



ALBANY LEADERSHIP
CHARTER HIGH SCHOOL FOR GIRLS

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**2017-18 ACCOUNTABILITY PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

September 17, 2018

By Carina D. Cook, Principal

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Darius Romero, Information Systems and Assessments Administrator, prepared this 2017-18 Accountability Progress Report on behalf of the school’s board of trustees:

Trustee’s Name	Board Position
Elizabeth Robertson	Chair/Board President
Margaret Moree	Secretary/Treasurer
James H. Vallee	Trustee/Member
Dr. Dan MacGregor	Trustee/Member
D. Rebekah Brisbane	Trustee/Member
Sharon Cates-Williams	Trustee/Member
Anzala Alozie	Trustee/Member

Carina D. Cook has served as the school leader since August 17, 2018. Prior to assuming the school leader position, Ms. Cook served for two years as the school’s Director of Curriculum, Instruction & Assessment.

Albany Leadership Charter High School for Girls (ALH) was the first all-girls, public, charter high school in the city of Albany. Led by a dynamic team of leaders, ALH strives to be the premier college preparatory high school for young women in the Capital District. The school opened its doors in September 2010 to approximately 150 ninth and tenth grade scholars. Now in our ninth year, we are fully enrolled in grades 9 through 12.

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 achievement and college and career readiness. These elements include: single gender education, extended day and school year, college preparatory programming, a robust college in the high school program, character education through service learning, and AVID.

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 to ensure that we cultivate great scholars and true leaders.

ALH's extended day and school year greatly contribute to our ability to prepare our future graduates for college. The sequencing of our academic program allows for students to achieve an Advanced Regents Diploma, while earning up to 30 college credits by graduation. Double blocks of English Language Arts and Mathematics in the freshmen year help our students to establish a strong foundation in literacy, writing and numeracy, while the addition of SAT Writing and SAT Math as courses supplemental to Regents and Regents aligned classes at each grade level, provides the support for not only passing, but excelling on Regents exams and in college courses throughout each scholars' ALH experience.

To further enhance our students' experience and preparation, ALH is implementing two additional opportunities for students: A Career Pathway Exploration Internship Program and AVID® (Advancement Via Individual Determination).

CAREER EXPLORATION INTERNSHIP PROGRAM

Starting with the 2018-2019 school year, ALH will implement a Career Pathway Exploration Internship Program, with the intention of helping students to understand the connections between high school, college, and careers. The program is meant to provide students with meaningful workplace experiences that give students an understanding of the skills and educational requirements needed for various careers, as well as to introduce students to positive role models in the field who will share their experience and professional expertise.

The following are examples of College in the High School course-related workplace internships that students may explore:

- Entrepreneurship
- Small Business Management
- Business Concepts and Applications
- Organization and Business Management
- Marketing
- Advertising
- Personal Finance
- Computer Concepts and Applications

For the 2018-2019 school year, the comprehensive listing of college in the high school course offerings, which have been embedded whenever possible into required courses for graduation, is as follows:

University at Albany

UHS ENG 100Z: Intro. to Analytical Writing (3 credits)
UHS ENG 144: Reading Shakespeare (3 credits)
UHS HIS 158: World in the 20th Century (3 credits)
UHS WSS 260: History of Women and Social Change (3 credits)
UHS SOC 115: Intro to Sociology (3 credits)
UHS PSY 101: Intro to Psychology (3 credits)

Hudson Valley Community College (All courses aligned with Business Degree Pathways)

HVCC ENTR 110: Intro. to Entrepreneurship (3 credits)
HVCC MKTG 120: Principles of Marketing (3 credits)
HVCC BADM 100: Business Concepts and Applications (3 credits)
HVCC ACTG 120: Personal Finance (3 credits)
HVCC CMPT 101: Computer Concepts and Applications (3 credits)
HVCC BADM 207: Organization and Management (3 credits)
HVCC MKTG 216: Small Business Management (3 credits)
HVCC MKTG 200: Advertising (3 credits)
HVCC SPAN 100: Spanish Language and Culture I (3 credits)
HVCC SPAN 101: Spanish Language and Culture II (3 credits)
HVCC SPAN 200: Spanish Language and Culture III (3 credits)
HVCC MATH 170: Pre-Calculus (3 credits)

Schenectady County Community College

SCCC ENG 123 – College Composition (3 credits)
SCCC ENG 124 – Literature and Writing (3 credits)

AVID®

To further enhance our students' success, ALH has built-in additional college preparation programming through Advancement Via Individual Determination (AVID®) for all students in grades 9-12. The mission of AVID® is to ensure that all students can complete a college preparatory pathway by providing enhanced academic instruction, tutorial support, and motivational activities.

AVID® students:

- will succeed in a rigorous curriculum,
- will enter mainstream activities of the school,
- will increase their enrollment in four-year colleges, and
- will become educated and responsible participants and leaders in a democratic society.

Throughout an ALH student's high school career, students will also participate in college visits, attend college fairs, complete college applications and apply 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 and commitment to 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. All ALH students are required to complete a minimum of 100 hours of community service by graduation through our Service Learning Program. Through the fulfillment of this requirement, our graduates can fully ascertain that the mark of a true leader is service.

ALH continues to make great strides in overall school improvement and student achievement. We are excited to report that again in 2018, we have exceeded our CSI benchmark of a minimum of 75% of students will graduate within 4 years. This year's 2018 class attained our highest rate ever at 92%. This is evidence that we have established the program for success and advancement, as we strive for a 100% graduation rate.

School Enrollment by Grade Level and School Year

School Year	9	10	11	12	Total
2013-14	125	108	82	57	372
2014-15	125	118	90	45	378
2015-16	142	80	75	66	363
2016-17	102	121	71	52	346
2017-18	104	94	97	61	356

HIGH SCHOOL COHORTS

ACCOUNTABILITY COHORT

The state's Accountability Cohort consists specifically of students who are in their fourth year of high school after entering the 9th grade. For example, the 2014 state Accountability Cohort consists of students who entered the 9th grade anywhere in the 2014-15 school year, were enrolled in the school on the state's annual enrollment-determination day (i.e., BEDS day) in the 2017-18 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 SIRS Manual for more details about cohort eligibility: <http://www.p12.nysed.gov/irs/sirs/ht>)

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

Fourth-Year High School Accountability Cohorts

Fourth-Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Enrolled on BEDS Day in October of the Cohort's Fourth Year	Number Leaving During the School Year	Number in Accountability Cohort as of June 30 th
2015-16	2012-13	2012	69	2	67
2016-17	2013-14	2013	57	0	57
2017-18	2014-15	2014	63	4	59

TOTAL COHORT FOR GRADUATION

Students are also included in the Total Cohort for Graduation (referred to as the Graduation Cohort, Total Graduation Cohort, or Total Cohort interchangeably throughout this report) based on the year they first enter the 9th grade. Students enrolled for at least one day in the school after entering the 9th grade are part of the school's Graduation Cohort. The school may remove students from the Graduation Cohort if the school has discharged those students for an acceptable reason listed in the SIRS manual, including the following: 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 are deceased.

Fourth Year Total Cohort for Graduation

Fourth-Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Enrolled on June 30 th of the Cohort's Fourth Year (a)	Number of Students No Longer at the School Who Had Been Enrolled for at Least One Day Prior to Leaving the School and Who Were <u>Not</u> Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2015-16	2012-13	2012	68	11	79
2016-17	2013-14	2013	60	5	65
2017-18	2014-15	2014	63	3	66

Fifth Year Total Cohort for Graduation

Fifth-Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Enrolled on June 30 th of the Cohort's Fifth Year (a)	Number of Students No Longer at the School Who Had Been Enrolled for at Least One Day Prior to Leaving the School and Who Were <u>Not</u> Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2015-16	2011-12	2011	4	8	12
2016-17	2012-13	2012	5	11	16
2017-18	2013-14	2013	5	10	15

GOAL 1: HIGH SCHOOL GRADUATION

GOAL 1: HIGH SCHOOL GRADUATION

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

Goal 1: Leading Indicator

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 the high school cohort and examines students' progress toward graduation based on annual credit accumulation. The measure requires that, based on the school's promotion requirements, 75 percent of the first- and second-year high school Total Graduation Cohorts will earn the required number of credits.

