

# Application: ALBANY LEADERSHIP CHARTER HS-GIRLS

Darius Romero - [REDACTED]  
Annual Reports

## Summary

**ID:** 0000000017

**Status:** Annual Report Submission

**Last submitted:** Nov 30 2020 08:30 AM (EST)

## Entry 1 School Info and Cover Page

**Completed** Aug 4 2020

### [Instructions](#)

#### **Required of ALL Charter Schools**

Each Annual Report begins with a completed School Information and Cover Page. The information is collected in a survey format within Annual Report portal. When entering information in the portal, some of the following items may not appear, depending on your authorizer and/or your responses to related items.

## Entry 1 School Information and Cover Page

**(New schools that were not open for instruction for the 2019-20 school year are not required to complete or submit an annual report this year).**

Please be advised that you will need to complete this cover page (including signatures) before all of the other tasks assigned to you by your school's authorizer are visible on your task page. While completing this cover page task, please ensure that you select the correct authorizer **(as of June 30, 2020)** or you may not be assigned the correct tasks.

## BASIC INFORMATION

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**a. SCHOOL NAME**

(Select name from the drop down menu)

ALBANY LEADERSHIP CHARTER HIGH SCHOOL FOR GIRLS 010100860960

**a1. Popular School Name**

Albany Leadership Charter High School for Girls

**b. CHARTER AUTHORIZER (As of June 30th, 2020)**

Please select the correct authorizer as of June 30, 2020 or you may not be assigned the correct tasks.

SUNY BOARD OF TRUSTEES

**c. DISTRICT / CSD OF LOCATION**

ALBANY CITY SD

**d. DATE OF INITIAL CHARTER**

7/2009

**e. DATE FIRST OPENED FOR INSTRUCTION**

8/2009

**h. SCHOOL WEB ADDRESS (URL)**

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

**i. TOTAL MAX APPROVED ENROLLMENT FOR THE 2019-2020 SCHOOL YEAR (exclude Pre-K program enrollment)**

420

**j. TOTAL STUDENT ENROLLMENT ON JUNE 30, 2020 (exclude Pre-K program enrollment)**

307

**k. GRADES SERVED IN SCHOOL YEAR 2019-2020 (exclude Pre-K program students)**

Check all that apply

Grades Served

9, 10, 11, 12

**l1. DOES THE SCHOOL CONTRACT WITH A CHARTER OR EDUCATIONAL MANAGEMENT ORGANIZATION?**

No

**FACILITIES INFORMATION**

**m. FACILITIES**

Will the school maintain or operate multiple sites in 2020-2021?

No, just one site.

**School Site 1 (Primary)**

**m1. SCHOOL SITES**

Please provide information on Site 1 for the upcoming school year.

	Physical Address	Phone Number	District/CSD	Grades to be Served at Site for coming year (K-5, 6-9, etc.)	Receives Rental Assistance for Which Grades (If yes, enter the appropriate grades. If no, enter No).
Site 1	19 Hackett Blvd Albany, NY 12208	518-694-5300	Albany	9-12	No

**m1a. Please provide the contact information for Site 1.**

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Carina D. Cook	[REDACTED]		<a href="mailto:ccook@albanyleadershiphigh.org">ccook@albanyleadershiphigh.org</a>
Operational Leader	Ryan Smith	[REDACTED]		<a href="mailto:rsmith@albanyleadershiphigh.org">rsmith@albanyleadershiphigh.org</a>
Compliance Contact	Ryan Smith	[REDACTED]		<a href="mailto:rsmith@albanyleadershiphigh.org">rsmith@albanyleadershiphigh.org</a>
Complaint Contact	Elizabeth Robertson	[REDACTED]		[REDACTED]
DASA Coordinator	Michael Arno	[REDACTED]		<a href="mailto:marno@albanyleadershiphigh.org">marno@albanyleadershiphigh.org</a>
Phone Contact for After Hours Emergencies	Ryan Smith	[REDACTED]		<a href="mailto:rsmith@albanyleadershiphigh.org">rsmith@albanyleadershiphigh.org</a>

**m1b. Is site 1 in public (co-located) space or in private space?**

Private Space

**IF LOCATED IN PRIVATE SPACE IN NYC OR IN DISTRICTS OUTSIDE NYC**

**m1d. Upload a current Certificate of Occupancy (COO) and the annual Fire Inspection Report for school site 1 if located in private space in NYC or located outside of NYC .**

**Certificate of Occupancy and Fire Inspection. Provide a copy of a current and non-expired certificate of occupancy (if outside NYC or in private space in NYC). For schools that are not in district space (NYC co-locations), provide a copy of a current and non-expired certificate of occupancy, and a copy of the current annual fire inspection results, which should be dated on or after July 1, 2020.**

**Site 1 Certificate of Occupancy (COO)**

[Permanent Certificate of Occupancy.pdf](#)

**Filename:** Permanent Certificate of Occupancy.pdf **Size:** 50.4 kB

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**Site 1 Fire Inspection Report**

[Building Fire Safety Report July 2020.pdf](#)

**Filename:** Building Fire Safety Report July 2020.pdf **Size:** 507.6 kB

**CHARTER REVISIONS DURING THE 2019-2020 SCHOOL YEAR**

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**n1. Were there any revisions to the school's charter during the 2019-2020 school year? (Please include approved or pending material and non-material charter revisions).**

No

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**PLEASE NOTE CHARTER SCHOOLS WILL NO LONGER SUBMIT FINANCIAL STATEMENTS, ANNUAL BUDGETS, AND RELATED FISCAL DATA VIA THE ANNUAL REPORT. HOWEVER, NYSED BOARD OF REGENTS WOULD LIKE TO KNOW IF YOUR SCHOOL'S BOARD OF TRUSTEES HAS APPROVED A BUDGET FOR THE 2020-2021 FISCAL YEAR.**

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**o. Has your school's Board of Trustee's approved a budget for the 2020-2021 FY?**

Yes

**ATTESTATION**

**p. Individual Primarily Responsible for Submitting the Annual Report.**

Name	Darius Romero
Position	Information Systems and Assessment Administrator
Phone/Extension	[REDACTED]
Email	<a href="mailto:dromero@albanyleadershiphigh.org">dromero@albanyleadershiphigh.org</a>

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

**Responses Selected:**

Yes

**Signature, Head of Charter School**

.

**Signature, President of the Board of Trustees**

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**Date**

Aug 3 2020

Thank you.



**Entry 2 NYS School Report Card**

Completed Aug 4 2020

**Instructions**

**SUNY-authorized charter schools only**

Provide a direct web link to the most recent New York State School Report Card for the charter school (See <https://reportcards.nysed.gov/>) . This report captures school-level enrollment and demographic information, staff qualifications, electronic student records, and attendance rates, as prescribed by New York State statute (8 NYCRR 119.3).

**Entry 2 NYS School Report Card Link**

**ALBANY LEADERSHIP CHARTER HIGH SCHOOL FOR GIRLS 010100860960**

**NEW YORK STATE REPORT CARD**

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

(Charter schools completing year one will not yet have a School Report Card or link to one.

Please type "URL is not available" in the space provided.)

<https://data.nysed.gov/essa.php?year=2019&instid=800000068133>

**Entry 3 Progress Toward Goals**



## Instructions

### Regents, NYCDOE, and Buffalo BOE-authorized charter schools

For the 2019-2020 school year, any academic or organization goals that cannot be evaluated due to school closure resulting in a lack of data and changes in testing, surveying, and other usual practices should be reported as “N/A”.

## Entry 3 Progress Toward Goals

### PROGRESS TOWARD CHARTER GOALS

Board of Regents-authorized and NYCDOE-authorized charter schools only.

Complete the tables provided. List each goal and measure as contained in the school’s currently approved charter, and indicate whether the school has met or not met the goal. Please provide information for all goals no later than November 2, 2020.

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### 1. ACADEMIC STUDENT PERFORMANCE GOALS

**For the 2019-2020 school year, any academic goals that cannot be evaluated due to school closure resulting in a lack of data and changes in testing, surveying, and other usual practices should be reported as “N/A”.**

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**2019-20 Progress Toward Attainment of Academic Goals**

	Academic Student Performance Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	Goal - Met, Not Met or Unable to Assess	If not met, describe efforts the school will take to meet goal. If unable to assess goal, type N/A for Not Applicable
Academic Goal 1				
Academic Goal 2				
Academic Goal 3				
Academic Goal 4				
Academic Goal 5				
Academic Goal 6				
Academic Goal 7				
Academic Goal 8				
Academic Goal 9				
Academic Goal 10				

**2. Do have more academic goals to add?**

(No response)

**2019-2020 Progress Toward Attainment of Academic Goals**

	Academic Student Performance Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	Goal - Met, Not Met or Unable to Assess	2019-2020 progress toward attainment of goal Met/Not Met/Unable to Assess During Due to Closure
Academic Goal 11				
Academic Goal 12				
Academic Goal 13				
Academic Goal 14				
Academic Goal 15				
Academic Goal 16				
Academic Goal 17				
Academic Goal 18				
Academic Goal 19				
Academic Goal 20				

**3. Do have more academic goals to add?**

(No response)

**2019-2020 Progress Toward Attainment of Academic Goals**

	Academic Student Performance Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	Goal - Met, Not Met or Unable to Meet	If not met, describe efforts the school will take to meet goal. If unable to assess

				goal, type N/A for Not Applicable
Academic Goal 21				
Academic Goal 22				
Academic Goal 23				
Academic Goal 24				
Academic Goal 25				
Academic Goal 26				
Academic Goal 27				
Academic Goal 28				
Academic Goal 29				
Academic Goal 30				
Academic Goal 31				
Academic Goal 32				
Academic Goal 33				
Academic Goal 34				
Academic Goal 35				
Academic Goal 36				
Academic Goal 37				
Academic Goal 38				
Academic Goal 39				
Academic Goal 40				

#### 4. ORGANIZATION GOALS

**For the 2019-2020 school year, any organization goals that cannot be evaluated due to school closure resulting in a lack of data and changes in testing, surveying, and other usual practices should be reported as “N/A”.**

#### 2019-2020 Progress Toward Attainment of Organization Goals

	Organizational Goal	Measure Used to Evaluate Progress	Goal - Met, Not Met, or Unable to Assess	If not met, describe efforts the school will take to meet goal. If unable to assess goal, type N/A for Not Applicable
Org Goal 1				
Org Goal 2				
Org Goal 3				
Org Goal 4				
Org Goal 5				
Org Goal 6				
Org Goal 7				
Org Goal 8				
Org Goal 9				
Org Goal 10				
Org Goal 11				
Org Goal 12				
Org Goal 13				

Org Goal 14				
Org Goal 15				
Org Goal 16				
Org Goal 17				
Org Goal 18				
Org Goal 19				
Org Goal 20				

**5. Do have more organizational goals to add?**

(No response)

**6. FINANCIAL GOALS**

**2019-2020 Progress Toward Attainment of Financial Goals**

	Financial Goals	Measure Used to Evaluate Progress	Goal - Met, Not Met, or Partially Met	If not met, describe efforts the school will take to meet goal.
Financial Goal 1				
Financial Goal 2				
Financial Goal 3				
Financial Goal 4				
Financial Goal 5				

**7. Do have more financial goals to add?**

(No response)

## 2019-2020 Progress Toward Attainment of Financial Goals

	Financial Goals	Measure Used to Evaluate Progress	Goal - Met, Not Met, or Partially Met	If not met, describe efforts the school will take to meet goal.
Financial Goal 6				
Financial Goal 7				
Financial Goal 8				
Financial Goal 9				
Financial Goal 10				

Thank you.

## Entry 3 Accountability Plan Progress Reports

Completed Sep 15 2020

### Instructions

### **SUNY-Authorized Charter Schools ONLY**

SUNY-authorized charter schools must download an [Accountability Plan Progress Report template](#). After completing, schools must upload the document into the by September 15, 2020.

### **[2019-20 Accountability Plan Progress Report](#)**

Filename: 2019 20 Accountability Plan Progress Report.pdf Size: 643.7 kB

## Entry 7 Disclosure of Financial Interest Form

Completed Aug 4 2020

### Instructions - Multiple Uploads Permitted

### **Required of ALL Charter Schools by August 3**

Each member of the charter school's Board of Trustees who served on a charter school education corporation governing one or more charter schools for any period during the 2019-2020 school year must

complete a signed:

- **Regents, NYCDOE, and Buffalo BOE Authorized Schools:** [Disclosure of Financial Interest Form](#)
- **SUNY- Authorized Charter Schools:** [Trustee Financial Disclosure Form](#)

All completed forms must be collected and uploaded in .PDF format for each individual member. If a trustee is not able or available to complete the form by the deadline, the education corporation is responsible for doing so on behalf of the trustee. (Forms completed from past years will not be accepted).

Trustees serving on an education corporation that governs more than one school are not required to complete a separate disclosure for each school governed by the education corporation. In the Disclosure of Financial Interest Form, trustees must disclose information relevant to any of the schools served by the governing education corporation.

## **EB**

**Filename:** EB.pdf **Size:** 85.5 kB

## **AH**

**Filename:** AH.pdf **Size:** 83.3 kB

## **MM**

**Filename:** MM.pdf **Size:** 84.0 kB

## **EH**

**Filename:** EH.pdf **Size:** 107.8 kB

## **JC**

**Filename:** JC.pdf **Size:** 93.6 kB

## **ER**

**Filename:** ER.pdf **Size:** 102.7 kB

## **SCW**

**Filename:** SCW.pdf **Size:** 81.3 kB

## **Entry 8 BOT Membership Table**

**Completed** Aug 4 2020

## **Instructions**

### **Required of All charter schools**

ALL charter schools or education corporations governing multiple schools must complete the Board of Trustees



Membership Table within the online portal. Please be sure to include and identify parents who are members of the Board of Trustees and indicate whether parents are voting or non-voting members.

