

# I. SCHOOL INFORMATION AND COVER PAGE

Created Monday, July 28, 2014

Updated Friday, August 01, 2014

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## Page 1

### 1. SCHOOL NAME

(Select School name from dropdown menu; BEDS # appears first)

010100860960 ALBANY LEADERSHIP CHS-GIRLS

### 2. CHARTER AUTHORIZER

SUNY-Authorized Charter School

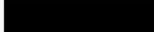
### 3. DISTRICT / CSD OF LOCATION

Albany

### 4. SCHOOL INFORMATION

PRIMARY ADDRESS	PHONE NUMBER	FAX NUMBER	EMAIL ADDRESS
19 Hackett Blvd. Albany, NY 12208	518-694-5300	518-694-5307	croberts@albanyleadershiphigh.org

### 4a. PHONE CONTACT NUMBER FOR AFTER HOURS EMERGENCIES

Contact Name	Christina Roberts
Title	School Leader
Emergency Phone Number (###-###-####)	

### 5. SCHOOL WEB ADDRESS (URL)

<http://www.albanyleadershiphigh.org/>

### 6. DATE OF INITIAL CHARTER

2009-06-01 00:00:00

### 7. DATE FIRST OPENED FOR INSTRUCTION

2010-08-01 00:00:00

### 8. TOTAL NUMBER OF STUDENTS ENROLLED IN 2013-14 (as reported on BEDS Day)

(as reported on BEDS Day)

**9. GRADES SERVED IN SCHOOL YEAR 2013-14**

Check all that apply

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 9

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 10

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 11

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 12**10. DOES THE SCHOOL CONTRACT WITH A CHARTER OR EDUCATIONAL MANAGEMENT ORGANIZATION?**

Yes/No	Name of CMO/EMO
No	

## 11. FACILITIES

Will the School maintain or operate multiple sites?

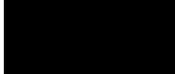
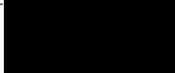
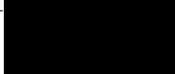
No, just one site.

## 12. SCHOOL SITES

Please list the sites where the school will operate in 2014-15.

	Physical Address	Phone Number	District/CSD	Grades Served at Site	School at Full Capacity at Site	Facilities Agreement
Site 1 (same as primary site)	19 Hackett Blvd. Albany, NY 12208	518-694-53 00	ALBANY CITY SD	9-12	Yes	Rent/Lease

12a. Please provide the contact information for Site 1 (same as the primary site).

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Christina Roberts			croberts@albanyleadershiphigh.org
Operational Leader	Jean Coutts			jcoutts@albanyleadershiphigh.org
Compliance Contact	Nadeen Herring			nherring@albanyleadershiphigh.org
Complaint Contact	Nadeen Herring			nherring@albanyleadershiphigh.org

14. Were there any revisions to the school's charter during the 2013-2014 school year? (Please include both those that required authorizer approval and those that did not require authorizer approval).

Yes

15. Summary of Charter Revisions

	Category (Select Best Description)	Specific Revision (150 word limit)	Date Approved by BOT (if applicable)	Date Approved by Authorizer (if applicable)
1	Other	Requested 6 month charter term extension to complete school year while awaiting renewal decision.	Feb 2014	July 2014

16. Our signatures below attest that all of the information contained herein is truthful and accurate and that this charter school is in compliance with all aspects of its charter, and with all pertinent Federal, State, and local laws, regulations, and rules. We understand that if any information in any part of this report is found to have been deliberately misrepresented, that will constitute grounds for the revocation of our charter. Check YES if you agree and use the mouse on your PC or the stylus on your mobile device to sign your name).

• Yes

Signature, Head of Charter School



Signature, President of the Board of Trustees



Thank you.

# Appendix A: Link to the New York State School Report Card

Created Monday, July 28, 2014

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## Page 1

Charter School Name: 010100860960 ALBANY LEADERSHIP CHS-GIRLS

### 1. NEW YORK STATE REPORT CARD

Provide a direct URL or web link to the most recent New York State School Report Card for the charter school (See <https://reportcards.nysed.gov/>).

(Charter schools completing year one will not yet have a School Report Card or link to one. Please type "URL is not available" in the space provided).

<http://data.nysed.gov/profile.php?instid=800000068133>



**ALBANY LEADERSHIP**  
CHARTER HIGH SCHOOL FOR GIRLS

**ALBANY LEADERSHIP  
CHARTER HIGH SCHOOL  
FOR GIRLS ACCOUNTABILITY  
PLAN  
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

September 15, 2014

By Christina Roberts

19 Hackett Blvd  
Albany, NY 12208  
(518) 694-5300

Christina Roberts, School Leader, and William Rivers, Academic Dean, prepared this 2013-14 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
Peter Hughes, Ed.D.	Treasurer; Chair Finance & Audit Committee
Alex Ma, Ph.D.	Member ; Accountability
Bryan Lester	Member ; Accountability
Rebekah Brisbane	Member; Parent
Dr. Dan McGregor	Member
James Kellerhouse	Member; Finance

**Christina Roberts has served as the school leader since 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 who benefit from an approximate teacher to student ratio of 1 to 15.

### **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 \_\_\_ 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.

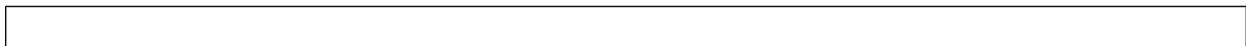
ALH's extended day and year greatly contribute to our ability to prepare our future graduates for college. The new sequencing of our academic program affords EVERY scholar the chance to graduate with an Advanced Regents Diploma. The "doubling up" of English Language Arts and Mathematics in the freshmen 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 sophomore year, which is followed up by opportunities for after school SAT preparation courses in students' 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**  
**\*As of BEDS Day**

School Year	9	10	11	12	Total
2010-11	115	35	0	0	150
2011-12	108	96	19	0	223
2012-13	99	67	77	20	263
2013-14	125	108	82	57	372



**The ALH C.L.E.A.R. Approach: Our high academic and behavioral standards are embedded in our *Core Values*.** These values are the foundation upon which every administrator, faculty member, student, family and community member must acknowledge and practice in order to achieve our mission:

**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 9<sup>th</sup> grade. For example, the 2010 state Accountability Cohort consists of students who entered the 9<sup>th</sup> grade in the 2010-11 school year, were enrolled in the school on the state's annual enrollment-determination day (BEDS day) in the 2013-14 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:

<http://www.emsc.nysed.gov/irts/accountability/home.shtml>)

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 30<sup>th</sup>.

**Fourth-Year High School Accountability Cohorts**

Fourth Year Cohort	Year Entered 9 <sup>th</sup> 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 <sup>th</sup>
2011-12	2008-09	2008	N/A		
2012-13	2009-10	2009	20	1	19
2013-14	2010-11	2010	57		58

**Total Cohort for Graduation**

Students are included in the Total Cohort for Graduation also based on the year they first enter the 9<sup>th</sup> grade. Prior to 2012-13, students who have enrolled at least five months in the school after entering the 9<sup>th</sup> grade are part of the Total Cohort for Graduation; as of 2011-12 (the 2008 cohort), students who have enrolled only one day in the school after entering the 9<sup>th</sup> grade are part of the school's Total Cohort for 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 <sup>th</sup> Grade Anywhere	Cohort Designation	Number of Students Enrolled on June 30 <sup>th</sup> of the Cohort's Fourth Year (a)	Additional Students Still in Cohort <sup>1</sup> (b)	Graduation Cohort (a) + (b)
2011-12	2008-09	2008	N/A		
2012-13	2009-10	2009	22	0	22
2013-14	2010-11	2010	58	7	65

#### Fifth Year Total Cohort for Graduation

Fifth Year Cohort	Year Entered 9 <sup>th</sup> Grade Anywhere	Cohort Designation	Number of Students Enrolled on June 30 <sup>th</sup> of the Cohort's Fifth Year (a)	Additional Students Still in Cohort <sup>2</sup> (b)	Graduation Cohort (a) + (b)
2011-12	2007-08	2007	N/A		
2012-13	2008-09	2008	0		
2013-14	2009-10	2009	4	17	21

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<sup>1</sup> 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.

<sup>2</sup> 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 4<sup>th</sup> year at ALHCS.**

### **Background**

**ALH has progressively transitioned into full implementation of the Common Core State Standards with an emphasis on critical reading and critical writing, which can enhance learning in all disciplines. ALH also provided mandatory 30 minute remedial support classes four times/week for students in need of additional math support.**

### **Goal 1: 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 English exam by the completion of their fourth year in the cohort.

**(§)** 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.

### **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 65 to meet the graduation requirement for a Regents diploma / 75 to meet the college and career readiness standard.<sup>3</sup> 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**

83 percent of the 2010 Accountability Cohort passed the NYS English Regents exam with a 65 or better.

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<sup>3</sup> 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  
by Fourth Year Accountability Cohort<sup>4</sup>**

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2008	N/A	
2009	19	84
2010	58	83

**Evaluation**

ALH achieved this measure.

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

Cohort Designation	2011-12		2012-13		2013-14	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2010	29	45	74	61	58	83
2011	97	0	66	N/A	62	69
2012			95	N/A	81	0
2013					100	0

**Goal 1: Absolute Measure**

Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on the New York State 8<sup>th</sup> grade English language arts exam will score at least 65 on the New York State Regents English exam by the completion of their fourth year in the cohort.

**(S)** Each year, 65 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8<sup>th</sup> 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.

**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 graduation with a Regents diploma.

<sup>4</sup> Based on the highest score for each student on the English Regents exam

## Results

**ALH achieved this measure based on the scores available.** We are unable to effectively report on this measure because we do not have access to all students' 8<sup>th</sup> grade scores. Of the twelve 8<sup>th</sup> grade scores we do have that were at levels 1 and 2, nine passed the English Regents with a 65 or above equaling 75%.

### 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: [http://www.p12.nysed.gov/accountability/documents/NYSESEAFlexibilityWaiver\\_REVIS ED.pdf](http://www.p12.nysed.gov/accountability/documents/NYSESEAFlexibilityWaiver_REVIS ED.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 2013-14 English language arts AMO of **166**.

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 74 is Level 2, 75 to 89 is Level 3, and 90 to 100 is Level 4.

## Results

The 2010 Accountability Cohort achieved an APL of 129 versus the target AMO of 166.

