



**NEW VISIONS CHARTER HIGH
SCHOOL FOR ADVANCED MATH
AND SCIENCE (AMS)**

**2014-15 ACCOUNTABILITY PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

September 15, 2015

By Lori Mei

New Visions Charter Managing Director of Operations
and School Development

99 Terrace View Avenue, Bronx, NY 10463
718-817-7683

Robert Hiller, Principal, Allison Cohen, Data Analyst, Alec Barrett, Data Coordinator, New Visions Data Unit and Lori Mei, Managing Director of Operations and School Development, New Visions Charter Unit prepared this 2014-15 Accountability Progress Report on behalf of the school's board of trustees:

| Trustee's Name | Board Position |
|------------------|----------------|
| John Alderman | Board Member |
| Peter Cantillo | Board Member |
| Ronald Chaluisan | Secretary |
| Gary Ginsberg | Board Member |
| Stacy Martin | Board Member |
| John A. Sanchez | Chair |

Julia Chun served as the principal from the time the school opened in 2011 through July 31, 2015. Robert Hiller became the new principal of AMS on August 1, 2015.

INTRODUCTION

Mission

The New Visions Charter High School for Advanced Math and Science (AMS) is a small school that opened in 2011 with approximately 125 ninth grade students and served grades 9-12 in 2014-2015. AMS is academically rigorous, committed to parent and community outreach, and dedicated to serving high-need students. The school is part of the New Visions Charter High Schools' (NVCHS) network which is a network of secondary schools dedicated to supporting all students in meeting the highest academic standards. We shift classroom dynamics from one where students receive information to one where students find solutions to community-defined problems by using their imagination coupled with a mastery of content and skills. We challenge our students to present and defend their learning as part of preparing and supporting them to graduate ready for college, careers and a 21st century economy. Teaching and learning in AMS, as in all New Visions Charter High Schools, is built upon the Lincoln Center Education Capacities for Imaginative Thinking¹, informed by challenge-based curricula that are aligned to the Common Core standards, applied to improving local communities and driven by student performance data.

Student Population

Located in the Marble Hill community of the Bronx, AMS serves students from predominately low-income families. With enrollment based on a random lottery, 95% of students that applied to AMS live in the Bronx with about one-fourth of the students coming from Community School District 10 in which the school is located. In the 2014-2015 school year, 467 students were enrolled in AMS. Of these students:

- 84% are eligible for free or reduced price lunch
- 96% are Black or Latino
- 15% are students with disabilities
- 5% are English Language Learners

Key Design Elements

Key design elements of the model include:

- An instructional model that requires students to reflect and assess constantly. As students employ the Capacities of Imaginative Thinking, they practice applying their knowledge to real-world issues through challenge-based learning.
- On-going system of assessment and data tools to support academic achievement, literacy interventions and monitor special education and English language learner compliance.
- A small school that offers a trimester schedule as well as an extended day and extended year that provides students with more time and opportunities for remediation and acceleration as

¹ The Capacities of Imaginative Thinking are habits of mind that foster creativity, analysis and action.

well as afterschool and Saturday clubs and classes to engage students and support their academic and socio-emotional needs.

- A Summer Bridge Program in August for all 9th and 10 grade students that sets academic and behavioral expectations and introduces them to challenge-based learning.
- A *Lower House* that provides students with a solid academic and socio-emotional foundation to get them to grade level, and to accelerate their learning so that they may take full advantage of *Upper House* which engages students in an array of experiences with a post-secondary focus.
- Community engagement as a distinguishing element of the model. This model aspires to honor who our students are and where they come from by creating opportunities for them to engage in and become members of and resources for their communities.
- Family engagement that emphasizes families as partners in education through a model that includes establishing Family School Alliances²; offering events for networking and celebration; providing information about graduation requirements and students’ academic progress; and creating a culture that emphasizes college and career readiness.
- Student support services that address students’ socio-emotional needs from college counseling to crisis management.
- Systematic development of each school’s operational infrastructure to achieve efficiency and effectiveness.
- Leadership and adult learning model that emphasizes modeling of best practices, teaming, feedback and role clarity to ensure that staff are focused on continuous improvement and invested in excelling.

School Enrollment by Grade Level and School Year

| School Year | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Total |
|-------------|---|---|---|---|---|---|---|---|---|-----|-----|-----|-----|-------|
| 2011-12 | | | | | | | | | | 118 | 0 | 0 | 0 | 118 |
| 2012-13 | | | | | | | | | | 118 | 118 | 0 | 0 | 236 |
| 2013-14 | | | | | | | | | | 105 | 122 | 108 | 0 | 335 |
| 2014-15 | | | | | | | | | | 157 | 104 | 98 | 108 | 467 |

High School Cohorts

Accountability Cohort

The state’s Accountability Cohort consists specifically of students who are in their fourth year of

² Family School Alliances are the NVCHS version of Parent Associations and are deliberately named to emphasize the partnership between the school and families.

high school after the 9th grade. For example, the 2011 state Accountability Cohort consists of students who entered the 9th grade in the 2011-12 school year, were enrolled in the school on the state's annual enrollment-determination day (BEDS day) in the 2014-15 school year, and either remained in the school for the rest of the year or left for an acceptable reason. (See New York State Education Department's website for its accountability rules and cohort definitions: www.p12.nysed.gov/accountability/)

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

Fourth-Year High School Accountability Cohorts

| Fourth Year Cohort | Year Entered 9 th Grade Anywhere | Cohort Designation | Number of Students Enrolled on BEDS Day in October of the Cohort's Fourth Year | Number Leaving During the School Year | Number in Accountability Cohort as of June 30 th |
|--------------------|---|--------------------|--|---------------------------------------|---|
| 2012-13 | 2009-10 | 2009 | N/A | N/A | N/A |
| 2013-14 | 2010-11 | 2010 | N/A | N/A | N/A |
| 2014-15 | 2011-12 | 2011 | 115 | 0 | 115 |

Total Cohort for Graduation

Students are included in the Total Cohort for Graduation also based on the year they first enter the 9th grade. Prior to 2012-13, students who have enrolled at least five months in the school after entering the 9th grade are part of the Total Cohort for Graduation; as of 2011-12 (the 2008 cohort), students who have enrolled at least one day in the school after entering the 9th grade are part of the school's Graduation Cohort. If the school has discharged students for one of the following acceptable reasons, it may remove them from the graduation cohort: if they transfer to another public or private diploma-granting program with documentation, transfer to home schooling by a parent or guardian, transfer to another district or school, transfer by court order, leave the U.S. or die.