## Entry 8 BOT Table

1. SUNY-AUTHORIZED charter schools are required to provide information for VOTING Trustees only.
2. REGENTS, NYCDOE, and BUFFALO BOE-AUTHORIZED charter schools are required to provide information for all --VOTING and NON-VOTING-- trustees.

### ALBANY LEADERSHIP CHARTER HIGH SCHOOL FOR GIRLS 010100860960

#### 1. 2019-2020 Board Member Information (Enter info for each BOT member)

	Trustee Name and Email Address	Position on the Board	Committee Affiliations	Voting Member Per By-Laws (Y/N)	Number of Terms Served	Start Date of Current Term (MM/DD/YYYY)	End Date of Current Term (MM/DD/YYYY)	Board Meetings Attended During 2019-2020
1	Elizabeth Robertson, [REDACTED]	Chair	Ex Officio on All, Finance	Yes	4	07/01/2018	06/30/2021	10
2	Margaret Moree, [REDACTED]	Treasurer	Finance, Chair; Accountability	Yes	6	07/01/2020	06/30/2023	8
3	Sharon Cates-Williams,	Trustee/Member	Accountability	Yes	2	07/01/2020	06/30/2023	7

	[REDACTED]							
4	James J. Celestine [REDACTED]	Trustee/Member	None	Yes	2	07/01/2020	06/30/2023	7
5	Arricka Harrison, [REDACTED]	Trustee/Member	None	Yes	1	07/01/2020	06/30/2021	5 or less
6	Eldon Harris, [REDACTED]	Trustee/Member	None	Yes	2	07/01/2020	06/30/2023	9
7	Etwin Bowman, [REDACTED]	Trustee/Member	Accountability	Yes	2	07/01/2019	06/30/2022	9
8								
9								

**1a. Are there more than 9 members of the Board of Trustees?**

No

## 2. INFORMATION ABOUT MEMBERS OF THE BOARD OF TRUSTEES

1. SUNY-AUTHORIZED charter schools provide response relative to VOTING Trustees only.
2. REGENTS, NYCDOE, and BUFFALO BOE-AUTHORIZED charter schools provide a response relative to all trustees.

a. Total Number of BOT Members on June 30, 2020	7
b.Total Number of Members Added During 2019-2020	0
c. Total Number of Members who Departed during 2019-2020	0
d.Total Number of members, as set in Bylaws, Resolution or Minutes	10

## 3. Number of Board meetings held during 2019-2020

10

## 4. Number of Board meetings scheduled for 2020-2021

9

Thank you.

## Entry 9 Board Meeting Minutes

**Incomplete** Hidden from applicant

### Instructions

Schools must upload a complete set of monthly board meeting minutes (July 2019-June 2020), which should match the number of meetings held during the 2019-2020 school year, as indicated in the above table. The minutes provided must be the final version approved by the school's Board of Trustees and may be uploaded individually or as one single combined file. Board meeting minutes must be submitted by August 3, 2020.

# Entry 10 Enrollment & Retention

Completed Aug 4 2020

## Instructions for submitting Enrollment and Retention Efforts

**ALL charter schools must complete this section.** Describe the efforts the charter school has made toward meeting targets in 2018-2019 to attract and retain enrollment of Students with Disabilities (SWDs), English Language Learners/Multilingual Learners (ELLs/MLLs), and students who are economically disadvantaged. In addition, describe the school's plans for meeting or making progress toward meeting its enrollment and retention targets in 2019-2020.

## Entry 10 Enrollment and Retention of Special Populations

### Instructions for Reporting Enrollment and Retention Strategies

Describe the efforts the charter school has made in 2019-2020 toward meeting targets to attract and retain enrollment of students with disabilities, English language learners/Multilingual learners, and students who are economically disadvantaged. In addition, describe the school's plans for meeting or making progress toward meeting its enrollment and retention targets in 2020-2021.

**ALBANY LEADERSHIP CHARTER HIGH SCHOOL FOR GIRLS 010100860960**

### Recruitment/Attraction Efforts Toward Meeting Targets

	Describe Recruitment Efforts in 2019-2020	Describe Recruitment Plans in 2020-2021
Economically Disadvantaged	<ul style="list-style-type: none"><li>• Strategically placed flyers and target digital ads in low socioeconomic areas</li><li>• Meal program covered at school open house and during tours</li><li>• Support is offered to assist families in completing all</li></ul>	<ul style="list-style-type: none"><li>• Strategically place flyers and target digital ads in low socioeconomic areas</li><li>• Meal program covered at school open house and during tours</li><li>• Support is offered to assist families in completing all necessary paperwork to ensure eligible students participate in the lunch program</li></ul>

	<p>necessary paperwork to ensure eligible students participate in the lunch program.</p>	<ul style="list-style-type: none"> <li>• Promote food pantry on social media so families are aware we offer this</li> <li>• Communicate out misconceptions that charter schools cost money to attend</li> </ul>
<p>English Language Learners/Multilingual Learners</p>	<ul style="list-style-type: none"> <li>• ELL program review at school open houses</li> <li>• Outreach by multilingual staff</li> <li>• Outreach to feeder school and programs that discusses ELL program</li> <li>• ELL program review mentioned in marketing materials</li> <li>• Specific marketing efforts put out in languages other than English</li> </ul>	<ul style="list-style-type: none"> <li>• All materials to be printed in multiple languages including the schools most frequent languages Spanish and Arabic.</li> <li>• Translators provided at school events</li> <li>• New ELL family open houses- Program review</li> <li>• Translation available on school website?</li> <li>• Availability of ELL students to attend school physically every day during hybrid learning.</li> <li>• Student Support Services area on school website</li> <li>• Specific marketing efforts put out in languages other than English</li> <li>• ELL program review at school open houses</li> <li>• ELL program review mentioned in marketing materials</li> </ul>
<p>Students with Disabilities</p>	<ul style="list-style-type: none"> <li>• SPED program review at school open house</li> <li>• SPED program review mentioned in marketing materials</li> <li>• Outreach to feeder school and programs that discusses SPED program</li> </ul>	<ul style="list-style-type: none"> <li>• SPED program review at school open house</li> <li>• Availability of SPED students to attend school physically every day during hybrid learning.</li> <li>• Student Support Services area on school website</li> <li>• SPED program review mentioned in marketing materials</li> <li>• Outreach to feeder school and programs that discusses SPED program</li> </ul>

## Retention Efforts Toward Meeting Targets

	Describe Retention Efforts in 2019-2020	Describe Retention Plans in 2020-2021
Economically Disadvantaged	<ul style="list-style-type: none"> <li>• Inform families of our food pantry</li> <li>• Inform families of the summer food program</li> <li>• Inform families of the uniform closet</li> <li>• Help students who are in need of transportation through CDTA bus passes</li> <li>• Targeted interventions for identified students including home visits, frequent and consistent outreach and connecting families with outside services</li> </ul>	<ul style="list-style-type: none"> <li>• Inform families of our food pantry through social media and print materials</li> <li>• Inform families of the uniform closet we offer</li> <li>• Help students who are in need of transportation through CDTA bus passes</li> <li>• Targeted interventions for identified students including home visits, frequent and consistent outreach and connecting families with outside services.</li> </ul>
English Language Learners/Multilingual Learners	<ul style="list-style-type: none"> <li>• Availability of after school support.</li> <li>• Students assigned to ELL case worker to ensure families are informed of students' current academic standing.</li> <li>• Additional instructional minutes provided to students beyond NYS mandated requirements.</li> <li>• ELL/General Education teachers have designated co-planning time to ensure students are receiving needed accommodations and modifications.</li> <li>• Summer program provided to address summer learning loss.</li> <li>• Students assigned to case</li> </ul>	<ul style="list-style-type: none"> <li>• Interviews conducted with students and families prior to the start of the school year. Interviews provide time for parents and families to connect with the ELL team as well as ensure the team has the preferred language and mode in which to communicate with families.</li> <li>• Additional academic support period added to the school day.</li> <li>• Availability of virtual or in-person after school support.</li> <li>• Additional instructional minutes provided to students beyond NYS mandated requirements.</li> <li>• Opportunity for ELL students to receive daily in-person instruction during hybrid instruction.</li> <li>• ELL/General Education teachers have designated co-planning time to ensure students are</li> </ul>

	<p>worker to ensure families are informed of students' current academic support.</p>	<p>receiving needed accommodations and modifications.</p> <ul style="list-style-type: none"> <li>• Addition of ELL parent night to provide families with the opportunity to share cultures.</li> <li>• Summer program provided to address summer learning loss.</li> </ul>
<p>Students with Disabilities</p>	<ul style="list-style-type: none"> <li>• Weekly parent phone calls made to ensure parents are aware of their students progress toward designated goal(s).</li> <li>• Students assigned caseworker to ensure families are informed of students' current academic and/or behavior standing.</li> <li>• Availability of after school support.</li> <li>• Co-teaching, counseling, and resource room supports provided as recommended.</li> <li>• SPED teacher/General Education teachers assigned co-planning periods to ensure students are provided with academic rigor and necessary accommodations and modifications.</li> <li>• Assessment data monitored as a student support team so all SPED staff understand the needs of students.</li> <li>• Progress reports sent to parents every other period of progress.</li> </ul>	<ul style="list-style-type: none"> <li>• Weekly parent phone calls made to ensure parents are aware of their students progress toward designated goal(s).</li> <li>• Students assigned caseworker to ensure families are informed of students' current academic and/or behavior standing.</li> <li>• Availability of virtual or in-person after school support.</li> <li>• Co-teaching, counseling, and resource room supports provided as recommended.</li> <li>• SPED teacher/General Education teachers assigned co-planning periods to ensure students are provided with academic rigor and necessary accommodations and modifications.</li> <li>• Assessment data monitored as a student support team so all SPED staff understand the needs of students.</li> <li>• Opportunity for Special Education students to receive daily in-person instruction during hybrid instruction.</li> </ul>

## Entry 12 Percent of Uncertified Teachers

**Incomplete** Hidden from applicant

### Instructions

**Required of Regents, NYCDOE, and Buffalo BOE Authorized Charter Schools ONLY**

The table below reflects the information collected through the online portal for compliance with New York State Education Law 2854(3)(a-1) for teaching staff qualifications. Uncertified teachers are those not certified pursuant to the State Certification Requirements established by the NYSED Commissioner of Education.

## Entry 12 Uncertified Teachers

**School Name:** ALBANY LEADERSHIP CHARTER HIGH SCHOOL FOR GIRLS 010100860960

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### Instructions for Reporting Percent of Uncertified Teachers

#### Required of Regents, NYCDOE, and Buffalo BOE Authorized Charter Schools

The table below reflects the information collected through the online portal for compliance with New York State Education Law 2854(3)(a-1) for teaching staff qualifications. Uncertified teachers are those not certified pursuant to the State Certification Requirements established by the NYSED Commissioner of Education. Enter the relevant full-time equivalent (FTE) count of teachers in each column. For example, a school with 20 full-time teachers and 5 half-time teachers would have an FTE count of 22.5.

If more than one line applies to a teacher, please include in only one FTE uncertified category. Please do not include paraprofessionals, such as teacher aides.

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**CATEGORY A. 30% OR 5 UNCERTIFIED TEACHERS WHICHEVER IS LESS**

	FTE Count
i. FTE count of uncertified teacher with at least three years of elementary, middle or secondary classroom teaching experience (as of June 30, 2020)	
ii. FTE count of uncertified teachers who are tenured or tenure track college faculty (as of June 30, 2020)	
iii. FTE count of uncertified teachers with two years of Teach for America experience (as of June 30, 2020)	
iv. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (as June 30, 2020)	
<b>Total Category A: 5 or 30% whichever is less</b>	<b>0</b>

**CATEGORY B. PLUS FIVE UNCERTIFIED TEACHERS IN MATHEMATICS, SCIENCE, COMPUTER SCIENCE, TECHNOLOGY OR CAREER AND TECHNICAL EDUCATION.**

	FTE Count
i. FTE count of uncertified teacher with at least three years of elementary, middle or secondary classroom teaching experience (as of June 30, 2020)	
ii. FTE count of uncertified teachers who are tenured or tenure track college faculty (as of June 30, 2020)	
iii. FTE count of uncertified teachers with two years of Teach for America experience (as of June 30, 2020)	
iv. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (as June 30, 2020)	
<b>Total Category B: not to exceed 5</b>	<b>0</b>

**CATEGORY C: PLUS 5 ADDITIONAL UNCERTIFIED TEACHERS**

	FTE Count
i. FTE count of uncertified teacher with at least three years of elementary, middle or secondary classroom teaching experience (as of June 30, 2020)	
ii. FTE count of uncertified teachers who are tenured or tenure track college faculty (as of June 30, 2020)	
iii. FTE count of uncertified teachers with two years of Teach for America experience (as of June 30, 2020)	
iv. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (as June 30, 2020)	
Total Category C: not to exceed 5	0

**CATEGORY D: TOTAL FTE COUNT OF UNCATEGORIZED, UNCERTIFIED TEACHERS**

(Include teachers who do not fit in one of these categories or if did fit would exceed the numerical limits for that category)

	FTE Count
Total Category D	

**CATEGORY E: TOTAL FTE COUNT OF CERTIFIED TEACHERS**

	FTE Count
Total Category E	

## CATEGORY F: TOTAL FTE COUNT OF ALL TEACHERS

Please do not include paraprofessionals, such as teacher aides.

	FTE Count
Total Category F	



Thank you.

## Entry 13 Organization Chart

**Incomplete** Hidden from applicant

### [Instructions](#)

### **Required of Regents, NYCDOE, and Buffalo BOE Authorized Charter Schools ONLY**

Upload the 2019-2020 **Organization Chart**. The organization chart should include position titles and reporting relationships. Employee names should not appear on the chart.

