2017 results do show gains in English Language Arts.

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 school district of comparison.	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 2015-16 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. (Using 2015-16 results.)	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 third full year and we will continue to improve upon current practices. We are continuing the following instructional strategies that are overseen by our Academic Director in 2017-18.

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 the previous years school years. 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

ENGLISH LANGUAGE ARTS

- 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.

MATHEMATICS

Goal 2: Mathematics

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

BACKGROUND

We are confident in our shift to EngageNY modules over the last four school years, and significant attention to limiting teacher talk, will begin to pay dividends in student achievement and reverse of stagnant recent trend. Students receive math instruction for 60 minutes per day.

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 3rd through 8th grade in April 2017. 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.

2016-17 State Mathematics Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested ⁶				Total Enrolled
		IEP	ELL	Absent	Refused	
3	73				3	76
4	68				2	70
5	74			1	2	77
6	75			1	3	79
7	59				1	60
8	73			1	1	75
All	422	0	0	3	12	437

⁶ 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

RESULTS

Overall, 22 percent of all students in at least their second year at Albany Community Charter School scored at levels 3 and 4 on the NYS Math exam in 2017. Grade 3 performed highest with 50 percent at proficiency.

Performance on 2016-17 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	47%	73	50%	62
4	15%	68	16%	56
5	15%	74	20%	56
6	20%	75	17%	60
7	7%	59	9%	44
8	15%	73	15%	59
All	20%	422	22%	337

EVALUATION

Albany Community Charter School did not achieve this outcome measure.

ADDITIONAL EVIDENCE

After a dip in scores on the NYS math exam, Albany Community Charter School has shown an increase in proficiency rates in 2017, up four percentage points overall from 2016.

Mathematics Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2014-15		2015-16		2016-17	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	37%	71	23%	60	50%	62
4	28%	71	17%	63	16%	56
5	42%	43	35%	62	20%	56
6	8%	53	13%	52	17%	60
7	4%	52	6%	49	9%	44
8	19%	53	8%	53	15%	59
All	23%	343	18%	339	22%	337

MATHEMATICS

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 2016-17 mathematics AMO of **109**. 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 200.⁷

RESULTS

422 students sat for the NYS math exam in grades 3-8. Overall, their scores calculate to an APL of 77 falling short of the target AMO of 109, but an increase over 2016 results.

Mathematics 2016-17 Performance Level Index (PLI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
422	43	37	14	6

$$\begin{array}{rccccccccc} \text{PI} & = & 37 & + & 14 & + & 6 & = & 57 \\ & & & & 14 & + & 6 & = & \underline{20} \\ & & & & & & \text{PLI} & = & 77 \end{array}$$

EVALUATION

Albany Community Charter School 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 school district of comparison.

METHOD

A school compares the performance of tested students enrolled in at least their second year to that of all tested students in the public school district of comparison. Comparisons are between the

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

MATHEMATICS

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.⁸

RESULTS

The overall proficiency rate for Albany Community Charter School of 22 percent is seven percentage points higher than the local district students' rate.

2016-17 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 Albany CSD Students	
	Percent	Number Tested	Percent	Number Tested
3	50%	62	24%	678
4	16%	56	14%	659
5	20%	56	15%	615
6	17%	60	13%	535
7	9%	44	14%	408
8	15%	59	0%	318
All	22%	337	15%	3213

EVALUATION

Albany Community Charter School achieved this outcome measure.

ADDITIONAL EVIDENCE

Albany Community Charter School has outperformed the district for at least the past three years.

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					
	2014-15		2015-16		2016-17	
	Charter School	District	Charter School	District	Charter School	District
3	37%	15%	23%	17%	50%	24%
4	28%	16%	17%	16%	16%	14%
5	42%	17%	35%	14%	20%	15%
6	8%	13%	13%	16%	17%	13%
7	4%	13%	6%	10%	9%	14%
8	19%	1%	8%	2%	15%	0%
All	23%	14%	18%	13.5%	22%	15%

⁸ 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

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 2016-17 analysis is not yet available. This report contains 2015-16 results, the most recent Comparative Performance Analysis available.

RESULTS

The 2015-16 math effect size calculated to -0.68 overall, which is lower than expected but we anticipate improved results in the upcoming analysis based on the 2016-17 gains in math.

2015-16 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	73.7	71	23	37.8	-14.8	-0.73
4	74.7	74	16	36.5	-20.5	-1.07
5	75.7	72	35	30.6	4.4	0.25
6	71.8	67	15	31.5	-16.5	-0.83
7	74.6	68	4	24.0	-20.0	-1.04
8	63.4	70	6	19.6	-13.6	-0.70
All	72.3	422	16.7	30.1	-13.4	-0.68

School's Overall Comparative Performance:

Lower than expected

EVALUATION

Albany Community Charter School did not achieve this outcome measure.

