



ALBANY LEADERSHIP
CHARTER HIGH SCHOOL FOR GIRLS

**Albany Leadership Charter High
School for Girls**

**2014-15 ACCOUNTABILITY PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

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By Christina Roberts

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Christina Roberts, Principal, prepared this 2014-15 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
James Vallee	Chairperson; Ex-officio member of all committees Finance & Audit, Governance
Elizabeth Robertson	Vice-Chairperson; Governance
Margaret Moree	Secretary; Accountability, Finance & Audit
Anzala Alozie	Member
Bryan Lester	Member; Accountability
Rebekah Brisbane	Member; Accountability, Parent
Dr. Dan McGregor	Chair of Accountability Committee
Patrick Jacobson-Schulte	Chair of Finance Committee

Christina Roberts has served as the school leader since December 13, 2013.

INTRODUCTION

Albany Leadership Charter High School for Girls (ALH) was the first all-girls, public, charter high school in the city of Albany. Led by a dynamic team of leaders, ALH strives to be the premier college preparatory high school for young women in the Capital District. The school opened its doors in September 2010 to approximately 150 ninth and tenth grade scholars. Now in our fifth year, we are fully enrolled in grades nine through 12 and just received a three year renewal from our authorizer.

Mission Statement

The mission of Albany Leadership Charter High School for Girls is to prepare young women to graduate from high school with the academic and leadership skills necessary to succeed in college and the career of their choosing.

ALH Key Design Elements

Albany Leadership Charter High School for Girls (ALH) possesses strategic design elements intended to result in greater student achievements. These elements include: single gender education, extended day and year, college preparatory programming, and character education through service learning and advisory.

ALH prides itself on being the first and only public, charter female only high school in New York State, and it considers this one of its primary distinctive qualities. According to the National Association for Single Sex Public Education (NASSPE), there are three major advantages for girls who are educated in a single gender school. These include expanded educational opportunity, custom-tailored learning and instruction and the exercising of greater autonomy. ALH seeks to maximize these benefits for our students in every aspect of our school in order to ensure we cultivate great scholars and true leaders.

ALH also recognizes the potential positive impact of greater instructional time and, therefore, has created an extended day and year. Our daily bell schedule provides our students with 35 more minutes per week in comparison to our local district school, and our 2014-2015 calendar requires students to attend 12 more days. ALH believes this additional time is extremely valuable because it allows our girls even more opportunities to learn new material, review previous material, practice skills and improve performance.

ALH's extended day and year greatly contribute to our ability to prepare our future graduates for college. The new sequencing of our academic program affords EVERY scholar the chance to graduate with an Advanced Regents Diploma. The "doubling up" of English Language Arts and Mathematics in the freshmen year helps our students to establish a strong foundation in literacy, writing and numeracy. An SAT preparation course is also built into students' daily schedules in their junior year. Throughout our girls' entire high school career, they also engage in a college readiness program that entails visiting colleges, attending college fairs, completing college applications and applying for financial aid. ALH emphasizes the attainability of college acceptance and graduation. In addition to a focus on academic excellence and the pursuit of postsecondary endeavors, ALH also underscores the importance of strong character through its core C.L.E.A.R. values, advisory days

and service learning. ALH’s C.L.E.A.R. values are: College and Career Readiness, Leadership, Empowerment, Accountability and Resolve and Resiliency, and these values are reinforced in every facet of school life from the classroom to the lunchroom to the hallway to the world. ALH scholars also participate in a monthly advisory, that is solely and explicitly devoted to developing our girls’ character and further strengthen our core values. Lastly, all ALH students are required to complete a minimum of 90 hours of community service through our Service Learning Program. Through the fulfillment of this requirement, our graduates are able to fully ascertain that the mark of a true leader is service.

School Enrollment by Grade Level and School Year

School Year	9	10	11	12	Total
2011-12	108	96	19	0	223
2012-13	99	67	77	20	263
2013-14	125	108	82	57	372
2014-15	125	118	90	45	378

- As of BEDS Day

High School Cohorts

Accountability Cohort

The state's Accountability Cohort consists specifically of students who are in their fourth year of high school after the 9th grade. For example, the 2011 state Accountability Cohort consists of students who entered the 9th grade in the 2011-12 school year, were enrolled in the school on the state's annual enrollment-determination day (BEDS day) in the 2014-15 school year, and either remained in the school for the rest of the year or left for an acceptable reason. (See New York State Education Department's website for its accountability rules and cohort definitions: www.p12.nysed.gov/accountability/)

The following table indicates the number of students in the Accountability Cohorts who are in their fourth year of high school and were enrolled on BEDS Day in October and on June 30th.

Fourth-Year High School Accountability Cohorts

Fourth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Enrolled on BEDS Day in October of the Cohort's Fourth Year	Number Leaving During the School Year	Number in Accountability Cohort as of June 30 th
2012-13	2009-10	2009	20	1	24
2013-14	2010-11	2010	68	10	59
2014-15	2011-12	2011	56	6	50

Total Cohort for Graduation

Students are included in the Total Cohort for Graduation also based on the year they first enter the 9th grade. Prior to 2012-13, students who have enrolled at least five months in the school after entering the 9th grade are part of the Total Cohort for Graduation; as of 2011-12 (the 2008 cohort), students who have enrolled at least one day in the school after entering the 9th grade are part of the school's Graduation Cohort. If the school has discharged students for one of the following acceptable reasons, it may remove them from the graduation cohort: if they transfer to another public or private diploma-granting program with documentation, transfer to home schooling by a parent or guardian, transfer to another district or school, transfer by court order, leave the U.S. or die.

Fourth Year Total Cohort for Graduation

Fourth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Enrolled on June 30 th of the Cohort's Fourth Year (a)	Additional Students Still in Cohort ¹ (b)	Graduation Cohort (a) + (b)
2012-13	2009-10	2009	24	3	27
2013-14	2010-11	2010	59	8	67
2014-15	2011-12	2011	50	8	58

¹ Number of students who had been enrolled for at least one day prior to leaving the school and who were not discharged for an acceptable reason.

Fifth Year Total Cohort for Graduation

Fifth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Enrolled on June 30 th of the Cohort's Fifth Year (a)	Additional Students Still in Cohort ² (b)	Graduation Cohort (a) + (b)
2012-13	2008-09	2008	27	2	25
2013-14	2009-10	2009	67	3	64
2014-15	2010-11	2010	58	0	58

² Number of students who had been enrolled for at least one day prior to leaving the school and who were not discharged for an acceptable reason

ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

Students will become college ready in English Language Arts by attaining at or above grade level proficiency on state and national tests and obtaining the regents or advanced regents credits in English necessary to graduate from high school by their 4th year at ALHCS.

