



Albany Leadership Charter School for Girls

Accountability Meeting

Date and Time

Tuesday September 16, 2025 at 8:30 AM EDT

Agenda

	Purpose	Presenter	Time
I. Opening Items			8:30 AM
A. Record Attendance			1 m
B. Call the Meeting to Order			
C. Approve Minutes	Approve Minutes		1 m
II. ALCS Renewal Milestones			8:32 AM
A. Percentage of students who passed 3 Regents by start of Junior year. *Update to include Summer 2025	Discuss	Ronald Large	5 m
III. Accountability Report Items for Discussion			8:37 AM
A. Teacher Retention	Discuss	Ronald Large	5 m
B. Enrollment	FYI	Ronald Large	10 m

	Purpose	Presenter	Time
* including Schedule Enrollments			
C. Attendance Policy 25-26	Discuss	Dale Getto	10 m
IV. Accountability Plan Progress Report			9:02 AM
A. Status Update	Discuss	Ronald Large	5 m
V. Closing Items			9:07 AM
A. Adjourn Meeting	Vote		

Coversheet

Approve Minutes

Section:	I. Opening Items
Item:	C. Approve Minutes
Purpose:	Approve Minutes
Submitted by:	
Related Material:	AC Meeting Minutes August 2025.docx

Aug 26, 2025

Accountability Meeting August 26, 2025

Invited [Linda Oldenburg](#) [Darius Romero](#) [Arricka Harrison](#) [Etwin Bowman](#)
[Felicia Woods](#) [Ron Large](#) [Dale Getto](#) tsmith@albanyleadership.org
tsmith1@albanyleadership.org cjrowell@albanyleadership.org

Summary

Dale Getto and Felicia Woods addressed various operational and academic aspects, including the meeting note system, invitation issues, and the approval of minutes with an error caught by Etwin Bowman. Ron Large discussed ambitious renewal targets for ELA and math, prompting Dale Getto, Erica Harrison, and Etwin Bowman to prioritize an upcoming CSI meeting with Andrew Kylie to gain further insight into the targets. Felicia Woods also provided updates on the 84% graduation rate, teacher retention challenges, and current staffing levels, while Dale Getto emphasized the need for regular class enrollment reports and discussed student retention strategies with Felicia Woods and Etwin Bowman, who suggested incorporating athletics for engagement. The meeting concluded with discussions about the accountability plan progress report, which Jen Pacik compiles with data from Darius Romero, and first-day-of-school logistics, with Etwin Bowman offering contacts for supporting organizations.

Details

- **Meeting Note System** Dale Getto noted that the system of Darius Romero sending them notes to summarize on Gemini worked well, helping to identify an error. Dale Getto also indicated they would compare this to Google's internal tools since they are working within Google. Etwin Bowman raised the question of including last names in notes for an audience unfamiliar with the people involved, suggesting they say names aloud during attendance ([00:00:00](#)).

- **Invitation and Attendance Issues** Dale Getto requested assistance with a bounced invitation for Miss Smith, and Felicia Woods clarified that Miss Smith's email was correct and the invite had just been sent to them. Felicia Woods also informed Dale Getto that Miss Smith was present but had to print materials ([00:02:23](#)). Dale Getto acknowledged the presence of Erica Harrison, Darius Romero, Edwin Bowman, Felicia Woods, Linda Oldenberg, and Ron Large. Ron Large additionally noted the presence of Cararissa Row, the new director of advancement, who would be joining online ([00:03:20](#)).
- **Approval of Minutes** Dale Getto brought up the approval of minutes from a previous meeting, noting that Etwin Bowman had caught a technical error where "regions" was mistakenly written as "regents". Etwin Bowman approved the minutes, and Dale Getto moved on to discuss renewal milestones ([00:03:20](#)).
- **Renewal Document and Ambitious Targets** Ron Large discussed the four key areas influencing renewal: middle school ELA and math ([00:04:43](#)). Ron Large shared that tentative targets were set based on last year's district averages, aiming for a 10-point increase over the district in ELA and math, which translates to roughly 40% ELA and 38% math proficiency. Dale Getto expressed concern that these targets were highly ambitious, similar to the previous year's, with the exception of sixth-grade data ([00:05:49](#)).
- **CSI Meeting for Renewal Insights** Dale Getto mentioned an upcoming meeting with Andrew Kylie from CSI to gain more insight into their current position regarding the ambitious renewal targets. Ron Large confirmed the meeting was scheduled for October 6th or 7th ([00:07:27](#)) ([00:11:34](#)). Dale Getto, Erica Harrison, and Etwin Bowman expressed their desire to attend this meeting, emphasizing its importance due to the ambitious nature of the targets ([00:08:38](#)). Ron Large agreed with Dale Getto that while proficiency targets might not be fully met, the focus should be on moving students in the right direction, pointing to the number of students at Level 2 on state tests as an opportunity for growth ([00:10:13](#)).
- **Middle School Team Plans and Academic Support** Ron Large detailed the middle school team's plans, including weekly assessments, three parallel assessments, and the purchase of supplemental curriculum like Coach and Common Lit. They also plan to track effort, celebrate improvement, ensure exit tickets align with state

assessments, and implement intentional "do nows," small group instruction, and tutoring ([00:12:52](#)). Dale Getto acknowledged that these systematic and rigorous approaches would help achieve their goals and address the academic work that had been lacking ([00:14:10](#)).

- Graduation Rate and Regent Results** Felicia Woods reported that the school closed out the previous year with an 84% graduation rate after three additional students completed summer school requirements, with two of them passing their Regents ([00:15:33](#)). Felicia Woods noted that the results for the 75% of students passing three Regents by their third year had just come in and still needed to be updated on the accountability report, with the ELA Regents results still pending ([00:16:28](#)).
- Teacher Retention and Staffing Updates** Felicia Woods provided an update on teacher retention, noting an unexpected departure of a sixth-grade humanities teacher. To address this, an ENL teacher, who is a certified social studies teacher with an ELA background, was transitioned to humanities ([00:18:44](#)). Felicia Woods indicated that the high school math teacher position (Algebra 1 and Geometry) is a high-need vacancy they are actively trying to fill, while all other high school science, social studies, ELA, and encore positions are filled. Felicia Woods reported that both buildings are approximately 90-92% staffed, expressing satisfaction with their focus on hiring certified educators and providing support to new and veteran teachers ([00:20:22](#)).
- Intervention Services and Curriculum Planning** Felicia Woods clarified that the MTSS teacher is specifically a math intervention teacher, with ELA teachers focusing on English Proficiency Development (EPD) and writing foundations through separate classes built into their schedules ([00:22:32](#)). Dale Getto emphasized the importance of curriculum team leaders ensuring fluency among ELA teachers. Felicia Woods explained that common planning periods are built into the schedule for each subject, allowing teachers to discuss curriculum, share strategies, and support students ([00:23:32](#)).
- Class Enrollment Reporting** Dale Getto requested regular class enrollment reports, separate from the accountability report, to track teacher and student numbers and assess scheduling efficiency ([00:25:31](#)). Felicia Woods suggested providing the first report after September when numbers are more finalized, but Dale Getto preferred

a snapshot from the first week of school to establish a baseline ([00:26:47](#)). Dale Getto expressed optimism about the school year's academic programming but also shared concerns about enrollment potentially impacting faculty and staff ([00:28:55](#)).

- **Enrollment Targets and Progress** Dale Getto clarified that for the meeting's purpose, the enrollment discussion would focus on the budgeted enrollment of 355 students, as it represents a hopeful and achievable target for programming ([00:30:16](#)). Ron Large reported positive turnout for materials pickup and parent orientation, and mentioned 102 new students still needing paperwork ([00:31:28](#)). Felicia Woods stated that 327 students currently have complete paperwork, leaving them 28 applicants short of the 355 goal ([00:34:20](#)).
- **Student Retention and Engagement** Dale Getto and Felicia Woods highlighted that once the enrollment target is met, the primary focus will shift to student retention ([00:35:19](#)). Felicia Woods emphasized the importance of engaging students and providing more than just academics to encourage them to stay ([00:36:22](#)). Felicia Woods also shared that many events, including balloon decorations, were done in-house by their event planning staff, reducing costs ([00:37:24](#)).
- **Athletics and Charter School Connections** Etwin Bowman suggested incorporating athletics to enhance student engagement. Felicia Woods confirmed that discussions about growing athletics, particularly for middle schoolers, had occurred ([00:38:16](#)). Dale Getto inquired about Henry Johnson Charter School students, who disperse after fourth grade, and Felicia Woods explained that many transition to ACCS, where she had previously taught fifth grade ([00:39:16](#)). Felicia Woods noted that Henry Johnson and Destin Prep are currently the only charter schools in the area ending at fourth grade, with Destin Prep aiming to expand to eighth grade ([00:40:36](#)).
- **Accountability Plan Progress Report and Upcoming Meeting** Dale Getto moved to the final agenda item, the accountability plan progress report, which Jen Pacik compiles with data from Darius Romero and state reports. A meeting was scheduled for the following day to discuss this report, and Felicia Woods was recently added to the invite list ([00:42:32](#)). Darius Romero suggested that even if Felicia Woods and Miss Smith could not attend, they should fill out the

document Jen Pacik sent, as they are primary sources for much of the information ([00:43:48](#)).

- **First Day of School Logistics and Support** Felicia Woods confirmed that a "clap in" for the first day of school was not yet planned, but discussions were ongoing. Etwin Bowman inquired about organizations greeting students, as they did last year, and Felicia Woods clarified that some schools delay such events a few days after the first day ([00:44:58](#)). Felicia Woods stated they would coordinate with organizations to find the best date for their support. Etwin Bowman offered contacts for organizations, noting that "The Links" and "Deltas" had supported events in the past ([00:46:04](#)). Etwin Bowman concluded by congratulating the team on their hard work and reiterating the commitment to collaborative efforts ([00:46:52](#)).

Suggested next steps

Dale Getto will call the city school district after this meeting to get their middle school targets.

Felicia Woods will forward the invitation to Miss Smith and update the data for the 75% of students passing three regions by the start of their third year.

Felicia Woods will let Etwin Bowman know the organizations for the first day of school.

Dale Getto will try to shut off the writing part to stop taking notes and get rid of Gemini.

You should review Gemini's notes to make sure they're accurate. [Get tips and learn how Gemini takes notes](#)

Please provide feedback about using Gemini to take notes in a [short survey](#).

Coversheet

Percentage of students who passed 3 Regents by start of Junior year.

Section:	II. ALCS Renewal Milestones
Item:	A. Percentage of students who passed 3 Regents by start of Junior year.
Purpose:	Discuss
Submitted by:	
Related Material:	ALCS_Renewal_Milestones.docx

DRAFT

For Appropriate Committee Discussions

The following five basic metrics are what can be considered the ALCS major renewal elements - tying together basic academic “must have” metrics with appropriate organizational and financial metrics. Simply - these are all tied together and not only speak to what the school will have accomplished in the three years of FY 25 through FY 27 but also the momentum it will build into the next charter term of 2028-2033.

