



Albany Leadership Charter School for Girls

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

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2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

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

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

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

SCHOOL OVERVIEW

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

ALCS prides itself on being the first public, charter, female-only high school in New York State, and it considers this one of its primary distinctive qualities. After operating as a successful high school since the fall of 2010, the stakeholders built on that model by expanding to serve middle school grades. Beginning with sixth grade in 2021-22, the middle school grew to full capacity by adding grades each year. According to the National Association for Single Sex Public Education (NASSPE), there are three major advantages for girls who are educated in a single gender school. These include expanded educational opportunity, custom-tailored learning and instruction and the exercising of greater autonomy. ALCS seeks to maximize these benefits for our students in every aspect of our school in order to ensure that we cultivate great scholars and true leaders.

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

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

All students at ALCS take the NWEA MAP Growth assessment three times each school year; in the fall, in the winter, and in the spring. Additionally, middle school students take the IXL assessment three times annually. NWEA MAP uses various algorithms to project a RIT score based on previous results. NWEA's RIT score measurement is imperfect, so a range of score results is reported for each student to reflect measurement error. A student is determined to have achieved the projected growth if her projected RIT score lies within the range of error for her Spring RIT score range. IXL provides the ability

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to provide NWEA skill alignment with recommended IXL skills for every student. This data is utilized to ensure that students are practicing their targeted skills based on the IXL diagnostic in the regular classroom and during scheduled intervention time.

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

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

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

There were some updates at ALCS in the past year:

- New Leadership with Dr. Ronald Large joined as CEO in June 2025.
- Strengthened board engagement to align the board's vision of a 6-12 academy model with the practical programming aspects by grade
- Continued implementation as we transition to new curricular materials in most academic subjects

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

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connections with their students, resulting in teacher retention and progress toward school-wide initiatives.

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

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

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

ENROLLMENT SUMMARY

School Enrollment by Grade Level and School Year

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

HIGH SCHOOL COHORTS

ACCOUNTABILITY COHORT

The state's Accountability Cohort consists specifically of students who are in their fourth year of high school after entering the 9th grade. For example, the 2021 state Accountability Cohort consists of students who first entered the 9th grade anywhere in the 2021-22 school year, were enrolled in the school on the state's annual enrollment-determination day (BEDS day) in the 2024-25 school year, and either remained in the school for the rest of the year or left for an acceptable reason. (See New York

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State Education Department's SIRS Manual for more details about cohort eligibility and acceptable exit reasons: <http://www.p12.nysed.gov/irs/sirs/ht>

Fourth-Year High School Accountability Cohorts

Fourth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Enrolled on BEDS Day in October of the Cohort's Fourth Year	Number Leaving During the School Year	Number in Accountability Cohort as of June 30th
2022-23	2019-20	2019	53	2	51
2023-24	2020-21	2020	37	1	37
2024-25	2021-22	2021	46	0	46

TOTAL COHORT FOR GRADUATION

Students are also included in the Total Cohort for Graduation (referred to as the Graduation Cohort, Total Graduation Cohort, or Total Cohort interchangeably throughout this report) based on the school year they first enter the 9th grade at any school. The 2021 Total Cohort consists of all students, based on last enrollment record as of June 30, 2025, with a First Date of Entry into Grade 9 during the 2021-22 school year, regardless of their current grade level. The school may remove students from the Graduation Cohort if the school has discharged those students for an acceptable reason listed in the [SIRS manual](#), including but not limited to the following: if they transfer to another public or private diploma-granting program with documentation, transfer to home schooling by a parent or guardian, transfer to another district or school, transfer by court order, leave the U.S., or are deceased.