Fourth Year Total Cohort for Graduation

| Fourth Year Cohort | Year Entered 9 th Grade Anywhere | Cohort Designation | Number of Students Enrolled on June 30 th of the Cohort's Fourth Year (a) | Additional Students Still in Cohort ³ (b) | Graduation Cohort (a) + (b) |
|--------------------|---|--------------------|--|--|-----------------------------|
| 2012-13 | 2009-10 | 2009 | N/A | N/A | N/A |
| 2013-14 | 2010-11 | 2010 | N/A | N/A | N/A |
| 2014-15 | 2011-12 | 2011 | 114 | 2 | 116 |

³ Number of students who had been enrolled for at least one day prior to leaving the school and who were not discharged for an acceptable reason.

Fifth Year Total Cohort for Graduation

| Fifth Year Cohort | Year Entered 9 th Grade Anywhere | Cohort Designation | Number of Students Enrolled on June 30 th of the Cohort's Fifth Year (a) | Additional Students Still in Cohort ⁴ (b) | Graduation Cohort (a) + (b) |
|-------------------|---|--------------------|---|--|-----------------------------|
| 2012-13 | 2008-09 | 2008 | N/A | N/A | N/A |
| 2013-14 | 2009-10 | 2009 | N/A | N/A | N/A |
| 2014-15 | 2010-11 | 2010 | N/A | N/A | N/A |

ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts
AMS students will become proficient readers and writers of the English Language.

Background

At AMS, our English Language Arts Curriculum is common core aligned and focused on challenge-based learning, where students take ownership over the thinking and doing in the classroom. There is a strong emphasis on critical reading and writing within the curriculum. We use assessments for multiple purposes at AMS; we use them for understanding what students understand and don't understand with respect to the curriculum (discussions, on demand writing), we use them to allow students to apply their understanding (end of trimester challenges), and we use them to help students prepare for the end of the year Regents exam (trimester final exams). The professional development model at AMS is a parallel to what we strive for in our classroom practice; a model that asks teachers to take ownership of their practice. Specifically, we use a coaching model to support teachers in further developing their practice; we use our weekly department structure to do lesson studies, assessment analysis, and a book study; we use our monthly school-wide professional learning cycle to focus on discussion based teaching; and finally, we ask each one of our teachers to conduct action research, which they present at the end of the school year to the whole staff.

Goal 1: Absolute Measure
Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Regents English exam by the completion of their fourth year in the cohort.

(S) Each year, 65 percent of students in the high school Accountability Cohort will meet the college and career readiness standard (currently scoring 75 on the New York State Regents English exam OR 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.

⁴ Number of students who had been enrolled for at least one day prior to leaving the school and who were not discharged for an acceptable reason

Method

The school administered the New York State Regents Comprehensive English exam that students must pass to graduate. The school scores Regents on a scale from 0 to 100. The State Education Department defines the following pass levels: scoring 65 to meet the graduation requirement for a Regents diploma / 75 to meet the college and career readiness standard.⁵ This measure examines the percent of the Accountability Cohort that passed the exam by the completion of their fourth year in the cohort. Students have until the summer of their fourth year to do so.

Results

The students in the first accountability cohort far surpassed the English Regents goal, achieving a 93% pass rate with 57% of the cohort meeting the college readiness benchmark of a score of 75.

English Regents Passing Rate with a Score of 65 by Fourth Year Accountability Cohort⁶

| Cohort Designation | Number in Cohort | Percent Passing with a score of 65 |
|--------------------|------------------|------------------------------------|
| 2009 | N/A | N/A |
| 2010 | N/A | N/A |
| 2011 | 115 | 93% |

English Regents Passing Rate with a Score of 75 by Fourth Year Accountability Cohort⁷

| Cohort Designation | Number in Cohort | Percent Passing with a score of 75 |
|--------------------|------------------|------------------------------------|
| 2009 | N/A | N/A |
| 2010 | N/A | N/A |
| 2011 | 115 | 57% |

Evaluation

The students in the first accountability cohort far surpassed the English Regents goal, achieving a 93% pass rate with 57% of the cohort meeting the college readiness benchmark of a score of 75. This rate exceeds the goal by 16 percentage points. AMS' focus on reading and writing across the content areas has supported students in being successful on the ELA Regents exam.

⁵ The statewide adaptation of new State Standards includes incorporating college and career readiness performance standards for the English language arts exam. The state has benchmarked student ELA test performance to the likely need for remedial course work when students enter college by comparing student 3-8 test results and Regents results to their post-secondary experience at SUNY and CUNY. Besides raising the cut scores for proficiency in the 3-8 testing program, the state has begun to set college and career readiness standards for passing Regents.

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

⁷ Based on the highest score for each student on the English Regents exam

Additional Evidence

The 2012 cohort has already met the goal after only three years and the 2014 cohort’s pass rate is similar to that of the 2011 cohort at the same point in time suggesting that they too will surpass the goal.

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

| Cohort Designation | 2012-13 | | 2013-14 | | 2014-15 | |
|--------------------|------------------|-----------------|------------------|-----------------|------------------|-----------------|
| | Number in Cohort | Percent Passing | Number in Cohort | Percent Passing | Number in Cohort | Percent Passing |
| 2011 | 125 | 60% | 120 | 88% | 115 | 93% |
| 2012 | 98 | 12% | 120 | 60% | 111 | 86% |
| 2013 | | | 101 | 1% | 106 | 54% |
| 2014 | | | | | 111 | 0% |

English Regents Passing Rate with a score of 75 by Cohort and Year

| Cohort Designation | 2012-13 | | 2013-14 | | 2014-15 | |
|--------------------|------------------|-----------------|------------------|-----------------|------------------|-----------------|
| | Number in Cohort | Percent Passing | Number in Cohort | Percent Passing | Number in Cohort | Percent Passing |
| 2011 | 125 | 28% | 120 | 49% | 115 | 57% |
| 2012 | 98 | 6% | 120 | 33% | 111 | 53% |
| 2013 | | | 101 | 0% | 106 | 35% |
| 2014 | | | | | 111 | 0% |

Goal 1: Absolute Measure

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

(§) Each year, 65 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 75 on the New York State Regents English exam OR fully meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

Method

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

Results

Ninety-two percent of the students in the 2011 cohort that entered AMS not proficient in 8th grade passed the English Regents with a score of 65—far higher than the goal. In addition, 48% achieved the college readiness benchmark.