### English Language Arts Accountability Performance Level (APL) For the 2010 High School Accountability Cohort

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
58 (56 Tested)	14	39	45	0

$$\begin{array}{rcccccccc} \text{PI} & = & 39 & + & 45 & + & 0 & = & 84 \\ & & & & 45 & + & 0 & = & 45 \\ & & & & & & \text{AP} & = & 12 \end{array}$$

## Evaluation

ALH did not achieve this measure. Although most of our 2010 Cohort passed the English Regents with a 65, fewer achieved the high scores necessary to achieve the outcome.

### Goal 1: Comparative Measure

(§) Each year, students in the high school *Total Cohort* will exceed the predicted pass rate on the English language arts Regents 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.

### Method

The Charter Schools Institute conducts a Comparative Performance Analysis, as it has for 3-8 schools. The Institute examines the school's performance in terms of demographically similar high schools state-wide by using a regression analysis to control for the percentage of economically disadvantaged students among all high schools in New York State. The Institute compares the School's actual performance to the predicted performance of high schools with a similar economically disadvantaged percentage. The difference between the schools' actual and predicted performance, relative to other high schools with similar economically disadvantaged statistics produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a small degree, is the target for achieving this measure.

Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2013-14 analysis is not yet available.

### Results

*Leave Blank*

### Goal 1: Comparative Measure

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

(§) 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.<sup>5</sup>

## Results

75 percent of the 2010 Total Cohort passed the NYS English Regents Exam with a 65 or better, which is 27 points higher than the most recent results available from the local district.

### English Regents Passing Rate with a Score of 65 of Fourth-Year Accountability Cohorts by Charter School and School District

Cohort	Charter School		School District <sup>6</sup>	
	Percent Passing	Cohort Size	Percent Passing	Cohort Size
2009	84	19	56	654
2010	75	65		

## Evaluation

ALH achieved this measure.

### Goal 1: Growth Measure

(§) Each year, under the state's high school Growth Model (under development) the relative growth of selected students will exceed the state's median growth.

## Method

This measure examines the change in performance of the same group of students during the course of their high school careers and the progress they are making in comparison to other students with the similar scores in the eighth grade. The analysis only includes students from whom the eighth grade scores are available. In following the existing 3-8 Growth Model, students with the same scores are ranked and assigned a percentile based on their relative growth in performance (mean 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 will have a mean growth percentile greater than 50.

*The State Education Department has not yet developed the high school Growth Model.*

## Results

*Leave Blank*

<sup>5</sup> The New York State Report Card provides the district results for students scoring at or above 65. The New York State Accountability Report provides the district results for students scoring at or above 75.

<sup>6</sup> District results for the 2009 cohort are not yet available.

## Summary of the High School English Language Arts Goal <sup>7</sup>

ALH achieved three of the four accountability measures in English. 83 percent of the 2010 Accountability Cohort passed the Regents with a 65 or better. Of the scores we do have of incoming ninth grade girls who did not score at proficient on the 8<sup>th</sup> grade ELA exam, greater than 75% did improve and were able to pass the English Regents. Although most of our students passed the English Regents exam, the scores were generally not above 75 so we the calculated APL did not meet the AMO. ALH continues to outperform the Albany City School District on the NYS English Regents.

Type	Measure (Accountability Plan Prior to 2012-13)	Outcome
Absolute	Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Regents English exam by the completion of their fourth year in the cohort.	Achieved
Absolute	Each year, 75 percent of students in the high school Accountability Cohort will did not score proficient on the New York State 8th grade English language arts exam will score at least 65 on the New York State Regents English exam by the completion of their fourth year in the cohort.	Achieved
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, the percent to students in the high school Accountability Cohort passing the Regents English exam with a score of 65 or above will exceed that of the high school Accountability Cohort from the local school district. (Using 2012-13 school district results.)	Achieved

### **Action Plan**

English Language Arts represents an area where our incoming 9th graders struggle. Considering the local sending 8th grade schools have an average proficiency rate of less than 12%, this is a proficiency problem that will only become more problematic as we reach more complex content in high school. We can unfortunately do nothing about the readiness of our incoming 9th graders. We can however, make adjustments in our practices in order to increase our students' opportunity to succeed in Language Arts during their four years with us, namely the 11th grade ELA Regents Exam.

Beginning in fall 2014, all students who are deemed unprepared for immediate success in 9th grade English will receive a double period of ELA. This was referenced

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

extensively in our renewal application as well. The double period is being received by 80% of our 9th grade students, in a stark statistic to just how unprepared most of our 9th graders really are. We are confident that receiving twice the time in ELA, there are two immediate benefits. First, it will allow greater exposure to grammar, reading, writing, and comprehension skills that will increase passing rates once they sit for 11th grade ELA. Second, it will carry over into other subjects such as Social Studies and Science, where reading and the entire umbrella of other ELA skills will ultimately serve our students well in any class where these skills are necessary.

## **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 4<sup>th</sup> year at ALHCS.**

### **Background**

**ALH has 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.**

### **Goal 2: 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 mathematics 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 levels: scoring 65 to meet the graduation requirement for a Regents diploma. 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**

95 percent of the 2010 Accountability Cohort passed a math Regents exam with a score of a 65 or better, up from 89 percent of last year’s four year cohort.

**Mathematics Regents Passing Rate with a Score of 65  
by Fourth Year Accountability Cohort<sup>8</sup>**

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2009	19	89
2010	58	95

**Evaluation**

ALH achieved this measure.

**Additional Evidence**

The 2011, 2012 and 2013 Accountability Cohorts are making progress toward this measure based on the table below.

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

Cohort Designation	2011-12		2012-13		2013-14	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2010	97	69	74	81	58	95
2011	84	58	66	75.8	62	81
2012			95	53.6	81	68
2013					100	49

**Goal 2: Absolute Measure**

Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on the New York State 8<sup>th</sup> grade mathematics exam will score at least 65 on a New York State Regents mathematics exam by the completion of their fourth year in the cohort.

**(§)** Each year, 65 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8<sup>th</sup> 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 graduation with a Regents diploma.

<sup>8</sup> Based on the highest score for each student on the Mathematics Regents exam

## Results

**ALH achieved this measure based on the scores available.** We are unable to effectively report on this measure because we do not have access to all students' 8<sup>th</sup> grade scores. Of the fourteen 8<sup>th</sup> grade scores we do have that were at levels 1 and 2, twelve passed a Math Regents with a 65 or above equaling 86%.

### **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\\_REVIS ED.pdf](http://www.p12.nysed.gov/accountability/documents/NYSESEAFlexibilityWaiver_REVIS ED.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 2013-14 mathematics AMO of **148**.

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.

## Results

The ALH 2010 Accountability Cohort achieved an APL of 102 based on the NYS Math Regents scores, which was lower than the target AMO of 146.

### **Mathematics Accountability Performance Level (APL) For the 2010 High School Accountability Cohort**

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	5	88	7	0



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.<sup>9</sup>

## Results

95 percent of the ALH 2010 Accountability Cohort achieved a passing score of 65 or above on a NYS Math Regents by the end of their fourth year in the cohort versus 63 percent of the 2009 Cohort from the local district.

### Mathematics Regents Passing Rate with a Score of 65 of Fourth-Year Accountability Cohorts by Charter School and School District

Cohort	Charter School		School District <sup>10</sup>	
	Percent Passing	Cohort Size	Percent Passing	Cohort Size
2008			61	712
2009	89	19	63	654
2010	86	65		

## Evaluation

ALH achieved this measure.

## Additional Evidence

Both years that ALH has had a fourth year cohort, the school has outperformed the Albany City School District in math.

## Goal 2: Growth Measure

(§) Each year, under the state's high school Growth Model (under development) the relative growth of selected students will exceed the state's median growth.

## Method

This measure examines the change in performance of the same group of students during the course of their high school careers and the progress they are making in comparison to other students with the similar scores in the eighth grade. The analysis

<sup>9</sup> The New York State Report Card provides the district results for students scoring at or above 65. The New York State Accountability Report provides the district results for students scoring at or above 75.

<sup>10</sup> District results for the 2009 cohort are not yet available.

only includes students from whom the eighth grade scores are available. In following the existing 3-8 Growth Model, students with the same scores are ranked and assigned a percentile based on their relative growth in performance (mean 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 will have a mean growth percentile greater than 50.

*The State Education Department has not yet developed the high school Growth Model.*

## Results

*Leave Blank*

### **Summary of the High School Mathematics Goal** <sup>11</sup>

ALH achieved three of the four accountability measures in Math. 95 percent of the 2010 Accountability Cohort passed the Regents with a 65 or better. Of the scores we do have of incoming ninth grade girls who did not score at proficient on the 8<sup>th</sup> grade math exam, greater than 75% did improve and were able to pass a Math Regents by the conclusion of their fourth year. Although most of our students passed a Math Regents exam, the scores were generally not above 80 so we the calculated APL did not meet the AMO. ALH continues to outperform the Albany City School District in math.

Type	Measure (Accountability Plan Prior to 2012-13)	Outcome
Absolute	Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on a New York State Regents mathematics exam by the completion of their fourth year in the cohort.	Achieved
Absolute	Each year, 75 percent of students in the high school Accountability Cohort will did not score proficient on the New York State 8th grade mathematics exam will score at least 65 on a New York State Regents mathematics exam by the completion of their fourth year in the cohort.	Achieved
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, the percent to students in the high school Accountability Cohort passing a New York State Regents mathematics exam with a score of 65 or above will exceed that of the high school Accountability Cohort from the local school district. (Using 2012-13 school district results.)	Achieved

## Action Plan

<sup>11</sup> If the school includes a middle school component, add these measures to the subject area goal for the younger grades.

Math represents the most profound subject area where our incoming 9th graders struggle. Albany City School District (ACSD) sends us 31% of our incoming 9th graders from their middle schools, based on fall 2014 enrollment. Last year, ACSD had ZERO percent proficiency in NYS Grade 8 Math, so by default 31% of our 9th graders are not proficient in Math coming into 9th grade. The news is not much better from other sending schools, save for KIPP Tech Valley Charter School. We can unfortunately do nothing about the readiness of our incoming 9th graders. We can however, make adjustments in our practices and scheduling in order to increase our students' opportunity to succeed in Math during their four years with us, namely the required passing of a required Math Regents in order to graduate and earn a Regents Diploma.

Beginning in fall 2014, all students who are deemed unprepared for immediate success in 9th grade Math will receive a double period of Math. This is exactly what we are doing with grade 9 ELA as well. This was also referenced extensively in our renewal application. The double Math period is being received by 80% of our 9th grade students, in a stark statistic to just how unprepared most of our 9th graders really are.