Each of the major metrics includes:

1. Rationale of why it's important as a core element to renewal
2. Current Status
3. Reasonable growth over three years

Metric	Rationale	Current Status ¹	FY 25	FY 26	FY 27
Middle School ELA and Math - <i>goal is to be higher than the local district</i>	The middle school expansion was requested to improve the readiness of ALCS prospective 9th graders.	Grade 6-8 ELA and Math is currently lower than district outcomes. <3 ELA <5 Math	>10 points than district	>15 points than district	>25 points than district
<i>75% of students will pass 3 Regents passed by the start of third year.</i>	Students who do not meet this metric are at higher risk of not meeting 5 Regents by graduation - affecting on-time grad rate potential.	This number has historically been lower than 50%	60% in FY 25	70% in FY 26	80% in FY 27
75% of students will graduate in four years.	Ideally this result is a higher mark than the local school district and at least meeting the charter goal of 75%	<u>67% in 2024</u>	Maintain at least 85% 4-year grad rate in FY 25, 26, 27	85%	85%
School is meeting authorized enrollment	This speaks to long term school viability and attractability in the region. Chartered enrollment is 450.	332 As of 9/17/2024	At least 360 (80% of chartered enrollment)	At least 360 (80% of chartered enrollment)	At least 360 (80% of chartered enrollment)
School has 60-75 days of unrestricted cash reserves on 7/1/2027	Aside from the \$\$ bond covenant which calls for 30-45 days of cash - school will ideally have approx. 30 days of additional cash as well.	Discussion for finance committee and BoostEd	TBD	TBD	TBD

¹ District outcomes based on only published 2023 results - as of Sept 16, 2024

Coversheet

Teacher Retention

Section:	III. Accountability Report Items for Discussion
Item:	A. Teacher Retention
Purpose:	Discuss
Submitted by:	
Related Material:	Board Accountability Report - September_2025.pdf

Albany Leadership Charter High School for Girls Board Accountability Report – September 2025

A. Activities, Events, & School Culture



First Day of School – September 4, 2025

School Kick-Off Assembly – September 12, 2025

B. Enrollment Dashboard

Students Enrolled by Grade Level – As of September 12, 2025									
Grade	PS Total	Additions	Withdrawals	No Shows	Missing	Budgeted Enrollment Target	Percent of Goal	Waitlist	Enrollments in Progress 2025-2026
6th	39	39	1	3	9	55	71%	0	19
7th	51	11	12	1	5	55	93%	0	12
8th	41	6	16	0	3	55	75%	0	13
Total:	131	56	29	4	17	165	79%	0	44

Students Enrolled by Cohort – As of September 12, 2025									
Cohort	PS Total	Additions	Withdrawals	No Shows	Missing	Budgeted Enrollment Target	Percent of Goal	Waitlist	Enrollments in Progress 2025-2026
2025	35	11	24	1	4	55	64%	0	14
2024	66	22	18	0	11	50	132%	0	12
2023	35	5	12	0	3	50	70%	0	9
2022+	38	0	12	0	7	35	109%	6	0
Total:	174	38	66	1	25	190	92%	6	35

*Additions and Withdrawals between 7/1 and 9/11

Grade/Cohort	Applications Received by 9/12/2025
6th Grade	65
7th Grade	31
8th Grade	22
1st Year Cohort	33
2nd Year Cohort	37
3rd Year Cohort	15
4th Year Cohort	6
TOTALS	173

B. Attendance Dashboard

No attendance to report for August 2025.

C. Academics Dashboard

No academics to report for August 2025.

D. Teacher Retention Dashboard

Middle School June 2025 Teacher Retention				
Content Area	Total teachers	Total teachers retained	Percent of teachers retained	Reason/Notes
6 th Grade ELA/Social Studies	1	1	100%	
6 th Grade Math/Science	1	1	100%	
ELA 7/8	1	1	100%	
Social Studies 7/8	1	1	100%	
Math 7/8	1	1	100%	
Encores	4	4	100%	
Resident Teachers	1	0	NA	Hiring on Hold
SPED	1	1	100%	
MTSS	1	1	100%	
ENL	1	1	100%	
Total	12	12	100%	
High School June 2025 Teacher Retention				
Content Area	Total teachers	Total teachers retained	Percent of teachers retained	Reason/Notes
ELA	3	3	100%	
Social Studies	2	2	100%	
Math	2	1	50%	Currently interviewing – Sent out Task for potential teacher
Science	3	3	100%	
Encores	4	4	100%	
Resident Teachers	1	1	100%	
SPED	2	2	100%	Hiring on Hold – for 3 rd SPED
MTSS	1	1	100%	
ENL	2	2	100%	
Total	20	19	95%	

E. Assessments DashboardAugust 2025 Regents Results

Exam	Exam Count	Exam Pass Rate
English Language Arts	6	50%
Algebra I	15	0%
Geometry	3	0%
Earth and Space Sciences	3	0%
Living Environment	5	40%
Physical Setting/Chemistry	1	0%
Global History and Geography	1	0%
US History & Government	4	25%

F. 9-12 Accountability Dashboard

2021 Cohort	Metric	CSI Target	As of 8/31/2025
Academic Progress	ELA	65% score 4+ 80% score 3+	10/46 4+ = 21.7% 40/46 3+ = 86.9%
	Math	65% score 4+ 80% score 3+	3/46 4+ = 6.5% 34/46 3+ = 73.9% 36/46 3+Exempt = 78.2% 44/46 including Special Appeals
English Language Proficiency	ELP	N/A	TBD
Chronic Absenteeism	CA	N/A	65.6% (HS) 57.0% (MS)
Graduation Rate	4-Year	75%	40/50 = 80.0% 5 Drops
	5-Year	95%	27/39 = 69.2%
	Leading Indicator	75% of students will have passed 3 Regents exams by the end of their second year	<u>2023 Cohort</u> 8/45 3+ = 17.7% 10/45 2+ = 22.2% 20/45 1+ = 44.4%
College, Career, and Civic Readiness	CCCRI	75% of June grads demonstrate college readiness	34/37 = 91.8%

Coversheet

Attendance Policy 25-26

Section:	III. Accountability Report Items for Discussion
Item:	C. Attendance Policy 25-26
Purpose:	Discuss
Submitted by:	
Related Material:	Attendance Policy and Procedures.docx

For discussion at 9-16-25 AC Meeting

ALCS ATTENDANCE POLICY 25-26

Attendance Policy and Procedures

One of the greatest barriers to learning is absenteeism. For this reason, ALCS maintains a strict attendance policy and expects every student to be at school every day. ALCS tracks daily and class

period attendance, and any absences are marked as either excused or unexcused.

Sometimes students and/or families experience unique or extenuating circumstances that create barriers to

attendance. In these instances, the student or parent/guardian should contact the Principal for assistance.

If families are experiencing homelessness, please contact the homeless liaison, Ms. Tishina Bowden,

tbowden@albanyleadership.org, 5186945300 ext. 220. The role of the liaison is to assist families with

ensuring their child has necessary resources and supports to get to school each day and be successful.

Notice

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To ensure that students, parents/guardians, teachers and administrators are notified of and understand this policy, the following procedures shall be implemented:

The attendance policy will be viewable on the ALCS website and will be reviewed with students at the start of the school year.

Parents/guardians will receive a copy of this policy in the Family Handbook.

ALCS will provide a copy of the attendance policy and any amendments thereto to faculty and staff. New faculty and staff will receive a copy upon their employment.

Parent/Guardian Notification:

ALCS sends daily absent and tardy messages via the Kinvo System to parents/guardians. These messages

are sent when the parent/guardian does not inform the school of a students absence or tardiness in

advance. If a parent receives a call but believes their child is at school the parent should immediately call

the School: (518) 694-5300.

Excused and Unexcused Absences and Tardies

For discussion at 9-16-25 AC Meeting

Excused absences require either a doctor's note (in the case of a medical appointment causing tardiness or absence of two or more days due to illness or injury) or a parent/guardian's note (in the case of a medical appointment causing tardiness, 1-day absence for illness, and all non-medical reasons). All written excuses are subject to verification. For homeless students, the homeless liaison will assist the student in providing or obtaining documentation if needed. Students are tardy if they are not in class at 8:01 a.m. Parents/guardians are required to call the school each morning prior to 7:50 a.m. that a student will be absent or tardy and state the reason. The parent/guardian must leave a message stating the student's name, the reason for missing school, a phone number where a parent/guardian can be reached, and a convenient time to call. Alternatively, the parent/guardian can provide a note which must be brought to the main office at drop-off or return to school. The absence or tardy will be noted and considered "unexcused" until such time as the required documentation is received by the main office.

Excused absences, tardies, and early departures include:

- o Illness, quarantine, or serious physical injury requiring medical treatment
- o Illness or death of a family member (parent, sibling, grandparent, aunt, uncle, or cousin)
- o Impassable roads or weather
- o Approved college visit
- o Legal matters involving the student
- o Healthcare provider visits

Medical or psychological test with note from evaluator

- o Religious holy days
- o Approved cooperative work program
- o Military obligation
- o Approved volunteer firefighter obligation
- o Other extraordinary situations approved by the Principal

Unexcused absences, tardies, and early departures include the following if sanctioned by the parent/guardian:

- o Being sick at home without providing the required documentation
- o Babysitting
- o Lack of transportation
- o Family vacation
- o Personal travel, including travel for religious reasons
- o Job interviews
- o Extension of a religious or cultural holiday beyond the designated day or days on the school calendar and/or beyond the customary requirements of the religious observance (as applicable).
- o Any other absence not approved by the Principal as excused

Unverified absences, tardies, and early dismissals that unexcused and not sanctioned by the

For discussion at 9-16-25 AC Meeting

parent/guardian are considered truanancies. Students arriving after 7:50am but prior to second period are late to school, but will be allowed entry into their first period class. Students who arrive after the late bell will be marked as “unexcused tardy” unless they have proper documentation (see above). A student who attends school for less than a half-day is considered absent. Students will not be allowed to enter the building after 11:00 am without documentation.

If a student has an unexcused absence or tardy (past 10:00am) on the day of a school function or event, the student may not participate in that event or in any extracurricular activity that day. Please refer to the athletic handbook for additional information around attendance in reference to sporting events. Students who are tardy are subject to the Conduct and Discipline Policy, and consequences may include, but not be limited to:

Mandatory Flex

Parent/guardian meeting

Revocation of school privileges

Referral to the County Department of Social Services/PINS process

Chronic Absenteeism

School attendance is both a student right and a parent/guardian responsibility in the State of New York. The compulsory education requirements in New York State require parents/guardians to ensure their child is enrolled in school through the end of the school year in which they turn 16 years old. ALCS is required by New York State law to report student chronic absenteeism. Because you have chosen to enroll your child at ALCS, she is expected to be in attendance regularly regardless of age and through graduation.

Students who are absent two or more days per month or are absent 10% or more of the school year are considered chronically absent. Administrative interventions may be taken to address students that are chronically absent. These interventions may include meetings with the parent and student, home visits, recommending services from partner agencies, or referrals to the County Department of Social Services for prevention or child protective referrals.