English Regents Passing Rate with a Score of 65 among Students Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort ⁸

| Cohort Designation | Number in Cohort | Percent Passing with a score of 65 |
|--------------------|------------------|------------------------------------|
| 2009 | N/A | N/A |
| 2010 | N/A | N/A |
| 2011 | 79 | 92% |

English Regents Passing Rate with a Score of 75 among Students Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort ⁹

| Cohort Designation | Number in Cohort | Percent Passing with a score of 75 |
|--------------------|------------------|------------------------------------|
| 2009 | N/A | N/A |
| 2010 | N/A | N/A |
| 2011 | 79 | 48% |

Evaluation

AMS' first accountability cohort far exceeded this measure with 92 percent of the students not proficient when they entered the school meeting the benchmark at the end of four years; close to one-half of these students met the college readiness benchmark. AMS' focus on reading and writing across the content areas and the supplemental support classes have been reasons why our students have been successful on the ELA Regents exam.

Additional Evidence

N/A

Goal 1: Absolute Measure

Each year, the Accountability Performance Level (APL) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.

⁸ Based on the highest score for each student on the English Regents exam

⁹ Based on the highest score for each student on the English Regents exam

Method

In receiving a waiver for its federal No Child Left Behind accountability system, the New York State Education Department now holds high schools accountable for making annual yearly progress towards meeting college and career readiness standards. See page 72 of SED's ESEA waiver application for the high school AMOs:

www.p12.nysed.gov/accountability/documents/NYSESEAFlexibilityWaiver_REVISED.pdf

The AMO continues to be SED's basis for determining if schools are making satisfactory progress toward the annual goal. To achieve this measure, all tested students in the Accountability Cohort must have an Accountability Performance Level (APL) that equals or exceeds the 2014-15 English language arts AMO of **170**.

The APL is calculated by adding the sum of the percent of students in the Accountability Cohort at Levels 2 through 4 to the sum of the percent of students at Level 3 and 4. Thus, the highest possible APL is 200. The Regents exam in Comprehensive English is scored on a scale from 0 to 100; 0 to 64 is Level 1, 65 to 74 is Level 2, 75 to 89 is Level 3, and 90 to 100 is Level 4. The Regents Common Core Examination in English is scored on a scale from 0 to 100; 0 to 64 is level 1, 65 to 78 is level 2; 79 to 84 is level 3, and 85 to 100 is level 4.

Results

AMS's 2011 cohort achieved an APL of 142, slightly under the required 170 for all students in the 2011 cohort. However, AMS met all three targets for the three subgroups in the 2011 cohort that had at least 30 students, specifically for economically disadvantaged, Black and Hispanic students.

English Language Arts Accountability Performance Level (APL) For the 2011 High School Accountability Cohort

| Number in Cohort | Percent of Students at Each Performance Level | | | |
|------------------|---|---------|---------|---------|
| | Level 1 | Level 2 | Level 3 | Level 4 |
| | 9 | 40 | 48 | 4 |

$$\begin{array}{rcccccccc} \text{PI} & = & 40 & + & 48 & + & 3 & = & 91 \\ & & & & 48 & + & 3 & = & \underline{51} \\ & & & & & & \text{APL} & = & 142 \end{array}$$

**English Language Arts Accountability Performance Level (APL) by Subgroup
For the 2011 High School Accountability Cohort**

| Subgroup | Total N Cohort | N in Subgroup | Percent of students at Each Performance Level | | | APL | Subgroup AMO | Achieved AMO? |
|----------------------------|----------------|---------------|---|---------|---------|-----|--------------|---------------|
| | | | Level 2 | Level 3 | Level 4 | | | |
| Economically Disadvantaged | 115 | 95 | 36 | 55 | 3 | 152 | 147 | Achieved |
| Black | 115 | 50 | 50 | 42 | 4 | 142 | 139 | Achieved |
| Hispanic | 115 | 63 | 27 | 59 | 5 | 155 | 142 | Achieved |

Evaluation

The school’s APL of 142 was 28 points lower than the required 170 for all students in the 2011 cohort. However, the school exceeded the required AMO in all three of the cohort’s subgroups. Specifically, economically disadvantaged students, Black students and Hispanic students’ performance at AMS exceeded the AMO required for the number of students in those groups. If AMS focused on increasing the number of students achieving Level 4, they will meet the overall the goal in future years. AMS has mostly teachers with years experience between 2 and 4 and we believe that through our continued teacher development and teacher retention that we will move towards supporting more students in achieving level 3 and level 4.

Additional Evidence

N/A

Goal 1: Comparative Measure

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

(§) Each year, the Accountability Performance Level (APL) in Regents English of students in the fourth year of their high school Accountability Cohort will exceed the APL of comparable students from the local school district.

Method

The school compares the performance of students in their fourth year in the charter school Accountability Cohort to that of the respective cohort of students in the local school district. Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available school district results.¹⁰

¹⁰ The New York State Report Card provides the district results for students scoring at or above 65.

Results

AMS' 92% pass rate far exceeded that of the local district with its 67% pass rate, the goal for which the school is held accountable. In addition, AMS came close to meeting the APL goal but fell 28 points short of the 170 measure.

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

| Cohort | Charter School | | School District | |
|--------|-----------------|-------------|-----------------|-------------|
| | Percent Passing | Cohort Size | Percent Passing | Cohort Size |
| 2009 | N/A | N/A | N/A | N/A |
| 2010 | N/A | N/A | N/A | N/A |
| 2011 | 92% | 115 | 67% | 4,468 |

English Regents Accountability Performance Level (APL)¹¹ of Fourth-Year Accountability Cohorts by Charter School and School District

| Cohort | Charter School | | School District | |
|--------|----------------|-------------|-----------------|-------------|
| | APL | Cohort Size | APL | Cohort Size |
| 2009 | N/A | N/A | N/A | N/A |
| 2010 | N/A | N/A | N/A | N/A |
| 2011 | 142 | 115 | 172 | 4,468 |

Evaluation

AMS far exceeded the performance of the local district by achieving a 92% pass rate—25 percentage points higher than that of Community School District 10, the goal to which the school is held accountable. In addition, AMS nearly met the APL goal by achieving a 142 as compared to the district's 172.

Goal 1: Optional Measure Growth

Each year, the group of students who have taken the grade 10 to 12 ACT* assessments [PLAN in grade 10, (and later ASPIRE), (ACT in grades 11 and 12 (and later ASPIRE))] will reduce the gap between their average score in the previous year (including EXPLORE in grade 9), and the College Readiness Benchmark score in English by 50%. Students who achieve the College Readiness Benchmark Scores for their grade will continue to achieve the College Readiness Benchmark in English on subsequent tests and in subsequent grades.

*ACT has replaced EXPLORE and PLAN with ASPIRE and has created a cross walk between the scores so that comparisons may be made.

¹¹ For an explanation of the procedure to calculate the school's APL, see page 31.