We are confident that receiving twice the time in Math, there are immediate and long term benefits. First, it will allow greater exposure to 9th grade Math skills that will provide students a better chance of passing their first 9th grade Algebra Regents. This has historically been an impediment for our students, particularly on their first attempt. Second, it will move them through the various levels of Math, allowing many of our students to receive far more than the required 1 Math Regents passed, and endeavor for two or three Regents and an advanced Regents Diploma.

## 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 4<sup>th</sup> year at ALHCS.**

### **Background**

ALH is making some updates to the Science department going forward. We are now using 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 will be 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 RtI 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.

**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**

83 percent of students in the 2010 Accountability Cohort passed a NYS Science exam with a 65 or better by the end of their fourth year in the cohort.

**Science Regents Passing Rate with a Score of 65 by Fourth Year Accountability Cohort<sup>12</sup>**

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2008	N/A	
2009	19	78.9
2010	58	83

**Evaluation**

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<sup>12</sup> Based on the highest score for each student on a science Regents exam

ALH achieved this measure.

**Additional Evidence**

The other accountability cohorts are making progress toward this measure as evidenced in the table below.

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

Cohort Designation	2011-12		2012-13		2013-14	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2010	97	42	74	65	58	83
2011	84	32	66	60.6	62	84
2012			95	31.5	81	58
2013					100	55

**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.

**Results**

75 percent of the ALH Total Cohort passed a science Regents exam by the end of their fourth year in the cohort versus 56 percent of the same group at the local district.

**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
2008	N/A		56	712
2009	19	78.9	56	654
2010	75	65		

**Evaluation**

ALH achieved this measure.

## **Additional Evidence**

ALH continues to outperform the Albany City School District in percent passing a Science Regents exam after the completion of four years in the cohort.

## **SOCIAL STUDIES**

### **Goal 3: 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 4<sup>th</sup> 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**

79 percent of the 2010 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 Cohort<sup>13</sup>**

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2008	N/A	
2009	19	78.9
2010	58	79

**Evaluation**

ALH achieved this measure.

**Additional Evidence**

Students have always taken the U.S. History exam at the end of their junior year, so the 2012 and 2013 Cohorts do not have Regents scores yet. The 2011 Cohort has 38 percent of students who have passed this Regents.

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

Cohort Designation	2011-12		2012-13		2013-14	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2010	97	N/A	74	78.9	58	79
2011	84	N/A	66	44.5	62	74
2012			95	N/A	81	0
2013					100	0

**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**

71 percent of the 2010 Total Cohort passed the U.S. History Regents exam versus 56 percent at the local district.

<sup>13</sup> Based on the highest score for each student on a science Regents exam

**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
2008			53	712
2009	78.9	19	56	654
2010	71	65		

**Evaluation**

ALH achieved this measure.

**Additional Evidence**

ALH continues to outperform the Albany City School District in percent passing the U. S. History Regents exam after the completion of four years in the cohort.

**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**

This year’s four year cohort stayed steady at about 78 percent passing the Global Studies exam after four years.

**Global History Regents Passing Rate with a Score of 65  
by Fourth Year Accountability Cohort<sup>14</sup>**

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2008	N/A	
2009	19	78.9
2010	58	78

<sup>14</sup> Based on the highest score for each student on a Global Studies Regents exam

## Evaluation

ALH achieved this measure.

## Additional Evidence

The 2011 Accountability Cohort is making progress toward this measure with 38 percent already having passed this Regents.

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

Cohort Designation	2011-12		2012-13		2013-14	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2010	97	N/A	74	53	58	79
2011	84	N/A	66	36	62	77
2012			95	N/A	81	30
2013					100	0

#### 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.

#### 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

71 percent of students in the 2010 Total Cohort passed the Global Studies Regents exam versus only 53 percent of the 2009 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
2008			51	712
2009	78.9	19	53	654
2010	71	65		

## **Evaluation**

ALH achieved this measure.

## **Additional Evidence**

ALH continues to have more students passing the Global History Regents exam by the end of their fourth year in the cohort than the local district.

## **Action Plan**

We have re-ordered our entire Social Studies order for this 9th grade class. Effective immediately, this cohort of 9th grade students will take Economics and Government in grade nine, US History in tenth, and double Global Studies in 11th. Since US History has historically been a more successful test for our students, passing it in tenth will further aid in the pursuit of this 'three Regents by tenth grade' measure. The metric we will use for medium term (two year) success with the reorganization of our class schedule will be the new three year Regents passing rate evident as this current class should finish their sophomore year in summer 2016.

Also, we have received significant support from the Albany Charter School Network (ACSN) in spring and summer 2014, and that support will continue into 2014-15 through a previously agreed upon compact with ACSN. Topics in Social Studies include, but are not limited to reviewing and revising Social Studies curricula to align with the Common Core, and working with teaching staff to collaboratively review teacher syllabi in all social studies offerings.

## **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 a local-assistance-plan school.

## **Method**

Since *all* students are expected to meet the state's learning standards, the federal No Child Left Behind legislation stipulates that various sub-populations and demographic categories of students among all tested students must meet state proficiency standards. New York, like all states, established a system for making these determinations for its public schools. Each year the state issues School Report Cards. The report cards indicate each school's status under the state's No Child Left Behind (NCLB) accountability system.

## Results

ALH is in good standing.

## Evaluation

ALH achieved this measure.

## Additional Evidence

ALH has been in good standing since it opened.

## 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.**

#### **Goal 6: Absolute Measure**

Each year, 75 percent of students in each cohort will pass their core academic subjects by the end of August and the school will promote them to the next grade.

**(§)** 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.

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**Albany Leadership Charter High School for Girls  
Academic Policies and Procedures**

**GRADING SCALE**

<b>LETTER</b>	<b>GRADES EARNED</b>	<b>GPA VALUE (UNWEIGHTED)</b>	<b>ACHIEVEMENT LEVEL</b>
A+	98-100	4.0	MASTERY
A	93-97	3.8	MASTERY
A-	90-92	3.6	MASTERY
B+	87-89	3.4	PROFICIENT
B	83-86	3.2	PROFICIENT
B-	80-82	3.0	PROFICIENT
C+	77-79	2.8	BASIC
C	73-76	2.6	BASIC
C-	70-72	2.4	BASIC
F	69 and Below	0.0	REMEDIAL

\*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**

	<b>9<sup>th</sup> Grade</b>	<b>10<sup>th</sup> Grade</b>	<b>11<sup>th</sup> Grade</b>	<b>12<sup>th</sup> Grade</b>
<b>Language Arts</b>	Critical Reading Critical Writing (Honors ELA I)	ELA II- American Literature (Honors)	ELA III- Global Literature (AP English Literature)	Transformative Literature (UHS)
<b>Social Studies</b>	Government/ Economics	US History (Honors)	Global Studies 1 Global Studies 2 (Honors)	(AP)/(HVCC)
<b>Math</b>	Algebra/ Foundations (Geometry)	Geometry (Algebra 2 Trig)	Algebra2Trig or Algebra2TrigE1 (Pre-Calc)	Pre-Calc or Algebra2TrigE2 (Calculus)
<b>Science</b>	Living Environment	Earth Science	Chemistry (Chemistry NR)	Physics (AP Bio)

<b>Foreign Language</b>	(Spanish 2-Honors Only)	Spanish 1 or 2 (Spanish 3)	Spanish 2 or 3 (Spanish 4?)	(Med Science) Spanish 3 (or 4?)
<b>Physical Education/Health</b>	PE	PE/Health	PE	PE
<b>Enrichment</b>	Art/Music	Art/Music/ Business	Life Skills	Art/Music/ Business/ Internships
<b>School Theme</b>	"My Role"	"My Role in the Community"	"My Role in the Global Society"	"My Role as a Transformative Leader"
<b>Credits Earned</b>	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 three out of the four "passes" in order to pass for the year.

### **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**”.

ALH

Heading

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

NAME	DATE
CLASS	“One Leader Changes Everything”

- 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)

### 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 8<sup>th</sup> 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 final exam, 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	4 units
Grade 10	10 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.

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### Results

ALH partially met this goal. The 2012 and 2013 cohorts exceeded the metric, and the 2010 and 2011 cohorts did not.

#### Percent of Students Promoted by Cohort in 2013-14

Cohort Designation	Number in Cohort	Percent promoted
2010	65	42%
2011	71	72%
2012	84	87%
2013	95	83%

### Evaluation

Although the younger grades did exceed the 75% goal, the standard was slightly easier since ALH (up through the end of the 2013-2014 school year) only required 4 credits to promote freshmen to becoming sophomores and 10 credits to promote sophomores to becoming juniors. In addition, some students were already behind grade level respective to cohort, so being "promoted" one more grade level could still have them slightly behind in the final trajectory to graduation. ALH recognizes it needs to approve its success in helping students to be promoted. Therefore, they have made major programmatic changes in the 2014-2015 school year, which include going from a 7 period to an 8 period day, which permits students to earn an additional credit towards meeting graduation requirements.

#### 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 2014, the 2012 cohort will have completed its second year.

## Results

24 percent of the 2012 Graduation Cohort passed three Regents required for graduation by the conclusion of their second year.

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

Cohort Designation	Number in Cohort	Percent Passing Three Regents
2010	97	34
2011	67	33
2012	104	24

## Evaluation

ALH did not achieve this measure.

## Additional Evidence

Because of the sequence in which our students sit for the Regents exams, it is very difficult for them to pass three by the end of the second year in high school. We anticipate this changing as we move forward because we will be restructuring the order in which classes are taught and students take the various Regents.

### 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 9<sup>th</sup> grade as members of the 2010 cohort and graduated four years later and those who entered as members of the 2009 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

65 percent of the 2010 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
2008	N/A	
2009	22	72.7
2010	65	65

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

Cohort Designation	Number in Cohort	Percent Graduating
2007	N/A	
2008	N/A	
2009	21	76

## Evaluation

ALH did not achieve this measure.

## Additional Evidence

This year marks the first year ALH has had a five year cohort and it was very small. Going forward, we anticipate a higher percentage graduating after five years.

### 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 district<sup>15</sup>. 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

65 percent of the 2010 Total Graduation Cohort graduated after four years, whereas only 53.8 percent of the local district achieved graduation from the 2009 Cohort.

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<sup>15</sup> 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](#).

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

Cohort Designation	Charter School		School District <sup>16</sup>	
	Number in Cohort	Percent Graduating	Number in Cohort	Percent Graduating
2008			712	49
2009	22	72.7	654	53.8
2010	65	65		N/A

**Evaluation**

ALH achieved 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 some of the graduation accountability measures continue to prove challenging for the first two ALH cohorts, we have had a higher percentage graduates than the local district two years running.