Yearly Absence Maximums

A student may have no more than 18 unexcused full-day absences in any given school year for full-year classes (September – June) and may be denied all course credit on the 19th absence. A student may not have more than 18 unexcused absences per course, and may be denied course credit on the 19th absence. A student may have no more than (9) unexcused absences per half-year course. A student may be denied course credit on the (10th) absence. A student may not have more than 9 unexcused absences per course for half-year courses, and may be denied course credit on the 19th absence. Students who miss more than 15 minutes of any class – either because of tardiness or early dismissal – are marked absent unless authorized to be absent by a school official. (For example, students who attend music lessons, field trips, testing, etc. are not

For discussion at 9-16-25 AC Meeting

considered absent.) When a student exceeds the maximum number of absences, a notation of “WF” (Withdrawn/Failing) for all subsequent reporting periods and exams may be entered on the Period of Progress (PoP) report. Students who have failed to meet the attendance requirements may be denied academic credit, but will be responsible to continue to attend the course. The purpose of continued attendance of a course is so that a student receives seat time qualifying that student for summer school if applicable. Where summer school is not available, the student may be required to retake the course the following year if that course is

required for graduation. Students can discuss the possibility of working to earn back time missed in class

with their school counselor prior to a notation of “WF”

. If a student is continuing to attend a course and becomes a discipline problem, that student will be removed from the course and will become ineligible

for that course in summer school.

Early Dismissal

For students who must leave early while school is still in session, parents/guardians are required to

sign-out students from the Main Office. At ALCS, an early dismissal constitutes any pickup prior to the

official school dismissal time. A child will be dismissed early only to a parent/guardian or a properly

authorized, and identified, adult. A letter from you authorizing another adult to pick up your child is

required, if you did not previously list that adult as an authorized adult. Alternatively, parents/guardians

can generate a dismissal code in PowerSchool which allows the student to sign herself out.

Please do not

request to pick up students within 30 minutes of regular dismissal time.

If you need to pick up your student early for a scheduled appointment, please aim to do so prior to

2:30pm. After 2:30pm, our focus will be on managing traffic flow, ensuring students get on the correct

buses, checking in and moving the car rider line, and securing the campus for dismissal.

Procedure for changing your child’s dismissal plan: Parents/guardians are asked to send in a note on the

day a change to their child’s dismissal plan is needed. If a note isn’t possible (something arises after

school has already started), parents/guardians should call the school before noon with the updated

For discussion at 9-16-25 AC Meeting

information.

If a student is chronically dismissed early without an excuse, administrative interventions may be taken to

ensure the parent/guardian understands the educational impact of missed class time. These interventions

may include parent/student/school meetings, home visits, and/or referrals to the County

Department of

Social Services.

SAMPLE

Coversheet

Status Update

Section:	IV. Accountability Plan Progress Report
Item:	A. Status Update
Purpose:	Discuss
Submitted by:	
Related Material:	ALCS 2024-25 APPR Draft for Review 9.12.2025.docx

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT



**Albany Leadership Charter School
for Girls**

**2024-25 ACCOUNTABILITY PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

September 16, 2025

By Dr. Ronald Large

19 Hackett Blvd., Albany, NY 12208

518-694-5300

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

The Executive Team including Dr. Ronald Large, CEO, Darius Romero, Information Systems and Assessment Administrator with support from Jen Pasek, Consultant, prepared this 2024-25 Accountability Progress Report on behalf of the charter school’s board of trustees:

Trustee’s Name	Board Position	
	Office (e.g., chair, treasurer, secretary)	Committees (e.g., finance, executive)
Ruth Sojourner Brice	Chair	Accountability, Finance, Executive
Margaret Moree	Secretary/Treasurer	Finance
Elizabeth Robertson	Trustee	Accountability, Finance
James Celestine Jr.	Trustee	Finance
Eldon Harris	Trustee	Executive
Arricka Harrison	Trustee	Accountability, Executive
Etwin Bowman	Trustee	Accountability, Executive
Valerie Rhodes	Trustee	Executive
Dale Getto	Trustee	Accountability
Tamara Coston	Trustee	N/A

Commented [1]: We are missing Coston's committee affiliation, I've tagged the question in the board roster but am waiting on a response.

Dr. Ronald Large has served as the school leader since 2025.

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

SCHOOL OVERVIEW

Albany Leadership Charter School for Girls (ALCS) possesses strategic design elements intended to result in greater student achievement and college and career readiness. These elements include single gender education, college preparatory programming, a robust college in the high school program, character education through service learning, social-emotional learning, and AVID.

ALCS prides itself on being the first public, charter, female-only high school in New York State, and it considers this one of its primary distinctive qualities. After operating as a successful high school since the fall of 2010, the stakeholders built on that model by expanding to serve middle school grades. Beginning with sixth grade in 2021-22, the middle school grew to full capacity by adding grades each year. 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. ALCS seeks to maximize these benefits for our students in every aspect of our school in order to ensure that we cultivate great scholars and true leaders.

ALCS continuously strives to offer an academic program that incorporates unique opportunities and multi-level supports to our students. Double blocks of English Language Arts and Mathematics in Grade 6 help our students close the education gaps that they come to us with, while establishing a solid foundation in literacy, writing, and numeracy. Starting in grade 9, Writing Foundations and Math Foundations, as courses supplemental to Regents and Regents-aligned classes at each grade level, are meant to not only provide the support for passing, but excelling, on Regents exams throughout each student's ALCS experience. Additional supports for remedial math and ELA skills exist in the form small-group Tier 2 and full-period Tier 3 MTSS classes. ALCS also implements targeted content and skills programming for grades 7 and 8 to further support students in closing learning gaps, while supporting the integration of essential core courses such as music, art, career and technical education, and foreign language at the middle level. Targeted intervention is aligned with IXL and NWEA Map data.

The intentional concentration on literacy and mathematical skills at the middle level supports the goal of all students being at or above grade level in both areas by the time they enter 9th grade. Providing a considerable time investment in these two subjects allows us the opportunity to include writing and problem-solving opportunities alongside traditional core skill acquisition, such as reading fluency, reading comprehension and mathematics calculation. Introducing students to ALCS expectations and instructional rigor at the middle level also positively impacts student achievement at the high school and college and career readiness.

ALCS administers the IXL assessment and NWEA MAP Growth assessment three times each school year; in the fall, in the winter, and in the spring. NWEA MAP uses various algorithms to project a RIT score based on previous results. NWEA's RIT score measurement is imperfect, so a range of score results is reported for each student to reflect measurement error. A student is determined to have achieved the projected growth if her projected RIT score lies within the range of error for her Spring RIT score range. IXL provides the ability to provide NWEA skill alignment with recommended IXL skills for every student.

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This data is utilized to ensure that students are practicing their targeted skills based on the IXL diagnostic in the regular classroom and during scheduled intervention time.

In addition to summer academic programming for credit recovery at the high school, ALCS offers a Summer Bridge program in STEM to support further growth to meet our ambition goals for middle level scholars. The AVID Math and Science Summer Bridge Programs are designed to strengthen students' math and science skills and increase the number of students who enroll and succeed in Algebra 1. These middle school programs provide engaging, real-world science and math learning opportunities. This program is available for all students entering seventh and eighth grade.

To assist with meeting students' social/emotional needs, our SEL platform, Panorama, which was introduced in the 2018-19 school year, has now been fully implemented school wide. Through this program, the Student Support Team, along with instructional staff and leadership, can track targeted student interventions and supports and align those supports with academic and attendance needs. Panorama also helps support in the administration of student surveys, which are conducted three times a year, allowing real-time responses and necessary program modifications as we continually strive to meet the needs of all students.

In recent years, ALCS has developed an explicit social-emotional learning program (SEL) aligned with the New York State Social-Emotional Learning Benchmarks and The Collaborative for Academic, Social, and Emotional Learning (CASEL) competencies. This program is administered during our Advisory periods daily, for 30 minutes. In developing the program, we cross-walked the NYS SEL Benchmarks with the CASEL competencies and AVID standards, which results in a robust and comprehensive school wide program that supports SEL and college and career readiness across all contents and all facets of school life at ALCS, with a particular focus on equity, respect, tolerance, inclusion, and excellence.

Move This World SEL curriculum was implemented in both schools throughout the 2022-2023 school year and continues today .

Commented [2]: I don't think they are using This World this year.

The student support team continues to evaluate the impact of students' emotional regulation skills on academic success and achievement, as well as overall school culture. In addition, we seek to explicitly involve teachers and staff in the reflective process through training, professional development, and surveys in order to support students in increasing their emotional regulation and communication skills, while providing staff with opportunities to learn emotional regulation strategies along with students. Perception data from Panorama surveys along with school culture data, academic growth and achievement data, and student engagement will demonstrate a correlation between increased positive emotional regulation responses and positive outcomes in these areas.

There were some updates at ALCS in the past year:

- New Leadership with Dr. Ronald Large joined as CEO
- High School Building houses all students
- Strengthened board engagement to align the board's vision of a 6-12 academy model with the practical programming aspects by grade
- Continued implementation as we transition to new curricular materials in most academic subjects

Commented [3]: June 2025

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

Recent improvements to the instructional program across all academic areas include increased educator support and professional development. ALCS continues its implementation of the cohesive coaching cycle and real-time coaching to provide feedback and support to educators through shared goals and action planning. This helps support student and school-wide growth. Additionally, new teachers participate in “The New Teacher Academy,” designed and led by the instructional team to help support novice teachers and those new to ALCS. This program aims to help teachers navigate the initial challenges of their profession, establish a positive classroom culture, and build meaningful connections with their students, resulting in teacher retention and progress toward school-wide initiatives.

ALCS offers specialized training sessions during professional development designed to familiarize teachers with the new curriculum, instructional strategies, and assessment methods. ALCS is committed to providing a wide range of high-quality and ongoing continuous learning opportunities while supporting teachers with best practice by staying updated with the latest pedagogical approaches. The ALCS leadership team has adopted a feedback mechanism within the cohesive coaching cycle to gather teacher thoughts, concerns, and suggestions, allowing the instructional team to refine and enhance support initiatives.

ALCS facilitates opportunities for teachers to engage in collaborative networks, both within the school and with educators from other schools. Teachers are also offered the opportunity and time to join Professional Learning Communities. This will encourage the sharing of best practices and the exchange of innovative ideas. ALCS recognizes that each classroom and teacher may have unique needs. The leadership team creates customized support plans tailored to each teacher's specific needs that support their individual growth plan.

Looking ahead, we continue to devote time and space to the core values of the culture at Albany Leadership Charter School. By having all students housed within one building, the culture can begin in middle school and continue through graduation. We will have monthly Delta meetings with the top 25 students focusing on ALCS 4 Pillars; Leadership, Sisterhood, Scholarship & Service.