## Entry 14 School Calendar

**Completed** Aug 4 2020

### [Instructions for submitting School Calendar](#)

### **Required of ALL Charter Schools**

Given these uncertain and changing times, charter schools may or may not have a school calendar ready to upload by the submission deadline this year of August 3, 2020. If the charter school has a tentative calendar based on available information and guidance at the time, please submit with the August 3<sup>rd</sup> submission. Charter schools will be able to upload an updated school calendar into the portal at any time but no later than **September 15, 2020**.

School calendars must meet the [minimum instructional requirements](#) adopted by the Board of Regents in 2018.

**Board of Regents-authorized charter schools are required to submit school calendars that clearly indicate the start and end date of the instructional year AND the number of instructional hours and/or instructional days for each month.**

### **[2020-2021 School Calendar - Approved](#)**

**Filename:** 2020 2021 School Calendar Approved.pdf **Size:** 235.7 kB

## Entry 15 Links to Critical Documents on School Website

**Incomplete** Hidden from applicant

## Instructions

### **Required of Regents, NYCDOE, and Buffalo BOE Authorized Charter Schools ONLY**

By law, each charter school is required to maintain certain notices and policies listed on its website. Please insert the link from the school's website for each of the items:

1. Most recently filed Annual Report (i.e., 2018-19 Annual Report);
2. Most recent board meeting notice, documents to be discussed at the meeting (if any), and webcast of Board meetings (if held virtually per Governor's Executive Order);
3. Link to New York State School Report Card;
4. Lottery Notice announcing date of lottery;
5. Authorizer-approved DASA Policy;
6. District-wide safety plan and Authorizer-approved Discipline Policy (as per August 29, 2019 [Emergency Response Plan Memo](#));
7. Authorizer-approved FOIL Policy; and
8. Subject matter list of FOIL records.
9. Link to School Reopening Plan

## **Form for Entry 15 Links to Critical Documents on School Website**

**School Name: ALBANY LEADERSHIP CHARTER HS-GIRLS**

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**Required of Regents, NYCDOE, and Buffalo BOE Authorized Charter Schools ONLY**

**By law, each charter school is required to maintain certain notices and policies listed on its website. Please insert the link from the school’s website for each of the items:**

	Link to Documents
1. Most Recent Annual Report (i.e., 2018-19)	
2. Most Recent Board Meeting Notice and Related Agenda Item Documents	
2a. Webcast of Board Meetings (per Governor's Executive Order)	
3. Link to NYS School Report Card	
4. Most Recent Lottery Notice Announcing Lottery	
5. Authorizer-Approved DASA Policy	
6. District-wide Safety Plan	
6a. Authorizer-Approved Discipline Policy (as per August 29, 2019 Emergency Response Plan Memo)	
7. Authorizer-Approved FOIL Policy	
8. Subject matter list of FOIL records	
9. Link to School Reopening Plan	

**Thank you.**



## **Entry 16 COVID 19 Related Information**

**Completed** Aug 4 2020

### **Instructions**

#### **Required of ALL charter schools**

Please provide the number of students attending instruction on the last day instruction was provided within physical school facilities and the number of students participating in virtual programming on the last day such programming was offered for the 2019-2020 school year.

If applicable, please provide the name and publisher of all end of year assessments provided by grade level as well as the number of participating students. Board of Regents-authorized charter schools are

encouraged to refer to Appendix B of the [Remote Monitoring and Oversight Plan Spring 2020](#) remote for best practices regarding end of year assessments in a remote learning environment.

## Entry 16 COVID 19 Related Information

School Name: **ALBANY LEADERSHIP CHARTER HS-GIRLS**

### TABLE 1: 2019-2020 Enrollment, Attendance and Participation Between March-June 2020

Please provide the number of students attending instruction on the last day instruction was provided within physical school facilities and the number of students participating in virtual programming on the last day such programming was offered for the 2019-2020 school year.

	Number of students enrolled in school on the last day instruction was provided within physical school facilities	Number of students attending instruction on the last day instruction was provided within physical school facilities	Number of students participating in virtual programming on the last day such programming was offered for the 2019-20 school year
	307	227	307

### Table 2: 2019-2020 Assessments and Grade Participation

If applicable, please provide the name and publisher of all end of year assessments provided by grade level as well as the number of participating students. Board of Regents-authorized charter schools are encouraged to refer to Appendix B of the [Remote Monitoring and Oversight Plan Spring 2020](#) remote for best practices regarding end of year assessments in a remote learning environment.

Assessment Title	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Number of Participants





		x	x	x	x	x	x	x	x	x	x	x	x	x	
		x	x	x	x	x	x	x	x	x	x	x	x	x	
		x	x	x	x	x	x	x	x	x	x	x	x	x	
Tota l															0

## Entry 17 Staff Roster - NEW TASK For Regents Schools Only

**Incomplete** Hidden from applicant

### [INSTRUCTIONS - NEW TASK FOR REGENTS-AUTHORIZED CHARTER SCHOOLS](#)

Please provide the full name of **ANY and ALL** instructional and non-instructional employees and their respective positions/titles, and employment start dates in the charter school by clicking on the MS Excel file link to the [Staff Roster](#).



**ALBANY LEADERSHIP**  
CHARTER HIGH SCHOOL FOR GIRLS

**ALBANY LEADERSHIP  
CHARTER HIGH SCHOOL FOR GIRLS**

**2019-20 ACCOUNTABILITY PLAN  
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

September 15, 2020

By Carina D. Cook, Principal/CEO

19 Hackett Blvd  
Albany, NY 12208

(518) 694-5300

## 2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

Carina D. Cook and Darius Romero, Information Systems and Assessment Administrator, prepared this 2019-20 Accountability Progress Report on behalf of the school's board of trustees:

<b>Trustee's Name</b>	<b>Board Position</b>
Elizabeth Robertson	Chair/Board President
Margaret Moree	Secretary/Treasurer
Etwin Bowman	Trustee
Sharon Cates-Williams	Trustee
James J. Celestine	Trustee
Eldon Harris	Trustee
Arricka Harrison	Trustee

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

### SCHOOL OVERVIEW

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

### MISSION STATEMENT

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

### ALH KEY DESIGN ELEMENTS

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

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

ALH 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, starting in Grade 9, help our students close the education gaps that they often come to us with, while establishing a strong foundation in literacy, writing, and numeracy. 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 ALH experience. Additional supports for remedial math and ELA skills exist in the form small-group Tier 2 and full-period Tier 3 RTI classes.

To further enhance our students' success, ALH has built-in additional college preparation programming through Advancement Via Individual Determination (AVID®) for students in grades 9-12. 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.

Both the Career Exploration Internship Program and AVID® were piloted during the 2018-2019 school year and throughout the 2019-2020 school year, we continued to develop and enhance both programs, with a commitment to maintaining the high-quality standards the programs are grounded in.

In addition to a focus on academic excellence and the pursuit of postsecondary endeavors, ALH also underscores the importance of strong character through its core C.L.E.A.R. values and commitment to service learning. ALH's C.L.E.A.R. values are: College and Career Readiness, Leadership, Empowerment, Accountability and Resolve and Resiliency, and these values are reinforced in every facet of school life. All ALH students are required to complete a minimum of 100 hours of community service by graduation through our Service-Learning Program. Through the fulfillment of this requirement, our graduates are able to fully ascertain that the mark of a true leader is service. For the 2020-2021 school year, ALH 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 being administered during our C.L.E.A.R. Day Advisory periods, once a month, for 57 minutes. In developing the program, we have crosswalked 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 ALH, with a particular focus on equity, respect, tolerance, inclusion, and excellence.

In our unwavering dedication to providing the necessary supports for our students, and to enhance and improve their experience and preparation, ALH is continuing with our First-Year Academy. Our First-Year Academy was developed as a collaboration among all-stakeholders, with a targeted team approach for our incoming first-year (Grade 9) students. First-year students are located on the first floor of our building, where they will have their lockers and, for most students, they will attend all of their classes. In addition to the smaller learning environment that the First-Year Academy provides, teachers, leadership, student support staff, and culture staff work as a team to build the academic, character, and community foundation that will mold and define the future of Albany Leadership, which began with the 2019 cohort, and for all cohorts to come.

To assist with meeting students' social/emotional needs, a soft implementation of the SEL platform Panorama was also introduced in the 2018-19 school year. Through this program, the Student Support Team is able to track targeted student interventions and supports and align those supports with academic and attendance needs. The 2019-2020 school year brought a roll-out of the Panorama platform in the First-Year Academy as well as the utilization of the intervention plan feature that allows student intervention tracking over time. Panorama also helps support in the administration of student surveys, which we plan to conduct three times a year, allowing real time responses and necessary program modifications as we continually strive to meet the needs of all students.

ALH continues to make great strides in overall school improvement and student achievement. We are excited to report that again in 2020, we have exceeded our CSI benchmark of a minimum of 75 percent of students will graduate within 4 years. The 2019 class, our largest graduating cohort to date, attained 88 percent, and the 2020 graduating class boasts a 91 percent graduation rate as of August 2020. This is evidence that we have established and continue to build upon the program for success and advancement, as we strive for a 100 percent graduation rate.

Since the closing of schools back in March, Albany Leadership Charter High School for Girls has been committed not only to providing the best continuity of learning programming, we have dedicated ourselves as a community to meet the needs of all, while maintaining the highest levels of engagement possible. The impact and effects of this pandemic are far reaching and ongoing, with the uncertainty of the future continuing to bring stress and anxiety for students, families, and staff alike. But it is the resolve and resiliency of our community that drives us ever forward, strengthening our commitment to our mission and our charter. Prior to the closure, the ALH Leadership team began planning for this possibility, organizing distance learning procedures, taking inventory of technology access for students and staff, and planning for school wide distribution and training. This advanced planning made the transition to remote school streamlined and organized. As we communicated out this information and procedures, we emphasized a commitment to the following:

- The health and safety of all members of our ALH community.
- Assistance coping with the school closure by continuing to provide free meals to students and families.
- Plans and resources to allow for the continuation of the academic program and access to technology for the duration of the closure.

Distance Learning for all classes began on March 19<sup>th</sup> via Google Classroom and Google Meet. Teachers developed distance learning curricula, lesson plans, assessments and resources for all classes, utilizing Google Classroom, Google Meet, and the other resources previously utilized. Teachers created virtual and interactive classrooms, and our students not only participated, but were engaged in an online learning experience that continued to be aligned with grade level standards and expectations. All staff worked diligently and continuously to develop and provide a continuation of our in person educational programming and access to technology for students to support ongoing engagement in distance learning.

Chromebooks were distributed on March 19<sup>th</sup> and March 20<sup>th</sup>, and nearly 100 Chromebooks were distributed over just these two days, a testament to the commitment of our staff, students, and families to maintain educational programming. We continued to distribute and deliver Chromebooks until all students in need received them. All in all, we distributed 180 Chromebooks and assisted students and staff alike in accessing high-speed Internet.

Our Office Staff, Culture Team, and Student Support Team were also integral to this process and transition, being available for assistance and support in ensuring access to technology. They reported to our building to facilitate the distribution of Chromebooks to students, provided access to lockers, and assisted with meals, as well as many other tasks. Throughout the closure, they continued working remotely with one another, and reaching out to students and families. Our Collegebound staff and Social Worker also participated in these efforts, and acted as liaisons

## 2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

between students, families, and teachers to ensure that they had the knowledge, necessary access, and support to fully participate in their distance learning classrooms. They also continually sought out and made certain that students were aware of the resources available to them through ALH and in their own communities.

Finally, our food services staff continued to prepare menus and meals daily for grab and go breakfasts and lunches for our students and families. Not only did they strive to be thoughtful in their selections, they worked every day, reporting to the building to prepare the meals, distribute the meals, and ensure that the kitchen was clean and ready for the next day.

Our ALH Community has responded quickly and consistently to the rapid changes and ever-growing severity of the coronavirus situation, locally, statewide, and across the entire country. Our dedicated staff, students, and families, from day one, mobilized, easing the transition, and have made every effort to ensure that all of our students had access to distance learning and social-emotional supports; and we will continue to do so moving forward as we reopen our doors to students on September 8<sup>th</sup>, with in-person, fully remote, and hybrid learning models being offered.

### ENROLLMENT SUMMARY

School Enrollment by Grade Level and School Year

School Year	9	10	11	12	Total
2015-16	142	80	75	66	363
2016-17	102	121	71	52	346
2017-18	104	94	97	61	356
2018-19	90	91	85	87	353
2019-20	89	77	77	66	309

## 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 9<sup>th</sup> grade. For example, the 2016 state Accountability Cohort consists of students who entered the 9<sup>th</sup> grade anywhere sometime during the 2016-17 school year, were enrolled in the school on the state’s annual enrollment-determination day (i.e., BEDS day) in the 2019-20 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>)

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

Fourth-Year High School Accountability Cohorts

Fourth Year Cohort	Year Entered 9 <sup>th</sup> Grade Anywhere	Cohort Designation	Number of Students Enrolled on BEDS Day in October of the Cohort’s Fourth Year	Number Leaving During the School Year	Number in Accountability Cohort as of June 30 <sup>th</sup>
2017-18	2014-15	2014	63	4	59
2018-19	2015-16	2015	92	9	83
2019-20	2016-17	2016	71	1	70



## 2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

### TOTAL COHORT FOR GRADUATION

Students are also included in the Total Cohort for Graduation (referred to as the Graduation Cohort, Total Graduation Cohort, or Total Cohort interchangeably throughout this report) based on the year they first enter the 9<sup>th</sup> grade. Students enrolled for at least one day in the school after entering the 9<sup>th</sup> grade are part of the school's Graduation Cohort. The school may remove students from the Graduation Cohort if the school has discharged those students for an acceptable reason listed in the SIRS manual, including the following: if they transfer to another public or private diploma-granting program with documentation, transfer to home schooling by a parent or guardian, transfer to another district or school, transfer by court order, leave the U.S., or are deceased.