Type	Measure	Outcome
Absolute	Each year, 75 percent of students in the high school Total Graduation Cohort will pass their core academic subjects by the end of August and be promoted to the next grade. Required for Accountability Plans developed prior to 2012-13	Did Not Achieve
	(§) 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. Required for Accountability Plans developed in 2012-13 or later	
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

<sup>16</sup> District results for the 2009 cohort are not yet available.

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
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

**Action Plan**

Please refer to the aforementioned program updates that will impact achievement toward these goals as far as passing courses and Regents required for graduation. The class sequence, additional class in the schedule and focus on basic skills will positively impact ALH student preparedness to graduate in four years.

## 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 10<sup>th</sup> 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 10<sup>th</sup> grade (sophomore) test takers in the given year.

#### Results

68 of the 80 students in 10<sup>th</sup> grade sat for the PSAT test. The average score in reading was 34.2 versus the NYS average of 45.5. The average score in math was 35.4 versus the state average of 47.

#### 10<sup>th</sup> Grade PSAT Performance by School Year

School Year	Number of Students in the 10 <sup>th</sup> Grade	Number of Students Tested	Critical Reading		Mathematics	
			School	New York State	School	New York State
2011-12	96	35	36.3	45.2	36.2	46.9
2012-13	77		36.3	49.3	36.2	49.4
2013-14	80	68	34.2	45.5	35.4	47.0

#### Evaluation

ALH did not achieve this measure.

#### Goal 7: Comparative Measure

Each year, the average performance of students in the 12<sup>th</sup> 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 12<sup>th</sup> grade (senior) test takers in the given year.

### Results

Of the 58 students who were seniors in 2013-14, 43 sat for the SAT exam. The average Reading score was 414 versus the 2013 NYS average of 485. The average Math sub-test score was 394 versus the NYS average of 501.

#### 12<sup>th</sup> Grade SAT Performance by School Year

School Year	Number of Students in the 12 <sup>th</sup> Grade	Number of Students Tested	Reading		Mathematics	
			School	New York State 2013	School	New York State 2013
2012-13	19	16	447.5	483	430	500
2013-14	58	43	414	485 Female 483	394	501 Female 489

### Evaluation

ALH did not achieve this measure.

### Additional Evidence

ALH scholars have struggled to outperform the NYS average on the SAT exam. Going forward, SAT preparation classes will be mandatory and built in to the student schedules.

**Goal 7: School Created College Preparation Measure**  
**75% of students enrolled for 2 or more years will graduate with an Advanced Regents Diploma.**

### 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).

### **Results**

7 of the 65 students in the 2010 Total Cohort achieved a diploma with Advanced Regents designation.

### **Evaluation**

ALH did not achieve this measure.

**Goal 7: School Created College Preparation Measure**  
**By the 3rd quarter of their senior year, 100% of students will complete their College Readiness Portfolio with at least 90% mastery of the required College Readiness Portfolio components.**

### **Method**

The College Readiness Portfolio entailed that the students participated in various college readiness workshops (including Financial Aid, College Essay, Common Application, etc.) met with guidance and completed at least 1 college application.

### **Results**

100 percent of the graduating 2010 Cohort completed their College Readiness Portfolio.

### **Evaluation**

ALH did achieve this measure. However, it recognizes that once students realize they are not capable of graduating on time, they tend to have to prioritize graduating first before pursuing the college application process.

**(S)** 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.

Not Applicable

**(S)** 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.

### **Results**

Of the 2014 graduates, fourteen sat for AP exams and three achieved a score of 3 or higher. 5% of the 2010 Total Cohort passed an AP exam.

**Evaluation**

ALH did not achieve this measure.

**Goal 7: School Created College Attendance or Achievement Measure**  
 Each year 80% of students who graduate will attend a post-secondary institution within a year of graduation.

**(S)** Each year, 75 percent of graduating students will matriculate in a college or university in the year after graduation.

**Method**

ALH graduates are communicated with after graduation.

**Results**

87.5 percent of the 2013 graduates attended a 2 or 4 year college within one year of graduation.

**Evaluation**

ALH achieved this measure.

**Summary of the College Preparation Goal**

ALH achieved two of the five accountability measures for College Preparation. It is encouraging that our students are attending college, but ALH continues to strive to best prepare them for their next endeavor. To that end, there will be a (P)SAT preparation class built into the school schedule. We are also working to partner with local institutions so ALH can offer college level classes.

<b>Type</b>	<b>Measure (Accountability Plan Prior to 2012-13)</b>	<b>Outcome</b>
Comparative	Each year, the average performance of students in the 10 <sup>th</sup> 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 <sup>th</sup> grade will exceed the state average on the SAT or ACT tests in reading and mathematics.	Did Not Achieve
College Preparation	By the 3rd quarter of their senior year, 100% of students will complete their College Readiness Portfolio with at least 90% mastery of the required College Readiness Portfolio components.	Achieved
College Attainment	Each year 80% of students who graduate will attend a post-secondary institution within a year of graduation.	Achieved

College Preparation	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
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**Action Plan**

ALH plans to improve their alumni network, including a more effective use of its Naviance system. In addition, as was aforementioned, ALH is working on various partnerships to expand opportunities for students to earn early college credits.

## ORGANIZATIONAL AND OTHER NON-ACADEMIC GOALS

### **Goal I: OPTIONAL NON-ACADEMIC STUDENT GOAL**

The administration will use data effectively to maintain a productive, satisfying and high achieving school culture by actively engaging students in the school's continuous improvement process.

### **Goal I: Absolute Measure**

Each year 95% of students will complete a student survey and participate in the school's continuous improvement process.

### **Results**

97.5% of students completed a student survey the two times they were given (in the fall and spring of the 2013-2014 school year).

### **Evaluation**

ALH did meet this measure. Highlights from the survey reveal that students are generally very satisfied with their teachers (particularly the sense of care they feel from the teachers), their classes and their college preparation. In addition, they are generally less satisfied with how discipline matters are handled and the food.

### **Goal II: OPTIONAL ORGANIZATIONAL GOAL**

The administration will use data effectively to maintain a productive, satisfying and high achieving school culture by actively engaging students in the school's continuous improvement process.

### **Goal II: Absolute Measure**

Each year, at least 85% of ALH families will participate in the school's continuous improvement process by completing a school satisfaction survey and 90% of the participants will be satisfied with the school.

### **Results**

85 percent of families completed surveys the two times they were given (in the fall and spring of the 2013-2014 school year).

### **Evaluation**

ALH did achieve this measure. ALH will continue to engage families in their continued efforts for school improvement.

**Goal II: Absolute Measure**

**Each year, 100% of the ALH staff will complete a school and leadership satisfaction survey to be used by the board of trustees for continuous improvement.**

**Results**

83 percent of staff completed surveys.

**Evaluation**

ALH did not achieve this measure. Unfortunately, because ALH Leadership administered an anonymous online survey, there was no way to know which teachers did not complete the survey and ensure that they completed it. All they could do was continue to send reminder emails to all faculty. For the next school year, ALH Leadership is considering switching to paper pencil surveys to ensure meeting the 100% completion goal and receiving comprehensive feedback.

**Goal II: Absolute Measure**

**Each year, the ALH Board of Trustees will complete a self-evaluation and use the information to inform board training objectives.**

**Results**

100 percent of the board completed self-evaluations.

**Evaluation**

ALH did achieve this measure.

**Goal II: Absolute Measure**

**Each year, ALH will maintain sound fiscal practices and remain in financial good standing as measured by an annual audit conducted by an external accounting firm.**

**Results**

Audit results pending this fall.

**Evaluation**

ALH expects to achieve this measure.

# Appendix B: Total Expenditures and Administrative Expenditures per Child

Created Friday, August 01, 2014

## Page 1

Charter School Name: 010100860960 ALBANY LEADERSHIP CHS-GIRLS

### B. Financial Information

This information is required of ALL charter schools. Provide the following measures of fiscal performance of the charter school in Appendix B (Total Expenditures and Administrative Expenditures Per Child):

#### 1. Total Expenditures Per Child

To calculate 'Total Expenditures per Child' take total expenditures (from the unaudited 2013-14 Schedule of Functional Expenses) and divide by the count of students you reported on of BEDS Day. (Integers Only. No dollar signs or commas).

1. Total Expenditures Per Child   Line 1: Total Expenditures	5062066
1. Total Expenditures Per Child   Line 2: BEDS Day Pupil Count	347
1. Total Expenditures Per Child   Line 3: Divide Line 1 by Line 2	14588

#### 2. Administrative Expenditures per Child

To calculate 'Administrative Expenditures per Child' take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the unaudited 2013-14 Schedule of Functional Expenses) and divide by the BEDS per pupil count. The relevant portion that must be included in this calculation is defined as follows:

Administrative Expenditures: Administration and management of the charter school includes the activities and personnel of the offices of the chief school officers, the treasurer, the finance or business offices, the purchasing unit, the employee personnel offices, the records management offices, or a public information and services offices. It also includes those administrative and management services provided by other organizations or corporations on behalf of the charter school for which the charter school pays a fee or other compensation.

Please note the following:

Do not include the FTE of personnel dedicated to administration of the instructional programs.

Do not include Employee Benefit costs or expenditures in the above calculations.

A template for the Schedule of Functional Expenses is provided on page 21 of the 2012 Annual Report Guidelines to assist schools identify the categories of expenses needed to compute the two per pupil calculations. This template does not need to be completed or submitted on August 1st as it will be submitted November 1st as part of the audited financial statements. Therefore schools should use unaudited amounts for these per pupil calculations. (See the 2013-14 Annual Report Guidelines in "Resources" area of your portal task page).

To calculate 'Administrative Expenditures per Child' take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the 2013-14 Schedule of Functional Expenses) and divide by the count of students as of BEDS Day. (Integers Only. No dollar signs or commas).

To calculate 'Administrative Expenditures per Child' take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the 2013-14 Schedule of Functional Expenses) and divide by the count of students as of BEDS Day. (Integers Only. No dollar signs or commas).   Line 1: Relevant Personnel Services Cost (Row)	820487
To calculate 'Administrative Expenditures per Child' take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the 2013-14 Schedule of Functional Expenses) and divide by the count of students as of BEDS Day. (Integers Only. No dollar signs or commas).   Line 2: Management and General Cost (Column)	00
To calculate 'Administrative Expenditures per Child' take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the 2013-14 Schedule of Functional Expenses) and divide by the count of students as of BEDS Day. (Integers Only. No dollar signs or commas).   Line 3: Sum of Line 1 and Line 2	820487
To calculate 'Administrative Expenditures per Child' take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the 2013-14 Schedule of Functional Expenses) and divide by the count of students as of BEDS Day. (Integers Only. No dollar signs or commas).   Line 4: BEDS Day Pupil Count	347
To calculate 'Administrative Expenditures per Child' take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the 2013-14 Schedule of Functional Expenses) and divide by the count of students as of BEDS Day. (Integers Only. No dollar signs or commas).   Line 5: Divide Line 3 by the BEDS Day Pupil Count	2365

Thank you.