Background

ALH continues delivering an English Language Arts program aligned with the Common Core State Standards with an emphasis on critical reading and critical writing, which enhances learning in all disciplines. ALH also provided mandatory 27 minute remedial support classes four times/week for students in need of additional ELA support.

GOAL 1: ENGLISH LANGUAGE ARTS

(S) Each year, 65 percent of students in the high school Accountability Cohort will meet the college and career readiness standard (currently scoring 75 on the New York State Regents English exam OR fully meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

Method

The school administered the New York State Regents Comprehensive English exam that students must pass to graduate. The school scores Regents on a scale from 0 to 100. The State Education Department defines the following pass levels: scoring 75 to meet the college and career readiness standard.³ This measure examines the percent of the Accountability Cohort that passed the exam by the completion of their fourth year in the cohort. Students have until the summer of their fourth year to do so.

Results

46 percent of the 2011 Cohort scored a 75 or greater on the English Regents; however 96 percent achieved a score of 65 or higher. The 2011 Cohort had a higher percentage than the 2010 Cohort score at 65, but stayed steady at 46 % achieving a score of 75.

³ The statewide adaptation of new State Standards includes incorporating college and career readiness performance standards for the English language arts exam. The state has benchmarked student ELA test performance to the likely need for remedial course work when students enter college by comparing student 3-8 test results and Regents results to their post-secondary experience at SUNY and CUNY. Besides raising the cut scores for proficiency in the 3-8 testing program, the state has begun to set college and career readiness standards for passing Regents.

**English Regents Passing Rate with a Score of 65 /75
by Fourth Year Accountability Cohort⁴**

Cohort Designation	Number in Cohort	Percent Passing with a score of 65 /75
2009	24	75%/38%
2010	59	85%/46%
2011	50	96%/46%

Evaluation

ALH did not achieve this measure.

Additional Evidence

As evidenced in the below table, the 2012 Cohort already has 52 percent of students at the College and Career Readiness level in English, which indicates ALH has already increased its performance in this area and anticipates further progress by June of 2016.

**English Regents Passing Rate with a score of 65 through 2014 and 75 in 2015
by Cohort and Year**

Cohort Designation	2012-13		2013-14		2014-15	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2011	66	N/A	62	69	50	46%
2012	95	N/A	81	0	75	52%
2013			100	0	82	17%
2014					95	--

Goal 1: Absolute Measure

(S) Each year, 65 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade English language arts exam will meet the college and career readiness standard (currently scoring 75 on the New York State Regents English exam OR fully meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

Method

The school demonstrates the effectiveness of its English language arts program by enabling students who were not meeting proficiency standards in the eighth grade to meet the English requirement for the college and career readiness standard.

⁴ Based on the highest score for each student on the English Regents exam

Results

ALH does not have access to our students' NYS test scores from eighth grade. The local district does not provide that information.

Goal 1: Absolute Measure

Each year, the Accountability Performance Level (APL) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.

Method

In receiving a waiver for its federal No Child Left Behind accountability system, the New York State Education Department now holds high schools accountable for making annual yearly progress towards meeting college and career readiness standards. See page 72 of SED's ESEA waiver application for the high school AMOs:

www.p12.nysed.gov/accountability/documents/NYSESEAFlexibilityWaiver_REVISED.pdf

The AMO continues to be SED's basis for determining if schools are making satisfactory progress toward the annual goal. To achieve this measure, all tested students in the Accountability Cohort must have an Accountability Performance Level (APL) that equals or exceeds the 2014-15 English language arts AMO of 170.

The APL is calculated by adding the sum of the percent of students in the Accountability Cohort at Levels 2 through 4 to the sum of the percent of students at Level 3 and 4. Thus, the highest possible APL is 200. The Regents exam in Comprehensive English is scored on a scale from 0 to 100; 0 to 64 is Level 1, 65 to 74 is Level 2, 75 to 89 is Level 3, and 90 to 100 is Level 4. The Regents Common Core Examination in English is scored on a scale from 0 to 100; 0 to 64 is level 1, 65 to 78 is level 2; 79 to 84 is level 3, and 85 to 100 is level 4.

Results

The ALH students in the 2011 Accountability Cohort reached an APL of 142, falling short of the target AMO of 170.

English Language Arts Accountability Performance Level (APL) For the 2011 High School Accountability Cohort

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
50	4% (2)	50% (25)	40% (20)	6% (3)

$$\begin{array}{rcccccccc} \text{PI} & = & 50\% & + & 40\% & + & 6\% & = & 96 \\ & & & & 40\% & + & 6\% & = & \underline{46} \\ & & & & & & \text{APL} & = & 142 \end{array}$$

Evaluation

ALH did not achieve this measure.

Additional Evidence

As previously mentioned, the 2012 Cohort has even higher levels on the English Regents. The staff attributes this to the improvements we have made to the ELA program and developing a more cohesive scope and sequence. It is evident that students who have experienced these changes have benefitted from the interventions we have put in place.

Goal 1: Comparative Measure

(S) Each year, the Accountability Performance Level (APL) in Regents English of students in the fourth year of their high school Accountability Cohort will exceed the APL of comparable students from the local school district.

Method

The school compares the performance of students in their fourth year in the charter school Accountability Cohort to that of the respective cohort of students in the local school district. Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available school district results.⁵

Results

ALH outperformed the local district based on the Accountability Performance Level. The district's 2011 Cohort has not been released yet.

English Regents Accountability Performance Level (APL)⁶ of Fourth-Year Accountability Cohorts by Charter School and School District

Cohort	Charter School		School District	
	APL	Cohort Size	APL	Cohort Size
2009				
2010	129	56 Tested	111	482
2011	142	50	N/A	N/A

Evaluation

ALH achieved this measure.

⁵ The New York State Report Card provides the district results for students scoring at or above 65.

⁶ For an explanation of the procedure to calculate the school's APL, see page 31.

Summary of the High School English Language Arts Goal ⁷

The scholars at ALH performed well in ELA. Although 65 percent did not score at 75 percent or higher, the cohorts are demonstrating progress. The 2011 cohort did outperform the local district in terms of the English Regents.