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### LEADERSHIP CULTURE & CLEAR VALUES MATRIX

ALH works to instill leadership qualities in each of our students. Throughout their high school career, students will be exposed to age-appropriate activities and be asked to meet specific expectations that will help them to learn these skills and prepare them to graduate with the leadership skills necessary to go on to the college and career of their choosing.

|   | 9 <sup>th</sup>                                                                                                                                                                                                                                                                                                                   | 10 <sup>th</sup>                                                                                                                                                                                                                                                                                                                                                             | 11 <sup>th</sup>                                                                                                                                                                                                                                                                        | 12 <sup>th</sup>                                                                                                                                                                                                                                                                                |
|---|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| C | <ul style="list-style-type: none"> <li>-Earned min 5 credits</li> <li>-Passed 2 Regents (at least 1 ccr)</li> <li>-MaiaLearning Workshops (FS)</li> </ul>                                                                                                                                                                         | <ul style="list-style-type: none"> <li>- Earned min 11 credits</li> <li>-Passed 4 Regents (at least 2 ccr)</li> <li>-MaiaLearning Workshops (CED)</li> </ul>                                                                                                                                                                                                                 | <ul style="list-style-type: none"> <li>- Earned min 16.5 credits</li> <li>-Passed 5 Regents (at least 3 ccr)</li> <li>-MaiaLearning Workshops (SAT Prep)</li> </ul>                                                                                                                     | <ul style="list-style-type: none"> <li>- Earned min 22 credits</li> <li>-Completed min 1 college course credit</li> <li>-MaiaLearning Workshops (SS)</li> </ul>                                                                                                                                 |
| L | <ul style="list-style-type: none"> <li>-Complete Value of Service Learning Workshops</li> <li>-Mentorship (Mentee)</li> <li>-Leadership Class</li> </ul>                                                                                                                                                                          | <ul style="list-style-type: none"> <li>-Complete .5 credits of SL</li> <li>- Mentorship (Mentee)</li> <li>-Leadership Class</li> </ul>                                                                                                                                                                                                                                       | <ul style="list-style-type: none"> <li>-Complete .75 credits of SL</li> <li>-Mentorship (Mentor/Mentee)</li> <li>-TA</li> </ul>                                                                                                                                                         | <ul style="list-style-type: none"> <li>-Complete 1 credit of SL</li> <li>-Mentorship (Mentor/Mentee)</li> <li>-TA</li> </ul>                                                                                                                                                                    |
| E | <ul style="list-style-type: none"> <li>-Presentation (FS / ELA)</li> <li>-Goal Setting</li> <li>-1 extra-curricular activity</li> <li>-1 Community Connection</li> <li>-Social Justice Issue (Advisory): Choose and research and create awareness brochures/handouts to be displayed in the school or at school events</li> </ul> | <ul style="list-style-type: none"> <li>-Presentation (CED / ELA)</li> <li>- Goal-Setting (ADV)</li> <li>-1 extra-Curricular activity</li> <li>-2 Community Connections</li> <li>-Social Justice Issue (Advisory): Q &amp; A's with professional in "chosen" field.</li> <li>Choose service project to assist this cause.</li> <li>Choose "dress down for a cause"</li> </ul> | <ul style="list-style-type: none"> <li>-Presentation (SAT Prep/ELA)</li> <li>-Goal-Setting (ADV)</li> <li>-1 extra-curricular activity</li> <li>-3 Community Connections</li> <li>-Social Justice Issue: Create educational presentation for assembly (possibly to freshman)</li> </ul> | <ul style="list-style-type: none"> <li>-Capstone Presentation (committee)</li> <li>-Goal-Setting (ADV)</li> <li>-1 extra-curricular activity</li> <li>-4 Community Connections</li> <li>-Social Justice Issue: Create educational presentation for middle school / elementary school</li> </ul> |
| A | <ul style="list-style-type: none"> <li>-Transcript Audit</li> <li>-CLEAR Values Audit</li> </ul>                                                                                                                                                                                                                                  | <ul style="list-style-type: none"> <li>-Transcript Audit</li> <li>-CLEAR Values Audit</li> </ul>                                                                                                                                                                                                                                                                             | <ul style="list-style-type: none"> <li>-Transcript Audit</li> <li>-CLEAR Values Audit</li> </ul>                                                                                                                                                                                        | <ul style="list-style-type: none"> <li>-Transcript Audit</li> <li>-CLEAR Values Audit</li> </ul>                                                                                                                                                                                                |
| R | <ul style="list-style-type: none"> <li>-Amelioration</li> <li>-Reflection</li> </ul>                                                                                                                                                                                                                                              | <ul style="list-style-type: none"> <li>-Amelioration</li> <li>-Reflection</li> </ul>                                                                                                                                                                                                                                                                                         | <ul style="list-style-type: none"> <li>-Amelioration</li> <li>-Reflection</li> </ul>                                                                                                                                                                                                    | <ul style="list-style-type: none"> <li>-Amelioration</li> <li>-Reflection</li> </ul>                                                                                                                                                                                                            |

## ACADEMIC PROGRAM

|                                  | 9 <sup>th</sup> Grade                                                | 10 <sup>th</sup> Grade                               | 11 <sup>th</sup> Grade                                | 12 <sup>th</sup> Grade                                                |
|----------------------------------|----------------------------------------------------------------------|------------------------------------------------------|-------------------------------------------------------|-----------------------------------------------------------------------|
| <b>Language Arts</b>             | ELA I/Writing Foundations<br>(ELA 9Honors)                           | ELA II- American Literature<br>(Honors)              | ELA III- Global Literature<br>(AP English Literature) | ELA IV<br>(SCC)<br>(UHS)                                              |
| <b>Social Studies</b>            | Government/<br>Economics                                             | US History<br>(Honors)                               | Global Studies 1<br>Global Studies 2<br>(Honors)      | AP/UHS                                                                |
| <b>Math</b>                      | Algebra 1/<br>Math Foundations<br>(Geometry)                         | Geometry<br>(Algebra 2 Trig)                         | Algebra 2 or<br>Algebra 2A<br>(Pre-Calc)              | Pre-Calc or<br>Algebra2B<br>or College<br>Algebra (SCC)<br>(Calculus) |
| <b>Science</b>                   | Living<br>Environment                                                | Earth Science                                        | Chemistry<br>Core Chemistry                           | Physics<br>AP/College Level<br>Science                                |
| <b>Foreign Language</b>          | (Spanish 1 or 2-<br>Honors Only)                                     | Spanish 1 or 2<br>(Spanish 3)                        | Spanish 2 or 3<br>(HVCC Spanish)                      | Spanish 3 (HVCC<br>Spanish)                                           |
| <b>Physical Education/Health</b> | PE                                                                   | PE/Health                                            | PE                                                    | PE                                                                    |
| <b>Enrichment</b>                | Freshmen<br>Seminar/Intro<br>to Google<br>Classrooms<br>Studio Art 1 | Arts and<br>Career<br>Exploration and<br>Development | SAT Prep                                              | Arts/ HVCC<br>Business or<br>Computer/<br>Senior Seminar              |
| <b>School Theme</b>              | “My Role”                                                            | “My Role in the<br>Community”                        | “My Role in the<br>Global Society”                    | “My Role as a<br>Transformative<br>Leader”                            |
| <b>Credits Earned</b>            | 7                                                                    | 7.5                                                  | 7.5                                                   | 4.5-7.5                                                               |

## Standards-Referenced Grading

ALH has adopted a Standards-Referenced Grading system, which entails determining set content knowledge and skillsets (that are aligned to standards) and measuring student proficiency.

**Standard Referenced Grading** provides students with a score by standard for each assignment. Students will receive their overall course grades via eight **Periods of Progress**, or **POPs**, every five weeks. A final year one grade will be calculated at the 8<sup>th</sup> POP.