Fourth Year Total Cohort for Graduation

Fourth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Graduated or Still Enrolled on June 30 th of the Cohort's Fourth Year (a)	Number of Students Who Left the School but Were Not Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2022-23	2019-20	2019	53	2	51
2023-24	2020-21	2020	37	1	37
2024-25	2021-22	2021	45	3	42

Fifth Year Total Cohort for Graduation

Fifth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Graduated or Still Enrolled on June 30 th of the Cohort's Fifth Year (a)	Number of Students Who Left the School but Were Not Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)

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2022-23	2018-19	2018	51	4	55
2023-24	2019-20	2019	36	3	39
2024-25	2020-21	2020	46	4	50

PROMOTION POLICY

GRADING SCALE

GRADES EARNED	GPA VALUE (UNWEIGHTED)	ACHIEVEMENT LEVEL
89-95	4.0	MASTERY
86-88	3.7	MASTERY
83-85	3.3	PROFICIENT
79-82	3.0	PROFICIENT
76-78	2.7	PROFICIENT
73-75	2.3	PARTIALLY PROFICIENT
70-72	2.0	PARTIALLY PROFICIENT
69 and below	0	BELOW/FAR BELOW

RECEIVING CREDITS FOR A COURSE

Credit units are granted once a student successfully completes that course with a “70” or higher. Partial credit units are not granted to a student who leaves ALCS midyear or who transfers to another class midyear; however, a student who transfers to another class or who leaves the charter school has already completed a course or has completed enough work to obtain a passing grade via the standards- based grading system, then a student may be awarded credit.

COURSES WITH WEIGHTED CREDIT

A student who chooses to take an Honors or Advanced Placement (AP) level course will be weighted in recognition of the extra effort needed to meet their requirements. Consequently, Honors courses will receive an additional 0.2 GPA points, and AP and college courses will receive an additional 0.5 GPA points.

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

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GOAL 1: HIGH SCHOOL GRADUATION

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

Graduation Goal Measure 1 - Leading Indicator

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

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

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

Graduation Goal Measure 2 - Leading Indicator

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

As a result of the Board of Regents' guidance regarding the cancellation of multiple administrations of the Regents exams through at least 2021-22, some second year cohorts may have had student waivers for examinations. Report the percentage of students who either passed or were exempted from at least three exams. In August of 2025, the 2023 Cohort will have completed its second year.

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

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

Graduation Goal Measures 3 & 4 - Absolute

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

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

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

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

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

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

Graduation Goal Measure 5 - Comparative Measure

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

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

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

Graduation Goal Measure 6 - Absolute Measure

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

All students have the opportunity to utilize the Civic Readiness pathway, but not all intentionally pursue it. We offer it as an option if it's needed and they have an interest. To earn the Seal of Civic Readiness

¹ These data reflect August graduation rates.

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

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students must achieve a series of checkpoints that include getting 4 credits in social studies and obtaining mastery or proficiency in at least one of the two Regents exams. The four credits can be earned through a variety of means, including projects and test scores.

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

SUMMARY OF THE HIGH SCHOOL GRADUATION GOAL

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

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

Type	Measure	Outcome
Leading Indicator	Each year, 75 percent of students in first and second year high school Total Graduation Cohorts will earn at least ten credits (if 44 needed for graduation) or five credits (if 22 needed for graduation) each year.	No
Leading Indicator	Each year, 75 percent of students in the high school Total Graduation Cohort will score at least 65 on at least three different New York State Regents exams required for graduation by the completion of their second year in the cohort.	No
Absolute	Each year, 75 percent of students in the fourth year high school Total Graduation Cohort will graduate.	Yes
Absolute	Each year, 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.	No
Comparative	Each year, the percent of students in the high school Total Graduation Cohort graduating after the completion of their fourth year will exceed that of the Total Graduation Cohort from the school district of comparison.	Yes

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Absolute	Each year, 75 percent of students in the high school Total Cohort pursuing an alternative graduation pathway will achieve a Regents equivalency score and pass an approved pathway assessment required for graduation by the end of their fourth year.	Yes
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EVALUATION OF THE GRADUATION GOAL

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

ACTION PLAN

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

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

GOAL 2: COLLEGE PREPARATION

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

Throughout an ALCS student's school career, she will participate in college visits, attend college fairs, complete the college application process, and apply for financial aid. ALCS emphasizes the attainability of college acceptance and graduation. To this end, ALCS offers extensive, high-quality College in the High School and Advanced Placement coursework with a commitment to expanding pathways to graduation through internship and work-based learning experiences. Our Career Pathway Exploration Internship Program helps students understand the connections between high school, college, and careers. The program is meant to provide students with meaningful workplace experiences that give students an understanding of the skills and educational requirements needed for various careers, as well as to introduce students to positive role models in the field who will share their experience and professional expertise. Additionally, our alumni coordinator works to keep graduated students connected to ALCS and offer support in college and beyond.