#### Fourth Year Total Cohort for Graduation

Fourth Year Cohort	Year Entered 9 <sup>th</sup> Grade Anywhere	Cohort Designation	Number of Students Graduated or Enrolled on June 30 <sup>th</sup> of the Cohort's Fourth Year (a)	Number of Students No Longer at the School Who Had Been Enrolled for at Least One Day Prior to Leaving the School and Who Were <u>Not</u> Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2017-18	2014-15	2014	63	3	66
2018-19	2015-16	2015	82	11	93
2019-20	2016-17	2016	72	6	78

#### Fifth Year Total Cohort for Graduation

Fifth Year Cohort	Year Entered 9 <sup>th</sup> Grade Anywhere	Cohort Designation	Number of Students Graduated or Enrolled on June 30 <sup>th</sup> of the Cohort's Fifth Year (a)	Number of Students No Longer at the School Who Had Been Enrolled for at Least One Day Prior to Leaving the School and Who Were <u>Not</u> Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2017-18	2013-14	2013	60	10	65
2018-19	2014-15	2014	63	3	66
2019-20	2015-16	2015	83	11	94

## PROMOTION POLICY

### LEADERSHIP CULTURE & CLEAR VALUES MATRIX

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

	9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
<b>College Readiness</b>	-Earned 5 credits -Passed 2 Regents - 1 CCR Regents -AVID College and Career Knowledge Workshops	- Earned 11 credits -Passed 4 Regents - 2 CCR Regents - AVID College and Career Knowledge Workshops	- Earned 16.5 credits -Passed 5 Regents - 3 CCR Regents - AVID College and Career Knowledge Workshops	- Earned 22 credits -Completed 1+ college courses - AVID College and Career Knowledge Workshops
<b>Leadership</b>	-Complete 25 hrs. of Service Learning -AVID Community Service Unit	-Complete 50 hrs. of Service Learning - AVID Community Service Goals	-Complete 75 hrs. of Service Learning -AVID Service-Learning Unit	-Complete 100 hrs. of Service Learning -AVID Service-Learning Unit
<b>Empowerment</b>	-1 extra-curricular activity -AVID “Life Goals” Essay	-1 extra-curricular activity -AVID “Be the Change” Argument Essay	-1 extra-curricular activity -AVID Collaboration Program	-1 extra-curricular activity -AVID Transition to Student-Lead Model
<b>Accountability</b>	-Transcript Audit -Introduction to Focused Note Taking	-Transcript Audit -Focused Note Taking Checks	-Transcript Audit -Focused Note Taking Checks	-Transcript Audit -AVID Focus Notes Checks
<b>Resolve and Resiliency</b>	-Amelioration -AVID Character Development Program	-Amelioration -AVID Character Development Program	-Amelioration -AVID Character Development Program	-Amelioration -AVID Character Development Program

## 2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

	9 <sup>th</sup> grade	9 <sup>th</sup> Honors	10 <sup>th</sup> grade	10 <sup>th</sup> Honors	11 <sup>th</sup> grade	11 <sup>th</sup> Honors	12 <sup>th</sup> grade	12 <sup>th</sup> Honors
<b>AVID® Theme</b>	Building Organization Habits and Successful Interactions		Organization, Refinement and Success		Leadership as a Catalyst for Change in Society – Part A		Leadership as a Catalyst for Change in Society – Part B	
<b>ELA</b>	<i>ELA I</i> 1.0 credit	<i>ELA I Honors</i> 1.0 credit	<i>ELA II</i> 1.0 credit	<i>ELA II Honors</i> 1.0 credit	<i>ELA III</i> 1.0 credit	<i>AP English Language</i> 1.0 credit	<i>ELA IV</i> 1.0 credit	<i>UHS Analytical Writing/ UHS Topics in English Studies</i> 1.0 credit
<b>ELA Block</b>	<i>Writing Foundations I</i> 1.0 credit		<i>Writing Foundations II</i> .5 credit		<i>Writing Foundations III</i> .5 credit		<i>Writing Foundations IV</i> .5 credit	
<b>Math</b>	<i>Algebra I</i> 1. credit	<i>Algebra I Honors</i> 1.0 credit	<i>Algebra 2A</i> 1.0 credit	<i>Algebra 2 Honors</i> 1.0 credit	<i>Algebra 2B</i> 1.0 credit	<i>Geometry</i> 1.0 credit	<i>Geometry</i> 1.0 credit	<i>HVCC Pre-Calculus</i> 1.0 credit
<b>Math Block</b>	<i>Math Foundations I</i> 1. credit		<i>Math Foundations II</i> .5 credit		<i>Math Foundations III</i> .5 credit		<i>Math Foundations IV</i> .5 credit	
<b>Science</b>	<i>Living Environment</i> 1.0 credit	<i>Living Environment Honors</i> 1.0 credit	<i>Earth Science</i> 1.0 credit	<i>Earth Science Honors</i> 1.0 credit	<i>Chemistry or Environmental Studies</i> 1.0 credit	<i>Chemistry or Environmental Studies</i> 1.0 credit		
<b>Social Studies</b>	<i>Economics/ Government</i> 1. credit	<i>Economics Honors/ Government Honors</i> 1.0 credit	<i>US History</i> 1.0 credit	<i>US History Honors</i> 1.0 credit	<i>Global History &amp; Geography I</i> 1. credit	<i>Global History &amp; Geography I Honors</i> 1.0 credit		
<b>Social Studies Block</b>					<i>Global History &amp; Geography II</i> 1.0 credit	<i>Global History &amp; Geography II Honors/UHS The World in the 20<sup>th</sup> Century</i> 1.0 credit		
<b>Physical Education/ Health</b>	<i>Physical Education</i> .5 credit	<i>Physical Education/Health</i> 1.0 credit	<i>Physical Education/Health</i> 1.0 credit	<i>Physical Education</i> .5 credit	<i>Physical Education</i> .5 credit	<i>Physical Education</i> .5 credit	<i>Physical Education</i> .5 credit	<i>Physical Education</i> .5 credit
<b>World Language</b>		<i>Spanish I</i> 1.0 credit	<i>Spanish I</i> 1.0 credit	<i>Spanish II</i> 1.0 credit		<i>Spanish III</i> 1.0 credit	<i>Spanish III</i> 1.0 credit	<i>HVCC Spanish 200</i> 1.0 credit
<b>Encore</b>	<i>Freshman Seminar</i> .5 credit	<i>Freshman Seminar/Studio I</i> 1.0 credit	<i>Studio Art I</i> .5 credit	<i>Consumer and Financial Management/Studio II/Photo I</i> 1.5 credit	<i>Photo I</i> .5 credit	<i>Photo II</i> 0.5 credit	<i>STEM/Business Pathway Courses</i>	<i>STEM/Business Pathway Courses</i>

### **Standards-Based Grading**

ALH has adopted a research driven, Standards Based Grading system, which is based on determining standards-aligned content knowledge and skill sets and measuring student proficiency therein.

**Standards-Based Grading provides students with a score by standard for each assessment. Students will receive their overall course grades via eight Periods of Progress, or POPs, every five weeks. A final year long (Y1) grade will be calculated at the 8th POP.**

**Throughout the year, teachers will provide support to students based on targeted course standards through intervention periods, spiral review, and flex time (after school). Advanced students will be provided opportunities to enhance course grades by tutoring peers in structured learning environments and/or completing extension activities.**

#### **STANDARDS ARE:**

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

GRADING Guidelines

<b>Period of Progress (POP)</b>	<ul style="list-style-type: none"> <li>- POP's reflect cumulative standards covered throughout the year to date.</li> <li>- The <b>grade</b> at the end of the POP indicates the proficiency level that a student has demonstrated based on the standards assessed.</li> </ul>
<b>Score vs. Grade</b>	<ul style="list-style-type: none"> <li>- <b>Score:</b> Number score (1-5) assigned to each standard on a given assessment based on demonstrated level of proficiency.</li> <li>- <b>Grade:</b> Converted scores on all cumulative standards assessed throughout the year to date</li> </ul>
<b>Levels of Performance</b>	<ul style="list-style-type: none"> <li>- In the standards-based grading system, a standard score, and subsequent POP grade, represents the proficiency level based on student demonstration of understanding of the knowledge, skills, and concepts in the subject area, as well as the student's ability to apply that understanding to a variety of tasks.</li> </ul> <p><b>5 – Mastery 4 – Proficient 3 – Partially Proficient 2- Below 1 – Far Below</b></p>
<b>Amelioration</b>	<ul style="list-style-type: none"> <li>- Students will track their own progress on each standard assessed for their courses; thus, students will know which standards they have mastered and which standards they need to improve knowledge and understanding of. Teachers will provide amelioration opportunities during class and flex time; scores will be updated accordingly.</li> </ul>
<b>Body of Evidence</b>	<ul style="list-style-type: none"> <li>- POP grades are based on a preponderance of evidence, typically 3-5 pieces of standards-aligned assessments, during the POP or cumulatively throughout the year.</li> <li>- If there is not sufficient evidence for making a decision about a standard score, the student will receive an "INC" as a placeholder. For example, a student who has not submitted any assessments, or a student enrolled late in the POP.</li> </ul>
<b>Current Learning Trend</b>	<ul style="list-style-type: none"> <li>- Averaging by standard is the default grade in the system; however, teachers will use the student's more recent, most consistent level of performance to determine a student's POP grade. Teacher comments will support grades.</li> </ul>
<b>Interval Assessments</b>	<ul style="list-style-type: none"> <li>- <b>Interval Assessments</b> are cumulative and occur three times a year. These assessments are also scored by standard.</li> <li>- Students will track interval standard proficiency and receive a "<b>Regents Comparison Score</b>" so students can track minimum standard obtainment.</li> </ul>



**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 ALH 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 ALH 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 and meets the ALH attendance policy, 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.

**PROMOTION POLICY**

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

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

### **SUMMER SCHOOL**

In July of each year, ALH will offer limited Summer Credit Recovery Courses for those students who have failed courses and need to recover credit. Should ALH not offer a course a student needs, credits from other accredited area schools will be accepted. Students will receive credit only if they receive a passing grade. This applies to students who attend either ALH's program or another school's summer program. ALH reserves the right to enroll students based on individual needs and circumstances.

## GOAL 1: HIGH SCHOOL GRADUATION

Summary of changes to the High School Graduation Goal due to the Covid-19 school closure:

- Schools do not have to report on the comparison to the district graduation rate.
- The leading indicator of Regents attainment is modified to align to the cancellation of the June and August 2020 examinations.
- Schools can report on all the remaining required measures.

### GOAL 1: HIGH SCHOOL GRADUATION

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



**Goal 1: Leading Indicator**

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

**METHOD**

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

**RESULTS AND EVALUATION**

ALH achieved this measure. More than 75 percent in both the 2018 and 2019 Cohorts earned enough credits to be promoted to the next grade during the 2019-20 school year.

Percent of Students in First- and Second-Year Cohorts  
Earning the Required Number of Credits in 2019-20

Cohort Designation	Number in Cohort during 2019-20	Percent promoted
2018	63	87%
2019	74	100%

**ADDITIONAL EVIDENCE**

ALH has achieved this measure five years in a row. This is the first year that no students in the first-year cohort were retained in Grade 9 by the end of August.

## Goal 1: Leading Indicator

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

## METHOD

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

**As a result of the Board of Regents’ guidance regarding the cancellation of the June 2020 and August 2020 administrations of the Regents exams, for the most recent second year cohort schools should report the percentage of students who either passed or were exempted from at least three exams. In August of 2020, the 2018 cohort will have completed its second year.**

## RESULTS AND EVALUATION

ALH achieved this measure. As a result of the 2020 Regents exam cancellations, 98% of the students in the second-year cohort received at least one exemption from a Regents exam, and many received multiple exemptions. When coupled with the exams that students passed previously, 88% of the cohort has passed or been exempted from at least three exams.

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 from June/August 2020)
2016	2017-19	87	50%
2017	2018-19	92	38%
2018	2019-20	63	88%

## ADDITIONAL EVIDENCE

ALH has struggled with this metric in the past. However, this leading indicator of the High School Graduation goal has not generally aligned with the 4-year graduation rates for the matching cohorts, as ALH has consistently exceeded the 4-year graduation rate metric.

ALH anticipates achieving this measure in the 2020-2021 school year.

# 2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

## Goal 1: Absolute Measures

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

## METHOD

This measure examines students in two high school Graduation Cohorts: those who entered the 9<sup>th</sup> grade as members of the 2016 cohort and graduated four years later and those who entered as members of the 2015 cohort and graduated five years later. These data reflect August graduation rates. At a minimum, these students have passed or been exempted from five Regents exams required for high school graduation in ELA, mathematics, science, U.S. History, and Global History or met the requirements for the 4+1 pathway to graduation.<sup>1</sup>

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

## RESULTS AND EVALUATION

ALH achieved the four-year measure but did not achieve the five-year measure. 91 percent of the 2016 Total Cohort graduated after 4 years and 88 percent of the 2015 Total Cohort did so after 5 years.

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

Cohort Designation	School Year	Number in Cohort	Percent Graduating
2014	2017-18	66	92%
2015	2018-19	93	88%
2016	2019-20	78	91%

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

Cohort Designation	School Year	Number in Cohort	Percent Graduating
2013	2017-18	65	81%
2014	2018-19	66	93%
2015	2019-20	94	88%

## ADDITIONAL EVIDENCE

ALH strives to keep students actively enrolled in school. Four of the 2016 Cohort enrolled in approved or unapproved HSE programs. While these students continue to work toward equivalency certificates, our school counselors press the importance of a high school diploma on the students still in the building. Alternative high school programs are suggested for those who seek a different environment.

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

### Goal 1: Comparative Measure

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

Due to the fact that the state does not finalize high school outcome data until later in the school year and data prior to 2019-20 are not suitable for comparison, the calculation of this measure is not required.