Throughout the year, teachers will provide support to struggling students based on targeted course standards during intervention periods and flex time. Advanced students will be provided with opportunities to enhance course grades by tutoring peers in structured learning environments and/or completing extension activities.

### STANDARDS ARE:

- Aligned to each course
- Research & evidence based
- Clear, understandable, & consistent
- Aligned with college & career expectations
- Based on rigorous content & the application of knowledge through higher-order thinking skills
- Built upon the strengths and lessons of current state standards
- Informed by other top-performing countries to prepare all students for success in our global economy and society

## GRADING Guidelines

|                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|---------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Score vs. Grade</b>          | <ul style="list-style-type: none"> <li>- <b>Score:</b> Number score given to each standard on a given assessment</li> <li>- <b>Grade:</b> Number or letter given on the POP as the performance summary</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Period of Progress (POP)</b> | <ul style="list-style-type: none"> <li>- <b>POP's</b> reflect cumulative standards covered during the time period.</li> <li>- The <b>grade</b> at the end of the POP indicates the degree to which the student demonstrated proficiency on the standards assessed.</li> </ul>                                                                                                                                                                                                                                                                                                                                                            |
| <b>Levels of Performance</b>    | <ul style="list-style-type: none"> <li>- In standards-referenced system, a standard score and subsequent POP grade represents the level of understanding the students has of the knowledge, skills, and concepts in the subject area and the student's ability to apply that understanding to a variety of tasks.</li> <li>- The 5-level standard score reflects a student's high quality work and deeper understanding of a subject and does not reflect completing traditional extra credit or the simple compliance of turning in work.</li> </ul> <p><b>5 – Exceeds   4 – Meets   3 – Approaching   2- Below   1 – Far Below</b></p> |
| <b>Body of Evidence</b>         | <ul style="list-style-type: none"> <li>- The POP grades are based on a preponderance of <b>evidence</b>, typically 3-5 pieces of standards-aligned assessments, during the POP.</li> <li>- If there is not sufficient evidence for making a decision about a standard score, the student will receive a "1" as a placeholder. For example, a student who has not submitted assessments or a student that started late in the POP.</li> </ul>                                                                                                                                                                                             |
| <b>Current Learning Trend</b>   | <ul style="list-style-type: none"> <li>- Averaging by standard is the default grade in the system; however, teachers will use the student's more recent, most consistent level of performance to determine a student's POP grade. Teacher comments will support grades.</li> </ul>                                                                                                                                                                                                                                                                                                                                                       |
| <b>Interval Assessments</b>     | <ul style="list-style-type: none"> <li>- <b>Mock Regents</b> are cumulative and occur three times throughout the school year. These assessments will also be scored by standard like any other assessment.</li> <li>- Students will track Mock Regents standard proficiency and receive a "<b>Regents Comparison Score</b>" so students can track minimum standard obtainment.</li> </ul>                                                                                                                                                                                                                                                |
| <b>Amelioration</b>             | <ul style="list-style-type: none"> <li>- Students will track their progress on each standard assessed for their courses; thus, students will know the standards they have mastered and the standards they need to work on. Teachers will assign and/ or schedule amelioration opportunities either during class or at Flex time.</li> <li>- Via amelioration, students will be given the opportunity to re-learn and prove their proficiency in the given standard(s); scores will be updated accordingly.</li> </ul>                                                                                                                    |

## GRADING SCALE

| GRADES EARNED | GPA VALUE<br>(UNWEIGHTED) | ACHIEVEMENT<br>LEVEL |
|---------------|---------------------------|----------------------|
| 89-95         | 4.0                       | MASTERY              |
| 86-88         | 3.7                       | MASTERY              |
| 83-85         | 3.3                       | PROFICIENT           |
| 79-82         | 3.0                       | PROFICIENT           |
| 76-78         | 2.7                       | PROFICIENT           |
| 73-75         | 2.3                       | BASIC                |
| 70-72         | 2.0                       | BASIC                |
| 69 and Below  | 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 (so long as she fulfills the ALH Summer School eligibility requirements); 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 will receive an additional 0.2 GPA points, and AP and college courses will receive an additional 0.5 GPA points.

### PROMOTION POLICY

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

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

## SUMMER SCHOOL

In July of each year, ALH will offer limited Summer Credit Recovery Courses for those students who have failed courses and need to recover credit. 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 AND EVALUATION

ALH achieved this measure. More than 75 percent in both the 2016 and 2017 Cohorts earned enough credits to be promoted to the next grade during the 2017-18 school year.

Percent of Students in First and Second Year Cohorts
Earning the Required Number of Credits in 2017-18

Cohort Designation	Number in Cohort	Percent promoted
2016	87	85%
2017	81	91%

ADDITIONAL EVIDENCE

ALH has achieved this measure three years in a row.

Goal 1: Leading Indicator

Each year, 75 percent of students in the second-year high school Total Graduation Cohort will score at or above proficient 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 Graduation Cohort have passed at least three Regents exams by their second year in the cohort. In August of 2018, the 2016 cohort will have completed its second year.

RESULTS AND EVALUATION

ALH did not achieve this measure. 50 percent of students in the 2016 cohort passed three Regents exams by the completion of the second year in the cohort. ALH fell short of achieving this measure. ALH recognizes that these students are our responsibility and we continue to adjust programming accordingly to ensure greater success for subsequent underclassmen in this area. We continue our efforts to ensure that Cohort 2015 and Cohort 2016 are poised to graduate within four years.

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

Cohort Designation	Number in Cohort	Percent Passing Three Regents
2014	84	71%
2015	114	55%
2016	87	50%

ADDITIONAL EVIDENCE

Algebra I and Geometry continued to present challenges for first- and second-year students. Beginning in the 2018-19 school year, the Mathematics programming structure has shifted to provide continuing algebra support for students in their second year. This shift is projected to lead to increases for the metric in subsequent years.

Goal 1: Absolute Measures

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

METHOD

This measure examines students in two high school Graduation Cohorts: those who entered the 9th grade as members of the 2014 cohort and graduated four years later and those who entered as members of the 2013 cohort and graduated five years later. These data reflect August graduation rates. At a minimum, these students have passed five Regents exams required for high school graduation in ELA, mathematics, science, U.S. History, and Global History or met the requirements for the 4+1 pathway to graduation.¹

The school's graduation requirements appear in this document below the graduation goal's first measure pertaining to annual grade-by-grade promotion or credit accumulation.

RESULTS AND EVALUATION

ALH achieved the four-year measure but did not achieve the 5-year measure. 92 percent of the 2014 Total Cohort graduated after 4 years and 81 percent of the 2013 Total Cohort did so after 5 years. This is the first time that ALH has exceeded a 90 percent 4-year graduation rate.

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

Cohort Designation	Number in Cohort	Percent Graduating
2012	79	81%
2013	65	78%
2014	66	92%

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

Cohort Designation	Number in Cohort	Percent Graduating
2011	58	83%
2012	80	81%
2013	65	81%

ADDITIONAL EVIDENCE

The Total Cohort is defined by the number of students enrolled, plus the number of students who have left the school for certain reasons, including dropping out and attempting HSE at an unauthorized provider (e.g. JobCorps). In the 2013 Cohort, there are about 10 such students, thus creating a ceiling in graduation rate. New efforts, implemented with the 2014 Cohort and after, have drastically reduced those students in the Total Cohort who aren't enrolled in the school. This will lead to higher graduation rates in years to come.

¹ The state's guidance for the 4+1 graduation pathway can be found here: <http://www.p12.nysed.gov/ciaj/multiple-pathways/>.

Goal 1: 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 school district of comparison.

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 school district of comparison.² 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 AND EVALUATION

ALH achieved this measure. ALH's 4-year graduation rate exceeded the local district's rate of 64 percent for the year prior.

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

Cohort Designation	Charter School		School District	
	Number in Cohort	Percent Graduating	Number in Cohort	Percent Graduating
2012	76	76%	660	58%
2013	65	78%	655	64%
2014	66	92%	--	--

ADDITIONAL EVIDENCE

ALH consistently has a higher four-year graduation rate than the local school district.