**Budget / Operating Plan**

Total Revenue		1 278 008		1 288 142		1 302 882		1 343 283
Total Expenses		1 307 208		1 319 658		1 309 188		1 290 678
Net Income		(81 201)		(12 416)		(6 297)		62 085
Actual Student Enrollment		345		345		345		345
Total Paid Student Enrollment								

	Prior Year Actual	Original	1st Quarter 7/1 8/30	Variance	Original	2nd Quarter 10/1 12/31	Variance	Original	3rd Quarter 1/1 3/31	Variance	Original	4th Quarter 4/1 6/30	Variance
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**REVENUE** If there are NO budget revisions at the time of quarterly submittal leave 'CURRENT' Column(s) COMPLETELY BLANK. IF Current Column(s) are left blank the Original Budget numbers for that particular c to the TY Current Budget AND to the Quarterly Tab. IF Current Budget column is utilized, the ORANGE CELLS MUST be filled in first for the entire column to register. If utilizing the CURRENT BUDGET column should be completed.

REVENUE	CY Per Pupil Rate	Prior Year Actual	Original	1st Quarter 7/1 8/30	Variance	Original	2nd Quarter 10/1 12/31	Variance	Original	3rd Quarter 1/1 3/31	Variance	Original	4th Quarter 4/1 6/30	Variance
<b>REVENUES FROM STATE SOURCES</b>														
Per Pupil Revenue														
School District 1 (Albany)	1,072	782,900	-	-	-	782,900	-	-	782,900	-	-	782,900	-	-
School District 2 (Averil Park)	10,286	-	2,298	-	-	2,298	-	-	2,298	-	-	2,298	-	-
School District 3 (Bethlehem)	12,763	-	2,852	-	-	2,852	-	-	2,852	-	-	2,852	-	-
School District (Colosse)	12,011	-	5,381	-	-	5,381	-	-	5,381	-	-	5,381	-	-
School District 5 (Green Island)	12,912	-	5,770	-	-	5,770	-	-	5,770	-	-	5,770	-	-
School District 6 (Lansingburgh)	9,602	-	23,600	-	-	23,600	-	-	23,600	-	-	23,600	-	-
School District 7 (Menands)	16,120	-	3,602	-	-	3,602	-	-	3,602	-	-	3,602	-	-
School District 8 (Ravena-Coeymans-Selkirk)	13,539	-	3,025	-	-	3,025	-	-	3,025	-	-	3,025	-	-
School District 9 (Schenectady)	12,015	-	17,97	-	-	17,97	-	-	17,97	-	-	17,97	-	-
School District 10 (Shenendehowa)	10,919	-	2,0	-	-	2,0	-	-	2,0	-	-	2,0	-	-
School District 11 (Sta. Colonie)	12,387	-	5,335	-	-	5,335	-	-	5,335	-	-	5,335	-	-
School District 12 (Troy)	15,386	-	171,8	-	-	171,8	-	-	171,8	-	-	171,8	-	-
School District 13 (Watervliet)	9,65	-	31	-	-	31	-	-	31	-	-	31	-	-
School District 1 (Enter Name)		-	-	-	-	-	-	-	-	-	-	-	-	-
School District 15 (Enter Name)		-	-	-	-	-	-	-	-	-	-	-	-	-
School District - ALL OTHER		-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL Per Pupil Revenue (Average Districts Per Pupil Funding)	12,8		1,187,653			1,187,653			1,187,653			1,187,653		
Special Education Revenue			23,750			23,750			23,750			23,750		
Grants														
Stimulus														
DYCD (Department of Youth and Community Development)														
Other														
Other														
<b>TOTAL REVENUE FROM STATE SOURCES</b>			1,211,13			1,211,13			1,211,13			1,211,13		
<b>REVENUE FROM FEDERAL FUNDING</b>														
IDEA Special Needs														11,570
Title I			38,000			38,000			38,000			38,000		
Title Funding - Other			1,996			1,996			1,996			1,996		
School Food Service (Free Lunch)			13,00			0,200			0,200			0,200		
Grants														
Charter School Program (CSP) Planning & Implementation														
Other			8,000											
Other														
<b>TOTAL REVENUE FROM FEDERAL SOURCES</b>			61,396			80,196			80,196			91,766		
<b>LOCAL and OTHER REVENUE</b>														
Contributions and Donations			1,200			1,200			1,200			3,000		
Fundraising														
Estate Reimbursement			2,000			2,000			6,750			6,750		
Earnings on Investments														
Interest Income														
Food Service (Income from meals)														
Text Book														27,000
OTHER						3,333			3,333			3,333		
<b>TOTAL REVENUE FROM LOCAL and OTHER SOURCES</b>			3,200			6,533			11,283			0,08		
<b>TOTAL REVENUE</b>			1,284,808			1,288,122			1,302,882			1,343,283		

CBE: This figure should be a blended rate of all districts under OTHER

Budget / Operating Plan

		1 278 008		1 288 142		1 302 882		1 343 283		
Total Revenue		1 307 208		1 310 658		1 309 188		1 290 678		
Total Expenses		(81 201)		(12 416)		(8 297)		62 085		
Net Income		346		346		346		346		
Actual Student Enrollment		346		346		346		346		
Total Paid Student Enrollment		346		346		346		346		
		Prior Year Actual	1st Quarter 7/1 8/30	Variance	2nd Quarter 10/1 12/31	Variance	3rd Quarter 1/1 3/31	Variance	4th Quarter 4/1 6/30	
		Original	Current		Original	Current	Original	Current	Original	
<b>EXPENSES</b>										
<b>ADMINISTRATIVE STAFF PERSONNEL COSTS</b>										
	No. of Positions									
69	Executive Management	1.00	32,500	-	32,500	-	32,500	-	32,500	-
70	Instructional Management	2.00	0,350	-	0,350	-	0,350	-	0,350	-
71	Clean, Directors & Coordinators	3.50	51,800	-	51,800	-	51,800	-	51,800	-
72	CFO / Director of Finance	1.00	22,500	-	22,500	-	22,500	-	22,500	-
73	Operation / Business Manager	2.00	20, 87	-	20, 88	-	20, 88	-	20, 88	-
74	Administrative Staff	2.75	21,680	-	21,680	-	21,680	-	21,680	-
75	<b>TOTAL ADMINISTRATIVE STAFF</b>	12.25	189,317	-	189,318	-	189,318	-	189,318	-
<b>INSTRUCTIONAL PERSONNEL COSTS</b>										
76	Teachers - Regular	20.80	259,30	-	259,30	-	259,30	-	259,30	-
77	Teachers - SPED	2.20	36,023	-	36,02	-	36,02	-	36,02	-
78	Substitute Teachers	1.00	-	-	8,222	-	8,222	-	8,223	-
79	Teaching Assistants	-	-	-	-	-	-	-	-	-
80	Specialty Teachers	10.00	120,857	-	120,857	-	120,857	-	120,857	-
81	Aides	9	-	-	-	-	-	-	-	-
82	Therapists & Counselors	3.00	33,9 8	-	33,9 8	-	33,9 8	-	33,9 8	-
83	Other	-	35,650	-	-	-	-	-	-	-
84	<b>TOTAL INSTRUCTIONAL</b>	37.00	85,781	-	58,355	-	58,355	-	58,356	-
<b>NON INSTRUCTIONAL PERSONNEL COSTS</b>										
85	Nurse	-	-	-	-	-	-	-	-	-
86	Librarian	-	-	-	-	-	-	-	-	-
87	Custodian	-	-	-	-	-	-	-	-	-
88	Security	-	-	-	-	-	-	-	-	-
89	Other	-	-	-	2, 858	-	2, 858	-	2, 858	-
90	<b>TOTAL NON-INSTRUCTIONAL</b>	-	-	-	2, 858	-	2, 858	-	2, 858	-
91	<b>SUBTOTAL PERSONNEL SERVICE COSTS</b>	9.25	675,098	-	672,531	-	672,531	-	672,532	-
<b>PAYROLL TAXES AND BENEFITS</b>										
92	Payroll Taxes	-	52, 5	-	52, 5	-	52, 5	-	52, 5	-
93	Fringe / Employee Benefits	-	72,111	-	72,112	-	72,112	-	72,112	-
94	Retirement / Pension	-	2,500	-	2,500	-	2,500	-	2,500	-
95	<b>TOTAL PAYROLL TAXES AND BENEFITS</b>	-	127,065	-	127,066	-	127,066	-	127,066	-
96	<b>TOTAL PERSONNEL SERVICE COSTS</b>	9.25	802,163	-	799,597	-	799,597	-	799,598	-
<b>CONTRACTED SERVICES</b>										
97	Accounting / Audit	-	-	-	13,500	-	-	-	-	-
98	Legal	-	2,500	-	2,500	-	2,500	-	2,500	-
99	Management Company Fee	-	-	-	-	-	-	-	-	-
100	Nurse Services	-	9,78	-	9,78	-	9,78	-	9,785	-
101	Food Service / School Lunch	-	. 1	-	. 1	-	. 1	-	. 1	-
102	Payroll Services	-	1,750	-	1,750	-	1,750	-	1,750	-
103	Special Ed Services	-	-	-	-	-	-	-	-	-
104	Treatment Services (i.e. Title I)	-	625	-	625	-	625	-	625	-
105	Other Purchased / Professional / Consulting	-	1,050	-	1,050	-	1,050	-	1,050	-
106	<b>TOTAL CONTRACTED SERVICES</b>	-	60,350	-	73,850	-	60,350	-	60,351	-
<b>SCHOOL OPERATIONS</b>										
107	Board Expenses	-	125	-	125	-	125	-	125	-
108	Classroom / Teaching Supplies & Materials	-	1,000	-	5,000	-	1,000	-	3,000	-
109	Special Ed Supplies & Materials	-	125	-	125	-	125	-	125	-
110	Textbooks / Workbooks	-	13,000	-	-	-	-	-	-	-
111	Supplies & Materials other	-	-	-	-	-	-	-	-	-
112	Equipment / Furniture	-	3, 00	-	1,200	-	1,200	-	1,200	-
113	Telephone	-	6,250	-	6,250	-	6,250	-	6,250	-
114	Technology	-	16,500	-	16,500	-	16,500	-	16,500	-
115	Student Testing & Assessment	-	2,750	-	2,750	-	2,750	-	2,750	-
116	Field Trips	-	-	-	8,350	-	-	-	8,350	-
117	Transportation (student)	-	1,000	-	13,000	-	13,000	-	13,000	-
118	Student Services - other	-	-	-	15,917	-	15,917	-	15,916	-
119	Office Expense	-	13,206	-	13,206	-	13,207	-	16,207	-
120	Staff Development	-	6,000	-	667	-	667	-	666	-
121	Staff Recruitment	-	250	-	250	-	250	-	250	-
122	Student Recruitment / Marketing	-	5,000	-	5,000	-	5,000	-	5,000	-
123	School Meals / Lunch	-	8,000	-	2, 000	-	2, 000	-	2, 000	-
124	Travel (Staff)	-	1,250	-	1,250	-	1,250	-	1,250	-
125	Fundraising	-	250	-	250	-	250	-	250	-
126	Other	-	25,000	-	25,000	-	25,000	-	25,000	-
127	<b>TOTAL SCHOOL OPERATIONS</b>	-	116,106	-	138,8 0	-	126, 91	-	139,639	-
<b>FACILITY OPERATION &amp; MAINTENANCE</b>										
128	Insurance	-	15, 50	-	15, 50	-	15, 50	-	15, 50	-
129	Janitorial	-	33,600	-	33,600	-	33,600	-	33,600	-
130	Building and Land Rent / Lease	-	168,300	-	168,300	-	168,300	-	168,300	-
131	Repairs & Maintenance	-	25,000	-	12,333	-	12,333	-	12,333	-
132	Equipment / Furniture	-	20,000	-	1,666	-	1,667	-	1,667	-
133	Security	-	250	-	250	-	250	-	250	-
134	Utilities	-	12,2 0	-	12,320	-	37, 00	-	6, 0	-
135	<b>TOTAL FACILITY OPERATION &amp; MAINTENANCE</b>	-	27, 8 0	-	2, 519	-	269,000	-	237,0 1	-
<b>DEPRECIATION &amp; AMORTIZATION</b>										
136	RESERVES / CONTINGENCY	-	25,000	-	25,000	-	25,000	-	25,000	-
137		-	28,750	-	28,750	-	28,750	-	28,750	-
138	<b>TOTAL EXPENSES</b>	-	1,307,208	-	1,310,658	-	1,309,188	-	1,290,678	-
139	<b>NET INCOME</b>	-	(81,201)	-	(12,416)	-	(8,297)	-	62,085	-