ENROLLMENT SUMMARY

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2022-23							69	59	27	86	71	61	44	417
2023-24							68	56	58	49	65	61	34	391
2024-25							45	54	58	78	48	39	48	370

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

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 2021 state Accountability Cohort consists of students who first entered the 9th grade anywhere in the 2021-22 school year, were enrolled in the school on the state's annual enrollment-determination day (BEDS day) in the 2024-25 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 and acceptable exit reasons: <http://www.p12.nysed.gov/irs/sirs/ht>)

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 30th
2022-23	2019-20	2019	53	2	51
2023-24	2020-21	2020	37	1	37
2024-25	2021-22	2021	46	0	46

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 school year they first enter the 9th grade at any school. The 2021 Total Cohort consists of all students, based on last enrollment record as of June 30, 2025, with a First Date of Entry into Grade 9 during the 2021-22 school year, regardless of their current grade level. 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 but not limited to 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 Graduated or Still Enrolled on June 30 th of the Cohort's Fourth Year (a)	Number of Students Who Left the School but Were Not Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2022-23	2019-20	2019	53	2	51
2023-24	2020-21	2020	37	1	37
2024-25	2021-22	2021	45	3	42

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Fifth Year Total Cohort for Graduation

Fifth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Graduated or Still Enrolled on June 30 th of the Cohort's Fifth Year (a)	Number of Students Who Left the School but Were Not Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2022-23	2018-19	2018	51	4	55
2023-24	2019-20	2019	36	3	39
2024-25	2020-21	2020	46	4	50

PROMOTION POLICY

GRADING SCALE

GRADES EARNED	GPA VALUE (UNWEIGHTED)	ACHIEVEMENT 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	PARTIALLY PROFICIENT
70-72	2.0	PARTIALLY PROFICIENT
69 and below	0	BELOW/FAR BELOW

*If a student 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 ALCS Summer School eligibility requirements); otherwise, she will likely 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 "70" or higher. Partial credit units are not granted to a student who leaves ALCS midyear or who transfers to another class midyear; however, a student who transfers to another class or who leaves the charter school has already completed a course or has completed enough work to obtain a passing grade via the standards- based grading system, then a student may be awarded credit.

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.

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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, ALCS will offer limited Summer Credit Recovery Courses for those students who have failed courses and need to recover credit. Should ALCS 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 ALCS' program or another school's summer program. ALCS reserves the right to enroll students based on individual needs and circumstances.

Commented [4]: Not in the summer of 2025. Previous summer programs did not yield productive results.

GOAL 1: HIGH SCHOOL GRADUATION

Goal 1: Students at Albany Leadership will become college ready and career ready by graduating from high school with an Advanced Regents or Regents diploma.

Graduation Goal Measure 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.

Percent of Students in First and Second Year Cohorts
Earning the Required Number of Credits in 2024-25

Cohort Designation	Number in Cohort during 2024-25	Percent Promoted
2023	44	68%
2024	62	74%

Graduation Goal Measure 2 - 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.

As a result of the Board of Regents' guidance regarding the cancellation of multiple administrations of the Regents exams through at least 2021-22, some second year cohorts may have had student waivers

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

for examinations. Report the percentage of students who either passed or were exempted from at least three exams. In August of 2025, the 2023 Cohort will have completed its second year.

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

Cohort Designation	School Year	Number in Cohort	Percent Passing at Least Three Regents (including exemptions)
2021	2022-23	68	44%
2022	2023-24	62	26%
2023	2024-25	44	18%

Graduation Goal Measures 3 & 4 - Absolute

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

The school's specific graduation requirements appear in this document above the graduation goal.

Percent of Students in the Total Graduation Cohort who have Graduated After Four Years¹

Cohort Designation	School Year	Number in Cohort	Number who Graduated	Percent Graduating
2019	2022-23	55	50	90%
2020	2023-24	39	26	67%
2021	2024-45	50	40	80%

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

Cohort Designation	School Year	Number in Cohort	Number who Graduated	Percent Graduating
2018	2022-23	55	50	90%
2019	2023-24	54	50	93%
2020	2024-25	38	27	71%

Graduation Goal Measure 5 - 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.

¹ These data reflect August graduation rates.

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Percent of Students in the Total Graduation Cohort who Graduate in Four Years Compared to the District²

Cohort Designation	School Year	Charter School			School District	
		Number in Cohort	Number who Graduated	Percent Graduating	Number in Cohort	Percent Graduating
2019	2022-23	55	50	90%	723	77%
2020	2023-24	39	26	67%	732	73%
2021	2024-25	50	40	80%		

Graduation Goal Measure 6 - 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.

All students have the opportunity to utilize the Civic Readiness pathway, but not all intentionally pursue it. We offer it as an option in case it's needed and they have an interest. To earn the Seal of Civic Readiness students must achieve a series of checkpoints that include getting 4 credits in social studies and obtaining mastery or proficiency in at least one of the two Regents exams. The four credits can be earned through a variety of means, including projects and test scores.

In 2024-25, seventeen students earned the Seal of Civic Readiness.

SUMMARY OF THE HIGH SCHOOL GRADUATION GOAL

The school achieved three of the six metrics within the graduation goal. Many first- and second-year students (74% and 68% respectively) earned the required number of credits to advance to the next grade level. 80 percent of students in their fourth year of high school graduated with a diploma. In addition, 71% of the 2020 Cohort students have now graduated with a diploma after five years.

18 percent of the 2023 high school cohort passed at least three Regents exams required for graduation by the end of their second year in high school. Although we strive to achieve this measure, a portion of our scholars do take longer than two years to pass three exams and it has not determined who graduates on time in the past.

Type	Measure	Outcome
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² Given that district results for the current year are generally not available at this time, for purposes of this report schools should include the district's 2023-24 results as a temporary placeholder for the district's 2024-25 results.

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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.	No
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.	No
Absolute	Each year, 75 percent of students in the fourth year high school Total Graduation Cohort will graduate.	Yes
Absolute	Each year, 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.	No
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.	Yes
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.	Yes

EVALUATION OF THE GRADUATION GOAL

In 2024-25, 13 percent more students graduated after four years than in 2023-24. Seventeen students participated in and earned the Seal of Civic Readiness as an alternative pathway. This was a new option in 2024-25 and increased the number of graduates.

ACTION PLAN

Going forward, we are focusing on improving our graduation rate through the following initiatives focused on supporting students on their path to graduation.

- We will utilize our summer credit recovery program and exam make-ups to better prepare students for their upcoming school year and later graduation.
- We are continuing the Seal of Civic Readiness alternate +1 pathway to graduation, which was approved in 2024-25.
- In 2025-26, we are offering tier 2 and tier 3 support classes aligned with NWEA data.
- During the 2025-26 school year, we are providing one or two semester non-credit bearing Regents exam prep classes. This will enable students to dedicate specific time to prepare for Regents exams.

Commented [5]: We haven't compared previous summer results to 2025 but right now we are not offering summer course work.

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

GOAL 2: COLLEGE PREPARATION

Goal 2: Students at Albany Leadership will be prepared to succeed in college by demonstrating academic achievement on national norm referenced college readiness examinations and school-based measures.

Throughout an ALCS student's school career, she will participate in college visits, attend college fairs, complete the college application process, and apply for financial aid. ALCS emphasizes the attainability of college acceptance and graduation. To this end, ALCS offers extensive, high-quality College in the High School and Advanced Placement coursework with a commitment to expanding pathways to graduation through internship and work-based learning experiences. Our Career Pathway Exploration Internship Program helps students 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. Additionally, our alumni coordinator works to keep graduated students connected to ALCS and offer support in college and beyond.

To further enhance our students' success, ALCS has built-in additional college preparation programming through Advancement Via Individual Determination (AVID®) for students in grades 6-12. The mission of AVID® is to ensure that all students participating in the program are capable of completing 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.

Albany Leadership continues to also strengthen its partnerships with local colleges to offer expanded college the high school (CHS) coursework aligned to career pathways, allowing students to graduate from high school with upwards of 30+ college credits. Currently, ALCS partners with Hudson Valley Community College and Russell Sage College.

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

2024-25 College Pathway Course List

Albany Leadership Charter School for Girls partners with Russell Sage College and Hudson Valley Community College (HVCC) to offer college courses to our girls in the college pathway of our scholars' choices.

Liberal Arts/ Humanities Pathway

Potential careers in this pathway may include, but aren't limited to: Art History, Communications, Education, English, History, Journalism, Law, Media, Political Science, and Psychology

- SAGE WRT 101: Writing in Community
- SAGE ENG 154: Introduction to Literature
- SAGE PED 225: Concepts of Fitness and Wellness
- SAGE SOC 101: Intro to Sociology
- SAGE CRM 311: Criminology
- AP English Language & Composition
- AP United States History

Business Administration Pathway

Potential careers in this pathway may include but aren't limited to: Accounting, Advertising, Entrepreneurship/ Small Business, Financial Advising/ Consulting, Financial Analyst, Management, Marketing, and Sales, Health/Medical Administration

- HVCC ENTR 110: Intro to Entrepreneurship
- HVCC MKTG 120: Principles of Marketing
- SAGE BUS 110: Financial Literacy
- SAGE MAT 113: Precalculus
- AP Biology

The ICAN Program with Russell Sage College continues. The 'I Can Achieve a Degree in Nursing' program is a mentorship initiative designed to provide scholars with one-on-one guidance and training from leading medical professionals in the Capital Region. The ICAN program at Albany Leadership & Russell Sage aims to create a collaborative community mentorship model for our scholars to achieve a bachelor's degree in nursing and employment as a registered nurse.

Russell Sage is working with Albany Medical Center, the Black Nurses Coalition and Albany Leadership Charter School for Girls. This Program supports our students through high school partnerships and matches our high school students with mentors from diverse backgrounds. It provides academic support to guide students through high school and a nursing degree. This program was designed to motivate and guide our scholars into professional nursing careers and create meaningful employment and professional experiences in diverse healthcare settings for our scholars beyond graduation.

Any student in grade 10-12 can participate in this incredible program. The ICAN program is a mentorship style commitment for our students. The program takes place after school and it's a minimal time commitment. Our scholars receive one on one training and advice from some of the top medical professionals in the capital region.

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College Preparation Goal Measure 1 - Absolute

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

- Passing an Advanced Placement (“AP”) exam with a score of 3 or higher;
- Earning a score of 4 or higher on an International Baccalaureate (“IB”) exam;
- Passing a College Level Examination Program (“CLEP”) exam;
- Passing a college level course offered at a college or university or through a school partnership with a college or university;
- Achieving the college and career readiness benchmark on the SAT;
- Earning a Regents diploma with advanced designation; or,
- A different school-created indicator approved by the Institute.

Percentage of the 2021 Total Cohort Graduates Demonstrating College Preparation by Indicator³

Indicator	Number of Graduates who Attempted the Indicator	Number who Achieved Indicator	Percentage of Graduates who Achieved Indicator
AP Exam Credit	25	5	20%
College Level Course	39	39	100%
Regents diploma with advanced designation	1	1	100%
Overall	40 ⁴	39	97.5%

College Preparation Goal Measure 2 - Absolute

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.

³ Schools use any method listed above, 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.

⁴ This number should match the number of graduates reported under the high school graduation goal.