² 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](#).

Goal 1: Absolute Measure

Each year, 75 percent of students in the high school Total Cohort pursuing an alternative graduation pathway (commonly referred to as the 4+1 pathway) will achieve a Regents equivalency score and pass an approved pathway assessment required for graduation by the end of their fourth year in the cohort.

METHOD

The New York State Board of Regents approved regulations establishing alternative pathways to graduation for all students. Students may replace one of the required Social Studies Regents exams with an approved alternative assessment. For more information about requirements and approved assessments refer to the NYSED resource online: <http://www.p12.nysed.gov/ciai/multiple-pathways/>. The school will document the names of the alternative assessments administered and success rate for students in the templates bellow.

RESULTS AND EVALUATION

ALH does not currently offer alternative assessments for the 4+1 pathway.

SUMMARY OF THE HIGH SCHOOL GRADUATION GOAL

Albany Leadership Charter High School for Girls is making progress toward meeting all the graduation goals. The four-year graduation rate is greater than 75% and we continue to outperform the local district's graduation rates.

Type	Measure	Outcome
Leading Indicator	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.	Met
Leading Indicator	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.	Not Met
Absolute	Each year, 75 percent of students in the fourth-year high school Total Graduation Cohort will graduate.	Met
Absolute	Each year, 95 percent of students in the fifth-year high school Total Graduation Cohort will graduate.	Not Met
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 school district of comparison.	Met
Absolute	Each year, 75 percent of students in the high school Total Cohort pursuing an alternative graduation pathway will achieve a Regents equivalency score and pass an approved pathway assessment required for graduation by the end of their fourth year.	N/A

ACTION PLAN

Supporting our newest students and our off-cohort students are our points of focus in achieving the High School Graduation Goal. With regards to our newest students, programmatic structure changes in the first-year schedule will help support students in passing Algebra at higher rates. Additionally, another programmatic structure change in math will lead to more students taking the Algebra II exam by the end of their second year, projected to have higher passing rates than Geometry.

Finally, the implementation of task forces from 2017-18 will carry over into 2018-19. Students from the fifth-year cohort and beyond have been identified and provided with extra support to keep them focused on graduating and not dropping-out or pursuing high school equivalency.

GOAL 2: COLLEGE PREPARATION

GOAL 2: COLLEGE PREPARATION

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

Goal 2: Absolute Measure

Each year, 75 percent of graduating students will demonstrate their preparation for college by at least one or some combination of the following indicators:

- Earning a Regents diploma with advanced designation.
- Passing a college level course offered at a college or university or through a school partnership with a college or university;
- Passing an Advanced Placement (“AP”) exam with a score of 3 or higher;

METHOD

Schools use any method listed here, or any combination thereof, to demonstrate that at least 75 percent of graduates are prepared to engage in rigorous college level coursework. The school should select only those methods listed here that it uses to demonstrate the college readiness of its students and eliminate those that it will not. For instance, high schools that do not deliver an IB Program as part of their high school design do not report on the IB option. The school reports on the number of students who attempted to achieve each indicator, the number who succeeded, and the corresponding percentage. Additionally, the school should report on the overall number of students who graduated after four years, the number of those graduates who achieved any of the relevant measures, and the overall percentage achieving the measure.

RESULTS AND EVALUATION

ALH achieved this measure. 81 percent of graduates from the 2014 Total Cohort demonstrated college preparation by achieving at least 1 indicator.

Percentage of the 2014 Total Cohort Graduates Demonstrating College Preparation by Indicator

Indicator	Number of Graduates who Attempted the Indicator	Number who Achieved Indicator	Percentage of Graduates who Achieved Indicator
Earning a Regents diploma with advanced designation	61	18	29%
Passing a college level course	52	49	80%
Passing an AP exam with a score of 3 or higher	19	2	3%
Overall	61	50	81%

ADDITIONAL EVIDENCE

Of the 50 graduates demonstrating college preparation, 49 of them did so by passing a college-level course. The increased availability of dual-credit courses has allowed ALH students to readily demonstrate college preparation and earn college credit.

Goal 2: Absolute Measure

Each year, the College, Career, and Civic Readiness Index (“CCCRI”) for the school’s Total Cohort will exceed the Measure of Interim Progress (“MIP”) set forth in the state’s ESSA accountability system.

METHOD

The state’s recently finalized ESSA plan includes a College, Career, and Civic Readiness Index that measures the rate of completion among the Total Cohort of a variety of indicators of readiness for the next step after high school. Indicators that are more rigorous and that are therefore more difficult to attain receive greater weight in the new CCCRI (e.g., attaining a Regents diploma and a score of 4 or higher on an IB exam). Conversely, some less rigorous indicators that were not included in the College and Career Readiness Index under the state’s NCLB accountability system are included in the CCCRI (e.g., completion of a high school equivalency program).³

To achieve this measure, the school must have a CCCRI value that equals or exceeds the 2017-18 CCCRI MIP for all students. The state will calculate and disseminate the MIP in the summer of 2018. The CCCRI is calculated by multiplying the number of students in the cohort demonstrating college and career readiness by the weighting for the method by which the student demonstrated college and career readiness, divided by the number of students in the cohort. The highest possible CCCRI is 200.

RESULTS AND EVALUATION

It is unknown whether ALH achieved this measure. The 2014 Total Cohort achieved a College, Civic, and Career Readiness Index of 168. As of September 15, the Commissioner has not released MIPs for the 2017-18 year.

CCCRI Performance by Cohort Year

Graduation Year	Cohort	Number of Students in Cohort	MIP	School CCCRI
2015-16	2012	76	N/A	N/A
2016-17	2013	65	N/A	N/A
2017-18	2014	66	TBD	168

ADDITIONAL EVIDENCE

The highest possible CCCRI is 200, assuming a 100% graduation rate and all students achieving measures of college, civic, and career readiness. ALH’s index of 168 may be attributed to its availability of dual-credit courses with local higher education institutions, and the students’ success in those courses.

³ For more detail about the weighting of college readiness methods for calculation of the CCCRI, see page 64 of the state’s finalized ESSA plan here: www.p12.nysed.gov/accountability/essa/documents/nys-essa-plan-final-1-16-2018.pdf

Goal 2: Comparative Measure

Each year, the school's CCCRI for the Total Cohort will exceed that of the district of comparison's Total Cohort.

METHOD

The school compares the CCCRI of students from the fourth year in the charter school Total Cohort to that of the respective cohort of students in the school district of comparison.

RESULTS AND EVALUATION

ALH achieved a CCCRI of 168. As this is a new measure, it is unknown how the local district performed.

CCRI of Fourth-Year Total Cohort by Charter School and School District

Cohort	Charter School	School District
2012	N/A	N/A
2013	N/A	N/A
2014	168	--

Goal 2: Absolute Measure

Each year, 75 percent of graduating students will matriculate into a college or university in the year after graduation.

METHOD

The ultimate measure of whether a college prep high school has lived up to its mission is whether students actually enroll and succeed in college. Schools track and report the percentage of fourth-year Total Cohort graduates who matriculate into a two or four-year college program in the fall following graduation.

RESULTS AND EVALUATION

ALH collects data on matriculation rates through the National Student Clearinghouse. NSLC provides this data for each cohort beginning in December of the matriculation year. While data on matriculation rates are available for 2012 and 2013 cohorts, the 2014 cohort data is not yet available.

It should be noted that 100% of ALH graduates from the 2014 cohort were accepted to 2- and 4-year colleges. This is reported in the data below.

Matriculation Rate of Graduates by Year

Cohort	Number of Graduates (a)	Number Enrolled in 2 or 4-year Program in Fall (b)	Matriculation Rate =[(b)/(a)]*100
2012	58	44	75%
2013	51	39	76%
2014	61	61*	100%*

SUMMARY OF THE COLLEGE PREPARATION GOAL

ALH is continuing to prove effectiveness in preparing young women for college. 80 percent of ALH's 2018 graduates passed at least one college course before graduating, and 100 percent of the graduating class was accepted into a 2- or 4-year college.