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

preparatory pathway by providing enhanced academic instruction, tutorial support, and motivational activities.

AVID® students:

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

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

2024-25 College Pathway Course List	
Albany Leadership Charter School for Girls partners with Russell Sage College and Hudson Valley Community College (HVCC) to offer college courses to our girls in the college pathway of our scholars' choices.	
Liberal Arts/ Humanities Pathway	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>
● SAGE WRT 101: Writing in Community ● SAGE ENG 154: Introduction to Literature ● SAGE PED 225: Concepts of Fitness and Wellness ● SAGE SOC 101: Intro to Sociology ● SAGE CRM 311: Criminology ● AP English Language & Composition ● AP United States History	● HVCC ENTR 110: Intro to Entrepreneurship ● HVCC MKTG 120: Principles of Marketing ● SAGE BUS 110: Financial Literacy ● SAGE MAT 113: Precalculus ● AP Biology

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

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

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

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College Preparation Goal Measure 1 - Absolute

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

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

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

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

College Preparation Goal Measure 2 - Absolute

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

³ Schools use any method listed above, or any combination thereof, to demonstrate that at least 75 percent of graduates are prepared to engage in rigorous college level coursework. The school should select only those methods listed here that it uses to demonstrate the college readiness of its students and eliminate those that it will not. For instance, high schools that do not deliver an IB Program as part of their high school design do not report on the IB option.

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

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

College Preparation Goal Measure 3 - Comparative

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

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

College Preparation Goal Measure 4 - Absolute

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

Matriculation Rate of Graduates by Year⁵

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

SUMMARY OF THE COLLEGE PREPARATION GOAL

The school achieved one of the two college preparation measures in 2024-25. 97.5 percent of graduating students demonstrated their preparation for college based on one of the following indicators: AP exams, earning a Regents Diploma with Advanced Designation or earning credit for a college level course. 31 percent of our 2024 graduates matriculated in a two- or four-year college in the past year. We collect this information by connecting with our alumni informally and gathering data from the National Student Clearinghouse.

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

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Type	Measure	Outcome
Absolute	Each year, 75 percent of graduating students will demonstrate their preparation for college by one or more possible indicators of college readiness.	Yes
Absolute	Each year, the CCCRI for the school's Total Cohort will exceed that year's state MIP set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the school's CCCRI for the Total Cohort will exceed that of the district's Total Cohort.	N/A
Absolute	Each year, 75 percent of graduating students will matriculate into a college or university in the year after graduation.	No

EVALUATION OF THE COLLEGE PREPARATION GOAL

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

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

ACTION PLAN

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

We will also begin offering freshman and senior seminars in 2024–25. Through these seminars, students will be empowered to explore different career pathways and build specific college and career readiness skills. The Freshman Seminar will orient ninth graders to high school expectations, teach study and organization habits, builds digital literacy, and introduce careers through interest inventories, guest speakers, and short research projects; students create a four year academic plan, set attendance and GPA goals, and practice communication skills that support success in every class. The Senior Seminar will guide twelfth graders through the full postsecondary process, college and workforce applications, personal statements, FAFSA and TAP completion, scholarship searches, and financial literacy; students will refine résumés, practice interviews, engage in internship or service experiences when available, and complete a capstone that demonstrates mastery of their chosen pathway so they graduate with a clear, actionable plan.

GOAL 3: ENGLISH LANGUAGE ARTS

Goal 3: Students will become college ready in English Language Arts by attaining at or above grade level

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proficiency on state and national tests and obtaining the regents or advanced regents credits in English necessary to graduate from high school by their 4th year of high school at Albany Leadership Charter School for Girls.

BACKGROUND

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

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

We use SAVVAS *myPerspectives* as our ninth grade curriculum. This dynamic program creates an interactive, engaging, and relevant learning environment through readings, meaningful activities, and purposeful performance tasks. Interactive learning blends print and technology in a student-centered learning, teacher-inspired classroom. In the later years of high school, we use New Visions and EngageNY as our ELA curriculum. We've chosen to use these curricula because they both support diverse learners while maintaining high expectations for critical thinking and analysis.