**Budget / Operating Plan**

6	Total Revenue		1 278 008			1 288 142			1 302 882			1 343 283
7	Total Expenses		1 307 208			1 319 658			1 309 188			1 290 678
8	Net Income		(31 201)			(12 416)			(6 297)			52 605
9	Actual Student Enrollment		346			346			346			346
10	Total Paid Student Enrollment											
11												
12												
13												
14												
15												
16	<b>ENROLLMENT</b> School Districts Are Linked To Above Entries											
161	School District 1 (Albany)		223	-	-	223	-	-	223	-	-	223
162	School District 2 (Averil Park)		1	-	-	1	-	-	1	-	-	1
163	School District 3 (Bethlehem)		1	-	-	1	-	-	1	-	-	1
164	School District 4 (Colosse)		2	-	-	2	-	-	2	-	-	2
165	School District 5 (Green Island)		2	-	-	2	-	-	2	-	-	2
166	School District 6 (Lansingburgh)		10	-	-	10	-	-	10	-	-	10
167	School District 7 (Menands)		1	-	-	1	-	-	1	-	-	1
168	School District 8 (Ravena-Coeymans-Selkirk)		1	-	-	1	-	-	1	-	-	1
169	School District 9 (Schenectady)		58	-	-	58	-	-	58	-	-	58
170	School District 10 (Shenandoah)		1	-	-	1	-	-	1	-	-	1
171	School District 11 (So. Colonie)		2	-	-	2	-	-	2	-	-	2
172	School District 12 (Troy)		3	-	-	3	-	-	3	-	-	3
173	School District 13 (Watervliet)		2	-	-	2	-	-	2	-	-	2
174	School District 14 (Enter Name)		-	-	-	-	-	-	-	-	-	-
175	School District 15 (Enter Name)		-	-	-	-	-	-	-	-	-	-
176	School District - ALL OTHER		-	-	-	-	-	-	-	-	-	-
177	<b>TOTAL ENROLLMENT</b>		<b>346</b>			<b>346</b>			<b>346</b>			<b>346</b>
178	<b>REVENUE PER PUPIL</b>		<b>3.882</b>			<b>3.783</b>			<b>3.778</b>			<b>3.884</b>
179	<b>EXPENSES PER PUPIL</b>		<b>3.88</b>			<b>3.88</b>			<b>3.86</b>			<b>3.88</b>

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6	Total Revenue		
7	Total Expenses		
8	Net Income		
9	Actual Student Enrollment		
10	Total Paid Student Enrollment		
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15	<b>REVENUE</b>		<b>Quarter will flow through the entire</b>
16	<b>REVENUES FROM STATE SOURCES</b>		
17	Per Pupil Revenue	CY Per Pupil Rate	
18	School District 1 (Albany)	1,072	-
19	School District 2 (Averil Park)	10,286	-
20	School District 3 (Bethlehem)	12,753	-
21	School District 4 (Cohoes)	12,011	-
22	School District 5 (Green Island)	12,912	-
23	School District 6 (Lansingburgh)	9,602	-
24	School District 7 (Menands)	16,120	-
25	School District 8 (Ravena-Coeymans-Selkirk)	13,539	-
26	School District 9 (Schenectady)	12,015	-
27	School District 10 (Shenandoah)	10,919	-
28	School District 11 (St. Colome)	12,387	-
29	School District 12 (Troy)	15,366	-
30	School District 13 (Watervliet)	9,65	-
31	School District 1 (Enter Name)	-	-
32	School District 15 (Enter Name)	-	-
33	School District - ALL OTHER	-	-
34	TOTAL Per Pupil Revenue (Average Districts Per Pupil Funding)	12.8	-
35	Special Education Revenue		-
36	Grants		-
37	Stimulus		-
38	DYCD (Department of Youth and Community Developm.)		-
39	Other		-
40	Other		-
41	TOTAL REVENUE FROM STATE SOURCES		-
42			-
43	<b>REVENUE FROM FEDERAL FUNDING</b>		
44	IDEA Special Needs		-
45	Title I		-
46	Title I Funding - Other		-
47	School Food Service (Free Lunch)		-
48	Grants		-
49	Charter School Program (CSP) Planning & Implementation		-
50	Other		-
51	Other		-
52	TOTAL REVENUE FROM FEDERAL SOURCES		-
53			-
54	<b>LOCAL and OTHER REVENUE</b>		
55	Contributions and Donations		-
56	Fundraising		-
57	Estate Reimbursement		-
58	Earnings on Investments		-
59	Interest Income		-
60	Food Service (income from meals)		-
61	Text Book		-
62	OTHER		-
63	TOTAL REVENUE FROM LOCAL and OTHER SOURCES		-
64			-
65	<b>TOTAL REVENUE</b>		
66			

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6	Total Revenue		
7	Total Expenses		
8	Net Income		
9	Actual Student Enrollment		
10	Total Paid Student Enrollment		
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68	<b>EXPENSES</b>		
69	<b>ADMINISTRATIVE STAFF PERSONNEL COSTS</b>	<b>No. of Positions</b>	
70	Executive Management	1.00	
71	Instructional Management	2.00	
72	Deans, Directors & Coordinators	3.50	
73	CFO / Director of Finance	1.00	
74	Operation / Business Manager	2.00	
75	Administrative Staff	2.75	
76	<b>TOTAL ADMINISTRATIVE STAFF</b>	<b>12.25</b>	
77			
78	<b>INSTRUCTIONAL PERSONNEL COSTS</b>		
79	Teachers - Regular	20.60	
80	Teachers - SPED	2.20	
81	Substitute Teachers	1.00	
82	Teaching Assistants	-	
83	Specialty Teachers	10.00	
84	Aides	-	
85	Therapists & Counselors	3.00	
86	Other	-	
87	<b>TOTAL INSTRUCTIONAL</b>	<b>37.00</b>	
88			
89	<b>NON INSTRUCTIONAL PERSONNEL COSTS</b>		
90	Nurse	-	
91	Librarian	-	
92	Custodian	-	
93	Security	-	
94	Other	-	
95	<b>TOTAL NON-INSTRUCTIONAL</b>	<b>-</b>	
96			
97	<b>SUBTOTAL PERSONNEL SERVICE COSTS</b>	<b>9.25</b>	
98			
99	<b>PAYROLL TAXES AND BENEFITS</b>		
100	Payroll Taxes		
101	Fringe / Employee Benefits		
102	Retirement / Pensions		
103	<b>TOTAL PAYROLL TAXES AND BENEFITS</b>		
104			
105	<b>TOTAL PERSONNEL SERVICE COSTS</b>	<b>9.25</b>	
106			
107	<b>CONTRACTED SERVICES</b>		
108	Accounting / Audit		
109	Legal		
110	Management Company Fee		
111	Nurse Services		
112	Food Service / School Lunch		
113	Payroll Services		
114	Special Ed Services		
115	Treatment Services (i.e. Title I)		
116	Other Purchased / Professional / Consulting		
117	<b>TOTAL CONTRACTED SERVICES</b>		
118			
119	<b>SCHOOL OPERATIONS</b>		
120	Board Expenses		
121	Classroom / Teaching Supplies & Materials		
122	Special Ed Supplies & Materials		
123	Textbooks / Workbooks		
124	Supplies & Materials other		
125	Equipment / Furniture		
126	Telephone		
127	Technology		
128	Student Testing & Assessment		
129	Field Trips		
130	Transportation (student)		
131	Student Services - other		
132	Office Expense		
133	Staff Development		
134	Staff Recruitment		
135	Student Recruitment / Marketing		
136	School Meals / Lunch		
137	Travel (staff)		
138	Fundraising		
139	Other		
140	<b>TOTAL SCHOOL OPERATIONS</b>		
141			
142	<b>FACILITY OPERATION &amp; MAINTENANCE</b>		
143	Insurance		
144	Janitorial		
145	Building and Land Rent / Lease		
146	Repairs & Maintenance		
147	Equipment / Furniture		
148	Security		
149	Utilities		
150	<b>TOTAL FACILITY OPERATION &amp; MAINTENANCE</b>		
151			
152	<b>DEPRECIATION &amp; AMORTIZATION</b>		
153	<b>RESERVES / CONTINGENCY</b>		
154			
155	<b>TOTAL EXPENSES</b>		
156			
157	<b>NET INCOME</b>		
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6	<b>Total Revenue</b>	
7	<b>Total Expenses</b>	
8	<b>Net Income</b>	
9	<b>Actual Student Enrollment</b>	
10	<b>Total Paid Student Enrollment</b>	
11		
12		
13		
14		<b>Variance</b>
15		
160	<b>ENROLLMENT School Districts Are Linked To Above Entries</b>	
161	School D strict 1 (Abarig)	-
162	School D strict 2 (Averil Park)	-
163	School D strict 3 (Bethlehem)	-
164	School D strict 4 (Cohoes)	-
165	School D strict 5 (Green Island)	-
166	School D strict 6 (Lansingburgh)	-
167	School D strict 7 (Menands)	-
168	School D strict 8 (Ravena-Coeymans-Selkirk)	-
169	School D strict 9 (Schenectady)	-
170	School D strict 10 (Shenandoah)	-
171	School D strict 11 (So. Colonie)	-
172	School D strict 12 (Troy)	-
173	School D strict 13 (Watervliet)	-
174	School D strict 1 (Enter Name)	-
175	School D strict 15 (Enter Name)	-
176	School D strict - ALL OTHER	-
177	<b>TOTAL ENROLLMENT</b>	-
178		
179	<b>REVENUE PER PUPIL</b>	
180		
181	<b>EXPENSES PER PUPIL</b>	