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Schools are not required to report attainment of this measure for 2024-25. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information. The Institute may use these data for its evaluation of the school's goal attainment when data become available.

College Preparation Goal Measure 3 - Comparative

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

Schools are not required to report attainment of this measure for 2024-25. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information. The Institute may use these data for its evaluation of the school's goal attainment when data become available.

College Preparation Goal Measure 4 - Absolute

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

Matriculation Rate of Graduates by Year⁵

Cohort	Graduation Year	Number of Graduates (a)	Number Enrolled in 2 or 4-year Program in Following Year (b)	Matriculation Rate $=[(b)/(a)]*100$
2019	2022-23	50	28	56%
2020	2023-24	26	8	31%
2021	2024-25	40	29 Plan	72.5%

SUMMARY OF THE COLLEGE PREPARATION GOAL

The school achieved one of the two college preparation measures in 2024-25. 97.5 percent of graduating students demonstrated their preparation for college based on one of the following indicators: AP exams, earning a Regents Diploma with Advanced Designation or earning credit for a college level course. 31 percent of our 2024 graduates matriculated in a two- or four-year college in the

⁵ Schools should update and confirm data for Cohorts who graduated prior to 2024-25 and provide preliminary matriculation data for 2021 Cohort. It may be necessary for schools to provide updated data to the Institute when National Student Clearinghouse or other data sources become available later in the school year.

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past year. We collect this information by connecting with our alumni informally and gathering data from the National Student Clearinghouse.

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.	Yes
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.	No

EVALUATION OF THE COLLEGE PREPARATION GOAL

Our school's counseling center provides programming to students in all four years of high school to prepare for the opportunity to attend a two- or four-year college after graduation.

The school continues to develop our alumnae network. We have informal communication with graduates, collect data through the National Student Clearinghouse and student surveys.

ACTION PLAN

In the 2025-26 school year, we are focused on maintaining and improving our college readiness indicators. We will continue to offer our students four AP classes, as well as dual enrollment courses with Russell Sage College and Hudson Valley Community College. Our dual enrollment courses and AP courses help students prepare for specific college and career pathways.

We also began offering freshman and senior seminars in 2025-26. Through these seminars, students are empowered to explore different career pathways and build specific college and career readiness skills.

Commented [6]: Clarify what these seminars are...

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GOAL 3: ENGLISH LANGUAGE ARTS

Goal 3: 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 of high school at Albany Leadership Charter School for Girls.

BACKGROUND

We utilize the TLAC Reading Reconsidered curriculum for middle school students, which uses an approach emphasizing culturally relevant texts to maximize student engagement. Additionally, this curriculum emphasizes rigor, critical thinking, and deep comprehension through evidence-based strategies. This shift away from ENGAGE NY ELA curriculum relieves teachers from the need to create their content to meet the requirements of updated standards, as the Reading Reconsidered curriculum is a fully supportive curriculum where the work of creating the content, scope and sequence, and formative assessments is entirely included. The TLAC Reading Reconsidered curriculum aligns with the NYS Next Generation ELA Standards goals by emphasizing text complexity, evidence-based responses, close reading, and vocabulary development to better prepare students for the NYS ELA assessments and meet their individual growth goals.

Sixth graders get a double block of ELA instruction. All middle school students receive targeted intervention to meet their specific needs with opportunities for re-teaching on Intervention Fridays. Students take the NWEA MAP three times each year.

We use SAVVAS *myPerspectives* for high school ELA. SAVVAS *myPerspectives* is a powerful English language arts curriculum for Grades 9–12 that values the perspective of the learner, collectively and individually, and provides next-gen learning experiences that promote higher achievement and develop the competencies needed for college and career readiness. Interactive learning blends print and technology in a student-centered learning, teacher-inspired classroom. This dynamic Savvas program creates an interactive, engaging, and relevant learning environment through readings, meaningful activities, and purposeful performance tasks.

A comprehensive assessment plan was implemented to enhance high school student achievement. By integrating the NWEA and internal assessments into a structured approach, educators will participate in data analysis sessions to identify strengths and areas for improvement. Through regular assessment cycles, educators will tailor differentiated instruction and interventions based on assessment insights, aiding students in meeting their growth goals and increasing overall ELA proficiency.

ELEMENTARY AND MIDDLE ELA

ELA Measure 1 - Absolute

Each year, 75 percent of all tested students enrolled in at least their second year will perform at or above proficiency on the New York State English language arts examination for grades 3-8.

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The tables below summarize the participation information for this year's test administration as well as the performance of all students and students enrolled for at least two years.

2024-25 State English Language Arts Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested						Total Enrolled
		Absent	Refusal	ELL/IEP	Admin error	Medically excused	Other reason	
3								
4								
5								
6	52	2						54
7	47	2						49
8	49	5						54
All	148	9	0	0	0	0	0	157

Performance on 2024-25 State English Language Arts Exam
By All Students and Students Enrolled in At Least Their Second Year⁶

Grade	All Students			Enrolled in at least their Second Year		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
3						
4						
5						
6	52	28	54%	1	1	100%
7	47	12	26%	34	11	32%
8	49	12	24%	35	9	26%
All	148	52	35%	70	21	30%

ELA Measure 2 - Absolute

Each year, the school's aggregate Performance Index ("PI") on the State English language arts exam will meet that year's state Measure of Interim Progress ("MIP") set forth in the state's ESSA accountability system.

In New York State, ESSA school performance goals are met by showing that an absolute proportion of a school's students who have taken the English language arts test have scored at the partially proficient, or proficient and advanced performance levels (Levels 2 or 3 & 4). The percentage of students at each of these three levels is used to calculate a PI and determine if the school has met the MIP set each year

⁶ Students are considered "enrolled in at least their second year" if they were enrolled on BEDS day of the school year prior to the most recent exam administration.

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by the state's ESSA accountability system. To achieve this measure, all tested students must have a PI value that equals or exceeds the state's 2024-25 English language arts MIP for all students of **117.3**. The PI is the sum of the percent of students in all tested grades combined scoring at Level 2, plus two times the percent of students scoring at Level 3, plus two-and-a-half times the percent of students scoring at Level 4. Thus, the highest possible PI is 250.⁷

English Language Arts 2024-25 Performance Index (PI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
148	28	37	28	7

$$PI = 0 * 28_{\text{Level 1}} + 1 * 37_{\text{Level 2}} + 2 * 28_{\text{Level 3}} + 2.5 * 7_{\text{Level 4}} = 111$$

ELA Measure 3 - Comparative

Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of all students in the same tested grades in the school district of comparison.

A school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.⁸ *2024-25 district data has not been publicly released yet.

2024-25 State English Language Arts Exam
Charter School and District Performance by Grade Level

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	0	0		
4	0	0		
5	0	0		
6	100%	1		
7	32%	34		
8	26%	35		
All	30%	70		

⁷ You can find the statewide MIP goals for 2022-23 to 2026-27 [here](#)

⁸ Schools can access these data when the NYSED releases its database containing grade level ELA and mathematics results for all schools and districts statewide.

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ELA Measure 4 - Comparative

Each year, the school will exceed its predicted level of performance on the state English language arts exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

METHOD

The Institute conducts a Comparative Performance Analysis, which compares the school's performance to that of demographically similar public schools statewide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The difference between the school's actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a meaningful degree, is the target for this measure. Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2024-25 analysis is not yet available. This report contains 2023-24 results.⁹

2023-24 English Language Arts Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Mean Scale Score		Effect Size
		Actual	Predicted	
3				
4				
5				
6	92.6	435	437.3	-0.26
7	92.9	441	443.1	-0.22
8	84.5	432	445	-1.29
All	90.1	435.9	441.6	-0.57

ELA Measure 5 - Growth

Each year, under the state's Growth Model, the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the target of 50.

METHOD

Given the timing of the state's release of Growth Model data, the 2024-25 analysis is not yet available. This report contains 2023-24 results, the most recent Growth Model data available.¹⁰

⁹ These data can be found in the school's Accountability Summary provided by the Institute in spring 2024.

¹⁰ These data can be found in the school's Accountability Summary provided by the Institute in spring 2025.

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This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2023-24 and also have a state exam score from 2022-23 including students who were retained in the same grade. Students with the same 2022-23 score are ranked by their 2023-24 score and assigned a percentile based on their relative growth in performance (student growth percentile). Students’ growth percentiles are aggregated school-wide to yield a school’s mean growth percentile. In order for a school to perform above the target for this measure, it must have a mean growth percentile greater than 50.

2023-24 English Language Arts Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4		50.0
5		50.0
6	41.1	50.0
7	51.8	50.0
8	46.2	50.0
All	46.2	50.0

ELA INTERNAL EXAM RESULTS

During 2024-25, in addition to the New York State 6th – 8th grade exams, the school primarily used the following assessment to measure student growth and achievement in ELA: NWEA MAP

Additional ELA Measure 6 - Growth

Each year, 75 percent of all sixth-grade middle school students will demonstrate a Conditional Growth Percentile of at least 50 between the first and last administrations of the NWEA MAP Reading assessment.

METHOD

The school administered the NWEA MAP ELA assessment to students in grade 6-8 in the 2024-25 school year. Each student’s conditional growth percentile has been determined by comparing their first score to their final score in spring 2025.

A conditional growth percentile of 50 was chosen as functionally equivalent to a Grade Equivalency score increase of 1.0, due to the NWEA MAP RIT scores being based on question difficulty rather than grade level.

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

NWEA

2024-25 NWEA MAP ELA Assessment End of Year Results

Measure	Subgroup	Target	Tested	Results	Met?
Measure 1: Each year, the school's median growth percentile of all 6 th through 8 th grade students will be greater than 50. Student growth is the difference between the beginning of year score and the end of year score.	All students	50	118	50	Yes
Measure 2: Each year, the school's median growth percentile of all 6 th through 8 th grade students whose achievement did not meet or exceed the RIT score proficiency equivalent in the fall will meet or exceed 55 in the spring administration.	Low initial achievers	55	79	47	No
Measure 3: Each year, the median growth percentile of 6 th through 8 th grade English language learners at the school will be equal to or greater than the median growth of 6 th through 8 th grade general education students at the school.	English language learners ¹¹ (Fewer than 5 SWDs)	50	5	6	No
Measure 4: Each year, 75% of 6 th through 8 th grade students enrolled in at least their second year at the school will meet or exceed the RIT score proficiency equivalent according to the most recent linking study comparing NWEA Growth to New York State standards. ¹²	2+ students	75%	74	17%	No

¹¹ Schools may elect to report the aggregated data for a different subpopulation of students if the total tested number of students with disabilities is 5 or fewer, or if the school's mission aligns to serving a different specific subpopulation. For schools that choose a different subpopulation (e.g. English language learners, students experiencing housing insecurity, etc.), please explain the rationale in the narrative section

¹² <https://www.nwea.org/content/uploads/2020/02/NY-MAP-Growth-Linking-Study-Report-2020-07-22.pdf>

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

End of Year Performance on 2024-25 NWEA MAP ELA Assessment By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient ¹³	Number Tested	Percent Proficient	Number Tested
6	35%	51	0%	1
7	13%	45	17%	34
8	17%	51	17%	39
All	22%	147	17%	74

End of Year Growth on 2024-25 NWEA MAP ELA Assessment By All Students

Grades	Median Growth Percentile	Number Tested
6	57	38
7	38	38
8	47	42
All	50	118

SUMMARY OF THE ELA GOAL

The charter school did not meet the five MS English Language Arts goals we are able to report on in 2024-25. The absolute measure was not met as less than 75 percent of students enrolled in at least their second year scored at standard levels 3 and 4 on the NYS ELA exam. Comparatively, we are unable to access the local district scores at the time of this report. Based on the 2023-24 Comparative Performance Analysis, which compares the school's performance to that of demographically similar public schools statewide in terms of poverty, the school did not perform better than expected to a meaningful degree with greater

¹³ Proficient is defined as scoring at or above the grade-level RIT score cut score according to the most recently available linking study found [here](#). Refer to pages 15-16, tables 3.5 and 3.6.