ADDITIONAL EVIDENCE

Although the math effect size took a dip in 2015-16, we should see marked improvement in the 2016-17 regression analysis based on the increased scores.

Mathematics Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch/ Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
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
2015-16	3-8	72.3	422	16.7	30.1	-0.68

Goal 2: Growth Measure⁹

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 2015-16 and also have a state exam score in 2014-15 including students who were retained in the same grade. Students with the same 2014-15 scores are ranked by their 2015-16 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 2015-16 results, the most recent Growth Model data available.¹⁰

RESULTS

2015-16 math results were disappointing in all grades, showing an average mean growth percentile of 40.7.

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

¹⁰ Schools can acquire these data from the NYSED’s business portal: portal.nysed.gov.

MATHEMATICS

2015-16 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Statewide Median
4	24.3	50.0
5	59	50.0
6	25.3	50.0
7	39.7	50.0
8	56.4	50.0
All	40.7	50.0

EVALUATION

Albany Community Charter School did not achieve this outcome measure, but grades 5 and 8 did have an MGP greater than 50.

Mathematics Mean Growth Percentile by Grade Level and School Year

Grade	Mean Growth Percentile			
	2013-14	2015-16	2015-16	Statewide Median
4	58.7	39.7	24.3	50.0
5	52.1	41.5	59	50.0
6	20.1	28.7	25.3	50.0
7	49.6	45.4	39.7	50.0
8		42.5	56.4	50.0
All	45.1	39.6	40.7	50.0

SUMMARY OF THE MATHEMATICS GOAL

Albany Community Charter School continues to outperform the local district in math and demonstrated gains in math over last year's results.

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 school district of comparison.	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	Did Not Achieve

MATHEMATICS

	controlling for economically disadvantaged students among all public schools in New York State. (Using 2015-16 school district results.)	
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 fourth full year of implementation of the EngageNY modules, we are fine tuning how it's working within our organization. Please refer to the previously mentioned strategies in the ELA Action section.

SCIENCE

Goal 3: Science

All students at Albany Community Charter School will demonstrate competency in the understanding and application of scientific reasoning.

BACKGROUND

Harcourt Science Fusion 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 2017. 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

Overall, 51 percent of grade 4 and 8 students achieved proficiency levels in science based on the NYS exams administered in the 2016-17 school year. Grade 4 had greater than 75% with 80% scoring at levels 3 and 4.

Charter School Performance on 2016-17 State Science Exam
By All Students and Students Enrolled in At Least Their Second Year

Grade	Percent of Students at Proficiency			
	All Students		Charter School Students In At Least 2 nd Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4	81%	68	80%	56
8	24%	74	23%	60
All	51%	142	51%	116

SCIENCE

EVALUATION

Albany Community Charter School partially achieved this measure.

ADDITIONAL EVIDENCE

The overall proficiency rate in science increased since 2015-16.

Science Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year at Proficiency					
	2014-15		2015-16		2016-17	
	Percent Proficient	Number Tested	Percent	Number Tested	Percent Proficient	Number Tested
4	97%	69	71%	62	80%	56
8	60%	53	43%	53	23%	60
All	79%	122	58%	115	51%	116

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 school district of comparison.

METHOD

The school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. 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 school district of comparison.

RESULTS

2016-17 district results are still pending.

2016-17 State Science 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 Proficient	Number Tested	Percent Proficient	Number Tested
4	80%	56		
8	23%	60		
All	51%	116		

SCIENCE

EVALUATION

Results Pending

ADDITIONAL EVIDENCE

Albany Community Charter School outperformed the Albany City School District in science for the past two 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					
	2014-15		2015-16		2016-17	
	Charter School	District	Charter School	District	Charter School	District
4	97%	65%	71%	67%	80%	
8	60%	27%	43%	30%	23%	
All	79%	50%	58%	54%	51%	

SUMMARY OF THE SCIENCE GOAL

Although, Albany Community Charter School students did not achieve 75 percent at levels 3 and 4 overall in grades 4 & 8, it is likely that we continue to outperform the local Albany City School District.

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 school district of comparison.	Results Pending

ACTION PLAN

Please refer to the previously mentioned 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

Albany Community Charter School continues to be in Good Standing.

EVALUATION

Albany Community Charter School has achieved this outcome measure.

ADDITIONAL EVIDENCE

Albany Community Charter School has been in good standing since opening.

NCLB Status by Year

Year	Status
2014-15	Good Standing
2015-16	Good Standing
2016-17	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

169 surveys were submitted by parents of students in the Elementary and Middle School. The Overall Satisfaction was 84% (*Based on the survey inquiry 'Would you recommend ACCS to a friend?').

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

90 percent of eligible students returned this fall.

EVALUATION

This outcome measure has been met by ACCS.

OPTIONAL GOALS

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	--
2016-17	90%

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 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%
2016-17	94%

OPTIONAL GOALS

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.

OPTIONAL GOALS

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 2016-17.

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.