Method

The EXPLORE, PLAN and ACT are scored along a common scale. Because they are reported on the same score scale, the results from the different assessments inform students, parents, teachers and counselors about individual student strengths and weaknesses while there is still time to address them. AMS administered the EXPLORE (and later ASPIRE) (grade 9), the PLAN (and later ASPIRE) (grade 10) and was expected to administer the ACT (grade 11) assessments to students as a pretest in the spring. Students take the next assessment for their grade level the following spring which serves as a posttest including ACT in grade 12. Students' performance on the pretest is compared to their performance on the posttest to determine whether they have achieved the College Readiness Benchmark or made progress toward achieving the College Readiness Benchmark in English.

Results

Only about half (47%) of the students in the 2011, 2012 and 2013 cohorts had matched pretest and posttest scores. Of these students, 50% met the college readiness benchmark or reduced the gap between their pretest score and the College Readiness Benchmark.

English Growth in College Readiness by High School Accountability Cohort

| Cohort Designation | Number in Cohort with Matched Scores | Percent Meeting College Readiness Benchmarks or Showing Growth |
|--------------------|--------------------------------------|--|
| 2011 | 37 | 43% |
| 2012 | 37 | 41% |
| 2013 | 65 | 58% |
| Total | 139 | 50% |

Evaluation

Only about one-half of the students had matched scores limiting the generalizability of the results in terms of students' level of college readiness in English. However, for this group, one-half of the students achieved the targets. These results suggest a need to improve test administration processes and procedures at the school to ensure that the data provide an accurate assessment of all students' performance.

Summary of the High School English Language Arts Goal¹²

AMS met three of the four goals to which it is held accountable (prior to 2012-2013). It fared less well on the post 2012-2013 goals.

¹² If the school includes a middle school component, add these measures to the subject area goal for the younger grades.

| Type | Measure (Accountability Plan Prior to 2012-13) | Outcome |
|-------------|---|-----------------|
| Absolute | Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Regents English exam by the completion of their fourth year in the cohort. | Achieved |
| Absolute | Each year, 75 percent of students in the high school Accountability Cohort will did not score proficient on the New York State 8th grade English language arts exam will score at least 65 on the New York State Regents English exam by the completion of their fourth year in the cohort. | Achieved |
| Absolute | Each year, the Accountability Performance Level (APL) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system. | Did Not Achieve |
| Comparative | Each year, the percent to students in the high school Accountability Cohort passing the Regents English exam with a score of 65 or above will exceed that of the high school Accountability Cohort from the local school district. (Using 2013-14 school district results.) | Achieved |

| Type | Measure (Accountability Plan from 2012-13 or later) | Outcome |
|-------------|--|-----------------|
| Absolute | (§) Each year, 65 percent of students in the high school Accountability Cohort will meet the college and career ready standard (currently scoring 75 on the New York State Regents English exam) by the completion of their fourth year in the cohort. | Did Not Achieve |
| Absolute | (§) Each year, 65 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 ready standard (currently scoring 75 on the New York State Regents English exam) by the completion of their fourth year in the cohort. | Did Not Achieve |
| Comparative | (§) Each year, students in the high school Total Cohort will exceed the predicted pass rate on the Regents English exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all high schools in New York State. | N/A |
| Comparative | (§) Each year, the Accountability Performance Level (APL) in Regents English of students in the fourth year of their high school Accountability Cohort will exceed the APL of comparable students from the local school district. (Using 2013-14 school district results.) | Did Not Achieve |

Action Plan

At AMS, we will work on increasing the number of students reaching the college readiness benchmark in English Language Arts. We will do this by utilizing our challenge-based learning curriculum and our existing school team structures. Specifically, we will use our weekly department meeting structure to focus on implementation of our units and lesson plans by using a process called lesson study. This process will allow us to take thoughtful risks and support the whole team in moving towards more effective implementation of our ambitious plans. We will also use our department meeting structure to do monthly assessment analysis so we can tailor our instruction to the specific needs of our students. At AMS we will be increasing the amount of time we meet as a grade team from once a month to twice a month. We believe this additional meeting each month will allow us to best support our students academically, socially and emotionally. As a grade team we will look closely at data in the areas of academics, behavior, and attendance and, based on the

data, we will create supports for the students in the different areas. For academic support, we will use our office hour structure and our Saturday Regents prep structure to best support the individual needs of our students. Finally, at AMS we will be working hard at retaining our best teachers, as we believe that in order to increase our students' level of achievement from passing to college ready we need the majority of our teachers to return year after year.

MATHEMATICS

Goal 2: Mathematics

AMS students will become proficient in the application of mathematical skills and concepts.

Background

At AMS, our Mathematics Curriculum is common core aligned and focused on challenge-based learning, where students take ownership over the thinking and doing in the classroom. There is a strong emphasis on problem solving, conceptual understanding, and procedural fluency. We use assessments for multiple purposes at AMS; we use them for understanding what students understand and don't understand with respect to the curriculum (discussions, kick-off tasks at start of unit), we use them to allow students to apply their understanding (end of unit applications and trimester challenges), and we use them to help students prepare for the end of the year Regents exam (unit assessments and trimester final exams). The professional development model at AMS is a parallel to what we strive for in our classroom practice; a model that asks teachers to take ownership of their practice. Specifically, we use a coaching model to support teachers in further developing their practice; we use our weekly department structure to do lesson studies, assessment analysis, and a book study; we use our monthly school-wide professional learning cycle to focus on discussion based teaching; and finally, we ask each one of our teachers to conduct action research, which they present at the end of the school year to the whole staff.

Goal 2: Absolute Measure

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

(§) Each year, 65 percent of students in the high school Accountability Cohort will meet the college and career readiness standard (currently scoring 80 on a New York State Regents math exam OR fully meeting Common Core expectations on the Regents Algebra I (Common Core) exam) by the completion of their fourth year in the cohort.

Method

The school administered the New York State Regents Geometry, Integrated Algebra and Algebra 2 exams. The school scores Regents on a scale from 0 to 100. The State Education Department defines the following pass levels: scoring 65 to meet the graduation requirement for a Regents diploma / scoring 80 to meet the college and career readiness standard.¹³ This measure requires

¹³ The statewide adaptation of the revised State Standards includes incorporating college and career readiness performance standards for the English language arts exam. The state has benchmarked student mathematics test performance to the likely

students in each Accountability Cohort to achieve the requisite score on any one of the Regents mathematics exams by their fourth year in the cohort. Students may have taken a particular Regents mathematics exam multiple times or have taken multiple mathematics exams. Students have until the summer of their fourth year to pass a mathematics exam.

Results

AMS’s 2011 cohort far exceeded the mathematics goal by achieving a 97% pass rate with 33% of the cohort hitting the college readiness benchmark.