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

ELEMENTARY AND MIDDLE ELA

ELA Measure 1 - Absolute

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

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

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Number of Students Tested and Not Tested

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

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

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

ELA Measure 2 - Absolute

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

In New York State, ESSA school performance goals are met by showing that an absolute proportion of a school's students who have taken the English language arts test have scored at the partially proficient, or proficient and advanced performance levels (Levels 2 or 3 & 4). The percentage of students at each of these three levels is used to calculate a PI and determine if the school has met the MIP set each year by the state's ESSA accountability system. To achieve this measure, all tested students must have a PI value that equals or exceeds the state's 2024-25 English language arts MIP for all students of **117.3**. The PI is the sum of the percent of students in all tested grades combined scoring at Level 2, plus two times

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

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the percent of students scoring at Level 3, plus two-and-a-half times the percent of students scoring at Level 4. Thus, the highest possible PI is 250.⁷

English Language Arts 2024-25 Performance Index (PI)

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

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

ELA Measure 3 - Comparative

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

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

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

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

ELA Measure 4 - Comparative

Each year, the school will exceed its predicted level of performance on the state English language arts exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree)

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

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

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according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

METHOD

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

2023-24 English Language Arts Comparative Performance by Grade Level

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

ELA Measure 5 - Growth

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

METHOD

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

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2023-24 and also have a state exam score from 2022-23 including students who were retained in the same grade. Students with the same 2022-23 score are ranked by their 2023-24 score and assigned a percentile based on their

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

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

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relative growth in performance (student growth percentile). Students' growth percentiles are aggregated school-wide to yield a school's mean growth percentile. In order for a school to perform above the target for this measure, it must have a mean growth percentile greater than 50.

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

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

ELA INTERNAL EXAM RESULTS

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

Additional ELA Measure 6 - Growth

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

METHOD

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

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

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NWEA

2024-25 NWEA MAP ELA Assessment End of Year Results					
Measure	Subgroup	Target	Tested	Results	Met?
Measure 1: Each year, the school's median growth percentile of all 6 th through 8 th grade students will be greater than 50. Student growth is the difference between the beginning of year score and the end of year score.	All students	50	118	50	Yes
Measure 2: Each year, the school's median growth percentile of all 6 th through 8 th grade students whose achievement did not meet or exceed the RIT score proficiency equivalent in the fall will meet or exceed 55 in the spring administration.	Low initial achievers	55	79	47	No
Measure 3: Each year, the median growth percentile of 6 th through 8 th grade English language learners at the school will be equal to or greater than the median growth of 6 th through 8 th grade general education students at the school.	English language learners ¹¹ (Fewer than 5 SWDs)	50	5	6	No
Measure 4: Each year, 75% of 6 th through 8 th grade students enrolled in at least their second year at the school will meet or exceed the RIT score proficiency equivalent according to the most recent linking study comparing NWEA Growth to New York State standards. ¹²	2+ students	75%	74	17%	No

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

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

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

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

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

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

SUMMARY OF THE ELA GOAL

The charter school did not meet the five MS English Language Arts goals we are able to report on in 2024-25. The absolute measure was not met as less than 75 percent of students enrolled in at least their second year scored at standard levels 3 and 4 on the NYS ELA exam. Comparatively, we are unable to access the local district scores at the time of this report. Based on the 2023-24 Comparative Performance Analysis, which compares the school's performance to that of demographically similar public schools statewide in terms of poverty, the school did not perform better than expected to a meaningful degree with greater than 0.3 overall effect size. Based on the state's Growth Model the school's mean unadjusted growth

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

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percentile in English language arts for all tested 6-8 students, they fell short of the target of 50. 6th grade students demonstrated growth from the beginning of the year to the end of the year as measured by the **NWEA MAP** data by reaching at least the 50th percentile.