### Goal 1: Absolute Measure

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

## METHOD

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

**As a result of the Board of Regents' guidance regarding the cancellation of the June 2020 and August 2020 administrations of the Regents exams, students planning to take a pathway examination during those dates would be exempted from the requirement. For purposes of this measure, only report results for students with valid scores for any pathway exam.**

## RESULTS AND EVALUATION

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

SUMMARY OF THE HIGH SCHOOL GRADUATION GOAL

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

Type	Measure	Outcome
Leading Indicator	Each year, 75 percent of students in first and second year high school Total Graduation Cohorts will earn at least ten credits (if 44 needed for graduation) or five credits (if 22 needed for graduation) each year.	Met
Leading Indicator	Each year, 75 percent of students in the high school Total Graduation Cohort will score at least 65 on at least three different New York State Regents exams required for graduation by the completion of their second year in the cohort.	Met
Absolute	Each year, 75 percent of students in the fourth year high school Total Graduation Cohort will graduate.	Met
Absolute	Each year, 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.	Not Met
Comparative	Each year, the percent of students in the high school Total Graduation Cohort graduating after the completion of their fourth year will exceed that of the Total Graduation Cohort from the school district of comparison.	N/A
Absolute	Each year, 75 percent of students in the high school Total Cohort pursuing an alternative graduation pathway will achieve a Regents equivalency score and pass an approved pathway assessment required for graduation by the end of their fourth year.	N/A

ACTION PLAN

ALH continues to proactively address potential dropouts and steer them toward alternative high school settings as opposed to unapproved high school equivalencies. These plans include more focused efforts from the Student Support Team and increased contacts with Home School Coordinators to assess potential blocks to a student’s education. Keeping students from dropping out or seeking HSE will help in reducing the number of high school non-completers remaining on our Total Cohort, so that by the time they finish their 4th year, we can strive to have 100 percent of our students graduating high school ready for college and careers.

## GOAL 2: COLLEGE PREPARATION

Summary of changes to the College Preparation Goal due to the Covid-19 school closure:

- Schools do not have to report on the absolute or comparative measure related to the College, Career, and Civic Readiness Index (“CCCRI”).

### GOAL 2: COLLEGE PREPARATION

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

The foundation of a college and career readiness program begins with the program’s mission and purpose. It is based on what all students should know, understand, and be able to do because of a successful, effective program.

Albany Leadership Charter High School for Girls is dedicated to promoting College and Career Readiness by preparing our graduates to successfully transition into postsecondary opportunities. Students will acquire the skills, knowledge, and attitudes needed to reach their full academic potential and be successful in life.

School Counselors conduct planned activities outside the classroom to promote academic, career or personal/social development, such as college and career fairs, post-secondary site visits, and student team building/leadership workshops.

Albany Leadership Charter High School for Girls has also built relationships with SUNY Albany, Hudson Valley Community College, as well as the Sage Colleges through their College in the High School program which provides access to college level classes in the high school setting.



## 2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

### Goal 2: Absolute Measure

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

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

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

2019 - 2020 College Pathway Course List	
Albany Leadership Charter High School for Girls partners with SUNY Albany’s University in the High School (UHS) Program 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	Business Administration Pathway
<i>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</i>	<i>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</i>
<ul style="list-style-type: none"> <li>• HVCC SPAN 200: Spanish Language &amp; Culture III</li> <li>• UHS ENG 100Z: Intro to Analytical Writing</li> <li>• UHS ENG 106: Topics in English Studies</li> <li>• UHS HIS 158: World in the 20<sup>th</sup> Century</li> <li>• UHS PSY 101: Intro to Psychology</li> <li>• UHS SOC 115: Intro to Sociology</li> </ul>	<ul style="list-style-type: none"> <li>• HVCC BADM 200: Business Communications</li> <li>• HVCC ENTR 110: Intro to Entrepreneurship</li> <li>• HVCC MATH 170: Pre-Calculus</li> <li>• HVCC MKTG 212: Human Resource Management</li> <li>• HVCC PADM 100: Intro to Public Administration</li> </ul>

RESULTS AND EVALUATION

ALH achieved this measure. 75 percent of graduates from the 2016 Total Cohort demonstrated college preparation by achieving at least 1 indicator.

Percentage of the 2016 Total Cohort Graduates Demonstrating College Preparation by Indicator

Indicator	Number of Graduates who Attempted the Indicator	Number who Achieved Indicator	Percentage of Graduates who Achieved Indicator
Earning a Regents diploma with advanced designation	71	27	38%
Passing a college level course	54	53	75%
Passing an AP exam with a score of 3 or higher	36	2	2%
Overall	71	53	75%

ADDITIONAL EVIDENCE

Every graduate who demonstrated college preparation did so by passing a college-level course. ALH will continue to push its third- and fourth-year students to take and succeed in college-level courses.



### **Goal 2: Absolute Measure**

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

Due to the state’s guidance regarding accountability determinations, the 2019-20 MIPs will be used for the 2020-21 school year and the calculation of this measure is not required.

### **Goal 2: Comparative Measure**

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

Due to the fact that the state does not finalize high school outcome data until later in the school year and data prior to 2019-20 are not suitable for comparison, the calculation of this measure is not required.

## 2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

### Goal 2: Absolute Measure

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

### METHOD

The ultimate measure of whether a college prep high school has lived up to its mission is whether students actually enroll and succeed in college. Schools track and report the percentage of fourth-year Total Cohort graduates who matriculate into a two or four-year college program in the school year following graduation. Schools should update and confirm data for Cohorts prior to 2019-20 and provide preliminary matriculation data for 2016 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.

### RESULTS AND EVALUATION

ALH collects data on matriculation rates through the National Student Clearinghouse. NSLC provides this data for each cohort beginning in December of the matriculation year. For students matriculating for the first time in the Spring semester, data is not provided by the clearinghouse until April. While data on matriculation rates are available for 2014 and 2015 cohorts, the 2016 cohort data is not yet available.

It should be noted that 88 percent of ALH graduates from the 2016 cohort were accepted to 2- or 4-year colleges. This is reported in the data below.

Matriculation Rate of Graduates by Year

Cohort	Graduation Year	Number of Graduates (a)	Number Enrolled in 2 or 4-year Program in Following Year (b)	Matriculation Rate =[(b)/(a)]*100
2014	2017-18	61	47	77%
2015	2018-19	82	58	70%
2016	2019-20	71	63*	88%*

\*Reflects number of students accepted to a 2- or 4-year program in 2016 Total Cohort

**SUMMARY OF THE COLLEGE PREPARATION GOAL**

ALH is continuing to prove effectiveness in preparing young women for college. 75 percent of ALH’s 2020 graduates passed at least one college course before graduating, and nearly 90 percent of the graduating class was accepted into a 2- or 4-year college.

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

**ACTION PLAN**

ALH is committed to maintaining its college preparation effectiveness. In constantly reviewing our college offerings, we anticipate that our offerings for the 2020-21 school year are more strategically aligned with college and career pathways. These opportunities for college credit and a continued initiative with the Career Pathway Exploration Internship Program will help ALH grads develop as successful young adults in society.

## GOAL 3: ENGLISH LANGUAGE ARTS

### HIGH SCHOOL ENGLISH LANGUAGE ARTS

Summary of changes to the High School ELA Goal due to the Covid-19 school closure:

- Schools do not have data necessary to report 2019-20 PI results.
- Schools do not have data necessary to report 2019-20 district comparison measures.
- Schools do report on absolute Regents attainment and growth from 8<sup>th</sup> grade in a modified format based on instructions under each respective measure below.

# 2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

## Goal 3: Absolute Measure

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

## METHOD

The school administered the Regents English exam that students must pass to graduate. The State Education Department currently defines the college and career readiness standard as scoring at or above Performance Level 4 (meeting Common Core expectations) on the Regents Exam in English Language Arts (Common Core). 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.

**Due to the state’s cancellation of June 2020 and August 2020 administrations of the Regents, some students in the 2016 Cohort who had not previously sat for the exam but were scheduled to sit for this exam in 2020 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.**

## RESULTS AND EVALUATION

ALH did not achieve this measure. Shown in the table below, 45% of the 2016 Accountability Cohort earned at least Performance Level 4 on the English Regents exam, with every student having at least one valid score.

Percent Scoring at Least Level 4 on Regents English Common Core Exam  
by Fourth Year Accountability Cohort<sup>2</sup>

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)
2014	2017-18	59	0	31	52%
2015	2018-19	83	0	31	37%
2016	2019-20	70	0	32	45%

## ADDITIONAL EVIDENCE

While ALH has demonstrated some growth regarding future cohorts, the Regents exemptions will echo through the next couple of years. The 2017 Cohort, who would typically take the exam at the end of the 2019-2020 year, only had 19% at Level 4 by January 2020, ahead of the typical testing schedule. Demonstrating growth for our students through Regents examinations will be a challenge in the coming school years as we encourage our students to sit for their exempted exams.

<sup>2</sup> Based on the highest score for each student on the English Regents exam

## 2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

### Percent Achieving at Least Level 4 by Cohort and Year

Cohort Designation	2017-18		2018-19		2019-20	
	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4*
2016	86	12%	84	38%	70	45%
2017	81	--%	90	10%	79	20%
2018			76	--%	63	14%
2019					74	--%

\*Percent Level 4 indicates the percent of all students in the accountability cohort who have achieved Level 4

## 2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

### Goal 3: Absolute Measure

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

### METHOD

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

**Due to the state's cancellation of June 2020 and August 2020 administrations of the Regents, some students in the 2016 Cohort who had not previously sat for the exam but were scheduled to sit for this exam in 2020 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 3 among the students who sat for the exam.**

### RESULTS AND EVALUATION

ALH achieved this measure. Shown in the table below, 87 percent of the 2016 Accountability Cohort earned at least Performance Level 3 on the English Regents exam.

Percent Scoring at Least Level 3 on Regents English Common Core Exam  
by Fourth Year Accountability 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)
2014	2017-18	59	0	54	91%
2015	2016-19	83	0	76	91%
2016	2019-20	70	0	61	87%

### ADDITIONAL EVIDENCE

As mentioned previously, the end of the third year typically produces our greatest jump in percentages of students in the third year achieving levels 3 and 4 in the ELA exam. 66% of the students in the 2017 cohort who have a valid score achieved a Level 3. The cancellations and exemptions will likely result in a stalled demonstration of growth in the cohort, as most students who have not already achieved Level 3 have received an exemption.

## 2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

### Percent Achieving at Least Level 3 by Cohort and Year

Cohort Designation	2017-18		2018-19		2019-20	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing*
2016	86	18%	84	70%	70	100%
2017	81	--%	90	37%	79	91%
2018			76	--%	63	33%
2019					74	--%

\*Percent Passing indicates the percent of all students in the accountability cohort who have achieved Level 3 or received an exemption



### Goal 3: Absolute Measure

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

Due to the state’s guidance regarding accountability determinations, the 2019-20 MIPs will be used for the 2020-21 school year and the calculation of this measure is not required.

### Goal 3: Comparative Measure

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

Due to the fact that the state does not finalize high school outcome data until later in the school year and data prior to 2019-20 are not suitable for comparison, the calculation of this measure is not required.

### Goal 3: Comparative Measure

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

Due to the fact that the state does not finalize high school outcome data until later in the school year and data prior to 2019-20 are not suitable for comparison, the calculation of this measure is not required.

### Goal 3: Comparative Measure

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

Due to the fact that the state does not finalize high school outcome data until later in the school year and data prior to 2019-20 are not suitable for comparison, the calculation of this measure is not required.

### Goal 3: Growth Measure

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

### METHOD

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

### RESULTS AND EVALUATION

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

### Goal 3: Growth Measure

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

### METHOD

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

### RESULTS AND EVALUATION

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

SUMMARY OF THE HIGH SCHOOL ENGLISH LANGUAGE ARTS GOAL

With 100 percent of the 2016 Accountability Cohort having at least one valid score, the results can be construed as generally comparable to previous years. Most seniors don't sit for the ELA exam again in June if they don't have to.

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

### ACTION PLAN

Demonstrating growth in future years will continue to be a challenge, as exemptions for ELA will reduce the drive for students to sit for the exam. ALH may devise incentives for students who have not already achieved Level 4 to sit for the exam, regardless of exemption status, in order to increase the number of students who have a valid score.

Additionally, for students who have not yet taken the exam or received an exemption, ALH will continue to refine its strategies for overcoming learning gaps and bringing students to college-and-career levels of English proficiency. These strategies include blocking English classes with foundational writing courses, targeting students for Tier 2 and Tier 3 reading interventions, and further integrating informational text reading and writing standards with other course groups.

## GOAL 4: MATHEMATICS

### HIGH SCHOOL MATHEMATICS

Summary of changes to the High School Mathematics Goal due to the Covid-19 school closure:

- Schools do not need to report on PI results.
- Schools do not need to report out on district comparison measures.
- Schools do report on absolute Regents attainment and growth from 8<sup>th</sup> grade in a modified format based on instructions under each respective measure below.

## 2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

### Goal 4: Absolute Measure

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

### METHOD

The school administered the Regents mathematics exam(s) that students must pass to graduate. The State Education Department currently defines the college and career readiness standard as scoring at or above Performance Level 4 (meeting Common Core expectations) on any Regents Common Core mathematics exams. 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.

**Due to the state’s cancellation of June 2020 and August 2020 administrations of the Regents, some students in the 2016 Cohort who had not previously sat for any mathematics exam but were scheduled to sit for one in 2020 would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam requirement as well as the percentage of students achieving at least Level 4 among the students who sat for any exam.**

### RESULTS AND EVALUATION

ALH did not achieve this measure. 14 percent of the 2016 Accountability Cohort scored at least Level 4 on one or more mathematics Regents exams.