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than 0.3 overall effect size. Based on the state's Growth Model the school's mean unadjusted growth percentile in English language arts for all tested 6-8 students, they fell short of the target of 50. 6th grade students demonstrated growth from the beginning of the year to the end of the year as measured by the **NWEA MAP** data by reaching at least the 50th percentile.

Type	Measure	Outcome Met
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English language arts exam for grades 3-8.	No
Absolute	Each year, the school's aggregate PI on the state's English language arts exam will meet that year's state MIP as set forth in the state's ESSA accountability system.	No
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of students in the same tested grades in the school district of comparison.	Unable to Assess
Comparative	Each year, the school will exceed its predicted level of performance on the state English language arts exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.	No
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the target of 50.	No
Optional	Each year, 75 percent of all sixth-grade middle school students will demonstrate a Conditional Growth Percentile of at least 50 between the first and last administrations of the NWEA MAP Reading assessment.	No

EVALUATION OF ELA GOAL

The ELA tables above provide data that supports whether the measures were achieved in 2024-25. Statewide district NYS 3-8 assessment results have not been posted publicly.

- Measure: 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the NYS ELA exam.
 - The charter school did not meet this measure. Overall, 30% of students enrolled in 2+ years demonstrated proficiency on the ELA assessment. All grade 6 performed higher than the aggregate with 54% at levels 3 and 4.
- Measure: The school's aggregate PI on the state's ELA exam will meet that year's state MIP
 - The school did not meet this measure with an aggregate performance index of 111, falling short of the target measure of interim progress of 117.3.
- Measure: The charter school students enrolled for 2+ years will outperform the local district in similar grades.
 - District scores have not been released publicly at the time of this report.

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

4. Measure: The charter school will exceed its predicted level of performance on the state exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a SUNY regression analysis
 - o The charter school did not meet this measure having an effect size of -0.57 in 2023-24, the most recent data available.
5. Measure: Under the state's Growth Model the school's mean unadjusted growth percentile in ELA for all tested students in grades 6-8 will be above the target of 50.
 - o With a growth percentile of 46.2, the charter school did not meet this measure.
6. The charter school demonstrated academic growth in 2024-25 based on standardized BOY, MOY and EOY assessments.
 - o Based on the NWEA MAP Reading assessments that were administered three times, the school's median growth percentile of all 6th through 8th grade students was 50. Student growth is the difference between the beginning of year score and the end of year score.

MIDDLE SCHOOL ELA ACTION PLAN

We are focusing on the following initiatives to improve our ELA outcomes in 2025-26:

- We are transitioning to the CommonLit curriculum as our core ELA curriculum across all grades at ALCS. In 2024-25, we successfully piloted CommonLit in middle school. CommonLit has a strong middle and high school continuum, which will allow for a smoother progression through grades for our students. We will utilize a combination of CommonLit and internal assessments with standards-based grading to assess our students' mastery of ELA throughout the academic year.
- A New York State coach in both ELA and math is working with us on targeted intervention, and we do additional coaching with IXL for middle and high school.
- Middle school students will take part in Intervention Fridays for ELA and math each week. At these sessions they receive direct and specific support for ELA.
- We will expand ELA push-in support for special education students in middle and high school.

HIGH SCHOOL ELA

High School ELA Measure 1 - Absolute

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 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

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

Language Arts (Common Core). 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.¹⁴

Percent Scoring at Least Level 4 on Regents English Common Core Exam
by Fourth Year Accountability Cohort¹⁵

Cohort	Fourth Year	Number in Cohort (a)	Number exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2019	2022-23	51	11	10	25%
2020	2023-24	37	1	5	14%
2021	2024-25	46	0	10	22%

High School ELA Measure 2 - 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**.

METHOD

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.

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

Cohort Designation	Fourth Year	Number in Cohort	Number Exempted with No Valid Score	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students
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¹⁴ Cohort Regents attainment in all subjects is based on students' highest score regardless of the number of times a student sat for the exam.

¹⁵ Due to the state's cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22 some students who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students achieving at least Level 4 among the students who sat for the exam.

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		(a)	(b)		with Valid Score (c)/(a-b)
2019	2022-23	51	11	28	70%
2020	2023-24	37	1	24	67%
2021	2024-25	46	0	40	87%

High School ELA Measure 3 - 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's Measure of Interim Progress ("MIP") set forth in the state's ESSA accountability system.

Schools are not required to report attainment of this measure for 2024-25. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information. The Institute may use these data for its evaluation of the school's goal attainment when data become available.

High School ELA Measure 4 - Comparative

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 a Performance Level 4 or 5. Given that students may take Regents exams up through the summer of their fourth year, the school presents the most recently available school district results.

Percent Scoring at Least Level 4 or Higher on Regents Exam in English Language Arts by Fourth Year Accountability Cohort by Charter School and School District

Cohort Designation	Charter School		School District	
	Percent Level 4 or 5	Number in Cohort	Percent Level 4 or 5	Number in Cohort
2019	25%	51	37%	723
2010	14%	37	36%	732
2021	22%	46		

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

High School ELA Measure 5 - Comparative

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 must achieve a Performance Level 3 or higher (i.e. scoring at least 65). Given that students may take Regents exams up through the summer of their fourth year, the school presents the most recently available school district results.

Percent Scoring at Least Level 3 or Higher on Regents Exam in English Language Arts
by Fourth Year Accountability Cohort by Charter School and School District

Cohort Designation	Charter School		School District	
	Percent Level 3 or Higher	Number in Cohort	Percent Level 3 or Higher	Number in Cohort
2019	70%	51	63%	723
2010	67%	37	62%	732
20210	87%	46		

High School ELA Measure 6 - 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.

Schools are not required to report attainment of this measure for 2024-25. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information. The Institute may use these data for its evaluation of the school's goal attainment when data become available.

High School ELA Measure 7 - Growth

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**.

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

The 2021 Cohort did not take the NYS English Language Arts exam in 8th grade. Due to the pandemic, it was optional.

High School ELA Measure 8 - Growth

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**.

The 2021 Cohort did not take the NYS English Language Arts exam in 8th grade. Due to the pandemic, it was optional.

SUMMARY OF THE HIGH SCHOOL ENGLISH LANGUAGE ARTS GOAL

87 percent of the 2021 accountability cohort received credit for the ELA Regents with a performance level 3 while 22% percent earned a 4. Based on the most recent district ELA Regents data, ALCS had a higher pass rate on the English Language Arts Regents. This 2021 cohort did not take the NYSTP ELA assessment in 8th grade because it was optional in spring 2021, therefore we are unable to speak to that measure.

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.	No
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.	Yes
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.	Yes
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.	Yes
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.	N/A

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

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

EVALUATION OF HIGH SCHOOL ELA GOAL

The English Language Arts high school accountability goal was partially met in 2024-25. 87 percent of the four-year cohort passed the ELA Regents with a level 3+ and 14 percent with a 4+. Based on the district's most recent available 2023-24 ELA four-year pass rate, our 2020 cohort outperformed their 62 percent on the ELA Regents.

HIGH SCHOOL ELA ACTION PLAN

We are focusing on similar initiatives to improve high school ELA outcomes as in middle school, particularly with our transition to the CommonLit curriculum for students grades 6-12. Refer to the above section for information about CommonLit, intervention, and push-in support for students with disabilities.

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

GOAL 4: MATHEMATICS

Goal 4: 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 of high school at Albany Leadership Charter School for Girls.

BACKGROUND

We are utilizing Savvas enVision Mathematics for all students grades 6-12. Savvas enVision Mathematics is an all-encompassing mathematical education initiative meticulously designed to cater to the needs of students, preparing middle school students to seamlessly transition to high school, and preparing high school students for college and career. Additionally, high school students follow the A|G|A model for high school math.

Within the framework of Savvas enVision Mathematics, students have access to an array of educational resources and innovative features aimed at facilitating their mathematical comprehension and mastery. These include interactive instructional modules, rigorous assessment tools, purposeful practice activities, and educational games. It is important to emphasize that this program is thoughtfully aligned with the Next Generation Learning Standards, thereby ensuring that our curriculum remains contemporary and in tune with evolving educational benchmarks. Moreover, the integration of multimedia elements, such as videos, animations, and real-world illustrations, is intended to foster engagement and motivation among our student body.

Furthermore, the program goes a step further by providing resources designed to bolster teacher support for students requiring additional assistance in mathematics. This encompasses students with Individualized Education Programs (IEPs), those under Section 504 plans, and those receiving English as a New Language (ENL) support. The readily accessible resources, including eBooks, mathematical aids, and multimedia educational materials, are pivotal in ensuring equitable access to quality education for all students.

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Our goal in middle school math is to better prepare students for the New York State Math assessments while facilitating their individual growth goals, ultimately positioning them at or above grade level by the culmination of the eighth grade. This strategic initiative also aligns with our overarching ambition of increasing the enrollment and success rates of students in Algebra 1, thereby enhancing their academic journey and future prospects For those students who require intervention, a dedicated intervention teacher develops support plans in math to support the students’ needs. Sixth grade students will have intervention time built into their day in both Math and ELA during a double block. As all students receive this intervention, time is provided to students who are above grade level to focus on extension work. Students also have the opportunity to participate in the Math and Science Summer Bridge program through AVID. Through interactive and collaborative lessons, students increase their reasoning and thinking skills. In middle school, students take the NWEA MAP assessment three times each year.

ELEMENTARY AND MIDDLE MATHEMATICS

Math Measure 1 - Absolute

Each year, 75 percent of all tested students enrolled in at least their second year will perform at or above proficiency on the New York State Mathematics examination for grades 3-8.

METHOD

The tables below summarize the participation information for this year’s test administration as well as the performance of all students and students enrolled for at least two years.