Type	Measure	Outcome
Absolute	Each year, 75 percent of graduating students will demonstrate their preparation for college by one or more possible indicators of college readiness.	Met
Absolute	Each year, the CCCRI for the school's Total Cohort will exceed that year's state MIP set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the school's CCCRI for the Total Cohort will exceed that of the district's Total Cohort.	N/A
Absolute	Each year, 75 percent of graduating students will matriculate into a college or university in the year after graduation.	Met

ACTION PLAN

ALH is continuing to strengthen its college preparation effectiveness by offering more dual-credit courses with local institutions in 2018-19 than in years past. With 2 courses offered through Schenectady County Community College, 6 courses offered through University at Albany, and 12 courses offered with Hudson Valley Community College, ALH's students will have more opportunities to earn college credits while practicing the collaboration and organization skills necessary for success in college.

To this end, every available 4th-year English Language Arts course is offered as dual-credit. As a result, in 2019, 100% of graduating seniors are expected to have demonstrated college readiness by passing a college level course.

GOAL 3: ENGLISH LANGUAGE ARTS

Goal 3: English Language Arts

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

BACKGROUND

ALH's English department in the 2017-18 year included 5 full-time teachers and 1 teacher who split her time with another department. Courses offered included English Language Arts I through IV, AP English Literature and Composition, Composition and Literature offered through Schenectady County Community College, and Shakespeare and Analytical Writing offered through University at Albany.

HIGH SCHOOL ENGLISH LANGUAGE ARTS

Goal 3: Absolute Measure

Each year, 65 percent of students in the high school Accountability Cohort will exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

METHOD

The school administered a Regents English exam that students must pass to graduate. The school scores Regents on a scale from 0 to 100. The State Education Department currently defines the college and career readiness standard as scoring at or above Performance Level 4 (meeting Common Core expectations) on the Regents Exam in English Language Arts (Common Core).⁴ This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 4 by the completion of their fourth year in the cohort.

RESULTS AND EVALUATION

ALH did not achieve this measure. Shown in the table below, 52% of the 2014 Accountability Cohort earned at least Performance Level 4 on the English Regents exam. This represents growth from the 2013 Cohort, who had been the first cohort to be required to take the Common Core ELA exam.

Percent Scoring at Least Level 4 on Regents English Common Core Exam
by Fourth Year Accountability Cohort⁵

Cohort Designation	Number in Cohort	Percent Scoring at Least Level 4 on Common Core exam (or Percent Scoring at Least 75 if student took the Regents Comprehensive English Exam)
2012	67	58%
2013	57	40%
2014	59	52%

Percent Achieving at Least Level 4 by Cohort and Year

Cohort Designation	2015-16		2016-17		2017-18	
	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4
2014	84	33%	80	38%	59	52%
2015	107	--%	114	19%	100	24%
2016			98	--%	86	12%
2017					81	--%

⁴ Students in the 2014 and 2015 high school Accountability Cohorts may have taken the Regents Comprehensive English exam. As such, for 2017-18 and 2018-19, the Institute will continue to count any student who achieved at least a scale score of 75 (the previous target for college and career readiness) on that exam as having met the target for this measure.

⁵ Based on the highest score for each student on the English Regents exam

Goal 3: Absolute Measure

Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

METHOD

The school administered a Regents English exam that students must pass to graduate. The school scores Regents on a scale from 0 to 100. The State Education Department currently defines the cut off for passing and meeting the requirement for graduation as scoring at or above Performance Level 3 (partially meeting Common Core expectations) on the Regents Exam in English Language Arts (Common Core). This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 3 by the completion of their fourth year in the cohort.

RESULTS AND EVALUATION

ALH achieved this measure. Shown in the table below, 91% of the 2014 Accountability Cohort earned at least Performance Level 3 on the English Regents exam.

Percent Scoring at Least Level 3 on Regents English Common Core Exam
by Fourth Year Accountability Cohort⁶

Cohort Designation	Number in Cohort	Percent Scoring at Least Level 3 on the Regents English Exam
2012	67	--
2013	57	91%
2014	59	91%

Percent Achieving at Least Level 3 by Cohort and Year

Cohort Designation	2015-16		2016-17		2017-18	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2014	84	--	80	66%	59	91%
2015	107	--	114	24%	100	67%
2016			98	--%	86	18%
2017					81	--%

⁶ Based on the highest score for each student on the English Regents exam

Goal 3: Absolute Measure

Each year, the Performance Index (“PI”) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the state’s Measure of Interim Progress (“MIP”) set forth in the state’s ESSA accountability system.

METHOD

The state’s finalized and approved ESSA plan in 2018 includes a revised calculation of the high school Performance Index. In it, schools now receive additional credit for students scoring at Accountability Level 4.⁷ To achieve this measure, all tested students in the Accountability Cohort must have a PI that equals or exceeds the state’s 2017-18 English language arts MIP for all students. The state plans to calculate and disseminate the MIP in summer 2018.

The Performance Index is calculated as such: (percent of students scoring at Accountability Level 2) + 2*(percent of students scoring at Accountability Level 3) + 2.5 * (percent of students scoring at Accountability Level 4). Thus, the highest possible PI is 250. The basis for the percent of students is the school’s fourth year Total Cohort for Graduation. The Regents Examination in English Language Arts (Common Core) is scored on a scale from 0 to 100; 0 to 64 is Accountability Level 1, 65 to 78 is Accountability Level 2; 79 to 84 is Accountability Level 3, and 85 to 100 is Accountability Level 4.

RESULTS AND EVALUATION

It is unknown whether ALH achieved this measure. The ALH Performance Index in ELA calculates to 161. As of September 15, 2018, the Commissioner has not yet released State or Local MIPs.

English Language Arts Performance Index (PI)
For the 2014 High School Accountability Cohort

Number in Cohort	Percent of Students at Each Accountability Level			
	Level 1	Level 2	Level 3	Level 4
59	8%	39%	19%	34%

$$\begin{array}{rcccccccc} \text{PI} & = & 39 & + & 19 & + & 34 & = & 92 \\ & & & & 19 & + & 34 & = & 53 \\ & & & & & + & 16 & = & \underline{16} \\ & & & & & & \text{PI} & = & 161 \end{array}$$

⁷ For more details on the score ranges used to determine Accountability Levels as distinguished from Performance Levels, see

www.p12.nysed.gov/irs/sirs/documents/2017RegentsScoreRangesforAnnualandAccountabilityReporting.pdf

Goal 3: Comparative Measure

Each year, the percent of students in the high school Total Cohort meeting or exceeding Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students in the district meeting or exceeding Common Core expectations.

METHOD

The school compares the performance of students in their fourth year in the charter school Total Cohort to that of the respective Total Cohort of students in the school district of comparison. In order to meet or exceed Common Core expectations, a student must achieve Performance Level 4 or 5. Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available school district results.

RESULTS AND EVALUATION

ALH achieved this measure. The percent of ALH's 2014 Total Cohort achieving Performance Level 4 or higher was 53%, greater than the local district's most recent data available at 45%.

Percent Achieving Performance Level 4 or Higher on English Regents of Fourth-Year Total Cohorts by Charter School and School District

Cohort	Charter School		School District	
	Percent Level 4 or 5	Number in Cohort	Percent Level 4 or 5	Number in Cohort
2012	49%	79	23%	660
2013	35%	65	45%	655
2014	53%	66	--	--

Goal 3: Comparative Measure

Each year, the percent of students in the high school Total Cohort at least partially meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.

METHOD

The school compares the performance of students in their fourth year in the charter school Total Cohort to that of the respective Total Cohort of students in the school district of comparison. In order to at least partially meet Common Core expectations, a student would need to pass the exam and score at Performance Level 3 or higher (i.e. scoring at least 65). Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available school district results.

RESULTS AND EVALUATION

ALH achieved this measure. The percent of ALH's 2014 Total Cohort achieving Performance Level 3 or higher was 87%, greater than the local district's most recent data available at 68%.