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

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

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)
2014	2017-18	59	0	13	22%
2015	2018-19	83	0	20	24%
2016	2019-20	70	0	10	14%

ADDITIONAL EVIDENCE

Historically, little growth has been shown in achieving Level 4 after the cohort’s first year. With no additional growth to Level 4 in the 2019-2020 school year due to June and August Regents cancellations, ALH will have to work hard to encourage Cohort 2017 students to sit again for one of the math exams in 2020-2021. ALH will continue to administer STAR testing and interval exams throughout the 2020-2021 school year and track student progress towards meeting and exceeding metrics based on grade level standards and college and career readiness. Based on this data and results, ALH will identify and target individual student needs and provide intervention supports in the classroom, through Academic Support periods, and Tier 2 and 3 Rtl classes.

Percent Achieving at Least Level 4 by Cohort and Year

Cohort Designation	2017-18		2018-19		2019-20	
	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4*
2016	86	13%	84	14%	70	14%
2017	81	4%	90	5%	79	6%
2018			76	11%	63	12%
2019					74	6%

\*Percent Level 4 indicates the percent of all students in the accountability cohort who have achieved Level 4

## 2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

### Goal 4: Absolute Measure

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

### METHOD

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

**Due to the state’s cancellation of June 2020 and August 2020 administrations of the Regents, some students in the 2016 Cohort who had not previously sat for any mathematics exam but were scheduled to sit for one in 2020 would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam requirement as well as the percentage of students achieving at least Level 3 among the students who sat for any exam.**

### RESULTS AND EVALUATION

ALH achieved this measure. ALH continues to employ strategies to bring students to proficiency in grade level standards, including identifying students for RTI and Structured Support in mathematics as well as scaffolded foundational courses to solidify basic math skills. When coming in below grade level, it can take some students 4 years or more to reach even partial proficiency. Thus, 92 percent of the 2016 Accountability Cohort earned at least Performance Level 3 on at least one Mathematics Regents exam.

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)
2014	2017-18	59	0	55	93%
2015	2016-19	83	0	78	93%
2016	2019-20	70	0	65	92%

### ADDITIONAL EVIDENCE

When taking exam exemptions into account, 100% of the 2016 cohort met the mathematics exam requirement for graduation. Additionally, the other three cohorts have minimally 95% of their students meeting the mathematics exam requirement.



## 2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

### Percent Achieving at Least Level 3 by Cohort and Year

Cohort Designation	2017-18		2018-19		2019-20	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing*
2016	86	73%	84	79%	70	100%
2017	81	51%	90	65%	79	96%
2018			76	53%	63	95%
2019					74	98%

\*Percent Passing indicates the percent of all students in the accountability cohort who have achieved Level 3 *or* received an exemption

### **Goal 4: Absolute Measure**

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

Due to the state’s guidance regarding accountability determinations, the 2019-20 MIPs will be used for the 2020-21 school year and the calculation of this measure is not required.

### **Goal 4: Comparative Measure**

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

Due to the fact that the state does not finalize high school outcome data until later in the school year and data prior to 2019-20 are not suitable for comparison, the calculation of this measure is not required.

### **Goal 4: Comparative Measure**

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

Due to the fact that the state does not finalize high school outcome data until later in the school year and data prior to 2019-20 are not suitable for comparison, the calculation of this measure is not required.

### **Goal 4: Comparative Measure**

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

Due to the fact that the state does not finalize high school outcome data until later in the school year and data prior to 2019-20 are not suitable for comparison, the calculation of this measure is not required.

### Goal 4: Growth Measure

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

### METHOD

The school demonstrates the effectiveness of its mathematics program by enabling students who were not meeting proficiency standards in the eighth grade to grow to meeting the mathematics requirement for the college and career readiness standard. This is accomplished by utilizing STAR testing, a universal screener, which is administered to all 9<sup>th</sup> grade students upon entry, and a minimum of two additional times during the year. In addition, students participate in interval assessments, which are also administered three times a year. This system of benchmarking allows us to identify individual student needs, to progress monitor, and to put interventions in place. This is an ongoing process that occurs throughout an ALH student's high school career.

### RESULTS AND EVALUATION

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

### Goal 4: Growth Measure

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

### METHOD

The school demonstrates the effectiveness of its mathematics program by enabling students who were not meeting proficiency standards in the eighth grade to move to meeting the mathematics requirement for graduation. This is accomplished by utilizing STAR testing, a universal screener, which is administered to all 9<sup>th</sup> grade students upon entry, and a minimum of two additional times during the year. In addition, students participate in interval assessments, which are also administered three times a year. This system of benchmarking allows us to identify individual student needs, to progress monitor, and to put interventions in place. This is an ongoing process that occurs throughout an ALH student's high school career.

### RESULTS AND EVALUATION

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

**SUMMARY OF THE HIGH SCHOOL MATHEMATICS GOAL**

Students at ALH have demonstrated historically that they are at least partially proficient in mathematics, with 92% of the 2016 Cohort scoring at least a Level 3 and the rest of the Cohort meeting exam requirements by passing the appropriate math course and receiving exemptions.

Type	Measure	Outcome
Absolute	Each year, 65 percent of students in the high school Accountability Cohort will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	Not Met
Absolute	Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	Met
Absolute	Each year, the Performance Index (PI) in mathematics of students completing their fourth year in the Accountability Cohort will meet the state Measure of Interim Progress (MIP) set forth in the state’s ESSA accountability system.	N/A
Comparative	Each year, the percentage of students in the Total Cohort meeting or exceeding Common Core expectations on a Regents mathematics exam will exceed the percentage of comparable students from the district meeting or exceeding Common Core expectations.	N/A
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.	N/A
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 <sup>th</sup> 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 <sup>th</sup> 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

**ACTION PLAN**

ALH continues to refine its mathematics strategies to bring students up to grade level. About 80 percent of students enter ALH at least 1 grade level below proficiency, with many 2 or 3 grade levels below proficiency. Strategies being employed in the coming year include more targeted Tier 2 and Tier 3 interventions, foundational math courses to scaffold students to basic grade-level abilities, and an increased availability of academic support during student lunch for extra help.

## GOAL 5: SCIENCE

### HIGH SCHOOL SCIENCE

Summary of changes to the High School Science Goal due to the Covid-19 school closure:

- Schools do not need to report out on district comparison measures.
- Schools do report on absolute Regents attainment in a modified format based on instructions below.

## 2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

### Goal 5: Absolute Measure

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

### METHOD

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

**Due to the state's cancellation of June 2020 and August 2020 administrations of the Regents, some students in the 2016 Cohort who had not previously sat for the exam but were scheduled to sit for this exam in 2020 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 passing among the students who sat for the exam.**

### RESULTS AND EVALUATION

ALH achieved this measure. 81 percent of the 2016 Accountability Cohort took and passed a science Regents exam by the end of their fourth year in high school.

Science Regents Passing Rate with a Score of 65  
by Fourth Year Accountability 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)
2014	2017-18	59	0	53	87%
2015	2016-19	83	0	76	89%
2016	2019-20	70	1	56	81%

ADDITIONAL EVIDENCE

ALH continues to meet this measure year over year.

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

Cohort Designation	2017-18		2018-19		2019-20	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing*
2016	86	67%	84	71%	70	98%
2017	81	48%	90	54%	79	97%
2018			76	38%	63	92%
2019					74	95%

\*Percent Passing indicates the percent of all students in the accountability cohort who have achieved Level 3 or received an exemption

Goal 5: Comparative Measure

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

Due to the fact that the state does not finalize high school outcome data until later in the school year and data prior to 2019-20 are not suitable for comparison, the calculation of this measure is not required.

## GOAL 6: SOCIAL STUDIES

Summary of changes to the Social Studies Goal due to the Covid-19 school closure:

- Schools do not need to report out on district comparison measures.
- Schools do report on absolute Regents attainment in a modified format based on instructions below.

### **Goal 6: Social Studies**

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



# 2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

## Goal 6: Absolute Measure

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

## METHOD

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

**Due to the state’s cancellation of June 2020 and August 2020 administrations of the Regents, some students in the 2016 Cohort who had not previously sat for the exam but were scheduled to sit for this exam in 2020 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 passing among the students who sat for the exam.**

## RESULTS

71 percent of the 2016 Accountability Cohort took and passed the U.S. History Regents by the end of their fourth year of high school.

U.S. History Regents Passing Rate with a Score of 65  
by Fourth Year Accountability 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)
2014	2017-18	59	0	53	89%
2015	2018-19	83	0	74	89%
2016	2019-20	70	3	48	71%

## EVALUATION

ALH did not achieve this measure. Many ALH students in their third year will take the US History exam for a second or third time with additional growth and test-taking strategies gleaned from Structured Support and Global History classes. The 2016 cohort did not achieve as much growth in their third year as had typically been found. When added to the cancellation of the June and August Regents examinations, this resulted in an atypically low number of students in the accountability cohort passing this exam. However, any student who had not yet passed a social studies exam was either placed in an audit section of the class or in a Structured Support class for Regents Prep, and we believe that given the opportunity to take the June 2020 exam, they would have been successful based on this additional support, such as we have seen in past years.

ADDITIONAL EVIDENCE

When taking exemptions into account, 94% of the accountability cohort, or 66 out of 70, met this exam requirement for graduation.

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

Cohort Designation	2017-18		2018-19		2019-20	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing*
2016	86	50%	84	59%	70	94%
2017	81	--%	90	28%	79	79%
2018			76	--%	63	87%
2019					74	--%

\*Percent Passing indicates the percent of all students in the accountability cohort who have achieved Level 3 or received an exemption

Goal 6: Comparative Measure

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

Due to the fact that the state does not finalize high school outcome data until later in the school year and data prior to 2019-20 are not suitable for comparison, the calculation of this measure is not required.

## 2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

### Goal 6: Absolute Measure

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

### METHOD

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

**Due to the state's cancellation of June 2020 and August 2020 administrations of the Regents, some students in the 2016 Cohort who had not previously sat for the exam but were scheduled to sit for this exam in 2020 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 passing among the students who sat for the exam.**

### RESULTS

76 percent of the 2016 Accountability Cohort took and passed the Global History Regents exam.

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)
2014	2017-18	59	0	49	83%
2015	2016-19	83	0	73	87%
2016	2019-20	70	3	51	76%

### EVALUATION

ALH achieved this measure.

ADDITIONAL EVIDENCE

ALH continues to meet this measure year over year.

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

Cohort Designation	2017-18		2018-19		2019-20	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing*
2016	86	3%	84	59%	70	98%
2017	81	2%	90	3%	79	77%
2018			76	1%	63	6%
2019					74	--%

\*Percent Passing indicates the percent of all students in the accountability cohort who have achieved Level 3 or received an exemption

**Goal 6: Comparative Measure**

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

Due to the fact that the state does not finalize high school outcome data until later in the school year and data prior to 2019-20 are not suitable for comparison, the calculation of this measure is not required.

## GOAL 7: ESSA

The 2019-20 ESSA Goal remains unchanged due to the Covid-19 school closure. The 2019-20 accountability status based on 2018-19 results and can be found by navigating to the school report card available [here](#).

### Goal 7: Absolute Measure

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

## METHOD

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

## RESULTS AND EVALUATION

For the 2019-20 school year, ALH was in Good Standing. The school met the measure and continues to meet the measure under the state’s ESSA accountability system.

## ADDITIONAL EVIDENCE

Since the Focus Charter designation was sunset, ALH has demonstrated good standing in the expanded accountability metrics under ESSA. ALH does not anticipate a TSI or CSI designation in the coming years.

Accountability Status by Year

Year	Status
2017-18	Focus Charter
2018-19	Good Standing
2019-20	Good Standing

## APPENDIX A: OPTIONAL GOALS

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

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

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

### METHOD

The Student Satisfaction Survey was distributed to students in Spring 2020 with results collected through the Panorama Social Emotional Learning platform. Staff regularly followed up with students who did not start or complete the survey through email and phone calls.

### RESULTS

ALH did not achieve this measure. 75 percent of enrolled students in June 2020 responded to the Student Satisfaction Survey.

#### 2019-20 Student Satisfaction Survey Response Rate

Number of Responses	Number of Students	Response Rate
231	306	75%

#### 2019-20 Student Satisfaction on Key Survey Results

Item	Percent of Respondents Satisfied
I am respected by ALH’s faculty and staff.	91%
ALH teachers support me when I am having difficulty.	90%
The instruction I receive challenges me to be college ready and grow academically.	87%
I know what is going on at ALH because they communicate all of the extracurricular activities and events that are available.	86%

### EVALUATION

The school closure in March 2020 was a significant factor in ALH not achieving this metric, however, ALH recognizes that reliable collection of the Student Satisfaction Survey is crucial in the school's continuous improvement process and anticipates that hybrid or in-person instruction in the 2020-2021 school year will facilitate a more complete survey process. Overall results of the 75 percent of student responses demonstrate great gains in student overall satisfaction.

## 2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

### Goal II: OPTIONAL ORGANIZATIONAL GOAL

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

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

### METHOD

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

### RESULTS

ALH achieved this measure.

#### 2019-20 Family Satisfaction Survey Response Rate

Number of Responses	Number of Families	Response Rate
261	306	85%

#### 2019-2020 Family Satisfaction on Key Survey Results

Item	Percent of Respondents Satisfied
I am overall satisfied with ALH as a school.	96%
The instruction my child receives challenges her to be college ready and grow academically.	96%
ALH keeps me well informed of school activities through letters home, social media, the school's website and phone calls.	96%
ALH's faculty and staff are respectful.	95%
I am comfortable discussing an issue or concern with the leadership team.	95%
If I have a concern, I receive a response in a timely manner.	93%
My child's discipline issues are handled fairly.	93%



### EVALUATION

Of the 306 families sending their students to ALH, 85 percent of them responded to the Family Satisfaction Survey. 96 percent of those who responded indicated that they were “overall satisfied with ALH as a school.”

## 2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

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

### METHOD

The Staff Satisfaction Survey was distributed to the faculty and staff as a Google Form. Responses were recorded through Google Sheets, and results were aggregated by department/team.