2024-25 State Mathematics Exam Number of Students Tested and Not Tested									
Grade	Total Tested	Not Tested							Total Enrolled
		Absent	Refusal	ELL/IEP	Admin error	Medically excused	Other reason	Took Regents	
3									
4									
5									
6	53	1							54
7	46	3							49
8	49	5							54
All	148	9	0	0	0	0	0	0	157

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

Performance on 2024-25 State Mathematics Exam By All Students and Students Enrolled in At Least Their Second Year

Grade	All Students			Enrolled in at least their Second Year		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
3						
4						
5						
6	53	8	15%	1	0	0%
7	46	10	22%	34	9	26%
8	49	6	12%	35	5	14%
All	148	24	16%	70	14	20%

Math Measure 2 - Absolute

Each year, the school's aggregate Performance Index ("PI") on the state mathematics exam will meet that year's state Measure of Interim Progress ("MIP") set forth in the state's ESSA accountability system.

METHOD

In New York State, ESSA school performance goals are met by showing that an absolute proportion of a school's students who have taken the mathematics test have scored at the partially proficient, or proficient and advanced performance levels (Levels 2 or 3 & 4). The percentage of students at each of these three levels is used to calculate a PI and determine if the school has met the MIP set each year by the state's ESSA accountability system. To achieve this measure, all tested students must have a PI value that equals or exceeds the state's 2024-25 mathematics MIP for all students of **119.4**. The PI is the sum of the percent of students in all tested grades combined scoring at Level 2, plus two times the percent of students scoring at Level 3, plus two-and-a-half times the percent of students scoring at Level 4. Thus, the highest possible PI is 250.

Mathematics 2024-25 Performance Index (PI)

Number in Cohort	Percent of Students at Each Performance Level			
148	Level 1	Level 2	Level 3	Level 4
	57	26	14	2

$$PI = 0 * 57_{\text{Level 1}} + 1 * 26_{\text{Level 2}} + 2 * 14_{\text{Level 3}} + 2.5 * 2_{\text{Level 4}} = 60$$

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Math Measure 3 - Comparative

Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of all students in the same tested grades in the school district of comparison.

METHOD

A school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.

2024-25 State Mathematics Exam
Charter School and District Performance by Grade Level

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3				
4				
5				
6	0%	1		
7	26%	34		
8	14%	35		
All	20%	70		

Math Measure 4 - Comparative

Each year, the school will exceed its predicted level of performance on the state mathematics exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

METHOD

The Institute conducts a Comparative Performance Analysis, which compares the school’s performance to that of demographically similar public schools statewide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The difference between the school’s actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a meaningful degree, is the target for this measure. Given the

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timing of the state’s release of economically disadvantaged data and the demands of the data analysis, the 2024-25 analysis is not yet available. This report contains 2023-24 results.¹⁶

2023-24 Mathematics Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Mean Scale Score		Effect Size
		Actual	Predicted	
3				
4				
5				
6	92.6	430	442.2	-0.99
7	92.9	436	447.3	-0.82
8	84.5	428	442	-0.89
All	90.3	431.4	443.8	-0.9

Math Measure 5 - Growth

Each year, under the state’s Growth Model, the school’s mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the target of 50.

METHOD

Given the timing of the state’s release of Growth Model data, the 2024-25 analysis is not yet available. This report contains 2023-24 results, the most recent Growth Model data available.¹⁷

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2023-24 and also have a state exam score in 2022-23 including students who were retained in the same grade. Students with the same 2022-23 scores are ranked by their 2023-24 scores and assigned a percentile based on their relative growth in performance (student growth percentile). Students’ growth percentiles are aggregated school-wide to yield a school’s mean growth percentile. In order for a school to meet the measure, the school would have to achieve a mean growth percentile above the target of 50.

2023-24 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4		50.0
5		50.0

¹⁶ These data can be found in the school’s Accountability Summary provided by the Institute in spring 2025.

¹⁷ These data can be found in the school’s Accountability Summary provided by the Institute in spring 2025.

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6	32.4	50.0
7	52.7	50.0
8	51.9	50.0
All	44.1	50.0

MATHEMATICS INTERNAL EXAM RESULTS

During 2024-25, in addition to the New York State 6th – 8th grade exams, the school primarily used the following assessment to measure student growth and achievement in mathematics: NWEA MAP

Additional ELA Measure 6 - Growth

Each year, 75 percent of all sixth-grade middle school students will demonstrate a Conditional Growth Percentile of at least 50 between the first and last administrations of the NWEA MAP mathematics assessment.

METHOD

The school administered the NWEA MAP math assessment to students in grade 6 in the 2024-25 school year. Each student's conditional growth percentile has been determined by comparing their first score to their final score in spring 2025.

A conditional growth percentile of 50 was chosen as functionally equivalent to a Grade Equivalency score increase of 1.0, due to the NWEA MAP RIT scores being based on question difficulty rather than grade level.

NWEA

2024-25 NWEA MAP Mathematics Assessment End of Year Results

Measure	Subgroup	Target	Tested	Results	Met?
Measure 1: Each year, the school's median growth percentile of all 6 th through 8 th grade students will be greater than 50. Student growth is the difference between the beginning of year score and the end of year score.	All students	50	112	38	No
Measure 2: Each year, the school's median growth percentile of all 6 th through 8 th grade students whose achievement did not meet or exceed the RIT score proficiency equivalent in the fall will meet or exceed 55 in the spring administration.	Low initial achievers	55	98	41	No

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Measure 3: Each year, the median growth percentile of 6 th through 8 th grade English language learners at the school will be equal to or greater than the median growth of 6 th through 8 th grade general education students at the school.	English language learners ¹⁸	38	6	55.5	Yes
Measure 4: Each year, 75% of 6 th through 8 th grade students enrolled in at least their second year at the school will meet or exceed the RIT score proficiency equivalent according to the most recent linking study comparing NWEA Growth to New York State standards. ¹⁹	2+ students	75%	76	9%	No

End of Year Performance on 2024-25 NWEA MAP Mathematics Assessment

By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient ²⁰	Number Tested	Percent Proficient	Number Tested
6	18%	53	0%	1
7	10%	46	8%	35
8	7%	51	10%	40
All	12%	150	9%	76

¹⁸ Schools may elect to report the aggregated data for a different subpopulation of students if the total tested number of students with disabilities is 5 or fewer, or if the school's mission aligns to serving a different specific subpopulation. For schools that choose a different subpopulation (e.g. English language learners, students experiencing housing insecurity, etc.), please explain the rationale in the narrative section

¹⁹ <https://www.nwea.org/content/uploads/2020/02/NY-MAP-Growth-Linking-Study-Report-2020-07-22.pdf>

²⁰ Proficient is defined as scoring at or above the grade-level RIT score cut score according to the most recently available linking study found [here](#). Refer to pages 15-16, tables 3.5 and 3.6.

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End of Year Growth on 2024-25 NWEA MAP Mathematics Assessment

By All Students

Grades	Median Growth Percentile	Number Tested
6	28	35
7	43	37
8	39.5	40
All	38	112

SUMMARY OF THE MATHEMATICS GOAL

The charter school did not meet the five mathematics goals in 2024-25. The absolute measure was not met as less than 75 percent of students enrolled in at least their second year scored at standard levels 3 and 4 on the NYS mathematics exam. The school's aggregate PI on the state's mathematics exam calculates to 60 which does not meet this year's Measure of Interim Progress (MIP) of 119.4 set forth in the state's ESSA accountability system. Based on the 2023-24 Comparative Performance Analysis, the school did not perform better than expected to a meaningful degree with less than 0.3 overall effect size. The regression analysis compares the school's performance to that of demographically similar public schools statewide in terms of poverty. The school's mean unadjusted growth percentile in mathematics for all tested students in grades 6-8 was not above the target of 50. The median growth percentile as measured by the NWEA MAP math assessments was 28 for the sixth grade students in 2024-25. ALCS ELL students demonstrated growth from the beginning of the year to the end of the year with a median growth percentile of 55.5.

Type	Measure	Outcome Met
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State Mathematics exam for grades 3-8.	No
Absolute	Each year, the school's aggregate PI on the state's mathematics exam will meet that year's state MIP as set forth in the state's ESSA accountability system.	No
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of students in the same tested grades in the school district of comparison.	Unable to Assess

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Comparative	Each year, the school will exceed its predicted level of performance on the state mathematics exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.	No
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the target of 50.	No

EVALUATION OF THE MATHEMATICS GOAL

The mathematics tables above provide data that supports whether the measures were achieved in 2024-25. Statewide district NYS 3-8 math assessment results have not been posted for 2024-25. For this reason, we are comparing to district 2023-24 proficiency rates.

- Measure: 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the NYS math exam.
 - The charter school did not meet this measure. Overall, 20% of students enrolled in 2+ years demonstrated proficiency on the math assessment. Grade 7 performed higher than our aggregate with 26% scoring at levels 3 and 4.
- Measure: The school's aggregate PI on the state's mathematics exam will meet that year's state MIP
 - The school did meet this measure with an aggregate performance index of 60, below the target measure of interim progress of 119.4.
- Measure: The charter school students enrolled for 2+ years will outperform the local district in similar grades.
 - District scores have not been released publicly at the time of this report.
- Measure: The charter school will exceed its predicted level of performance on the state math exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a SUNY regression analysis
 - The charter school did not meet this measure having an effect size of -0.9.
- Measure: Under the state's Growth Model the school's mean unadjusted growth percentile in math for all tested students in grades 4-8 will be above the target of 50.
 - The charter school did not meet this measure, having a growth percentile of 44.1.
- The charter school demonstrated academic growth in 2024-25 based on interim assessments.
 - Based on the NWEA MAP math assessments that were administered three times, fewer than 75% of the school's 6th grade students demonstrated a Conditional Growth Percentile of at least 50.

MATHEMATICS ACTION PLAN

We are continuing to use SAVVAS enVision Mathematics as our core math curriculum for middle school in 2025-26. We are also increasing target intervention coaching, utilizing IXL and New York State coaches, and beginning Intervention Fridays for all middle school students. Please see the ELA Middle School Action plan for more information on those programs.

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HIGH SCHOOL MATHEMATICS

High School Math Measure 1 - Absolute

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 State Education Department currently defines the college and career readiness standard as scoring at or above Performance Level 4 (meeting Common Core expectations) on a Regents exam in mathematics. 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.

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

Cohort	Fourth Year	Number in Cohort (a)	Number exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2019	2022-23	51	28	5	21%
2020	2023-24	37	21	0	--
2021	2024-25	46	0	3	7%

High School Math Measure 2 - 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**.

METHOD

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 a Regents Exam in mathematics. 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.

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

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2019	2022-23	51	28	14	60%
2020	2023-24	37	21	7	44%
2021	2024-25	46	0	35	76%

High School Math Measure 3 - Absolute

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.

Schools are not required to report attainment of this measure for 2024-25. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information. The Institute may use these data for its evaluation of the school's goal attainment when data become available.

High School Math Measure 4 - Comparative

Each year, the percent of students in the high school Total Cohort meeting or exceeding Common Core expectations on a Regents mathematics exam 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 a Performance Level 4 or 5. Given that students may take Regents exams up through the summer of their fourth year, the school presents the most recently available school district results.