Type	Measure (Accountability Plan from 2012-13 or later)	Outcome
Absolute	(§) Each year, 65 percent of students in the high school Accountability Cohort will meet the college and career ready standard (currently scoring 75 on the New York State Regents English exam) by the completion of their fourth year in the cohort.	Did Not Achieve
Absolute	(§) Each year, 65 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade English language arts exam will meet the college and career ready standard (currently scoring 75 on the New York State Regents English exam) by the completion of their fourth year in the cohort.	N/A
Absolute	Each year, the Accountability Performance Level (APL) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	Did Not Achieve
Comparative	(§) Each year, students in the high school Total Cohort will exceed the predicted pass rate on the Regents English 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 high schools in New York State.	N/A
Comparative	(§) Each year, the Accountability Performance Level (APL) in Regents English of students in the fourth year of their high school Accountability Cohort will exceed the APL of comparable students from the local school district. (Using 2013-14 school district results.)	Achieved

Action Plan

In an effort to improve student performance, satisfaction and the school culture, ALH is implementing numerous changes that support the notion that if our girls better learn to get past the negative behaviors and understand what it is they need to do well, they will be more likely to succeed. There are many school wide initiatives that we anticipate will improve success across disciplines.

- The two freshmen ELA courses (Critical Reading and Critical Writing) will now be taught as a double block-double class taught by one teacher to maximize learning time, have greater consistency and accountability
- We have created two additional mandatory, semester based electives for Freshmen:
 - Intro to Microsoft Word to equip girls with essential computer skills for future advanced course work
 - Freshmen Seminar to equip girls with the much needed “soft skills” to help facilitate a smooth academic and personal transition into high school

⁷ If the school includes a middle school component, add these measures to the subject area goal for the younger grades.

Culture, Skills and Supports

- New “push-in” guidance workshops that are facilitated by guidance and held during ELA classes to equip girls with additional “soft skills” to help establish a stronger academic foundation and develop a stronger sense of self-worth, self-discipline and self-advocacy
- Created Grade Level Teams (in addition to the existing Departments) that have bi-weekly meeting times to facilitate cross-disciplinary dialogues and better support students taught by the same teachers
- Advisory Program has been modified to include weekly “check-in” and “community building” times, in addition to the previously existing themed days.
- ALH has shifted to a universal curriculum based on Michael Arterberry’s “Power of Peace” program to enhance individual student attitudes, convictions and efficacy, as well as to improve school culture. In addition, ALH incorporated a new “merit system” to acknowledge deserving students and to incentivize desired behaviors.
- ALH has implemented a Positive Behavior Intervention & Supports (PBIS) model to identify the root of misbehaviors and provide the appropriate supports to modify student behavior and increase student success.
- Increased seats available for Response to Intervention Program and revamped Structured Student Support for AIS and Rtl services. The number of seats in Tier II and Tier III have been increased.
- AIS Regents prep services are both proactive in supporting struggling students before Regents and supportive of students after failing Regents
- These students receive data-driven support 4 times per week at 27 minutes in addition to their regular academic program and is separate from Rtl.

Improved Teacher Processes

- Shifted from Scantron to the teaching application through National grading system to simplify interval process and increase teacher capacity in creating assessments and analyzing data.
- This grading system has been completely revised, shifting to a Standards-Referenced Grading system in an effort to move student and teacher paradigms from numbers to learning and increase the accuracy of grades reflecting actual academic proficiency
- The teacher evaluation system has been updated to be more comprehensive and data driven.

MATHEMATICS

Goal 2: Mathematics

Students will become college ready in mathematics by attaining at or above grade level proficiency on state and national tests and obtaining the regents or advanced regents credits in mathematics necessary to graduate from high school by their 4th year at AL24HCS.

Background

ALH transitioned from having various “pre” courses (pre-Algebra, pre-Geometry, etc.) to creating a set trajectory of “traditional” courses: Algebra to Geometry to Algebra 2 Trigonometry to Pre-Calc (and Calculus where applicable). ALH also provided mandatory 30 minute remedial support classes four times/week for students in need of additional math support.

MATHEMATICS

Goal 2: Absolute Measure

(§) Each year, 65 percent of students in the high school Accountability Cohort will meet the college and career readiness standard (currently scoring 80 on a New York State Regents math exam OR fully meeting Common Core expectations on the Regents Algebra I (Common Core) exam) by the completion of their fourth year in the cohort.

Method

The school administered the New York State Regents Geometry, Integrated Algebra and Algebra 2 exams. The school scores Regents on a scale from 0 to 100. The State Education Department defines the following pass level: scoring 80 to meet the college and career readiness standard.⁸ This measure requires students in each Accountability Cohort to achieve the requisite score on any one of the Regents mathematics exams by their fourth year in the cohort. Students may have taken a particular Regents mathematics exam multiple times or have taken multiple mathematics exams. Students have until the summer of their fourth year to pass a mathematics exam.

Results

While only 23 percent of the 2011 Cohort achieved a score of 80 on a math Regents, 92 percent achieved a 65.

⁸ The statewide adaptation of the revised State Standards includes incorporating college and career readiness performance standards for the English language arts exam. The state has benchmarked student mathematics test performance to the likely need for remedial course work when students enter college by comparing student 3-8 test results and Regents results to their post-secondary experience at SUNY and CUNY. Besides raising the cut scores for proficiency in the 3-8 testing program, the state has begun to set college and career readiness standards for passing Regents.

**Mathematics Regents Passing Rate with a Score of 80
by Fourth Year Accountability Cohort⁹**

Cohort Designation	Number in Cohort	Percent Passing with a score of 65 / 80
2009	24	75%/21%
2010	59	97%/10%
2011	50	92%/23%

Evaluation

ALH did not achieve this measure.

Additional Evidence

**Mathematics Regents Passing Rate with a score of 65 through 2014 and 80 in 2015
by Cohort and Year**

Cohort Designation	2012-13		2013-14		2014-15	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2011	66	75.8	62	81	50	23%
2012	95	53.6	81	68	76	24%
2013			100	49	82	21%
2014					95	05%

Goal 2: Absolute Measure

(§) Each year, 65 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade math exam will meet the college and career ready standard (currently scoring 80 on a New York State Regents math exam) by the completion of their fourth year in the cohort.

Method

The school demonstrates the effectiveness of its mathematics program by enabling students who were not meeting proficiency standards in the eighth grade to meet the mathematics requirement for the college and career readiness standard.

Results

ALH is not provided with the eighth grade results from the district.

⁹ Based on the highest score for each student on the Mathematics Regents exam

Goal 2: Absolute Measure

Each year, the Accountability Performance Level (APL) on a Regents mathematics exam of students completing their fourth year in the Accountability Cohort will meet the Annual Measurable Objective (AMO) set forth in the state’s NCLB accountability system.

Method

In receiving a waiver for its federal No Child Left Behind accountability system, the State Education Department now law holds high schools accountable for making annual yearly progress towards meeting college and career readiness standards. See page 72 of SED’s ESEA waiver application for the high school AMOs:

http://www.p12.nysed.gov/accountability/documents/NYSESEAFlexibilityWaiver_REVISED.pdf

The AMO continues to be SED’s basis for determining if schools are making satisfactory progress toward the annual goal. To achieve this measure, all tested students in the Accountability Cohort must have an Accountability Performance Level (APL) that equals or exceeds 2014-15 mathematics AMO of **154**.