**Mathematics Regents Passing Rate with a Score of 65
by Fourth Year Accountability Cohort¹⁴**

| Cohort Designation | Number in Cohort | Percent Passing with a score of 65 |
|--------------------|------------------|------------------------------------|
| 2009 | N/A | N/A |
| 2010 | N/A | N/A |
| 2011 | 115 | 97% |

**Mathematics Regents Passing Rate with a Score of 80
by Fourth Year Accountability Cohort¹⁵**

| Cohort Designation | Number in Cohort | Percent Passing with a score of 80 |
|--------------------|------------------|------------------------------------|
| 2009 | N/A | N/A |
| 2010 | N/A | N/A |
| 2011 | 115 | 33% |

Evaluation

Nearly AMS’ entire 2011 cohort met the mathematics measure with a pass rate of 97%; of whom 33% met the college readiness benchmark. This level of performance is impressive in a first accountability cohort, however twice as many student will have to perform at the college readiness level if AMS is to achieve this goal with future cohorts. We attribute this initial success to our focus on problem based teaching, our math support classes, and our Saturday Regents prep opportunities that many of our students have taken advantage of over the course of the last four years.

need for remedial course work when students enter college by comparing student 3-8 test results and Regents results to their post-secondary experience at SUNY and CUNY. Besides raising the cut scores for proficiency in the 3-8 testing program, the state has begun to set college and career readiness standards for passing Regents.

¹⁴ Based on the highest score for each student on the Mathematics Regents exam

¹⁵ Based on the highest score for each student on the Mathematics Regents exam

Additional Evidence

Both cohorts 2012 and 2013 currently have similar pass rates to those of the 2011 cohort at the end of three years. This trend, particularly for the 2013 cohort that has two more years before graduation, suggests that the school will be successful in continuing to meet the measure’s target. The focus of the work must be on teaching and learning that will bring students to the college readiness benchmark.

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

| Cohort Designation | 2012-13 | | 2013-14 | | 2014-15 | |
|--------------------|------------------|-----------------|------------------|-----------------|------------------|-----------------|
| | Number in Cohort | Percent Passing | Number in Cohort | Percent Passing | Number in Cohort | Percent Passing |
| 2011 | 125 | 90% | 120 | 95% | 115 | 97% |
| 2012 | 98 | 68% | 120 | 83% | 111 | 94% |
| 2013 | | | 101 | 54% | 106 | 82% |
| 2014 | | | | | 111 | 49% |

Mathematics Regents Passing Rate with a score of 80 by Cohort and Year

| Cohort Designation | 2012-13 | | 2013-14 | | 2014-15 | |
|--------------------|------------------|-----------------|------------------|-----------------|------------------|-----------------|
| | Number in Cohort | Percent Passing | Number in Cohort | Percent Passing | Number in Cohort | Percent Passing |
| 2011 | 125 | 19% | 120 | 29% | 115 | 33% |
| 2012 | 98 | 24% | 120 | 23% | 111 | 27% |
| 2013 | | | 101 | 10% | 106 | 11% |
| 2014 | | | | | 111 | 4% |

Goal 2: Absolute Measure

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

(S) Each year, 65 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade math exam will meet the college and career ready standard (currently scoring 80 on a New York State Regents math exam) by the completion of their fourth year in the cohort.

Method

The school demonstrates the effectiveness of its mathematics program by enabling students who were not meeting proficiency standards in the eighth grade to meet the mathematics requirement for graduation with a Regents diploma / the college and career readiness standard.

Results

AMS' 93% pass rate for its first cohort exceeded the mathematics goal by 18 percentage points. However, only 4% of the students in this cohort met the college readiness mark.

Mathematics Regents Passing Rate with a Score of 65 among Students Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort ¹⁶

| Cohort Designation | Number in Cohort | Percent Passing with a score of 65 |
|--------------------|------------------|------------------------------------|
| 2009 | N/A | N/A |
| 2010 | N/A | N/A |
| 2011 | 46 | 93% |

Mathematics Regents Passing Rate with a Score of 80 among Students Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort ¹⁷

| Cohort Designation | Number in Cohort | Percent Passing with a score of 80 |
|--------------------|------------------|------------------------------------|
| 2009 | N/A | N/A |
| 2010 | N/A | N/A |
| 2011 | 46 | 4% |

Evaluation

AMS cohort 2011 students exceeded the mathematics pass rate goal by 18 percentage points indicating that a considerable number of students that entered AMS not proficient in math, demonstrated success at the end of their four years in the school. However, few students were able to achieve the college readiness benchmark. We attribute our success to helping students move from below proficient to proficient to our approach to teaching mathematics, our support classes, and our Regents prep opportunities. We need to continue to work on moving our students from proficient to college readiness and we believe that through our teacher development model and through teacher retention we will be able to support students in achieving college readiness.

Additional Evidence

N/A

Goal 2: Absolute Measure

Each year, the Accountability Performance Level (APL) on a Regents mathematics exam of students completing their fourth year in the Accountability Cohort will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.

¹⁶ Based on the highest score for each student on the Mathematics Regents exam

¹⁷ Based on the highest score for each student on the Mathematics Regents exam

Method

In receiving a waiver for its federal No Child Left Behind accountability system, the State Education Department now law holds high schools accountable for making annual yearly progress towards meeting college and career readiness standards. See page 72 of SED’s ESEA waiver application for the high school AMOs:

http://www.p12.nysed.gov/accountability/documents/NYSESEAFlexibilityWaiver_REVISED.pdf

The AMO continues to be SED’s basis for determining if schools are making satisfactory progress toward the annual goal. To achieve this measure, all tested students in the Accountability Cohort must have an Accountability Performance Level (APL) that equals or exceeds 2014-15 mathematics AMO of **154**.

The APL is calculated by adding the sum of the percent of students in the Accountability Cohort at Levels 2 through 4 to the sum of the percent of students at Level 3 and 4. Thus, the highest possible APL is 200. The Regents exams are scored on a scale from 0 to 100; 0 to 64 is Level 1, 65 to 79 is Level 2, 80 to 89 is Level 3, and 90 to 100 is Level 4. The Regents Common Core exams in mathematics are scored on a scale from 0 to 100; 0 to 64 is level 1; 65 to 73 is level 2, 74 to 84 is level 3, and 85 to 100 is level 4.

Results

AMS’s first accountability cohort achieved an APL of 126 as compared to the required 154 for all students. However, the three subgroups all achieved the AMO for the number of students in the cohort.