### RESULTS

ALH did not achieve this measure. 62 teachers and staff were provided with the Staff Satisfaction Survey; of those, 54 provided responses.

#### 2019-20-20 Staff Satisfaction Survey Response Rate

Number of Responses	Number of Staff	Response Rate
54	62	87%

#### 2019-20 Staff Satisfaction on Key Survey Results

Item	Percent of Respondents Satisfied
I feel respected by ALH administration.	96%
ALH admins make themselves available to me & provide feedback on my performance.	94%
I am comfortable discussing an issue or concern with the leadership team.	91%
I would recommend this school to other teachers I know who were seeking employment.	89%
When I raise a concern, I generally receive a response in a timely manner from an admin.	87%

### EVALUATION

The school closure in March 2020 was a significant factor in ALH not achieving this metric, however, ALH is reviewing its method for the distribution of staff surveys. Care needs to be taken to distinguish between the identification of staff who did or did not complete the survey for follow-up and accountability purposes, and the anonymity of survey responses. To this end, ALH is reviewing options such as tokenized survey delivery through third-party services. Overall results of the 87 percent of staff responses demonstrate great gains in staff satisfaction.

## 2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

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

The board completes this process annually.

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

Audit will be completed and submitted by November 1, 2020.



**DISCLOSURE OF FINANCIAL INTEREST  
BY A NOT-FOR-PROFIT CHARTER SCHOOL  
EDUCATION CORPORATION TRUSTEE**

1. Name of education corporation: Albany Leadership High School for Girls
2. Trustee's name (print): Etwin Bowman
3. Position(s) on board, if any: (e.g., chair, treasurer, committee chair, etc.): Member of  
Accountability Committee
4. Home address: [REDACTED]
5. Business Address: None
6. Daytime phone: [REDACTED]
7. E-mail: [REDACTED]
8. Is Trustee an employee of the education corporation? Yes.  No.  If you checked yes, please provide a description of the position you hold, your salary and your start date.
9. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members have held or engaged in with the education corporation during the prior school year. If there has been no such financial interest or transaction, please *write "None."* Please note that if you answered yes to Question 8, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Identity of Person Holding Interest or Engaging in Transaction (e.g., you and/or immediate family member (name))
None	None	None	None

10. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or your immediate family member(s) had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the education corporation that is doing business with the education corporation through a management or services agreement, you need not list every transaction between such entity and the education corporation that is pursuant to such agreement; rather, please identify only the name of the entity, your position in the entity as well as the relationship between such entity and the education corporation. If there was no financial interest, please *write "None."*

Entity Conducting Business with the Education Corporation	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee and/or Immediate Family Holding an Interest in the Entity Conducting Business with the Education Corporation and the Nature of the Interest	Steps Taken to Avoid Conflict of Interest
None	None	None	None	None

Etwin Bowman July 25, 2020  
*Signature* *Date*

Form Revised November 16, 2015



FOR INSTITUTE USE ONLY
FILING FOR SCHOOL YEAR: _____
DATE RECEIVED: _____

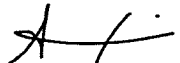
**DISCLOSURE OF FINANCIAL INTEREST  
BY A NOT-FOR-PROFIT CHARTER SCHOOL  
EDUCATION CORPORATION TRUSTEE**

- Name of education corporation: Albany Leadership High School for Girls
- Trustee's name (print): Arricka Harrison
- Position(s) on board, if any: (e.g., chair, treasurer, committee chair, etc.): \_\_\_\_\_
- Home address: [REDACTED]
- Business Address: \_\_\_\_\_
- Daytime phone: [REDACTED]
- E-mail: [REDACTED]
- Is Trustee an employee of the education corporation? \_\_\_Yes.  No. If you checked yes, please provide a description of the position you hold, your salary and your start date.  
\_\_\_\_\_
- Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members have held or engaged in with the education corporation during the prior school year. If there has been no such financial interest or transaction, please *write "None."* Please note that if you answered yes to Question 8, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Identity of Person Holding Interest or Engaging in Transaction (e.g., you and/or immediate family member (name))
None	none	none	none
<i>Please write "None" if applicable. Do not leave this space blank.</i>			

10. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or your immediate family member(s) had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the education corporation that is doing business with the education corporation through a management or services agreement, you need not list every transaction between such entity and the education corporation that is pursuant to such agreement; rather, please identify only the name of the entity, your position in the entity as well as the relationship between such entity and the education corporation. If there was no financial interest, please *write "None."*

Entity Conducting Business with the Education Corporation	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee and/or Immediate Family Holding an Interest in the Entity Conducting Business with the Education Corporation and the Nature of the Interest	Steps Taken to Avoid Conflict of Interest
none	none	none	none	none

  
 \_\_\_\_\_  
**Signature**

6/30/2020  
 \_\_\_\_\_  
**Date**



FOR INSTITUTE USE ONLY
FILING FOR SCHOOL YEAR: _____
DATE RECEIVED: _____

**DISCLOSURE OF FINANCIAL INTEREST  
BY A NOT-FOR-PROFIT CHARTER SCHOOL  
EDUCATION CORPORATION TRUSTEE**

- Name of education corporation: \_\_\_\_\_ Albany Leadership Charter High School For Girls \_\_\_\_\_
- Trustee's name (print): \_\_\_\_\_ Margaret Moree \_\_\_\_\_
- Position(s) on board, if any: (e.g., chair, treasurer, committee chair, etc.): \_\_\_\_\_  
Secretary/Treasurer \_\_\_\_\_
- Home address: \_\_\_\_\_
- Business Address: \_\_\_\_\_
- Daytime phone: \_\_\_\_\_
- E-mail: \_\_\_\_\_
- Is Trustee an employee of the education corporation? \_\_\_ Yes. \_\_\_X\_\_\_ No. If you checked yes, please provide a description of the position you hold, your salary and your start date.  
\_\_\_\_\_
- Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members have held or engaged in with the education corporation during the prior school year. If there has been no such financial interest or transaction, please *write "None."* Please note that if you answered yes to Question 8, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Identity of Person Holding Interest or Engaging in Transaction (e.g., you and/or immediate family member (name))



<i>None</i>			

10. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or your immediate family member(s) had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the education corporation that is doing business with the education corporation through a management or services agreement, you need not list every transaction between such entity and the education corporation that is pursuant to such agreement; rather, please identify only the name of the entity, your position in the entity as well as the relationship between such entity and the education corporation. If there was no financial interest, please *write "None."*

<b>Entity Conducting Business with the Education Corporation</b>	<b>Nature of Business Conducted</b>	<b>Approximate Value of the Business Conducted</b>	<b>Name of Trustee and/or Immediate Family Holding an Interest in the Entity Conducting Business with the Education Corporation and the Nature of the Interest</b>	<b>Steps Taken to Avoid Conflict of Interest</b>
<i>None</i>				

*Margaret M. Horie*

6/24/2020

**Signature**

**Date**

*Form Revised November 16, 2015*



FOR INSTITUTE USE ONLY
FILING FOR SCHOOL YEAR: _____
DATE RECEIVED: _____

**DISCLOSURE OF FINANCIAL INTEREST  
BY A NOT-FOR-PROFIT CHARTER SCHOOL  
EDUCATION CORPORATION TRUSTEE**

- Name of education corporation: Albany Leadership Charter High School
- Trustee's name (print): Eldon Harris
- Position(s) on board, if any: (e.g., chair, treasurer, committee chair, etc.): \_\_\_\_\_  
N/A
- Home address: \_\_\_\_\_
- Business Address: \_\_\_\_\_
- Daytime phone: \_\_\_\_\_
- E-mail: \_\_\_\_\_
- Is Trustee an employee of the education corporation? \_\_\_ Yes.  No. If you checked yes, please provide a description of the position you hold, your salary and your start date.  
\_\_\_\_\_
- Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members have held or engaged in with the education corporation during the prior school year. If there has been no such financial interest or transaction, please write "None." Please note that if you answered yes to Question 8, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Identity of Person Holding Interest or Engaging in Transaction (e.g., you and/or immediate family member (name))
	<u>None</u>		

*Please write "None" if applicable. Do not leave this space blank.*





FOR INSTITUTE USE ONLY
FILING FOR SCHOOL YEAR: _____
DATE RECEIVED: _____

**DISCLOSURE OF FINANCIAL INTEREST  
BY A NOT-FOR-PROFIT CHARTER SCHOOL  
EDUCATION CORPORATION TRUSTEE**

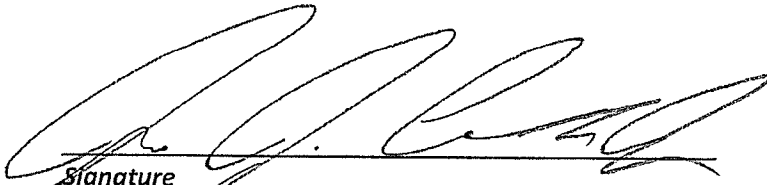
- Name of education corporation: **Albany Leadership Charter High School For Girls**
- Trustee's name (print): **James Celestine**
- Position(s) on board, if any: (e.g., chair, treasurer, committee chair, etc.): **Board Member**
- Home address: [REDACTED]
- Business Address: [REDACTED]
- Daytime phone: [REDACTED]
- E-mail: [REDACTED]
- Is Trustee an employee of the education corporation? \_\_\_\_ Yes.  No. If you checked yes, please provide a description of the position you hold, your salary and your start date.

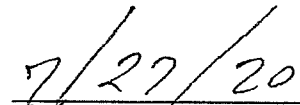
9. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members have held or engaged in with the education corporation during the prior school year. If there has been no such financial interest or transaction, please write "None." Please note that if you answered yes to Question 8, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Identity of Person Holding Interest or Engaging in Transaction (e.g., you and/or immediate family member (name))
None			
<i>Please write "None" if applicable. Do not leave this space blank.</i>			

10. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or your immediate family member(s) had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the education corporation that is doing business with the education corporation through a management or services agreement, you need not list every transaction between such entity and the education corporation that is pursuant to such agreement; rather, please identify only the name of the entity, your position in the entity as well as the relationship between such entity and the education corporation. If there was no financial interest, please *write "None."*

Entity Conducting Business with the Education Corporation	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee and/or Immediate Family Holding an Interest in the Entity Conducting Business with the Education Corporation and the Nature of the Interest	Steps Taken to Avoid Conflict of Interest
<p>None</p> <p><i>Please write "None" if applicable. Do not leave this space blank.</i></p>				

  
 Signature

  
 Date



**DISCLOSURE OF FINANCIAL INTEREST  
BY A NOT-FOR-PROFIT CHARTER SCHOOL  
EDUCATION CORPORATION TRUSTEE**

- 1. Name of education corporation: Albany Leadership Charter HS for Girls
- 2. Trustee's name (print): Elizabeth Robertson
- 3. Position(s) on board, if any: (e.g., chair, treasurer, committee chair, etc.): Chair

- 4. Home address: 
- 5. Business Address: 
- 6. Daytime phone: 
- 7. E-mail: 

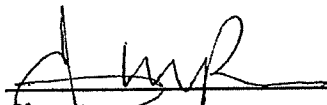
8. Is Trustee an employee of the education corporation?  Yes.  No. If you checked yes, please provide a description of the position you hold, your salary and your start date.

9. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members have held or engaged in with the education corporation during the prior school year. If there has been no such financial interest or transaction, please write "None." Please note that if you answered yes to Question 8, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Identity of Person Holding Interest or Engaging in Transaction (e.g., you and/or immediate family member (name))
<p><b>NONE</b></p> <p><i>Please write "None" if applicable. Do not leave this space blank.</i></p>			

10. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or your immediate family member(s) had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the education corporation that is doing business with the education corporation through a management or services agreement, you need not list every transaction between such entity and the education corporation that is pursuant to such agreement; rather, please identify only the name of the entity, your position in the entity as well as the relationship between such entity and the education corporation. If there was no financial interest, please *write "None."*

Entity Conducting Business with the Education Corporation	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee and/or Immediate Family Holding an Interest in the Entity Conducting Business with the Education Corporation and the Nature of the Interest	Steps Taken to Avoid Conflict of Interest
<p><i>Please write "None" if applicable. Do not leave this space blank.</i></p> <p style="font-size: 2em; font-weight: bold; opacity: 0.5;">NONE</p>				

  
 \_\_\_\_\_  
 Signature

7-24-2020  
 Date





**DISCLOSURE OF FINANCIAL INTEREST  
BY A NOT-FOR-PROFIT CHARTER SCHOOL  
EDUCATION CORPORATION TRUSTEE**

1. Name of education corporation: Albany Leadership Charter High School
2. Trustee's name (print): Sharon Cates-Williams
3. Position(s) on board, if any: (e.g., chair, treasurer, committee chair, etc.): \_\_\_\_\_  
Accountability Committee Chair
4. Home address: \_\_\_\_\_
5. Business Address: \_\_\_\_\_
6. Daytime phone: \_\_\_\_\_
7. E-mail: \_\_\_\_\_
8. Is Trustee an employee of the education corporation?  Yes.  No. If you checked yes, please provide a description of the position you hold, your salary and your start date.  
\_\_\_\_\_
9. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members have held or engaged in with the education corporation during the prior school year. If there has been no such financial interest or transaction, please *write "None."* Please note that if you answered yes to Question 8, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Identity of Person Holding Interest or Engaging in Transaction (e.g., you and/or immediate family member (name))
<i>None</i>	<i>NONE</i>	<i>NONE</i>	<i>NONE</i>

10. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or your immediate family member(s) had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the education corporation that is doing business with the education corporation through a management or services agreement, you need not list every transaction between such entity and the education corporation that is pursuant to such agreement; rather, please identify only the name of the entity, your position in the entity as well as the relationship between such entity and the education corporation. If there was no financial interest, please *write "None."*