The APL is calculated by adding the sum of the percent of students in the Accountability Cohort at Levels 2 through 4 to the sum of the percent of students at Level 3 and 4. Thus, the highest possible APL is 200. The Regents exams are scored on a scale from 0 to 100; 0 to 64 is Level 1, 65 to 79 is Level 2, 80 to 89 is Level 3, and 90 to 100 is Level 4. The Regents Common Core exams in mathematics are scored on a scale from 0 to 100; 0 to 64 is level 1; 65 to 73 is level 2, 74 to 84 is level 3, and 85 to 100 is level 4.

Results

The ALH students in the 2011 Accountability Cohort reached an APL of 112.

**Mathematics Accountability Performance Level (APL)
For the 2011 High School Accountability Cohort**

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
50	08% (4)	72% (36)	12% (6)	08% (4)

$$\begin{array}{rclclclclcl}
 \text{PI} & = & 72 & + & 12 & + & 08\% & = & 92 \\
 & & & & 12 & + & 08\% & = & \underline{20\%} \\
 & & & & & & \text{APL} & = & 112
 \end{array}$$

Evaluation

ALH did not achieve this measure.

Goal 2: Comparative Measure

(S) Each year, the Accountability Performance Level (APL) in mathematics of students in the fourth year of their high school Accountability Cohort will exceed the APL of comparable students from the local school district.

Method

The school compares the performance of students in their fourth year in the charter school Accountability Cohort to that of the respective cohort of students in the local school district. Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available school district results.¹⁰

Results

Using the most recent district APL, ALH outperformed the local district.

**Mathematics Accountability Performance Level (APL)
of Fourth-Year Accountability Cohorts by Charter School and School District¹¹**

Cohort	Charter School		School District	
	APL	Cohort Size	APL	Cohort Size
2010	102	58	105	482
2011	112	50	N/A	N/A

Evaluation

ALH achieved this measure.

¹⁰ The New York State Report Card provides the district results for students scoring at or above 65.

¹¹ See page 39 above for an explanation of the APL.

Summary of the High School Mathematics Goal ¹²

The students are showing positive growth in mathematics. The 2011 Cohort did outperform the local district in terms of the APL, but did not exceed the AMO. The upcoming cohorts are showing higher scores already so we anticipate improved results in 2015-16, however; those cohorts will be transitioning to the CCSS Regents exams.

Type	Measure (Accountability Plan from 2012-13 or later)	Outcome
Absolute	(\$ Each year, 65 percent of students in the high school Accountability Cohort will meet the college and career ready standard (currently scoring 80 on a New York State Regents mathematics exam) by the completion of their fourth year in the cohort.	Did Not Achieve
Absolute	(\$ Each year, 65 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade mathematics exam will meet the college and career ready standard (currently scoring 80 on a New York State Regents mathematics exam) by the completion of their fourth year in the cohort.	N/A
Absolute	Each year, the Accountability Performance Level (APL) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	Did Not Achieve
Comparative	(\$ Each year, students in the high school Total Cohort will exceed the predicted pass rate on a New York State Regents 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 high schools in New York State.	N/A
Comparative	(\$ Each year, the Accountability Performance Level (APL) on a New York State Regents mathematics exam of students in the fourth year of their high school Accountability Cohort will exceed the APL of comparable students from the local school district. (Using 2013-14 school district results.)	Achieved

Action Plan

Please refer to the aforementioned updates to the school-wide program.

¹² If the school includes a middle school component, add these measures to the subject area goal for the younger grades.

SCIENCE

Goal 3: Science

Students will become college ready in science by attaining at or above grade level proficiency on state and national tests and obtaining the regents or advanced regents credits in science necessary to graduate from high school by their 4th year at ALHCS.

Background

ALH utilizes an updated curriculum and pacing guides for all science courses. There is a system in place for lesson plan review and feedback by science department supervisor who will be placing focus on lesson rigor. There are 15 minute walkthrough observations and follow-up conferences where the focus will be on rigor, content-specific literacy (vocabulary, reasoning skills, -- i.e. focus on Common Core Literacy for Science and Technical subjects) and using formative assessment to enhance instruction. The use of interim assessment data to run efficient protocol meetings as a means to develop action plans has been implemented. In addition, there are expectations for additional time spent on labs (hands-on and project based learning) and follow-through during weekly 15 minute observations of each teacher – (i.e. 1 lab or hands-on project/ week).

Students that failed Regents exams are placed back in the course (even if they already earned the course credit) until they pass the exam (January, June, August). Also, student support services are provided opposite of lunch for Regents prep for all courses. For all programs, an enhanced Rtl program where student deficits are identified and Tier 2, 3 interventions used to target specific deficits (reading, math). This will help build basic knowledge and skills students need to access science-specific content.

SCIENCE

Goal 3: Absolute Measure

Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on a New York State Regents science exam by the completion of their fourth year in the cohort.

Method

New York State administers multiple high school science assessments; current Regent exams are Living Environment, Earth Science, Chemistry and Physics. The school administered Living Environment, Earth Science, Chemistry and Physics. It scores Regents on a scale from 0 to 100; students must score at least 65 to pass. This measure requires students in each Accountability Cohort to pass any one of the Regents science exams by their fourth year in the cohort. Students may have taken a particular Regents science exam multiple times or have taken multiple science exams. Students have until the summer of their fourth year to pass a science exam.

Results

90 percent of the 2011 Cohort scored a minimum of 65 on a science Regents exam by the completion of their fourth year.

Science Regents Passing Rate with a Score of 65 by Fourth Year Accountability Cohort¹³

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2009	24	63%
2010	59	86%
2011	50	90%

Evaluation

ALH achieved this measure.

Additional Evidence

Looking ahead, the 2012 and 2013 Cohorts have already achieved this measure by the end of the second and third year in the cohort.

Science Regents Passing Rate with a score of 65 by Cohort and Year

Cohort Designation	2012-13		2013-14		2014-15	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2011	66	60.6	62	84	50	90%
2012	95	31.5	81	58	75	83%
2013			100	55	82	85%
2014					95	72%

Goal 3: Comparative Measure

Each year, the percent to students in the high school Total Cohort passing a Regents science exam with a score of 65 or above will exceed that of the high school Total Cohort from the local school district.

Method

The school compares the performance of students in their fourth year in the charter school high school Total Cohort to that of the respective cohort of students in the local school district. Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available district results.