Percent Achieving Performance Level 3 or Higher on English Regents of Fourth-Year Total Cohorts by Charter School and School District

Cohort	Charter School		School District	
	Percent Level 3 or Higher	Number in Cohort	Percent Level 3 or Higher	Number in Cohort
2012	82%	79	65%	660
2013	81%	65	68%	655
2014	87%	66	--	--

Goal 3: Comparative Measure

Each year, the Performance Index (“PI”) in Regents English of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.

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 school district of comparison. Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available school district results.

RESULTS AND EVALUATION

ALH achieved this measure. The PI of ALH’s 2014 Accountability Cohort calculated to 161, greater than the local district’s most recent data available at 133.

These data are not directly comparable, though, as this year represents the first use of the new PI formula.

English Regents Performance Index (PI)⁸
of Fourth-Year Accountability Cohorts by Charter School and School District

Cohort	Charter School		School District	
	PI	Cohort Size	PI	Cohort Size
2012	147	70	127	541
2013	131	57	133	542
2014	161	59	--	--

⁸ For an explanation of the procedure to calculate the school’s PI, see page 20.

Goal 3: Growth Measure

Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade English language arts exam will meet the college and career readiness standard (currently scoring at Performance Level 4 and fully meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

METHOD

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

RESULTS AND EVALUATION

We are not able to receive 8th grade exam results from the school districts. This measure cannot be evaluated.

Goal 3: Growth Measure

Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade English language arts exam will at least partially meet Common Core expectations (currently scoring at Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

METHOD

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

RESULTS AND EVALUATION

We are not able to receive 8th grade exam results from the school districts. This measure cannot be evaluated.

SUMMARY OF THE HIGH SCHOOL ENGLISH LANGUAGE ARTS GOAL ⁹

The 2014 Cohort grew relative to the 2013 Cohort in ELA. ALH also continued to outperform the district in English Language Arts.

Type	Measure	Outcome
Absolute	Each year, 65 percent of students in the high school Accountability Cohort will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	Not Met
Absolute	Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	Met
Absolute	Each year, the Performance Index (PI) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the state Measure of Interim Progress (MIP) set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the percentage of students in the Total Cohort meeting or exceeding Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students from the district meeting or exceeding Common Core expectations.	Met
Comparative	Each year, the percentage of students in the Total Cohort partially meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.	Met
Comparative	Each year, the Performance Index (PI) in Regents English of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison. (Using 2016-17 school district results.)	Met
Growth	Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade English language arts exam will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	N/A
Growth	Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade English language arts exam will at least partially meet Common Core expectations (currently scoring at least Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	N/A

⁹ If the school includes a middle school component, add these measures to the subject area goal for the younger grades.

ACTION PLAN

In 2017-18, ALH changed its Writing Foundations course offering from daily to every other day. Moving forward, ALH is reversing that decision by blocking English Language Arts I with a daily foundation course called SAT Reading & Writing I. This course will allow students to practice those skills necessary to demonstrate proficiency in ELA standards.

Additionally, the other English Language Arts courses will now have an associated SAT Reading & Writing section: SAT R&W II for English Language Arts II, SAT R&W III for English Language Arts III, and SAT R&W IV for SCCC Composition I & II. These courses, provided every other day, will give the same type of structure for students to practice new skills as the previously-mentioned SAT R&W I course.

GOAL 4: MATHEMATICS

Goal 4: Mathematics

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

BACKGROUND

ALH's math department in the 2017-18 year included 5 full-time teachers and 1 teacher who split her time with another department. Courses offered included Algebra 1, Algebra 2, Geometry, College Algebra, Pre-Calculus, AP Computer Science Principles, and Calculus offered through Hudson Valley Community College.

HIGH SCHOOL MATHEMATICS

Goal 4: Absolute Measure

Each year, 65 percent of students in the high school Accountability Cohort will exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.

METHOD

The school administered the Regents mathematics exam(s) that students must pass to graduate. The school scores Regents on a scale from 0 to 100. The State Education Department currently defines the college and career readiness standard as scoring at or above Performance Level 4 (meeting Common Core expectations) on any Regents Common Core mathematics exams.¹⁰ This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 4 by the completion of their fourth year in the cohort.

RESULTS AND EVALUATION

ALH did not achieve this measure. A significant portion of students are still passing the exams with scores higher than 65 and lower than 80.

Most students enter ninth grade at ALH below grade level (historically, 80+%). This is particularly challenging for math and science, which are the Regents exams taken in the first year of high school.

The challenge of students entering below grade level means that teachers must deliver both remediation for middle school standards in addition to covering the high school level material required to pass Regents exams. ALH continuously employs strategies designed to efficiently bring students to master grade level standards.

¹⁰ Students in the 2014 and 2015 high school Accountability Cohorts may have taken the non-Common Core mathematics exams. As such, for 2017-18 and 2018-19, the Institute will continue to count any student who achieved at least a scale score of 80 (the previous target for college and career readiness) on that exam as having met the target for this measure.

Percent Scoring at Least Level 4 on a Regents Mathematics Common Core Exam
by Fourth Year Accountability Cohort¹¹

Cohort Designation	Number in Cohort	Percent Scoring at Least Level 4
2012	67	24%
2013	57	28%
2014	59	22%

Percent Achieving at Least Level 4 by Cohort and Year

Cohort Designation	2015-16		2016-17		2017-18	
	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4
2014	84	7%	80	11%	59	22%
2015	107	11%	114	13%	100	20%
2016			98	5%	86	13%
2017					81	4%

¹¹ Based on the highest score for each student on a mathematics Regents exam

Goal 4: Absolute Measure

Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.

METHOD

The school administered the Regents mathematics exam(s) that students must pass to graduate. The school scores Regents on a scale from 0 to 100. The State Education Department currently defines the cut off for passing and meeting the requirement for graduation as scoring at or above Performance Level 3 (partially meeting Common Core expectations) on the Regents mathematics exams. This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 3 by the completion of their fourth year in the cohort.

RESULTS AND EVALUATION

ALH achieved this measure. 93% of the 2014 Accountability Cohort earned at least Performance Level 3 on at least one Mathematics Regents exam.

As stated previously, a majority of ALH students are partially proficient in Mathematics but struggle to reach proficiency. ALH continues to employ strategies to bring students to proficiency in grade level standards.

Percent Scoring at Least Level 3 on a Regents Mathematics Common Core Exam by Fourth Year Accountability Cohort¹²

Cohort Designation	Number in Cohort	Percent Scoring at Least Level 3 on a Regents Mathematics Exam
2012	67	--
2013	57	91%
2014	59	93%

Percent Achieving at Least Level 3 by Cohort and Year

Cohort Designation	2015-16		2016-17		2017-18	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2014	84	--	80	78%	59	93%
2015	107	--	114	71%	100	76%
2016			98	57%	86	73%
2017					81	51%

¹² Based on the highest score for each student on a mathematics Regents exam

Goal 4: Absolute Measure

Each year, the Performance Index (“PI”) on the Regents mathematics exam of students completing their fourth year in the Accountability Cohort will meet the state’s Measure of Interim Progress (“MIP”) set forth in the state’s ESSA accountability system.

METHOD

The state’s finalized and approved ESSA plan in 2018 includes a revised calculation of the high school Performance Index. In it, schools now receive additional credit for students scoring at Accountability Level 4.¹³ To achieve this measure, all tested students in the Accountability Cohort must have a PI that equals or exceeds the state’s 2017-18 mathematics MIP for all students. The state plans to calculate and disseminate the MIP in summer 2018.

The Performance Index is calculated as such: (percent of students scoring at Accountability Level 2) + 2*(percent of students scoring at Accountability Level 3) + 2.5 * (percent of students scoring at Accountability Level 4). Thus, the highest possible PI is 250. The basis for the percent of students is the school’s fourth year Total Cohort for Graduation. Regents Common Core mathematics exams are scored on a scale from 0 to 100; 0 to 64 is Accountability Level 1, 65 to 79 is Accountability Level 2 (65 to 77 for Algebra II); 80 to 84 is Accountability Level 3 (78 to 84 for Algebra II), and 85 to 100 is Accountability Level 4.