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

EVALUATION OF ELA GOAL

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

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

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

MIDDLE SCHOOL ELA ACTION PLAN

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

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

HIGH SCHOOL ELA

High School ELA Measure 1 - Absolute

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

METHOD

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

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Language Arts (Common Core). This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 4 by the completion of their fourth year in the cohort.¹⁴

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

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

High School ELA Measure 2 - Absolute

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

METHOD

The State Education Department currently defines the cut off for passing and meeting the requirement for graduation as scoring at or above Performance Level 3 (partially meeting Common Core expectations) on the Regents Exam in English Language Arts (Common Core). This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 3 by the completion of their fourth year in the cohort.

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

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2019	2022-23	51	11	28	70%
2020	2023-24	37	1	24	67%
2021	2024-25	46	0	40	87%

¹⁴ Cohort Regents attainment in all subjects is based on students' highest score regardless of the number of times a student sat for the exam.

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

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High School ELA Measure 3 - Absolute

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

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

High School ELA Measure 4 - Comparative

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

METHOD

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

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

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

High School ELA Measure 5 - Comparative

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

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METHOD

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

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

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

High School ELA Measure 6 - Comparative

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

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

High School ELA Measure 7 - Growth

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

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

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High School ELA Measure 8 - Growth

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

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

SUMMARY OF THE HIGH SCHOOL ENGLISH LANGUAGE ARTS GOAL

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

Type	Measure	Outcome
Absolute	Each year, 65 percent of students in the high school Accountability Cohort will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	No
Absolute	Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	Yes
Absolute	Each year, the Performance Index (PI) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the state Measure of Interim Progress (MIP) set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the percentage of students in the Total Cohort meeting or exceeding Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students from the district meeting or exceeding Common Core expectations.	Yes
Comparative	Each year, the percentage of students in the Total Cohort partially meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.	Yes
Comparative	Each year, the Performance Index (PI) in Regents English of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.	N/A
Growth	Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade English language arts exam will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	N/A

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

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

HIGH SCHOOL ELA ACTION PLAN

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

GOAL 4: MATHEMATICS

Goal 4: Students will become college ready in mathematics by attaining at or above grade level proficiency on state and national tests and obtaining the regents or advanced regents credits in mathematics necessary to graduate from high school by their 4th year of high school at Albany Leadership Charter School for Girls.

BACKGROUND

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

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

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

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

ELEMENTARY AND MIDDLE MATHEMATICS

Math Measure 1 - Absolute

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

METHOD

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

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

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

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

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

Math Measure 2 - Absolute

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

METHOD

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

Mathematics 2024-25 Performance Index (PI)

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

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

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Math Measure 3 - Comparative

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

METHOD

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

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

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

Math Measure 4 - Comparative

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

METHOD

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

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

2023-24 Mathematics Comparative Performance by Grade Level

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

Math Measure 5 - Growth

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

METHOD

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

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

2023-24 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4		50.0
5		50.0
6	32.4	50.0

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

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

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7	52.7	50.0
8	51.9	50.0
All	44.1	50.0

MATHEMATICS INTERNAL EXAM RESULTS

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

Additional ELA Measure 6 - Growth

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

METHOD

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

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

NWEA

2024-25 NWEA MAP Mathematics Assessment End of Year Results

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

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

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

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

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

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

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

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

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

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By All Students

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

SUMMARY OF THE MATHEMATICS GOAL

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

Type	Measure	Outcome Met
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State Mathematics exam for grades 3-8.	No
Absolute	Each year, the school's aggregate PI on the state's mathematics exam will meet that year's state MIP as set forth in the state's ESSA accountability system.	No
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of students in the same tested grades in the school district of comparison.	Unable to Assess
Comparative	Each year, the school will exceed its predicted level of performance on the state mathematics exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression	No

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	analysis controlling for economically disadvantaged students among all public schools in New York State.	
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the target of 50.	No

EVALUATION OF THE MATHEMATICS GOAL

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

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

MATHEMATICS ACTION PLAN

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

HIGH SCHOOL MATHEMATICS

High School Math Measure 1 - Absolute

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

METHOD

The State Education Department currently defines the college and career readiness standard as scoring at or above Performance Level 4 (meeting Common Core expectations) on a Regents exam in mathematics. This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 4 by the completion of their fourth year in the cohort.