¹³ Based on the highest score for each student on any science Regents exam

Results

The 2011 Cohort outperformed the local district's most recent results available, the 2010 cohort, by 33 percentage points in science.

Science Regents Passing Rate of the High School Total Cohort by Charter School and School District

Cohort	Charter School		School District	
	Percent Passing	Cohort Size	Percent Passing	Cohort Size
2009	63%	24	56%	654
2010	86%	59	57%	594
2011	90%	50	Unavailable	

Evaluation

ALH achieved this measure.

Additional Evidence

The percentage of students at ALH who pass a science Regents exam by the fourth year in the cohort has been steadily increasing, whereas the district's percent passing has been steady around 55 to 58 percent.

SOCIAL STUDIES

Goal 4: Social Studies

Students will become college ready in social studies by attaining at or above grade level proficiency on state and national tests and obtaining the regents or advanced regents credits in social studies necessary to graduate from high school by their 4th year at ALHCS.

Goal 4: Absolute Measure

Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Regents U.S. History exam by the completion of their fourth year in the cohort.

Method

New York State administers two high school social studies assessments: U.S. History and Global History. In order to graduate, students must pass both of these Regents exams with a score of 65 or higher. This measure requires students in each Accountability Cohort to pass the two exams by the completion of their fourth year in the cohort. Students may have taken the exams multiple times and have until the summer of their fourth year to pass it. Once students pass it, performance on subsequent administrations of the same exam do not affect their status as passing.

Results

88 percent of the 2011 Accountability Cohort passed the U.S. History Regents with a score of 65 or better.

U.S. History Regents Passing Rate with a Score of 65 by Fourth Year Accountability Cohort¹⁴

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2009	24	71%
2010	59	81%
2011	50	88%

Evaluation

ALH achieved this measure.

Additional Evidence

The percent of those passing the U.S. History exam has been steadily rising, as evidenced in the table below.

¹⁴ Based on the highest score for each student on a science Regents exam

U.S. History Regents Passing Rate with a score of 65 by Cohort and Year

Cohort Designation	2012-13		2013-14		2014-15	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2011	66	44.5%	62	74%	50	88%
2012	95	N/A	81	0	75	56%
2013			100	0	82	--
2014					95	--

Goal 4: Comparative Measure

Each year, the percent to students in the high school Total Cohort passing the Regents U.S. History exam with a score of 65 or above will exceed that of the high school Total Cohort from the local school district.

Method

The school compares the performance of students in their fourth year in the charter school high school Total Cohort to that of the respective cohort of students in the local school district. Given that students may take Regents exam up through the summer of their fourth year, school presents the most recently available district results.

Results

88 percent of the 2010 Total Cohort passed the U.S. History Regents exam versus 51 percent at the local district.

**U.S. History Passing Rate
of the High School Total Cohort by Charter School and School District**

Cohort	Charter School		School District	
	Percent Passing	Cohort Size	Percent Passing	Cohort Size
2009	71%	24	56%	654
2010	81%	59	51%	594
2011	88%	50		

Evaluation

ALH achieved this measure.

Additional Evidence

Each year, the percent of students in the four year cohort who achieve a 65 on the U.S. History exam increases.

Goal 4: Absolute Measure

Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Regents Global History exam by the completion of their fourth year in the cohort.

Method

This measure requires students in each Accountability Cohort to pass the Global History exam by the completion of their fourth year in the cohort. Students may have taken the exam multiple times, and had until the summer of their fourth year to pass it. Once students pass it, performance on subsequent administrations of the same exam do not affect their status as passing.

Results

74 percent of the 2011 Cohort passed the Global History Regents by the end of their fourth year in the cohort.

**Global History Regents Passing Rate with a Score of 65
by Fourth Year Accountability Cohort¹⁵**

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2009	24	75%
2010	59	79%
2011	50	74%

Evaluation

ALH did not achieve this measure.

Global History Regents Passing Rate with a score of 65 by Cohort and Year

Cohort Designation	2012-13		2013-14		2014-15	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2011	66	36	62	77	50	74%
2012	95	N/A	81	30	75	64%
2013			100	0	82	67%
2014						

Goal 4: Comparative Measure

Each year, the percent of students in the high school Total Cohort passing the Regents Global History exam with a score of 65 or above will exceed that of the high school Total Cohort from the local school district.

¹⁵ Based on the highest score for each student on a science Regents exam

Method

The school compares the performance of students in their fourth year in the charter school high school Total Cohort to that of the respective cohort of students in the local school district. Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available district results.

Results

74 percent of students in the 2011 Total Cohort passed the Global Studies Regents exam versus only 52 percent of the 2010 Cohort at the Albany City School District. This is the most recent district data available.

Global History Passing Rate of the High School Total Cohort by Charter School and School District

Cohort	Charter School		School District	
	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort
2009	75%	24	53%	654
2010	79%	59	52%	594
2011	74%	50		

Evaluation

ALH achieved this measure.

Additional Evidence

ALH outperforms the local district year to year in Global History.

NCLB

Goal 5: NCLB

The school will make Adequate Yearly Progress.

Goal 5: Absolute Measure

Under the state's NCLB accountability system, the school's Accountability Status 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

Due to some inaccurate data reporting, ALH has been placed on a **preliminary** Local Assistance Plan List.

Evaluation

ALH achieved this measure.

Additional Evidence

ALH appealed this decision, but data inaccuracies are not a basis for reversing the decision. The school is only on a preliminary status, so is still in good standing.

NCLB Status by Year

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

HIGH SCHOOL GRADUATION

GOAL 6: HIGH SCHOOL GRADUATION

Students at ALHCS will become college ready and career ready by graduating from high school with an advanced Regents or Regents diploma.

(5) Each year, 75 percent of students in first and second year high school Total Graduation Cohorts will earn at least ten credits (if 44 needed for graduation) or five credits (if 22 needed for graduation) each year.

Method

This measure serves as a leading indicator of the performance of high school cohorts and examines their progress toward graduation based on annual credit accumulation. The measure requires that, based on the school's promotion requirements, the school will promote 75 percent of its students in each cohort to the next grade by the end of August OR that 75 percent of the first and second year high school Total Graduation Cohorts will earn the requisite number of credits.

Albany Leadership Charter High School for Girls Academic Policies and Procedures

GRADING SCALE

Prior to 2014-2015			2014-2015 to Present		
Letter	Grades Earned	GPA Value	Letter	Grade Earned	GPA Value
A	90-100	4.0	A+	98-100	4.0
B	80-89	3.0	A	93-97	4.0
C	70-79	2.0	A-	90-92	3.7
F	69 and below	0	B+	87-89	3.3
			B	83-86	3.0
			B-	80-82	2.7
			C+	77-79	2.3
			C	73-76	2.0
			C-	70-72	1.7
			F	69 and below	0

*If your daughter receives a final grade of less than 70%, no credit unit will be granted for that course. If she fails any "core classes" (those required for graduation), she will be **REQUIRED** to attend summer school; otherwise, she will likely have to repeat the course in the next year.