RESULTS AND EVALUATION

It is unknown whether ALH achieved this measure. The ALH Performance Index in Mathematics calculates to 116. As of September 15, 2018, the Commissioner has not yet released State or Local MIPs.

Mathematics Performance Index (PI) For the 2014 High School Accountability Cohort

Number in Cohort	Percent of Students at Each Accountability Level			
	Level 1	Level 2	Level 3	Level 4
59	4/59 = 7	42/59 = 71	11/59 = 19	2/59 = 3

$$\begin{array}{rclclclclcl} \text{PI} & = & 71 & + & 19 & + & 3 & = & 93 \\ & & & & 19 & + & 3 & = & 22 \\ & & & & & + & 1 & = & \underline{1} \\ & & & & & & \text{PI} & = & 116 \end{array}$$

¹³ For more details on the score ranges used to determine Accountability Levels as distinguished from Performance Levels, see

www.p12.nysed.gov/irs/sirs/documents/2017RegentsScoreRangesforAnnualandAccountabilityReporting.pdf

Goal 4: Comparative Measure

Each year, the percent of students in the high school Total Cohort meeting or exceeding Common Core expectations on a Regents mathematics exams will exceed the percentage of comparable students in the district meeting or exceeding Common Core expectations.

METHOD

The school compares the performance of students in their fourth year in the charter school Total Cohort to that of the respective Total Cohort of students in the school district of comparison. In order to meet or exceed Common Core expectations, a student must achieve Performance Level 4 or 5. Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available school district results.

RESULTS AND EVALUATION

ALH achieved this measure. The percent of ALH's 2014 Total Cohort achieving Performance Level 4 or higher was 21%, greater than the local district's most recent data available at 13%.

Percent Achieving Performance Level 4 or Higher on a Mathematics Regents of Fourth-Year Total Cohorts by Charter School and School District

Cohort	Charter School		School District	
	Percent Level 4 or 5	Number in Cohort	Percent Level 4 or 5	Number in Cohort
2012	21%	79	8%	660
2013	26%	65	13%	655
2014	21%	66	--	--

Goal 4: Comparative Measure

Each year, the percent of students in the high school Total Cohort at least partially meeting Common Core expectations on a Regents mathematics exams will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.

METHOD

The school compares the performance of students in their fourth year in the charter school Total Cohort to that of the respective Total Cohort of students in the school district of comparison. In order to at least partially meet Common Core expectations, a student would need to pass the exam and score at Performance Level 3 or higher (i.e. scoring at least 65). Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available school district results.

RESULTS AND EVALUATION

ALH achieved this measure. The percent of ALH's 2014 Total Cohort achieving Performance Level 3 or higher was 89%, greater than the local district's most recent data available at 68%.

Percent Achieving Performance Level 3 or Higher on a Mathematics Regents of Fourth-Year Total Cohorts by Charter School and School District

Cohort	Charter School		School District	
	Percent Level 3 or Higher	Number in Cohort	Percent Level 3 or Higher	Number in Cohort
2012	87%	79	69%	660
2013	90%	65	68%	655
2014	89%	66	--	--

Goal 4: Comparative Measure

Each year, the Performance Index (“PI”) in Regents mathematics of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.

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 school district of comparison. Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available school district results.

RESULTS AND EVALUATION

ALH achieved this measure. The PI of ALH’s 2014 Accountability Cohort calculated to 116, greater than the local district’s most recent data available at 103.

These data are not directly comparable, though, as this year represents the first use of the new PI formula.

Mathematics Regents Performance Index (PI)¹⁴
of Fourth-Year Accountability Cohorts by Charter School and School District

Cohort	Charter School		School District	
	PI	Cohort Size	PI	Cohort Size
2012	116	70	99	541
2013	119	57	103	542
2014	116	59	--	--

¹⁴ For an explanation of the procedure to calculate the school’s PI, see page 29.

Goal 4: Growth Measure

Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade mathematics exam will meet the college and career readiness standard (currently scoring at Performance Level 4 and fully meeting Common Core expectations on a Regents mathematics 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 grow to meeting the mathematics requirement for the college and career readiness standard.

RESULTS AND EVALUATION

We are not able to receive 8th grade exam results from the school districts. This measure cannot be evaluated.

Goal 4: Growth Measure

Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade mathematics exam will at least partially meet Common Core expectations (currently scoring at Performance Level 3 on a Regents mathematics 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 move to meeting the English requirement for graduation.

RESULTS AND EVALUATION

We are not able to receive 8th grade exam results from the school districts. This measure cannot be evaluated.

SUMMARY OF THE HIGH SCHOOL MATHEMATICS GOAL ¹⁵

ALH has achieved most measures in the High School Mathematics Goal. More than 80 percent of students in the Accountability Cohort are partially proficient, and ALH continues to outperform the local district.

Type	Measure	Outcome
Absolute	Each year, 65 percent of students in the high school Accountability Cohort will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	Not Met
Absolute	Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	Met
Absolute	Each year, the Performance Index (PI) in mathematics of students completing their fourth year in the Accountability Cohort will meet the state Measure of Interim Progress (MIP) set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the percentage of students in the Total Cohort meeting or exceeding Common Core expectations on a Regents mathematics exam will exceed the percentage of comparable students from the district meeting or exceeding Common Core expectations.	Met
Comparative	Each year, the percentage of students in the Total Cohort partially meeting Common Core expectations on a Regents mathematics exam will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.	Met
Comparative	Each year, the Performance Index (PI) in Regents mathematics of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison. (Using 2016-17 school district results.)	Met
Growth	Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade mathematics exam will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	N/A
Growth	Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade mathematics exam will at least partially meet Common Core expectations (currently scoring at least Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	N/A

¹⁵ If the school includes a middle school component, add these measures to the subject area goal for the younger grades.

ACTION PLAN

An ongoing challenge for ALH has been in helping raise its students from being “partially proficient” to “proficient” in mathematics. To help in this challenge, ALH is changing its instructional schedule for ninth-grade Algebra 1 to include an extra period of foundational math, called SAT Math I, every day. This course will help provide students the time to practice the necessary skills to implement core content.

Additionally, the programmatic structure of the math department is shifting beginning in the 2018-19 year. A greater emphasis on Algebra is needed, so the second-year mathematics course is now Algebra 2A, previously the third-year course. This transitional algebra course will reinforce the ideas introduced in Algebra 1 and prepare students for Algebra 2B and the Algebra 2 Regents exam. The fourth-year math course will now be Geometry.

Finally, each math course will now have an associated SAT Math section: SAT Math II for Algebra 2A, SAT Math III for Algebra 2B, and SAT Math IV for Geometry. These courses, provided every other day, will give the same type of structure for students to practice new skills as the previously-mentioned SAT Math I course.

GOAL 5: SCIENCE

Goal 5: Science

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

BACKGROUND

ALH's math department in the 2017-18 year included 4 full-time teachers and 1 part-time teacher. Courses offered included Living Environment, Earth Science, Core Chemistry, Chemistry, Physics, and AP Biology.

Course offerings were streamlined during the 2017-18 year, eliminating the need for 1 of the full-time positions.

HIGH SCHOOL SCIENCE

Goal 5: 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 schools administer 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 AND EVALUATION

ALH achieved this measure. 87 percent of the 2014 Accountability Cohort passed a science Regents exam by the end of their fourth year in high school.

Science Regents Passing Rate with a Score of 65
by Fourth Year Accountability Cohort¹⁶

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2012	67	91%
2013	57	87%
2014	59	89%

ADDITIONAL EVIDENCE

ALH continues to meet this measure year over year.

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

Cohort Designation	2015-16		2016-17		2017-18	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2014	84	65%	80	75%	59	89%
2015	107	77%	114	75%	100	85%
2016			98	59%	86	67%
2017					81	48%

¹⁶ Based on the highest score for each student on any science Regents exam

Goal 5: Comparative Measure

Each year, the percent of 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 school district of comparison.