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

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

High School Math Measure 2 - Absolute

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

METHOD

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

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

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

High School Math Measure 3 - Absolute

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

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

High School Math Measure 4 - Comparative

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

METHOD

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

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

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

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2020	--	37	9%	732
2021	7%	46		

High School Math Measure 5 - Comparative

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

METHOD

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

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

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

High School Math Measure 6 - Comparative

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

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

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High School Math Measure 7 - Growth

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

High School Math Measure 8 - Growth

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

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

SUMMARY OF THE HIGH SCHOOL MATHEMATICS GOAL

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

Type	Measure	Outcome
Absolute	Each year, 65 percent of students in the high school Accountability Cohort will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	No
Absolute	Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	No
Absolute	Each year, the Performance Index (PI) in mathematics of students completing their fourth year in the Accountability Cohort will meet the state Measure of Interim Progress (MIP) set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the percentage of students in the Total Cohort meeting or exceeding Common Core expectations on a Regents mathematics exam will exceed the percentage of comparable students from the district meeting or exceeding Common Core expectations.	No
Comparative	Each year, the percentage of students in the Total Cohort partially meeting Common Core expectations on a Regents mathematics exam will exceed	Yes

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	the percentage of comparable students in the district at least partially meeting Common Core expectations.	
Comparative	Each year, the Performance Index (PI) in Regents mathematics of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.	N/A
Growth	Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade mathematics exam will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	N/A
Growth	Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade mathematics exam will at least partially meet Common Core expectations (currently scoring at least Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	N/A

EVALUATION OF THE HIGH SCHOOL MATHEMATICS GOAL

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

HIGH SCHOOL MATHEMATICS ACTION PLAN

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

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

GOAL 5: SCIENCE

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

BACKGROUND

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

We utilize different forms of internal assessments to monitor student progress throughout the year. In middle school, students take IXL assessments along with classroom assessments. In high school, students take regents formatted assessments and work to complete the state laboratory requirements in earth and space science, biology, and chemistry.

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

ELEMENTARY AND MIDDLE SCIENCE

Science Measure 1 - Absolute

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

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

Charter School Performance on 2024-25 State Science Exam
By Students Enrolled in At Least Their Second Year

Grade	Students in At Least Their 2 nd Year		
	Number Tested	Number Proficient	Percent Proficient
8	33	7	21%

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Science Measure 2 - Comparative

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

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

2024-25 State Science Exam

Charter School and District Performance by Grade Level

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

SUMMARY OF THE ELEMENTARY/MIDDLE SCIENCE GOAL

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

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

EVALUATION OF THE SCIENCE GOAL

ALCS did not achieve the science measure in grade 8.

ACTION PLAN

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

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Starting in 2025-26, all eighth grade students will take the Regents Earth and Space Science exam. We will use a curriculum from New Visions to teach this content.

HIGH SCHOOL SCIENCE

High School Science Measure 1 - Absolute

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

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

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

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

High School Science Measure 2 - Comparative

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

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

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

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

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2010	21%	37	22%	732
2021	76%	46		

SUMMARY OF THE HIGH SCHOOL SCIENCE GOAL

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

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

EVALUATION OF THE HIGH SCHOOL SCIENCE GOAL

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

ACTION PLAN

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

GOAL 6: SOCIAL STUDIES

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

BACKGROUND

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

Social Studies Measure 1 - Absolute

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

METHOD

New York State administers two high school social studies assessments: U.S. History and Global History. In order to graduate, students must pass both of these Regents exams with a score of 65 or higher. These measures require students in each Accountability Cohort to pass the two exams by the completion of their fourth year in the cohort.

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

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

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

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

METHOD

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

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

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

Social Studies Measure 3 - Absolute

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

METHOD

New York State administers two high school social studies assessments: U.S. History and Global History. In order to graduate, students must pass both of these Regents exams with a score of 65 or higher. These measures require students in each Accountability Cohort to pass the two exams by the completion of their fourth year in the cohort.

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

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

Social Studies Measure 4 - Comparative

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

METHOD

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

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

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

SUMMARY OF THE SOCIAL STUDIES GOAL

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

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

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

EVALUATION OF THE SOCIAL STUDIES GOAL

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

ACTION PLAN

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

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

GOAL 7: ESSA

ESSA Measure 1

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

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

Accountability Status by Year

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