Mathematics Accountability Performance Level (APL) For the 2011 High School Accountability Cohort

| Number in Cohort | Percent of Students at Each Performance Level | | | |
|------------------|---|---------|---------|---------|
| | Level 1 | Level 2 | Level 3 | Level 4 |
| | 3 | 66 | 30 | 0 |

$$\begin{array}{rcccccc}
 \text{PI} & = & 66 & + & 30 & + & 0 & = & 96 \\
 & & & & 30 & + & 0 & = & 30 \\
 & & & & & & \text{APL} & = & 126
 \end{array}$$

Mathematics Accountability Performance Level (APL) by Subgroup For the 2011 High School Accountability Cohort

| Subgroup | Total N Cohort | N in Subgroup | Percent of students at Each Performance Level | | | APL | Subgroup AMO | Achieved AMO? |
|----------------------------|----------------|---------------|---|---------|---------|-----|--------------|---------------|
| | | | Level 2 | Level 3 | Level 4 | | | |
| Economically Disadvantaged | 115 | 95 | 66 | 32 | 0 | 130 | 128 | Achieved |
| Black | 115 | 50 | 70 | 26 | 0 | 122 | 116 | Achieved |
| Hispanic | 115 | 63 | 59 | 38 | 0 | 135 | 121 | Achieved |

Evaluation

The school's first cohort achieved an APL of 126—26 points lower than the required 154 for all students in the cohort. However, the 2011 cohort had three subgroups with more than 30 students: economically disadvantaged, Black students and Hispanic students. In every case, AMS students in these subgroups exceeded the required AMO for the number of students in the group. Examining the results indicates that AMS must focus on increasing students' math skills and knowledge so that students are able to demonstrate mastery at Level 4. AMS has mostly teachers with years experience between 2 and 4 and we believe that through our continued teacher development and teacher retention that we will move towards supporting more students in achieving level 3 and level 4. We also need to still work on better supporting our students procedural fluency as this has been an areas where we have seen our students struggle.

Additional Evidence

N/A

Goal 2: Comparative Measure

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

(S) Each year, the Accountability Performance Level (APL) in mathematics of students in the fourth year of their high school Accountability Cohort will exceed the APL of comparable students from the local school district.

Method

The school compares the performance of students in their fourth year in the charter school Accountability Cohort to that of the respective cohort of students in the local school district. Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available school district results.¹⁸

Results

Virtually all (97%) of AMS students in the 2011 cohort achieved a passing score of 65 at the end of four years as compared with only 72% of students in Community School District 10. This is the goal to which AMS is held accountable in its accountability plan. In addition, the school came close but did not meet the post 2012-2013 measure.

¹⁸ The New York State Report Card provides the district results for students scoring at or above 65.

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

| Cohort | Charter School | | School District | |
|--------|-----------------|-------------|-----------------|-------------|
| | Percent Passing | Cohort Size | Percent Passing | Cohort Size |
| 2009 | N/A | N/A | N/A | N/A |
| 2010 | N/A | N/A | N/A | N/A |
| 2011 | 97% | 115 | 72% | 4,468 |

**Mathematics Accountability Performance Level (APL)
of Fourth-Year Accountability Cohorts by Charter School and School District¹⁹**

| Cohort | Charter School | | School District | |
|--------|----------------|-------------|-----------------|-------------|
| | APL | Cohort Size | APL | Cohort Size |
| 2009 | N/A | N/A | N/A | N/A |
| 2010 | N/A | N/A | N/A | N/A |
| 2011 | 126 | 115 | 177 | 4,468 |

Evaluation

AMS students in the 2011 cohort far surpassed the goal of achieving a higher a passing score of 65 at the end of four years as compared with students in Community School District 10. This is the goal to which AMS is held accountable in its accountability plan. Specifically, 97% of AMS students in the cohort met this goal in comparison to 72% of students in the local district—a 25 percentage point difference. However, the local district’s APL of 177 was 51 points higher than that of AMS indicating that the school must focus on mastery of the material at the higher end of the performance range.

Additional Evidence

Goal 1: Optional Measure Growth

Each year, the group of students who have taken the grade 10 to 12 ACT* assessments [PLAN in grade 10 (and later ASPIRE), ACT in grades 11 and 12 (and later ASPIRE)] will reduce the gap between their average score in the previous year (including EXPLORE in grade 9), and the College Readiness Benchmark score in Math by 50%. Students who achieve the College Readiness Benchmark Scores for their grade will continue to achieve the College Readiness Benchmark in Math on subsequent tests and in subsequent grades.

*ACT has replaced EXPLORE and PLAN with ASPIRE and has created a cross walk between the scores so that comparisons may be made.

¹⁹ See page 39 above for an explanation of the APL.

Method

The EXPLORE, PLAN and ACT are scored along a common scale. Because they are reported on the same score scale, the results from the different assessments inform students, parents, teachers and counselors about individual student strengths and weaknesses while there is still time to address them. AMS administered the EXPLORE (and later ASPIRE) (grade 9), the PLAN (and later ASPIRE) (grade 10) and the ACT (grade 11) assessments to students as a pretest in the spring. Students take the next assessment for their grade level the following spring which serves as a posttest including the ACT in grade 12. Students' performance on the pretest is compared to their performance on the posttest to determine whether they have achieved the College Readiness Benchmark or made progress toward achieving the College Readiness Benchmark in Math.

Results

Just under one-half (47%) of the students expected to take these assessments in cohorts 2011, 2012 and 2013 took them in 2014-2015. Of those that did, 23% met the benchmark or showed growth in students meeting or making progress toward meeting the College Readiness Benchmark in Math.

Mathematics Growth in College Readiness by High School Accountability Cohort

| Cohort Designation | Number in Cohort with Matched Scores | Percent Meeting College Readiness Benchmarks or Showing Growth |
|--------------------|--------------------------------------|--|
| 2011 | 37 | 16% |
| 2012 | 38 | 42% |
| 2013 | 63 | 16% |
| Total | 138 | 23% |

Evaluation

Just over one-fifth of AMS students met the math benchmark or showed progress toward meeting it. However, with only about one-half of the students with matched scores, the results may not be generalizable to all students. This indicates a need to improve test administration processes and procedures at the school to ensure that the data provide an accurate assessment of all students' performance.

Summary of the High School Mathematics Goal²⁰

AMS' first cohort attained three out of the four goals to which they were held accountable (prior to 2012-2013) and came close to meeting the fourth goal. The school fared less well in meeting the post 2012-2013 benchmarks.