Budget / Operating Plan

DESCRIPTION OF ASSUMPTIONS

		6 220 304	6 220 304		6 220 304	6 220 304
Total Revenue		6 220 304	6 220 304		6 220 304	6 220 304
Total Expenses		6 217 633	6 217 633		(6 217 633)	(6 217 633)
Net Income		2 771	2 771		2 771	2 771
Actual Student Enrollment						
Total Paid Student Enrollment						
		Original Year			VARIANCE	
		Original	Current	Variance	Original vs PY	Current vs PY
<b>REVENUE</b>						
<b>REVENUES FROM STATE SOURCES</b>						
Per Pupil Revenue		CY Per Pupil Rate				
School District 1 (Albany)	1,072	3,131,602	3,131,602	-	3,131,602	3,131,602
School District 2 (Averett Park)	10,286	9,193	9,193	-	9,193	9,193
School District 3 (Bethlehem)	12,763	11,07	11,07	-	11,07	11,07
School District 4 (Conestoga)	12,011	21,523	21,523	-	21,523	21,523
School District 5 (Green Island)	12,912	23,080	23,080	-	23,080	23,080
School District 6 (Lansingburgh)	9,602	9,399	9,399	-	9,399	9,399
School District 7 (Menands)	16,120	1,07	1,07	-	1,07	1,07
School District 8 (Ravena-Coeymans-Selkirk)	13,539	12,100	12,100	-	12,100	12,100
School District 9 (Schenectady)	12,015	697,990	697,990	-	697,990	697,990
School District 10 (Shenandoah)	10,919	9,759	9,759	-	9,759	9,759
School District 11 (St. Colosse)	12,387	22,12	22,12	-	22,12	22,12
School District 12 (Troy)	15,966	685,792	685,792	-	685,792	685,792
School District 13 (Watervliet)	9,65	17,256	17,256	-	17,256	17,256
School District 1 (Enter Name)	-	-	-	-	-	-
School District 15 (Enter Name)	-	-	-	-	-	-
School District - ALL OTHER	-	-	-	-	-	-
TOTAL Per Pupil Revenue (Average Districts Per Pupil Funding)	12,8	750,650	750,650	-	750,650	750,650
Special Education Revenue		95,000	95,000	-	95,000	95,000
Grants		-	-	-	-	-
Stimulus		-	-	-	-	-
DYCD (Department of Youth and Community Development)		-	-	-	-	-
Other		-	-	-	-	-
Other		-	-	-	-	-
TOTAL REVENUE FROM STATE SOURCES		8 5,650	8 5,650	-	8 5,650	8 5,650
<b>REVENUE FROM FEDERAL FUNDING</b>						
IDEA Special Needs		11,570	11,570	-	11,570	11,570
Title I		152,000	152,000	-	152,000	152,000
Title Funding - Other		7,98	7,98	-	7,98	7,98
School Food Service (Free Lunch)		13,000	13,000	-	13,000	13,000
Grants		-	-	-	-	-
Charter School Program (CSP) Planning & Implementation		-	-	-	-	-
Other		8,000	8,000	-	8,000	8,000
Other		-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES		313,55	313,55	-	313,55	313,55
<b>LOCAL and OTHER REVENUE</b>						
Contributions and Donations		6,600	6,600	-	6,600	6,600
Fundraising		-	-	-	-	-
Erate Reimbursement		17,500	17,500	-	17,500	17,500
Earnings on Investments		-	-	-	-	-
Interest Income		-	-	-	-	-
Food Service (Income from meals)		-	-	-	-	-
Text Book		27,000	27,000	-	27,000	27,000
OTHER		10,000	10,000	-	10,000	10,000
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		61,100	61,100	-	61,100	61,100
<b>TOTAL REVENUE</b>		<b>6 220,0</b>	<b>6 220,0</b>	<b>-</b>	<b>6 220,0</b>	<b>6 220,0</b>

Budget / Operating Plan

DESCRIPTION OF ASSUMPTIONS

		6 220 304	6 220 304		6 220 304	6 220 304
		6 217 633	6 217 633		(6 217 633)	(6 217 633)
		2 771	2 771		2 771	2 771
				VARIANCE		
		Original	Current	Variance	Original vs PY	Current vs PY
<b>EXPENSES</b>						
<b>ADMINISTRATIVE STAFF PERSONNEL COSTS</b>						
	No. of Positions					
69	Executive Management	1.00	130,000	130,000	-	(130,000)
70	Instructional Management	2.00	161, 00	161, 00	-	(161, 00)
71	Deans, Directors & Coordinators	3.50	207, 200	207, 200	-	(207, 200)
72	CFO / Director of Finance	1.00	90,000	90,000	-	(90,000)
73	Operation / Business Manager	2.00	81,951	81,951	-	(81,951)
74	Administrative Staff	2.75	86,720	86,720	-	(86,720)
75	<b>TOTAL ADMINISTRATIVE STAFF</b>	12.25	757,271	757,271	-	(757,271)
<b>INSTRUCTIONAL PERSONNEL COSTS</b>						
76	Teachers - Regular	20.80	1,037,216	1,037,216	-	(1,037,216)
77	Teachers - SPED	1.095	1,095	1,095	-	(1,095)
78	Substitute Teachers	1.00	2,667	2,667	-	(2,667)
79	Teaching Assistants	-	-	-	-	-
80	Specialty Teachers	10.00	83, 28	83, 28	-	( 83, 28)
81	Aides	-	-	-	-	-
82	Therapists & Counselors	3.00	135,791	135,791	-	(135,791)
83	Other	-	35,650	35,650	-	(35,650)
84	<b>TOTAL INSTRUCTIONAL</b>	37.00	1,860,8 7	1,860,8 7	-	(1,860,8 7)
<b>NON INSTRUCTIONAL PERSONNEL COSTS</b>						
85	Nurse	-	-	-	-	-
86	Librarian	-	-	-	-	-
87	Custodian	-	-	-	-	-
88	Security	-	-	-	-	-
89	Other	-	7, 575	7, 575	-	(7, 575)
90	<b>TOTAL NON-INSTRUCTIONAL</b>	-	7, 575	7, 575	-	(7, 575)
91	<b>SUBTOTAL PERSONNEL SERVICE COSTS</b>	9.25	2,692,693	2,692,693	-	(2,692,693)
<b>PAYROLL TAXES AND BENEFITS</b>						
92	Payroll Taxes	-	209,816	209,816	-	(209,816)
93	Fringe / Employee Benefit	-	288, 7	288, 7	-	(288, 7)
94	Retirement / Pension	-	10,000	10,000	-	(10,000)
95	<b>TOTAL PAYROLL TAXES AND BENEFITS</b>	-	508,263	508,263	-	(508,263)
96	<b>TOTAL PERSONNEL SERVICE COSTS</b>	9.25	3,200,956	3,200,956	-	(3,200,956)
<b>CONTRACTED SERVICES</b>						
97	Accounting / Audit	-	13,500	13,500	-	(13,500)
98	Legal	-	10,000	10,000	-	(10,000)
99	Management Company Fee	-	-	-	-	-
100	Nurse Services	-	39,137	39,137	-	(39,137)
101	Food Service / School Lunch	-	18,56	18,56	-	(18,56)
102	Payroll Services	-	7,000	7,000	-	(7,000)
103	Special Ed Services	-	-	-	-	-
104	Titlement Services (i.e. Title I)	-	2,500	2,500	-	(2,500)
105	Other Purchased / Professional / Consulting	-	16, 200	16, 200	-	(16, 200)
106	<b>TOTAL CONTRACTED SERVICES</b>	-	25, 901	25, 901	-	(25, 901)
<b>SCHOOL OPERATIONS</b>						
107	Board Expenses	-	500	500	-	(500)
108	Classroom / Teaching Supplies & Materials	-	23,000	23,000	-	(23,000)
109	Special Ed Supplies & Materials	-	500	500	-	(500)
110	Textbooks / Workbooks	-	13,000	13,000	-	(13,000)
111	Supplies & Materials other	-	-	-	-	-
112	Equipment / Furniture	-	7,000	7,000	-	(7,000)
113	Telephone	-	25,000	25,000	-	(25,000)
114	Technology	-	66,000	66,000	-	(66,000)
115	Student Testing & Assessment	-	11,000	11,000	-	(11,000)
116	Field Trips	-	16,700	16,700	-	(16,700)
117	Transportation (student)	-	0,000	0,000	-	( 0,000)
118	Student Services - other	-	7,750	7,750	-	( 7,750)
119	Office Expense	-	55,826	55,826	-	(55,826)
120	Staff Development	-	8,000	8,000	-	(8,000)
121	Staff Recruitment	-	1,000	1,000	-	(1,000)
122	Student Recruitment / Marketing	-	20,000	20,000	-	(20,000)
123	School Meals / Lunch	-	80,000	80,000	-	(80,000)
124	Travel (Staff)	-	5,000	5,000	-	(5,000)
125	Fundraising	-	1,000	1,000	-	(1,000)
126	Other	-	100,000	100,000	-	(100,000)
127	<b>TOTAL SCHOOL OPERATIONS</b>	-	521,276	521,276	-	(521,276)
<b>FACILITY OPERATION &amp; MAINTENANCE</b>						
128	Insurance	-	61,800	61,800	-	(61,800)
129	Janitorial	-	13, 00	13, 00	-	(13, 00)
130	Building and Land Rent / Lease	-	673,200	673,200	-	(673,200)
131	Repairs & Maintenance	-	62,000	62,000	-	(62,000)
132	Equipment / Furniture	-	25,000	25,000	-	(25,000)
133	Security	-	1,000	1,000	-	(1,000)
134	Utilities	-	68,000	68,000	-	(68,000)
135	<b>TOTAL FACILITY OPERATION &amp; MAINTENANCE</b>	-	1,025, 00	1,025, 00	-	(1,025, 00)
<b>DEPRECIATION &amp; AMORTIZATION</b>						
136		-	100,000	100,000	-	(100,000)
<b>RESERVES / CONTINGENCY</b>						
137		-	115,000	115,000	-	(115,000)
138	<b>TOTAL EXPENSES</b>	-	6,217,633	6,217,633	-	(6,217,633)
139	<b>NET INCOME</b>	-	2,771	2,771	-	2,771