Percent Scoring at Least Level 4 or Higher on a Regents Mathematics Exam by Fourth Year Accountability Cohort by Charter School and School District

Cohort Designation	Charter School		School District	
	Percent Level 4 or 5	Number in Cohort	Percent Level 4 or 5	Number in Cohort
2019	21%	51	11%	723

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2020	--	37	9%	732
2021	7%	46		

High School Math Measure 5 - Comparative

Each year, the percent of students in the high school Total Cohort at least 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.

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 must achieve a Performance Level 3 or higher (i.e. scoring at least 65). Given that students may take Regents exams up through the summer of their fourth year, the school presents the most recently available school district results.

Percent Scoring at Least Level 3 or Higher on Math Regents Exam by Fourth Year Accountability Cohort by Charter School and School District

Cohort Designation	Charter School		School District	
	Percent Level 3 or Higher	Number in Cohort	Percent Level 3 or Higher	Number in Cohort
2019	60%	51	27%	723
2020	44%	37	30%	732
2021	76%	46		

High School Math Measure 6 - 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.

Schools are not required to report attainment of this measure for 2024-25. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information. The Institute may use these data for its evaluation of the school's goal attainment when data become available.

High School Math Measure 7 - Growth

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

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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**.

High School Math Measure 8 - Growth

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**.

The NYS grade 8 math assessment was optional in 2021 due to the pandemic.

SUMMARY OF THE HIGH SCHOOL MATHEMATICS GOAL

76 percent of the 2021 accountability cohort received credit for a math Regents with a performance level 3 while 7% percent earned a level 4. Based on the most recent district math Regents data, ALCS had a higher pass rate of students earning levels 3 and 4. This 2021 cohort did not take the NYSTP ELA assessment in 8th grade because it was optional in spring 2021, therefore we are unable to speak to that measure.

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.	No
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.	No
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.	No
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.	Yes

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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.	N/A
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

EVALUATION OF THE HIGH SCHOOL MATHEMATICS GOAL

Although the percentage passing a math Regents exam after four years in high school did increase this year, ALCS did not meet the math goal in 2024-25. 76% of the four-year cohort passed a math Regents with a level 3+, while 7% earned a performance level 4.

HIGH SCHOOL MATHEMATICS ACTION PLAN

We are focused on the following initiatives to improve math outcomes in 2025-26:

- In 2025-26, we will begin using Illustrative Mathematics as our core math curriculum for high school. Illustrative Mathematics provides a student-centered approach to math that builds conceptual understandings and critical thinking skills. The curriculum also supports teachers with high-quality resources aimed at engaging students in meaningful math exploration.
- Students will also begin working with Project Invent, a program that empowers high-school students to design real-world solutions to community challenges through hands-on experiences and entrepreneurship.
- We will utilize internal assessments to better support student achievement through the course of the year.

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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 of high school at Albany Leadership Charter School for Girls.

Commented [7]: What type of internal assessments are being used- from the curriculum materials or created in house?

BACKGROUND

In the pursuit of excellence in science education, ALCS recognized the need to adopt a holistic approach that encompasses curriculum design, instructional strategies, and assessment methodologies. In middle school, we use SAVVAS Elevate Science Life and SAVVAS Elevate Science Physical. To properly prepare students with the necessary knowledge, students in grades 6 and 7 learn life science while grade 8 students work with physical science. The science program for middle and high school is meticulously designed to align with Next Generation Science Standards, ensuring that students are exposed to a rigorous and comprehensive scientific foundation.

The promotion of inquiry-based learning within the science curriculum empowers students to ask questions, conduct experiments, and draw conclusions, thereby cultivating critical thinking and problem-solving skills. ALCS leverages technology to enhance instruction, utilizing simulations, virtual labs, and interactive multimedia resources to augment the learning experience.

ELEMENTARY AND MIDDLE SCIENCE

Science Measure 1 - Absolute

Each year, 75 percent of all tested students enrolled in at least their second year will perform at or above proficiency on the New York State science examination.

The school administered the New York State Testing Program science assessment to students in 5th and 8th grade in spring 2025. The table below summarizes the performance of students enrolled for at least two years.

Charter School Performance on 2024-25 State Science Exam			
By Students Enrolled in At Least Their Second Year			
Grade	Students in At Least Their 2 nd Year		
	Number Tested	Number Proficient	Percent Proficient
8	33	7	21%

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Science Measure 2 - Comparative

Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the state science exam will be greater than that of all students in the same tested grades in the school district of comparison.

The school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students in at least their second year and the results for the respective grades in the school district of comparison.

2024-25 State Science Exam
Charter School and District Performance by Grade Level

	Charter School Students in at Least 2 nd Year			All District Students		
Grade	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
8	33	7	21%			

SUMMARY OF THE ELEMENTARY/MIDDLE SCIENCE GOAL

The charter school tests 8th grade students in science utilizing the NYS Science assessments. 21 percent of students in at least the second year at ALCS achieved proficiency in 8th grade.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State examination.	No
Comparative	Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the state exam will be greater than that of all students in the same tested grades in the school district of comparison.	Unable to Assess

EVALUATION OF THE SCIENCE GOAL

ALCS did not achieve the science measure in grade 8.

ACTION PLAN

In 2025-26, we will continue utilizing SAVVAS Elevate Science Life and SAVVAS Elevate Science Physical, as well as bringing in OpenSciEd. OpenSciEd equips students with engaging, phenomenon-based science lessons that prompt inquiry, collaboration, and a deep understanding of core scientific topics.

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Starting in 2024-25, all eighth grade students will take the Regents Earth and Space Science exam. We will use a curriculum from New Visions to teach this content.

HIGH SCHOOL SCIENCE

High School Science Measure 1 - Absolute

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.

New York State schools administer multiple high school science assessments; current Regent exams are Living Environment, Earth Science, Chemistry, and Physics. The school administered Earth and Space Sciences, Life Science: Biology, Life Science: Biology, Life Science: Biology, Chemistry and Earth Science in 2024-25. This measure requires students in each Accountability Cohort to pass any one of the Regents science exams by their fourth year in the cohort.

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

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2019	2022-23	51	33	9	50%
2020	2023-24	37	13	5	21%
2021	2024-25	46	0	35	76%

High School Science Measure 2 - Comparative

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.

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 exams up through the summer of their fourth year, the school presents most recently available district results.

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

Cohort Designation	Charter School		School District	
	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort
2019	50%	51	23%	723

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2010	21%	37	22%	732
2021	76%	46		

SUMMARY OF THE HIGH SCHOOL SCIENCE GOAL

Greater than 75 percent of our fourth-year high school cohort scored at least a 65 on a New York Science exam. The district results have not been posted as of yet.

Type	Measure	Outcome
Absolute	Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on a New York State Regents science exam by the completion of their fourth year in the cohort.	Yes
Comparative	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.	Unable to Assess

EVALUATION OF THE HIGH SCHOOL SCIENCE GOAL

The high school science accountability measure was achieved in 2024-25.

ACTION PLAN

The school will continue with current programming in the science department in 2025-26. We will utilize OpenSciEd for our chemistry course to better engage students in connections between scientific concepts and real-world contexts. Additionally, we will utilize internal assessments and IXL assessments to better support student achievement through the course of the year.

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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 of high school at Albany Leadership Charter School for Girls.

BACKGROUND

In review of NWEA results, Internal examinations, and NYS regents data, ALCS continues to use New Visions for curriculum and instruction. To support the refinement process of teaching and learning each year, ALCS has implemented unit and lesson internalization as a part of planning and preparation practices. The unit preparation process is designed to guide teachers to a deep understanding of the content, structure, goals, and the overarching scope of the unit materials. This process allows teachers to effectively plan, refine, deliver instruction, design appropriate assessments, differentiate instruction to meet the needs of diverse learners, and make instructional decisions based on a clear understanding of the unit's objectives. Unit internalization empowers teachers to confidently guide students through the learning process, provide meaningful and engaging experiences, and promote student achievement and mastery of the content. Ultimately, it enhances teachers' instructional expertise and contributes to more effective and impactful teaching practices. Teachers complete the process at least 4 weeks before beginning a new unit in which they have the continuous support of instructional coaches. In addition, we now provide Academic Intervention Services in a model called Topics in History. It is a dedicated, full period of review and preparation for the Global History and US History exams.

Social Studies Measure 1 - Absolute

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. These measures require students in each Accountability Cohort to pass the two exams by the completion of their fourth year in the cohort.

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

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2019	2022-23	51	47	1	25%
2020	2023-24	37	0	32	86%

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2021	2024-25	46	0	38	83%
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Social Studies Measure 2 - Comparative

Each year, the percent of 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 exams up through the summer of their fourth year, school presents the most recently available district results.

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

Cohort Designation	Charter School		School District	
	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort
2019	25%	51	3%	723
2020	86%	37	51%	732
2021	83%	46		

Social Studies Measure 3 - Absolute

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

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. These measures require students in each Accountability Cohort to pass the two exams by the completion of their fourth year in the cohort.

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

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2019	2022-23	51	12	20	51%
2020	2023-24	37	0	26	70%
2021	2024-25	46	0	42	91%

Social Studies Measure 4 - Comparative

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 the Regents exam up through the summer of their fourth year, the school presents the most recently available district results.

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

Cohort Designation	Charter School		School District	
	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort
2019	51%	51	11%	723
2020	70%	37	53%	732
2021	91%	46		

SUMMARY OF THE SOCIAL STUDIES GOAL

The scholars achieved the absolute measures in social studies; U.S. History and Global History. Greater than 75 percent of the four-year accountability cohort scored at greater than 65 percent on U.S. History. 83% passed the U.S. History Regents and 91% passed the Global History Regents. Although the local district 2024-25 social studies results have not been posted as of yet, our four-year cohort typically outperforms their levels on this measure.

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

Type	Measure	Outcome
Absolute	Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State U.S. History Regents exam by the completion of their fourth year in the cohort.	Yes
Comparative	Each year, the percent of students in the high school Total Cohort passing the U.S. History Regents exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.	Yes
Absolute	Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Global History Regents exam by the completion of their fourth year in the cohort.	Yes
Comparative	Each year, the percent of students in the high school Total Cohort passing the Global History Regents exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.	Yes

EVALUATION OF THE SOCIAL STUDIES GOAL

The social studies accountability goal was met in 2024-25. 83 percent of the four-year cohort passed the U.S. History Regents and 91 percent passed the Global History Regents. Based on the district's 2023-24 social studies four-year pass rates, our 2021 cohort outperformed those numbers on both assessments.

ACTION PLAN

The school will continue with current programming in social studies. We are making the following changes in 2025-26:

- We are revamping the scope and sequence of our social studies program to make sure it's updated to changes in the New Visions Curriculum.
- We are offering AP African American Studies in 2025-26. The addition of this course expands our college-level offerings and engages our students in learning from multiple disciplines, including history, literature, the arts, and political science.
- To better support student achievement through the course of the year, we will utilize internal assessments and IXL assessments.

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

GOAL 7: ESSA

ESSA Measure 1

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.

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. More information on assigned accountability designations and context can be found [here](#).

Accountability Status by Year

Year	Status
2022-23	Comprehensive Support and Improvement
2023-24	Comprehensive Support and Improvement
2024-25	Comprehensive Support and Improvement