²⁰ If the school includes a middle school component, add these measures to the subject area goal for the younger grades.

| Type | Measure (Accountability Plan Prior to 2012-13) | Outcome |
|-------------|--|-----------------|
| Absolute | Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on a New York State Regents mathematics exam by the completion of their fourth year in the cohort. | Achieved |
| Absolute | Each year, 75 percent of students in the high school Accountability Cohort will did not score proficient on the New York State 8th grade mathematics exam will score at least 65 on a New York State Regents mathematics exam by the completion of their fourth year in the cohort. | Achieved |
| Absolute | Each year, the Accountability Performance Level (APL) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system. | Did Not Achieve |
| Comparative | Each year, the percent to students in the high school Accountability Cohort passing a New York State Regents mathematics exam with a score of 65 or above will exceed that of the high school Accountability Cohort from the local school district. (Using 2013-14 school district results.) | Achieved |

| Type | Measure (Accountability Plan from 2012-13 or later) | Outcome |
|-------------|---|-----------------|
| Absolute | (§) Each year, 65 percent of students in the high school Accountability Cohort will meet the college and career ready standard (currently scoring 80 on a New York State Regents mathematics exam) by the completion of their fourth year in the cohort. | Did Not Achieve |
| Absolute | (§) Each year, 65 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 ready standard (currently scoring 80 on a New York State Regents mathematics exam) by the completion of their fourth year in the cohort. | Did Not Achieve |
| Comparative | (§) Each year, students in the high school Total Cohort will exceed the predicted pass rate on a New York State Regents mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all high schools in New York State. | N/A |
| Comparative | (§) Each year, the Accountability Performance Level (APL) on a New York State Regents mathematics exam of students in the fourth year of their high school Accountability Cohort will exceed the APL of comparable students from the local school district. (Using 2013-14 school district results.) | Did Not Achieve |

Action Plan

At AMS, we will work on increasing the number of students reaching the college readiness benchmark in Mathematics. We will do this by utilizing our challenge-based learning curriculum and our existing school team structures. Specifically, we will use our weekly department meeting structure to focus on implementation of our units and lesson plans by using a process called lesson study. This process will allow us to take thoughtful risks and support the whole team in moving towards more effective implementation of our ambitious plans. We will also use our department meeting structure to do monthly assessment analysis so we can tailor our instruction to the specific needs of our students. At AMS we will be increasing the amount of time we meet as a grade team from once a month to twice a month. We believe this additional meeting each month will allow us to best support our students academically, socially and emotionally. As a grade team we will look

closely at data in the areas of academics, behavior, and attendance and, based on the data, we will create supports for the students in the different areas. For academic support, we will use our office hour structure and our Saturday Regents prep structure to best support the individual needs of our students. Finally, at AMS we will be working hard at retaining our best teachers, as we believe that in order to increase our students' level of achievement from passing to college ready we need the majority of our teachers to return year after year.

SCIENCE

Goal 3: Science

Students will meet and exceed state standards for mastery of skills and content knowledge in the area of science.

Background

At AMS, our Science Curriculum is common core aligned and focused on challenge-based learning, where students take ownership over the thinking and doing in the classroom. There is a strong emphasis on problem solving, conceptual understanding, and reading and writing. We use assessments for multiple purposes at AMS; we use them for understanding what students understand and don't understand with respect to the curriculum (discussions, kick-off tasks at start of unit), we use them to allow students to apply their understanding (end of unit applications and trimester challenges), and we use them to help students prepare for the end of the year Regents exam (unit assessments and trimester final exams). The professional development model at AMS is a parallel to what we strive for in our classroom practice; a model that asks teachers to take ownership of their practice. Specifically, we use a coaching model to support teachers in further developing their practice; we use our weekly department structure to do lesson studies, assessment analysis, and a book study; we use our monthly school-wide professional learning cycle to focus on discussion based teaching; and finally, we ask each one of our teachers to conduct action research, which they present at the end of the school year to the whole staff.

Goal 3: Absolute Measure

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

Method

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

Results

Fully 89% of the first accountability cohort met the science goal by achieving a pass rate of 65 or above.

Science Regents Passing Rate with a Score of 65 by Fourth Year Accountability Cohort²¹

| Cohort Designation | Number in Cohort | Percent Passing with a score of 65 |
|--------------------|------------------|------------------------------------|
| 2009 | N/A | N/A |
| 2010 | N/A | N/A |
| 2011 | 115 | 89% |

Evaluation

AMS' 2011 cohort's pass rate of 89% exceeded the science goal by 14 percentage points. AMS uses a pullout Living Environment Lab model that allows students to take Living Environment everyday plus an additional lab course every other day. This has allowed students more time to focus on both the content and the skills.

Additional Evidence

With one and two years of high school left respectively, cohorts 2012 and 2013 have already met the science goal by achieving at least a 75% pass rate and the 2014 cohort is within nine percentage points of meeting this goal as well.

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

| Cohort Designation | 2012-13 | | 2013-14 | | 2014-15 | |
|--------------------|------------------|-----------------|------------------|-----------------|------------------|-----------------|
| | Number in Cohort | Percent Passing | Number in Cohort | Percent Passing | Number in Cohort | Percent Passing |
| 2011 | 125 | 80% | 120 | 86% | 115 | 89% |
| 2012 | 98 | 70% | 120 | 79% | 111 | 83% |
| 2013 | | | 101 | 63% | 106 | 75% |
| 2014 | | | | | 111 | 66% |

Goal 3: Comparative Measure

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

²¹ Based on the highest score for each student on any science Regents exam

Method

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

Results

AMS's 2011 cohort pass rate of 89% far exceeds that of students in the local district.

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

| Cohort | Charter School | | School District | |
|--------|-----------------|-------------|-----------------|-------------|
| | Percent Passing | Cohort Size | Percent Passing | Cohort Size |
| 2009 | N/A | N/A | N/A | N/A |
| 2010 | N/A | N/A | N/A | N/A |
| 2011 | 89% | 115 | 69% | 4,468 |

Evaluation

The 2011 cohort's 89 pass rate in science was 20 percentage points higher than that of the students in Community School District 10. AMS uses a pullout Living Environment Lab model that allows students to take Living Environment everyday plus an additional lab course every other day. This has allowed students more time to focus on both the content and the skills.

Additional Evidence

Goal 1: Optional Measure Growth

Each year, the group of students who have taken the grade 10 to 12 ACT* assessments [PLAN in grade 10 (and later ASPIRE), ACT in grades 11 and 12 (and later ASPIRE)] will reduce the gap between their average score in the previous year (including EXPLORE in grade 9), and the College Readiness Benchmark score in Science by 50%. Students who achieve the College Readiness Benchmark Scores for their grade will continue to achieve the College Readiness Benchmark in Science on subsequent tests and in subsequent grades.

*ACT has replaced EXPLORE and PLAN with ASPIRE and has created a cross walk between the scores so that comparisons may be made.

Method

The EXPLORE, PLAN and ACT are scored along a common scale. Because they are reported on the same score scale, the results from the different assessments inform students, parents, teachers and counselors about individual student strengths and weaknesses while there is still time to address

them. AMS administered the EXPLORE (and later ASPIRE) (grade 9), the PLAN (and later ASPIRE) (grade 10) and the ACT (grade 11) assessments to students as a pretest in the spring. Students take the next assessment for their grade level the following spring which serves as a posttest including the ACT in grade 12. Students' performance on the pretest is compared to their performance on the posttest to determine whether they have achieved the College Readiness Benchmark or made progress toward achieving the College Readiness Benchmark in Science.