RECEIVING CREDITS FOR A COURSE

Credit units are granted once a student successfully completes that course with a "C-" or higher. Partial credit units are not granted to a student who leaves ALH midyear or who transfers to another class midyear.

COURSES WITH WEIGHTED CREDIT

A student who chooses to take an Honors or Advanced Placement (AP) level course will be weighted in recognition of the extra effort needed to meet their requirements. Consequently, Honors courses are weighted at 1.02% and AP courses are weighted at 1.05%.

ALH ACADEMIC PROGRAM

	9 th Grade	10 th Grade	11 th Grade	12 th Grade
Language Arts	Critical Reading Critical Writing (Honors ELA I)	ELA II- American Literature (Honors)	ELA III- Global Literature (AP English Literature)	Transformative Literature (UHS)
Social Studies	Government/ Economics	US History (Honors)	Global Studies 1 Global Studies 2 (Honors)	(AP)/(HVCC)
Math	Algebra/ Foundations (Geometry)	Geometry (Algebra 2 Trig)	Algebra2Trig or Algebra2TrigE1 (Pre-Calc)	Pre-Calc or Algebra2TrigE2 (Calculus)
Science	Living Environment	Earth Science	Chemistry (Chemistry NR)	Physics (AP Bio) (Med Science)
Foreign Language	(Spanish 2- Honors Only)	Spanish 1 or 2 (Spanish 3)	Spanish 2 or 3 (Spanish 4?)	Spanish 3 (or 4?)
Physical Education/Health	PE	PE/Health	PE	PE
Enrichment	Art/Music	Art/Music/ Business	Life Skills	Art/Music/ Business/ Internships
School Theme	“My Role”	“My Role in the Community”	“My Role in the Global Society”	“My Role as a Transformative Leader”
Credits Earned	7	7	7	3-7

*Please note that the aforementioned Academic Program is the trajectory for all Cohort 2014 students and subsequent cohorts. Any preceding cohorts are completing their graduation requirements as necessary. If you have individual questions or concerns with your daughter’s academic program, please speak to her guidance counselor.

STUDENTS WHO TRANSFER *FROM* OTHER INSTITUTIONS

Students transferring to Albany Leadership Charter High School for Girls *may* be able to carry their former institution’s credits over. Students who transfer to ALH mid-year will have their exit grades considered for ALH quarter grades and final credit units.

STUDENTS WHO TRANSFER TO OTHER INSTITUTIONS

Albany Leadership Charter High School for Girls does not give credits to students who transfer mid-year. We will forward an exit grade summary for that school year **once the formal withdrawal form has been submitted** to the Office and Relations Administrator.

GRADE POINT AVERAGE (GPA)

GPA is calculated using the 4-point scale and is calculated based on credit-bearing classes, factoring in any appropriate weighting. Pass/Fail classes will not be calculated into the GPA.

PASS/FAIL CLASSES

For “pass” or “fail” classes, students must receive over a 70 average in order to pass for the year and receive a “P” on their transcript.

Honor Roll/High Honor Roll

Students who receive a 3.2 through 3.59 GPA in any quarter will receive Honor Roll recognition. Students who receive 3.6 and above GPA in any quarter will receive High Honor Roll recognition.

HOMEWORK

Homework will include, but is not limited to, a review of skills and concepts our students have learned that day in school and an extension for further learning. This will help students move toward mastery of the skills and concepts they encounter.

Homework is checked for “**quality and completion**”.

What is meant by “**quality and completion**”?

- Homework has the ALH official heading
- Homework is written in black or blue ink only (pencil for science/math)
- Every task/question is answered/attempted
- Work is legible
- Presentation is neat and professional looking (no stains, wrinkles, or tears)

ALH Heading

NAME	DATE
CLASS	“One Leader Changes Everything”

Formal Typed Assignments:

- 12-point font
- Times New Roman
- Double-spaced
- Standard 1” margins

LATE WORK

Completing homework is not optional at ALH. It is essential that all of our students complete homework regularly to both reinforce what they are learning at school and to equip them for the increased

demands of college. Students are expected to submit **all homework** assignments **ON TIME!** Homework assignments include, but are not limited to, worksheets, readings, informal research, written responses, practice assessments and other assigned tasks that are expected to be completed ***by the next school day/class***. For **formal** assignments, including research papers, group projects, and independent study, students will be given a firm due date and expected to submit the assignment ***on that day in class***. Students jeopardize both their class grade and their promotion status if they do not complete AND submit their assignments on the due dates.

*Teachers reserve the right to assign students **Flex Time** if they do not hand in homework or a formal long term assignment on time.

FLEX TIME

Flex Time takes place every day after 8th period until 4 pm. This is the space where *opportunity* meets *responsibility*. Teachers are available for our scholars every day after school to receive additional academic assistance, to improve previously submitted work and/or to make up missed work (due to either excused or unexcused absences from class). Teachers are empowered to **ASSIGN** Flex Time for students whom they believe are in **NEED** of serious remediation or support. Students who fail to attend assigned Flex Time (without a legitimate excuse) will not receive a “punitive consequence” but will be informed that any academic consequences for their negligence will not be negotiated or changed in the future.

Should a student choose to be disruptive, disrespectful or disengaged in the mini-lesson within Flex Time, she will be asked to leave and will serve the appropriately designated consequence based on the egregiousness of the offense.

ASSESSMENTS

Frequent assessment is a central component of our program. Assessments in every subject at ALH are used to adjust instruction and inform tutoring and enrichment programs in order to meet the needs of every student; hold students, faculty and staff accountable for student learning outcomes; and to track growth and progress so that every student is prepared to succeed and graduate from college. ALH uses the data from assessments on a daily, weekly, quarterly and annual basis. Assessments take many forms, including but not limited to, daily quizzes and homework, weekly tasks and projects, portfolios and presentations, unit benchmark assessments, interim assessments and New York State and national norm referenced exams.

Student attendance and participation in the assessment program is essential in order to fully understand each student’s academic standing. Your daughter’s performance and strengths and needs on assessments will be a routine part of parent- teacher conferences, as well as student-teacher discussions. Students who are absent for assessments will be required to make-up the assessment during school, after school or on a designated Saturday. ALH will provide multiple opportunities and communication tools for parents/guardians to have their daughter’s most current assessment outcomes.