Entity Conducting Business with the Education Corporation	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee and/or Immediate Family Holding an Interest in the Entity Conducting Business with the Education Corporation and the Nature of the Interest	Steps Taken to Avoid Conflict of Interest
<i>None</i>	<i>NONE</i>	<i>NONE</i>	<i>NONE</i>	

*Sharon Latis-Williams*

\_\_\_\_\_  
Signature

7/27/20

\_\_\_\_\_  
Date



# ALBANY LEADERSHIP

CHARTER HIGH SCHOOL FOR GIRLS

# 2020-2021 School Calendar

19 Hackett Blvd. • Albany, New York 12208  
 Phone (518) 694-5300 • Fax (518) 694-5307  
[www.albanyleadershiphigh.org](http://www.albanyleadershiphigh.org)

One Leader Changes Everything

S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
<b>July 2020</b>							<b>August 2020</b>							<b>September 2020</b>						
			1	2	3	4							1			1	2	3	4	5
5	6	7	8	9	10	11	2	3	4	5	6	7	8	6	7	8	9	10	11	12
12	13	14	15	16	17	18	9	10	11	12	13	14	15	13	14	15	16	17	18	19
19	20	21	22	23	24	25	16	17	18	19	20	21	22	20	21	22	23	24	25	26
26	27	28	29	30	31		23	24	25	26	27	28	29	27	28	29	30			
							30	31												
<b>October 2020</b>							<b>November 2020</b>							<b>December 2020</b>						
				1	2	3	1	2	3	4	5	6	7			1	2	3	4	5
4	5	6	7	8	9	10	8	9	10	11	12	13	14	6	7	8	9	10	11	12
11	12	13	14	15	16	17	15	16	17	18	19	20	21	13	14	15	16	17	18	19
18	19	20	21	22	23	24	22	23	24	25	26	27	28	20	21	22	23	24	25	26
25	26	27	28	29	30	31	29	30						27	28	29	30	31		
<b>January 2021</b>							<b>February 2021</b>							<b>March 2021</b>						
					1	2		1	2	3	4	5	6		1	2	3	4	5	6
3	4	5	6	7	8	9	7	8	9	10	11	12	13	7	8	9	10	11	12	13
10	11	12	13	14	15	16	14	15	16	17	18	19	20	14	15	16	17	18	19	20
17	18	19	20	21	22	23	21	22	23	24	25	26	27	21	22	23	24	25	26	27
24	25	26	27	28	29	30	28							28	29	30	31			
31																				
<b>April 2021</b>							<b>May 2021</b>							<b>June 2021</b>						
				1	2	3							1			1	2	3	4	5
4	5	6	7	8	9	10	2	3	4	5	6	7	8	6	7	8	9	10	11	12
11	12	13	14	15	16	17	9	10	11	12	13	14	15	13	14	15	16	17	18	19
18	19	20	21	22	23	24	16	17	18	19	20	21	22	20	21	22	23	24	25	26
25	26	27	28	29	30		23	24	25	26	27	28	29	27	28	29	30			
							30	31												

2020		2021		Key	
August 31	Freshman Orientation	January 1	Winter Recess		Late Start (9:50 am) (Professional Development for staff)
September 1	New Sophomore, Junior & Senior Orientation	January 4	Professional Development		School Closed
September 8	First Day of Class	January 18	Martin Luther King Jr. Day		Staff Only Day (No Classes)
October 12	Columbus Day	January 26-29	Regents Exams		Parent/Teacher Conferences (4:00 P.M. - 7:00 P.M.)
October 14	PSAT (Sophomores & Juniors)	February 15-19	Winter Recess		Parent/Teacher Conferences (7:45 A.M. - 9:30 A.M.)
November 3	Professional Development	March 15	Professional Development		Regents Exams (No Classes)
November 6	Early Release Drill	April 2-9	Spring Break		
November 11	Veterans Day	May 12-13	Mock Regents		
November 25-27	Thanksgiving Break	May 28-31	Memorial Day		
December 24-31	Winter Recess	June 1	Regents Exams		
		June 15	Last Day of Classes		
		June 16-24	Regents Exams		
		June 25	Graduation		

Total Academic Days: 183



## 2020-2021 School Calendar

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# C.L.E.A.R Values

## College and Career Readiness

I will graduate from ALH equipped for my next endeavor.

## Leadership

I will inspire others to make a difference.

## Empowerment

I am capable and committed to excellence.

## Accountability

I am responsible for my actions and their consequences.

## Resolve and Resiliency

I will achieve all of my goals no matter what.

## Bell Schedule

Regular Day Bell Schedule		
Period	Start Time	End Time
1	7:50 AM	8:40 AM
2	8:43 AM	9:36 AM
3	9:39 AM	10:29 AM
4	10:32 AM	11:24 AM
5	11:27 AM	12:19 PM
6	12:22 PM	1:14 PM
7	1:17 PM	2:07 PM
8	2:10 PM	3:00 PM
Flex	3:00 PM	3:30 PM
Late Start Wednesday Bell Schedule		
Period	Start Time	End Time
1	9:50 AM	10:25 AM
2	10:28 AM	11:06 AM
3	11:09 AM	11:44 AM
4	11:47 AM	12:24 PM
5	12:27 PM	1:04 PM
6	1:07 PM	1:44 PM
7	1:47 PM	2:22 PM
8	2:25 PM	3:00 PM
Flex	3:00 PM	3:30 PM
C.L.E.A.R Day Bell Schedule		
Period	Start Time	End Time
Advisory	7:50 AM	8:47 AM
1	8:50 AM	9:32 AM
2	9:35 AM	10:21 AM
3	10:24 AM	11:06 AM
4	11:09 AM	11:54 AM
5	11:57 AM	12:42 PM
6	12:45 PM	1:30 PM
7	1:33 PM	2:15 PM
8	2:18 PM	3:00 PM
Flex	3:00 PM	3:30 PM

**One Leader Changes Everything**



**Part I: General Information and Fire/Life Safety History**  
(to be completed annually)

1. Indicate the primary use of this facility: (check one box)

a) Student Instruction	<input checked="" type="checkbox"/>	b) Other Student Use (dormitory, dining hall, physical education building, etc.)	
------------------------	-------------------------------------	--	--

2. Is there a fire sprinkler system in this facility? Yes  No

If yes, is the sprinkler alarm connected with the building alarm? Yes  No

3. Is there a fire hydrant system for facility protection? Yes  No

If yes, indicate ownership of the system.

Public Owned  School Owned  Other \_\_\_\_\_ (specify)

4. Indicate the ownership of this facility.

Leased  Owned  Other \_\_\_\_\_ (specify)

5. What is the current gross square footage of this facility?  
(to the nearest whole ten feet)

			5	1	4	0	0
--	--	--	---	---	---	---	---

If this facility is used for instruction, complete (a) – (d); otherwise go to question #7.

a) Fire drills were held in accordance with Section 807 of State Education Law and Sections F405 of the 2015 International Fire Code and F403.5.4 of the NYS Uniform Code Supplement.

Yes  No

b) Average time to evacuate this facility:

--	--	--	--	--

Minutes                      Seconds

c) Student instruction in arson and fire prevention was provided in accordance with Section 808 of State Education Law; which requires every school in New York State to provide a minimum of 45 minutes of instruction in arson, fire prevention, injury prevention, and life safety during each month that school is in session.

Yes  No

d) Employee training in fire prevention, evacuation, and fire safety was provided during the past year, and Records maintained in accordance with Section F406 of the 2015 International Fire Code.

Yes  No

7. If the fire alarm was activated since the last annual fire inspection, was the fire department immediately notified in accordance with Section F401.3.2 of the 2015 International Fire Code?

Yes  No

8. Have there been any fires in this facility since the last annual fire inspection?

Yes \_\_\_\_\_

No X \_\_\_\_\_

If yes, indicate:

a) Number of fires

--	--

b) Total number of injuries

--	--

c) Total cost of property damage

\$

--	--	--	--	--	--	--	--	--	--



**Part II: Nonpublic School Fire Safety Non-Conformance Report Sheet**

School Name: Albany Community Charter School

Building Name: Albany Community CS

Item #	Non-Conformance	Date Corrected	Item #	Non-Conformance	Date Corrected	Item #	Non-Conformance	Date Corrected
08A-2			13A-2			19E-1		
08B-2			13B-2			19F-1		
08C-2			14A-2			19G-1		
08D-2			14B-2			19H-2		
08E-2			14C-2			20A-1		
09A-2			14D-1			20B-1		
09B-2			14E-1			20C-1		
09C-1			15A-2			21A-3		
09D-1			15B-1			22A-3		
09F-2			15C-2			22B-3		
09G-2			15D-2			22C-3		
10A-2			15E-1			23A-1		
10B-2			16A-2			23B-1		
10C-1			16B-2			23C-1		
10D-1			16C-2			23D-2		
11A-2			17A-3			24A-3		
11B-1			17B-2			25A-3		
11C-2			17C-2					
11D-2			17D-2					
11E-1			17E-1					
12A-1			17F-3					
12B-3			17G-1					
12C-2			17H-2					
12D-2			17I-2					
12E-1			17J-1					
12F-1			17K-1					
12G-1			17L-1					
12H-1			18A-2					
12I-1			18B-2					
12J-1			18C-2					
12K-1			18D-2					
12L-1			19A-3					
12M-1			19B-2					
12N-1			19C-1					
12O-2			19D-1					

**If any additional non-conformances are observed, check item 25A-3 and list the Code section below.**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Inspector**

The inspector has been provided with a copy of the previous year's school fire safety report:

Yes  No



**Part III: Nonpublic School Certifications**

Please complete sections III-A, Section III-B and/or Section III-C, and Section III-D as directed below

**Section III-A Fire Inspection Method**

What method(s) did the school authorities use to complete the annual fire inspection for this building? Check appropriate box(es)

- Inspection by the **fire department** of the city, town, village or **fire district** in which the building is located (complete section III-B)
- Inspection by a **fire corporation** whose territory includes the school building (complete section III-B)
- Inspection by the **county fire coordinator**, or the officer performing the powers and duties of a county fire coordinator pursuant to a local law, of the county in which the building is located (complete section III-B)
- Employing or contracting persons** who, in the judgment of the school authorities, are qualified to make such an inspection (complete section III-C)

For additional information regarding these methods, please refer to: <https://www.nysenate.gov/legislation/laws/EDN/807-A>

**Section III-B-Fire Inspection by Local Fire Department, Fire District, Fire Corporation, or County Fire Coordinator**

The individual noted below inspected this building on 7/21/2020 (date) and the information in this Report represents, to the best of their knowledge and belief, an accurate description of the building and conditions they observed. The individual that performed this inspection has maintained their certification requirements pursuant to 19 NYCRR 1208-3.1.

Inspector's Name: KELLY J. GOERTZ Title: FF/INVESTIGATOR

Signature: [Handwritten Signature] Date: 7/21/2020

Inspector's Organization: [Redacted]

Inspector's Telephone #: [Redacted] Inspector's Email: [Redacted]

Inspector's Registry # (assigned by the NYS Department of State) [Redacted]

**Section III-C Fire Inspection by Another Individual**

School authorities must give reasonable notice of the date and time the annual fire inspection is to be made to the local fire official who has the regular duty of fighting fire in the building to be inspected. Such official, or any subordinate designated by him, may be present during the inspection and may also file a report of inspection.

The individual noted below inspected this building on \_\_\_\_\_(date) and the information in this Report represents, to the best of their knowledge and belief, an accurate description of the building and conditions they observed.

Inspector's Name: \_\_\_\_\_ Title: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Inspector's Organization: \_\_\_\_\_

Inspector's Telephone #: \_\_\_\_\_ Inspector's Email: \_\_\_\_\_

Inspector's Registry # (assigned by the NYS Department of State) \_\_\_\_\_

Name of Local Fire Authority: \_\_\_\_\_

Address of Local Fire Authority: \_\_\_\_\_

Notification Date: \_\_\_\_\_ Fire Authority Contact Name: \_\_\_\_\_

Was a Local Fire Official Representative present at inspection?

- Yes
- No

**Section III-D. School or Building Administrator, Director, or Headmaster**

The individual noted below certifies that this building was inspected as indicated in Section III-A above and hereby submits this fire inspection report on behalf of the Board of Trustees and certifies that:

1. Public notice of report availability has been published, and that
2. Any nonconformances noted as corrected on the *Nonpublic Fire Safety Non-Conformance Report Sheet* portion of this report were corrected on the date indicated, and that
3. For any uncorrected nonconformances that appear on this report, the Board of Trustees, has at the meeting held pursuant to Section 807-a of New York State Education Law, conferred with the fire chief concerning the alleged deficiencies appearing on the inspection report and the measures proposed to be taken to correct such deficiencies.

Name: Ryan Smith

Title: School Business Administrator

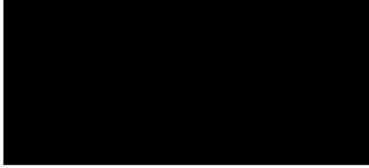
Signature: [Signature]

Telephone #: [Redacted]

Email: [Redacted]

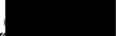


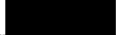
**City of Albany  
Department of Public Safety  
Division of Building and Codes**



**Certificate of Occupancy**

Address: 21 Hackett Blvd

Permit 

Parcel 

This is to Certify that the building located at 21 Hackett Blvd in the City of Albany, NY has been inspected and found to be in compliance with the plans on file and with permit application for construction of a private high school known as Albany Leadership Charter High School for Girls.

The following occupancy is permitted at this location:

Area	Use	Uniform Code Classification
Cellar/Basement		
First Floor	School	E
Second Floor	School	E
Third Floor		
Other Floors		

No change in the nature of this parcel, building or use is allowed without a permit and the issuance of a new Certificate of Occupancy.

Zoning District at time of Issuance C-O

Issuance Recommended By:



Vincent J. DiBiase  
Sr. Building Inspector

  
Nicholas A. DiLello, Director

Issue Date: Monday, November 22, 2010