Budget / Operating Plan					DESCRIPTION OF ASSUMPTIONS
6	Total Revenue	6 220 304	6 220 304	6 220 304	6 220 304
7	Total Expenses	6 217 633	6 217 633	(6 217 633)	(6 217 633)
8	Net Income	2 771	2 771	2 771	2 771
9	Actual Student Enrollment				
10	Total Paid Student Enrollment				
11					
12					
13					
14					
15					
16	<b>ENROLLMENT</b>				
161	School District 1 (Albany)				
162	School District 2 (Averill Park)				
163	School District 3 (Bethlehem)				
164	School District 4 (Concord)				
165	School District 5 (Green Island)				
166	School District 6 (Lansingburgh)				
167	School District 7 (Menands)				
168	School District 8 (Ravena-Coeymans-Selkirk)				
169	School District 9 (Schenectady)				
170	School District 10 (Shermandanowa)				
171	School District 11 (So. Colonie)				
172	School District 12 (Troy)				
173	School District 13 (Watervliet)				
174	School District 1 (Enter Name)				
175	School District 15 (Enter Name)				
176	School District - ALL OTHER				
177	<b>TOTAL ENROLLMENT</b>				
178	<b>REVENUE PER PUPIL</b>				
179	<b>EXPENSES PER PUPIL</b>				

# Appendix E: Disclosure of Financial Interest Form

Created Wednesday, July 30, 2014

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010100860960 ALBANY LEADERSHIP CHS-GIRLS

An Appendix E: Disclosure of Financial Interest Form must be completed for each active Trustee who served on the charter school's Board of Trustees during the 2013-14 school year. Trustees are at times difficult to track down in the summer months. Trustees may complete and submit at their leisure (but before the deadline) their individual form at:

<http://fluidsurveys.com/surveys/vickie-smith/appendix-e-trustee-disclosure-form/>. Trustees may download and/or email their forms to you upon completion.

Trustees who are technologically advanced may complete the survey using their smartphones or other mobile devices by downloading the this bar code link to the survey <https://fluidsurveys.com/account/surveys/540612/publish/qrcode/>. (Make sure you have the bar code application reader on your phone).

If a Trustee is unable to complete the form by the deadline (i.e, out of the country), the school is responsible for submitting the information required on the form for that individual trustee.

Just send the links via email today to your Trustees requesting that they each complete their form as soon as possible.  
Thank you.

Yes, each member of the school's Board of Trustees has received a link to the Disclosure of Financial Interest Form.

Yes

Thank you.

# Appendix F: BOT Membership Table

Created Friday, August 01, 2014

## Page 1

### 010100860960 ALBANY LEADERSHIP CHS-GIRLS

#### 1. Current Board Member Information

	Full Name of Individual Trustees	Position on Board (Officer or Rep).	Voting Member	Area of Expertise &/or Additional Role	Terms Served & Length (include date of election and expiration)	Committee affiliations
1	James Vallee	Chair/President	Yes	College Financial Aid	2009 – 1 year 2010 – 3 year 2013 – 3 year expires 6/2016	Ex-officio member of all committees Finance & Audit, Governance
2	Elizabeth Robertson	Vice Chair/Vice President	Yes	College Readiness/Admissions	2010 – 2 year 2012 -- 3 year expires 6/2015	Governance
3	Margaret Moree	Secretary	Yes	Public Policy/Educational Finance	2009 – 2 year 2011 – 3 year 2014 – 3 year expires 6/2017	Accountability, Finance & Audit
4	Peter Hughes, Ed.D.	Treasurer	Yes	Finance	12/2012 – 0.5 year re-elected 6/2013 – 3 year expires 6/2016	Chair Finance & Audit Committee
5	Alex Ma, Ph.D.	Member	Yes	Higher Education & Science	2009 – 2 year 2011 – 3 year 2014 – 3 year expires 6/2017	Accountability
6	Bryan Lester	Member	Yes	Technology within Educational Institutions	2013 -- 2 year expires 6/2015	Accountability
7	Rebekah Brisbane	Parent Rep	Yes	Parent	2013 – 1 year expires 6/2015	
8	Dr. Dan McGregor	Member	Yes	District Education: Sec. Teaching, Admin & Ops	2014 – 3 year expires 6/2017	
9	James Kellerhouse	Member	Yes	Fundraising & Higher Education	2013 – 2 year expires 6/2015	Finance

#### 2. Total Number of Members Joining Board during the 2013-14 school year

3

#### 3. Total Number of Members Departing the Board during the 2013-14 school year

0

4. According to the School's by-laws, what is the maximum number of trustees that may comprise the governing board?

15

5. How many times did the Board meet during the 2013-14 school year?

12

6. How many times will the Board meet during the 2014-15 school year?

12

Thank you.



**ALBANY LEADERSHIP**  
CHARTER HIGH SCHOOL FOR GIRLS

**Appendix H: Meeting Enrollment & Retention Targets**

During the first charter term, Albany Leadership Charter High School for Girls has exceeded local school district percentages for students eligible to participate in the free and reduced price lunch program (FRPL). Our FRPL percentage has averaged approximately ten percentage points higher than the local school district, according to the data available in our first three years. Although data is somewhat limited on English Language Learners (ELL) and Special Education students (SPED) due to lack of current district numbers, all signs point to ALH lagging behind the district with respect to representation of both of these student populations, particularly Special Education. This is consistent with many other charter schools in New York State that typically have higher than district FRPL but many times lower ELL and SPED.

**English Language Learners**

Evidenced on page 15 of the 2013-14 CSI Draft School Evaluation Report, our school has comparable ELL % to the local district, both around 5%. Albany is not necessarily an area with a high concentration of English Language Learners. We do have some enrollment pockets of Spanish, Arabic and Urdu language students. Our history has suggested that when students reach this age, they tend to be less transient than younger ELL peers. Specifically, same language families tend to not separate from each other and rather have some community comfort in whichever high school other families have settled into.

Nevertheless, the 2010 re-Authorized Charter School Act calls for all schools to make good faith efforts to recruit and retain ELL students. Our current initiatives can be found below.

- Direct mail advertising in languages other than English
- Radio Ad in Spanish and English
- A Google language translator dropdown will be added to the school website
- Outreach by multi-lingual staff
- Outreach to specialized feeder schools and programs (middle schools)
- Advertising and school materials are translated as needed
- Translators have been made available during school events
- ALH website that mentions ESL/ELL programming

“One Leader Changes Everything”



## ALBANY LEADERSHIP

CHARTER HIGH SCHOOL FOR GIRLS

### Students with Disabilities

Evidenced on page 15 of the 2013-14 CSI Draft School Evaluation Report, our school has lower than targeted SPED enrollment as compared to the local school district. Like with ELL students, the re-authorized 2010 Charter School Act calls for good faith recruitment and retention of students with special needs.

ALH faces a similar problem to other charter schools. With its small size versus the much larger enrollment of the local school district, ALH is not able to meet every single type of Individual Education Plan coming through our enrollment. Due to least restriction environment (LRE) regulations as well as the fact that we are a single building ELA, we are somewhat limited by our IEP programming options. That said, many times students entering our enrollment have actually waived their IEP entirely in an effort to enter ALH enrollment. Despite the best intentions of their families, many of these students have ultimately not been able to meet the demands of academics without IEP support and returned to their homes settings. Nevertheless, we will continue to recruit and retain special education students through a variety of channels, shown below.

- Guaranteed grade level Special Education personnel traveling with every IEP student to every core class (four major subjects)
- Announcing during Open House events that ALH welcomes students with special needs
- Special Education personnel available to all interested special education enrollees to clearly explain how ALH delivers SPED services
- Outreach to other 8<sup>th</sup> grade charter schools' special education coordinators to explain robust SPED programs and services to rising potential 9<sup>th</sup> grade SPED students
- Continued advertising at local Department of Motor Vehicles offices with significant reference to SPED (and ELL)
- Continued good faith effort to work collaboratively with each sending district's Committee on Special Education in order to affirm the reality that ALH can serve the needs of most IEP students.

“One Leader Changes Everything”

# Appendix I: Teacher and Administrator Attrition

Created Friday, August 01, 2014

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## Page 1

Charter School Name: 010100860960 ALBANY LEADERSHIP CHS-GIRLS

Instructions for completing the Teacher and Administrator Attrition Tables  
ALL charter schools should provide, for teachers and administrators only, the full time equivalent (FTE) of staff on June 30, 2013, the FTE for added staff from July 1, 2013 through June 30, 2014, and the FTE for any departed staff from July 1, 2013 through June 30, 2014 using the two tables provided.

### 2013-14 Teacher Attrition Table

FTE Teachers on June 30, 2013	FTE Teachers Additions 7/1/13 – 6/30/14	FTE Teacher Departures 7/1/13 – 6/30/14
22	19	15

### 2013-14 Administrator Position Attrition Table

FTE Administrator Positions On 6/30/2013	FTE Administrator Additions 7/1/13 – 6/30/14	FTE Administrator Departures 7/1/13 – 6/30/14
14	11	11

Thank you