REGENTS AND FINALS TESTING

Regents exams are state-mandated in varied subjects in order for students to obtain a high school diploma. Finals are cumulative exams that cover the year's coursework. Exams are given for all courses. Students will either take a Regents exam or final exam in mid-June.

All exams are held in the gymnasium unless otherwise specified. Students are expected to be at the exam site at least thirty minutes prior to the start of the exam. Students are given 3 hours to complete an exam, but may be excused after 2 hours if they have finished. After an hour and a half has passed, a late student will not be allowed entry. Students who are late for an exam will not be given additional time to compensate for their lateness. (This is based on NYS regulations.)

All students are expected to take their exams on the days designated on the exam schedule. Teachers will not re-administer or give credit for an exam missed due to an unexcused absence.

FINAL GRADE CALCULATION

Each of the four quarter grades, in addition to the cumulative Interval Exams, Regents Exams or Capstone Projects (based on the , will be counted as 20% of the final average.

PROMOTION POLICY

Students need a certain number of credit units before they can advance to the next grade level. The minimum credit units needed to advance per grade level are listed below:

Grade 9	5 units
Grade 10	11 units
Grade 11	16.5 units
Grade 12	22 units

SUMMER SCHOOL

In July of each year, ALH will offer limited Summer Credit Recovery Courses for those students who have fallen short in receiving full credit for classes taken during the school year. Should ALH not offer a course a student needs, credits from other accredited area schools will be accepted. Students will receive credit only if they receive a passing grade. This applies to students who attend either ALH's program or another school's summer program.

Results

81 percent of the 2013 Cohort and 67 percent of the 2014 Cohort earned enough credits to be promoted.

**Percent of Students in First and Second Year Cohorts
Earning the Required Number of Credits in 2014-15**

Cohort Designation	Number in Cohort	Percent promoted
2013	88	81%
2014	97	67%

Evaluation

ALH partially met this measure as one cohort achieved the outcome.

Goal 6: Absolute Measure

Each year, 75 percent of students in the second year high school Total Graduation Cohort will score 65 on at least three different New York State Regents exams required for graduation.

Method

This measure serves as a leading indicator of the performance of high school cohorts and examines their progress towards graduation based on Regents exam passage. The measure requires that 75 percent of students in each cohort have passed at least three Regents exams by their second year in the cohort. In August of 2015, the 2013 cohort will have completed its second year.

Results

51 percent of students in their second year passed at least three Regents.

Percent of Students in their Second Year Passing Three Regents Exams by Cohort

Cohort Designation	Number in Cohort	Percent Passing Three Regents
2011	67	33%
2012	104	24%
2013	88	51%

Evaluation

Although ALH did not meet this measure, the 2013 Cohort is the highest percentage yet, over doubling the 2012 Cohort's percentage.

Goal 6: Absolute Measure

Each year, 75 percent of students in the fourth year high school Total Graduation Cohort and 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.

Method

This measure examines students in two high school Graduation Cohorts: those who entered the 9th grade as members of the 2011 cohort and graduated four years later and those who entered as members of the 2010 cohort and graduated five years later. At a minimum, these students have

passed five Regents exams in English language arts, mathematics, science, U.S. History and Global History. Students have through the summer at the end of their fourth year to complete graduation requirements.

The school’s graduation requirements appear above under the graduation goal’s first measure pertaining to annual grade-by-grade promotion or credit accumulation.

Results

66 percent of the 2011 Graduation Cohort graduated after four years.

Percent of Students in the Graduation Cohort who have Graduated After Four Years

Cohort Designation	Number in Cohort	Percent Graduating
2009	27	56%
2010	65	65%
2011	58	66%

Percent of Students in Graduation Cohort Who Have Graduated After Five Years

Cohort Designation	Number in Cohort	Percent Graduating
2009	25	60%
2010	64	77%

Evaluation

ALH did not achieve this measure. The 2010 Graduation Cohort after five years significantly improved over the 2009 Cohort. Historically, ALH has had many students who remain part of the cohort because of gaps in record keeping. However, improved systems are in place to keep accurate records and reduce the future number of students who are carried in the cohort and bring down the graduation rate.

Goal 6: Comparative Measure

Each year, the percent of students in the high school Total Graduation Cohort graduating after the completion of their fourth year will exceed that of the Total Graduation Cohort from the local school district.

Method

The school compares the graduation rate of students completing their fourth year in the charter school’s Total Graduation Cohort to that of the respective cohort of students in the local school

district¹⁶. Given that students may take Regents exams through the summer of their fourth year, district results for the current year are generally not available at this time.

Results

66 percent of the 2011 Total Graduation Cohort graduated after four years, whereas only 52 percent of the local district achieved graduation from the 2010 Cohort.

Percent of Students in the Total Graduation Cohort who Graduate in Four Years Compared to Local District

Cohort Designation	Charter School		School District	
	Number in Cohort	Percent Graduating	Number in Cohort	Percent Graduating
2009	22	73%	654	54%
2010	65	65%	594	52%
2011	58	66%	TBD	

Evaluation

ALH did achieve this measure.

Additional Evidence

A greater percentage of ALH students graduated than the local Albany City School District.

Summary of the High School Graduation Goal

Although our student population still faces challenges in attaining the absolute graduation measures, the 2011 Cohort did show improvement over past years’ success rates. ALH consistently outperforms the local district in terms of graduation rates.

Type	Measure	Outcome
Absolute	(§) Each year, 75 percent of students in first and second year high school Total Graduation Cohorts will earn at least ten credits (if 44 needed for graduation) or five credits (if 22 needed for graduation) each year.	Partially Achieved
Absolute	Each year, 75 percent of students in the high school Total Graduation Cohort will score at least 65 on at least three different New York State Regents exams required for graduation by the completion of their second year in the cohort.	Did Not Achieve
Absolute	Each year, 75 percent of students in the fourth year high school Total Graduation Cohort and 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.	Did Not Achieve

¹⁶ Schools can retrieve district level graduation rates from the SED’s Information and Reporting Services office. News releases and an Excel workbook containing these data are available from the [IRS Data Release webpage](#).

Comparative	Each year, the percent of students in the high school Total Graduation Cohort graduating after the completion of their fourth year will exceed that of the Total Graduation Cohort from the local school district.	Achieved
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Action Plan

Please refer to school wide updates to our program that were outlined in the ELA Action Plan section.

COLLEGE PREPARATION

GOAL 7: COLLEGE PREPARATION

Students at ALHCS will be prepared to succeed in college by demonstrating academic achievement on national norm referenced college readiness examinations and school based measures.

Goal 7: Comparative Measure

Each year, the average performance of students in the 10th grade will exceed the state average on the PSAT test in Critical Reading and Mathematics.