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 school district of comparison. Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available district results.

RESULTS AND EVALUATION

ALH achieved this measure. The ALH 2014 Total Cohort had 86 percent of students pass a science Regents compared to the local district's 67 percent of the 2013 Total Cohort.

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
2012	74%	87	62%	660
2013	80%	65	67%	655
2014	86%	66	--	--

ADDITIONAL EVIDENCE

ALH's performance continues to exceed that of the local district year over year in science.

GOAL 6: SOCIAL STUDIES

Goal 6: Social Studies

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

BACKGROUND

ALH's social studies department in the 2017-18 year included 5 full-time teachers and 1 teacher who split his time with another department. Courses offered included Economics, Government, United States History, Global History I and II, AP US History, and Sociology, Intro to African American History, and Classism, Sexism & Racism, all offered through University at Albany.

Goal 6: 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

89 percent of the 2014 Accountability Cohort passed the U.S. History Regents by the end of their fourth year of high school.

U.S. History Regents Passing Rate with a Score of 65
by Fourth Year Accountability Cohort¹⁷

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2012	67	83%
2013	57	80%
2014	59	89%

EVALUATION

ALH achieved this measure.

ADDITIONAL EVIDENCE

2017-18 marked the highest percentage of a cohort passing this Regents, to date.

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

Cohort Designation	2015-16		2016-17		2017-18	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2014	84	54%	80	63%	59	89%
2015	107	--%	114	55%	100	75%
2016			98	--%	86	50%
2017					81	--%

¹⁷ Based on the highest score for each student on a science Regents exam

Goal 6: 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 school district of comparison.

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 school district of comparison. Given that students may take Regents exam up through the summer of their fourth year, school presents the most recently available district results.

RESULTS

86 percent of the 2014 Total Cohort passed the U.S. History Regents with a 65 or better versus 62 percent of the local district's total cohort.

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
2012	66%	87	58%	660
2013	72%	65	62%	655
2014	86%	66	--	--

EVALUATION

ALH achieved this measure.

ADDITIONAL EVIDENCE

Year over year, ALH continues to outperform the local district on this social studies Regents exam.

Goal 6: 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

83 percent of the 2014 Accountability Cohort passed the Global History Regents exam.

Global History Regents Passing Rate with a Score of 65
by Fourth Year Accountability Cohort¹⁸

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2012	67	84%
2013	57	77%
2014	59	83%

EVALUATION

ALH achieved this measure.

ADDITIONAL EVIDENCE

ALH continues to meet this measure year over year.

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

Cohort Designation	2015-16		2016-17		2017-18	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2014	84	6%	80	65%	59	83%
2015	107	--%	114	2%	100	76%
2016			98	--%	86	3%
2017					81	2%

¹⁸ Based on the highest score for each student on a science Regents exam

Goal 6: 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 school district of comparison.

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 school district of comparison. Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available district results.

RESULTS

78 percent of the 2014 Total Cohort passed the U.S. History Regents with a 65 or better versus 57 percent of the local district's total cohort.

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
2012	68%	87	53%	660
2013	69%	65	57%	655
2014	78%	66	--	--

EVALUATION

ALH achieved this measure.

ADDITIONAL EVIDENCE

Year over year, ALH continues to outperform the local district on this social studies Regents exam.

GOAL 7: ESSA

Goal 7: ESSA

The school will remain in good standing.

Goal 7: Absolute Measure

Under the state's ESSA accountability system, the school is in good standing: the state has not identified the school for comprehensive or targeted improvement.

METHOD

Because *all* students are expected to meet the state's performance standards, the federal statute stipulates that various sub-populations and demographic categories of students among all tested students must meet the state standard in and of themselves aside from the overall school results. As New York State, like all states, is required to establish a specific system for making these determinations for its public schools, charter schools do not have latitude in establishing their own performance levels or criteria of success for meeting the ESSA accountability requirements. Each year, the state issues School Report Cards that indicate a school's status under the state accountability system.

RESULTS AND EVALUATION

ALH did not achieve this measure. For the 2017-18 year, ALH continued its designation as a Focus Charter. Despite gains made in 2016-17, those gains alone did not allow ALH to be removed from identification.

ADDITIONAL EVIDENCE

With the sunseting of Focus and Priority designations, ALH does not anticipate being identified as a Targeted Support and Improvement or Comprehensive Support and Improvement school in 2018-19, due to strong graduation rates and overall student academic achievement.

Accountability Status by Year

Year	Status
2015-16	Focus Charter
2016-17	Focus Charter
2017-18	Focus Charter

APPENDIX A: OPTIONAL 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.

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

METHOD

The Student Satisfaction Survey was distributed to students in their Advisory courses through a Google Form. Responses were recorded through Google Sheets. Students who didn't respond were tracked and asked to complete the survey by the Director of Advancement.

RESULTS

Over 95 percent of all students enrolled in Spring 2018 responded to the Student Satisfaction Survey. Most respondents felt positively about their experiences at ALH, notably reporting feeling respected by the faculty and staff.

2017-18 Student Satisfaction Survey Response Rate

Number of Responses	Number of Students	Response Rate
347	358	96.9%

2017-18 Student Satisfaction on Key Survey Results

Item	Percent of Respondents Satisfied
I am respected by ALH's faculty and staff.	85%
ALH teachers support me when I am having difficulty.	76%
Bullying is not an issue for me at ALH.	77%
I believe ALH is preparing me to be successful in college and the career of my choosing.	72%

EVALUATION

ALH achieved this measure.

Goal II: OPTIONAL ORGANIZATIONAL GOAL

The administration will use data effectively to maintain a productive, satisfying and high achieving school climate by implementing evaluation tools on an annual basis as part of the school's continuous improvement process.

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.

METHOD

The Family Satisfaction Survey was distributed as a Google Form to each family through their contact information. Responses were recorded in a Google Sheet. Families who didn't respond were tracked and called by the Director of Advancement to deliver their responses orally.

RESULTS

Of nearly 350 families sending their students to ALH, more than 93 percent of them responded to the Family Satisfaction Survey. 95% of those who responded indicated that they were "overall satisfied with ALH as a school."

2017-18 Family Satisfaction Survey Response Rate

Number of Responses	Number of Families	Response Rate
324	347	93.4%

2017-18 Family Satisfaction on Key Survey Results

Item	Percent of Respondents Satisfied
ALH's faculty and staff are respectful.	97%
I am overall satisfied with ALH as a school.	95%
I am comfortable discussing an issue or concern with the leadership team.	95%
The instruction my child receives challenges her to be college ready and grow academically.	95%
ALH keeps me well informed of school activities through letters home, social media, the school's website and phone calls.	94%
I would recommend this school to other families.	93%
If I have a concern, I receive a response in a timely manner.	91%
My child's discipline issues are handled fairly.	90%

EVALUATION

ALH achieved this 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.

METHOD

The Staff Satisfaction Survey was developed by the School Building Leader and distributed to the staff as a Google Form during professional development time. Responses were recorded through Google Sheets, and results were aggregated by staff experience and content area.

RESULTS

40 staff members were provided with the Staff Satisfaction Survey, and each one responded, providing valuable information for the Board of Trustees to develop the direction of the school.

2017-18 Staff Satisfaction Survey Response Rate

Number of Responses	Number of Staff	Response Rate
40	40	100%

2017-18 Staff Satisfaction on Key Survey Results

Item	Percent of Respondents Satisfied
When I raise a concern, I generally receive a response in a timely manner from an admin.	93%
I feel respected by ALH administration.	90%
ALH admins make themselves available to me & provide feedback on my performance.	90%
ALH administration keeps me well informed of school expectations and activities.	88%
I am comfortable discussing an issue or concern with the leadership team.	80%
I would recommend this school to other teachers I know who were seeking employment.	77%
I feel the PD that has been offered to me has been valuable to my professional growth.	70%

EVALUATION

ALH achieved this measure.



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

The board completed this process.

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.

Audit will be completed and submitted by November 1, 2018.