Method

This measure tracks student performance one of the most commonly used early high school college prep assessment. Students receive a scale score in critical reading, writing and mathematics. Scale scores range from 200 to 800 on each subsection with 1600 as the highest possible score. As students may choose to take the test multiple times, the school reports only on a student's highest score on each subsection. Compare school averages to the New York State average for all 10th grade (sophomore) test takers in the given year.

Results

86 of the 95 students in 10th grade sat for the PSAT test. The average score in reading was 34.1 versus the NYS average of 46.9. The average score in math was 34.2 versus the state average of 48.6.

10th Grade PSAT Performance by School Year

School Year	Number of Students in the 10 th Grade	Number of Students Tested	Critical Reading		Mathematics	
			School	New York State	School	New York State
2012-13	77	50	39.5	49.3	38.2	49.4
2013-14	83	68	36.6	45.5	38.5	47.0
2014-15	95	86	34.1	46.9	34.2	48.6

Evaluation

ALH did not achieve this measure; however, we greatly increased the percentage of students who sat for this exam.

Goal 7: Comparative Measure

Each year, the average performance of students in the 12th grade will exceed the state average on the SAT or ACT tests in reading and mathematics.

Method

This measure tracks student performance on one of the most commonly used high school college prep assessments. The SAT is a national college admissions examination. Students receive a scale score in reading, writing and mathematics. Scale scores range from 200 to 800 on each subsection with 2400 as the highest possible score. As students may choose to take the test multiple times during the year, the school only reports a student’s highest score. The school compares its averages the New York State average for all 12th grade test takers in the given year.

Results

Of the 50 students who were seniors in 201-15, 32 sat for the SAT exam. The average Reading score was 418 and the average Math sub-test score was 426. The NYS average score.

12th Grade SAT Performance by School Year

School Year	Number of Students in the 12 th Grade	Number of Students Tested	Reading		Mathematics	
			School	New York State	School	New York State
2012-13	24	16	456	496	453	514
2013-14	59	47	417	497	396	513
2014-15	50	32	418	TBD	426	TBD

Evaluation

ALH did not achieve this measure.

(§) The percent of graduating students that meets the state’s aspirational performance measure (APM), currently defined as the percentage of students in a cohort who graduate with a score of 80 or better on a math Regents exam AND 75 or better on the English Regents exam, will exceed the statewide average.

Method

Recognizing that remediation rates in New York’s colleges are far too high, the Board of Regents has reviewed data showing the gap between high school expectations and college attainment. They reviewed data comparing the graduation rate for the 2005 cohort with the "college and career ready" graduation rate – defined as the percentage of students in the cohort who graduated with a score 80 or better on a math Regents exam and 75 or better on the English Regents exam. The Regents view these data as an important indicator of future student success. Students who graduate high school – but do so with a score below 80 on a math Regents exam and below 75 on the English exam – are likely to require remediation in college.

Results

10 percent of the 2011 graduates met the Aspirational Performance Measure.

Percent of Graduates Meeting the Aspirational Performance Measure¹⁷

Cohort	Charter School	Statewide ¹⁸
2009	19%	37.2
2010	6%	38.1
2011	10%	N/A

Evaluation

ALH did not achieve this measure.

(§) The percent of graduating students who graduate with a Regents diploma with Advanced Designation will exceed the local district.

Method

In establishing measures to be used by schools, districts and parents to better inform them of the progress of their students, the Regents have also set as an additional aspirational measure of achievement the percent of graduating students who earned a Regents diploma with Advanced Designation (i.e., earned 22 units of course credit; passed seven-to-nine Regents exams with a score of 65 or above; and took advanced course sequences in Career and Technical Education, the arts, or a language other than English).

¹⁷ Schools can retrieve state level graduation rates from the SED’s Information and Reporting Services office. News releases and an Excel workbook containing these data are available from the [IRS Data Release webpage](#).

¹⁸ Statewide results for the 2011 cohort are not yet available.

Results

12 percent of the ALH graduates received a diploma with advanced designation versus the local district's 11 percent. (However, it should be noted that the local district has a much more racially and socio-economically diverse population, which makes this accomplishment even greater.)

Percent of Graduates with a Regents Diploma with Advanced Designation¹⁹

Cohort	Charter School	School District ²⁰
2009	22%	12%
2010	10%	11%
2011	12%	N/A

Evaluation

ALH achieved this measure.

(§) Each year, 75 percent of graduating students will demonstrate their preparation for college by passing an Advanced Placement (AP) exam, a College Level Examination Program (CLEP) exam or a college level course.

Method

Graduates may have passed an AP class or a college course.

Results

34 percent of the 38 graduates received credit for a college level course or passed an AP course.

Graduates Passing a Course Demonstrating College Preparation

Cohort	Number of Graduates	Percent Passing the Equivalent OF a College Level Course ²¹
2009	15	10%
2010	44	43%
2011	38	34%

Evaluation

ALH did not achieve this measure.

¹⁹ Schools can retrieve information about diplomas conferred from the SED's Information and Reporting Services office. News releases and an Excel workbook containing these data are available from the [IRS Data Release webpage](#).

²⁰ District results for the 2011 cohort are not yet available.

²¹ Advanced Placement (AP) exam, a College Level Examination Program (CLEP) exam, or a college level course

Goal 7: (§) Each year, 75 percent of graduating students will matriculate in a college or university in the year after graduation.

Method

We have an ALH network keeping in touch with our graduates, and beginning with the Class of 2015, a database has been created that provides information on current college status (e.g. anticipated graduation year, current school attending).

Results

Results pending as we confirm matriculation of 2015 graduates.

Evaluation

Pending

Summary of the College Preparation Goal

Although ALH results do not perform well against the accountability measures, many of the students do go on to college and our programs are reviewed to improve success rates.

Type	Measure (Accountability Plan from 2012-13 or later)	Outcome
Comparative	Each year, the average performance of students in the 10 th grade will exceed the state average on the PSAT test in Critical Reading and Mathematics.	Did Not Achieve
Comparative	Each year, the average performance of students in the 12 th grade will exceed the state average on the SAT or ACT tests in reading and mathematics.	Did Not Achieve
	(§) The percent of graduating students that meets the state’s aspirational performance measure (APM), currently defined as the percentage of students in a cohort who graduate with a score of 80 or better on a math Regents exam AND 75 or better on the English Regents exam, will exceed the statewide average.	Did Not Achieve
	(§) Each year, 75 percent of graduating students will demonstrate their preparation for college by passing an Advanced Placement (AP) exam, a College Level Examination Program (CLEP) exam or a college level course.	Did Not Achieve
	(§) Each year, 75 percent of graduating students will matriculate in a college or university in the year after graduation.	Pending Results