Results

Just over two-fifths (43%) of the students expected to take these assessments in cohorts 2011, 2012 and 2013 took them in 2014-2015. Of those that did, 30% met the benchmark or showed growth in students meeting or making progress toward meeting the College Readiness Benchmark in Science.

Science Growth in College Readiness by High School Accountability Cohort

| Cohort Designation | Number in Cohort with Matched Scores | Percent Meeting College Readiness Benchmarks or Showing Growth |
|--------------------|--------------------------------------|--|
| 2011 | 37 | 32% |
| 2012 | 37 | 51% |
| 2013 | 54 | 15% |
| Total | 128 | 30% |

Evaluation

Just under one-third of AMS students met the science benchmark or showed progress toward meeting it. However, with less than one-half of the students with matched scores, the results may not be generalizable to all students. This indicates a need to improve test administration processes and procedures at the school to ensure that the data provide an accurate assessment of all students' performance.

SOCIAL STUDIES

Goal 4: Social Studies

Students will meet and exceed state standards for mastery of skills and content knowledge in the area of social studies.

Background

At AMS, our Social Studies Curriculum is common core aligned and focused on challenge-based learning, where students take ownership over the thinking and doing in the classroom. There is a strong emphasis on critical reading and writing within the curriculum. We use assessments for multiple purposes at AMS; we use them for understanding what students understand and don't understand with respect to the curriculum (discussions, on demand writing), we use them to allow

students to apply their understanding (end of trimester challenges), and we use them to help students prepare for the end of the year Regents exam (trimester final exams). The professional development model at AMS is a parallel to what we strive for in our classroom practice; a model that asks teachers to take ownership of their practice. Specifically, we use a coaching model to support teachers in further developing their practice; we use our weekly department structure to do lesson studies, assessment analysis, and a book study; we use our monthly school-wide professional learning cycle to focus on discussion based teaching; and finally, we ask each one of our teachers to conduct action research, which they present at the end of the school year to the whole staff.

Goal 4: Absolute Measure

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

Method

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

Results

Eighty-six percent of the 2011 cohort has met the U.S. History goal of passing the exam with a score of at least 65.

U.S. History Regents Passing Rate with a Score of 65 by Fourth Year Accountability Cohort²²

| Cohort Designation | Number in Cohort | Percent Passing with a score of 65 |
|--------------------|------------------|------------------------------------|
| 2009 | N/A | N/A |
| 2010 | N/A | N/A |
| 2011 | 115 | 86% |

Evaluation

With an 86% pass rate, the 2011 cohort exceeded the 75% goal by 11 percentage points. The focus of reading and writing across the content areas has shown to support students in being successful on the US History Regents exam.

²² Based on the highest score for each student on a science Regents exam

Additional Evidence

The 2012 cohort, with three more Regents exam administrations left before August 2016 is within 12 percentage points of meeting this goal.

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

| Cohort Designation | 2012-13 | | 2013-14 | | 2014-15 | |
|--------------------|------------------|-----------------|------------------|-----------------|------------------|-----------------|
| | Number in Cohort | Percent Passing | Number in Cohort | Percent Passing | Number in Cohort | Percent Passing |
| 2011 | N/A | N/A | 120 | 80% | 115 | 86% |
| 2012 | N/A | N/A | 120 | 5% | 111 | 63% |
| 2013 | | | 101 | 3% | 106 | 5% |
| 2014 | | | | | 111 | 3% |

Goal 4: Comparative Measure

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

Method

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

Results

AMS's first cohort achieved an 86% pass rate in U.S. History—considerably higher than the 66% rate of students in the local district.

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

| Cohort | Charter School | | School District | |
|--------|-----------------|-------------|-----------------|-------------|
| | Percent Passing | Cohort Size | Percent Passing | Cohort Size |
| 2009 | N/A | N/A | N/A | N/A |
| 2010 | N/A | N/A | N/A | N/A |
| 2011 | 86% | 115 | 66% | 4,468 |

Evaluation

AMS's first cohort achieved an 86% pass rate in U.S. History—20 percentage points higher than the 66% rate of students in the local district. The focus of reading and writing across the content areas has shown to support students in being successful on the US History Regents exam.

Additional Evidence

N/A

Goal 4: Absolute Measure

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

Method

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

Results

Eighty-one percent of the school's first accountability cohort met the Global History goal by achieving a passing score of at least 65.

Global History Regents Passing Rate with a Score of 65 by Fourth Year Accountability Cohort²³

| Cohort Designation | Number in Cohort | Percent Passing with a score of 65 |
|--------------------|------------------|------------------------------------|
| 2009 | N/A | N/A |
| 2010 | N/A | N/A |
| 2011 | 115 | 81% |

Evaluation

With an 81% pass rate, AMS' 2011 cohort exceeded the 75% goal by six percentage points. The focus of reading and writing across the content areas has shown to support students in being successful on the US History Regents exam.

Additional Evidence

After only three years in high school, the 2012 cohort's pass rate is within three percentage points of meeting the target.

²³ Based on the highest score for each student on a science Regents exam

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

| Cohort Designation | 2012-13 | | 2013-14 | | 2014-15 | |
|--------------------|------------------|-----------------|------------------|-----------------|------------------|-----------------|
| | Number in Cohort | Percent Passing | Number in Cohort | Percent Passing | Number in Cohort | Percent Passing |
| 2011 | 125 | 52% | 120 | 76% | 115 | 81% |
| 2012 | N/A | N/A | 120 | 49% | 111 | 72% |
| 2013 | | | 101 | 0% | 106 | 58% |
| 2014 | | | | | 111 | 0% |

Goal 4: Comparative Measure

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

Method

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

Results

The school's first accountability cohort exceeded the Global History goal by achieving a pass rate of 81%, higher than that of the local district.

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

| Cohort | Charter School | | School District | |
|--------|-----------------|------------------|-----------------|------------------|
| | Percent Passing | Number in Cohort | Percent Passing | Number in Cohort |
| 2009 | N/A | N/A | N/A | N/A |
| 2010 | N/A | N/A | N/A | N/A |
| 2011 | 81% | 115 | 64% | 4,468 |

Evaluation

AMS' 81% pass rate for the 2011 cohort is 17 percentage points higher than the rate of the students in Community School District 10. We believe our focus of reading and writing across the curriculum has supported students in being successful on the Global Regents exam.

Additional Evidence

N/A

NCLB

Goal 5: NCLB

The school will make Adequate Yearly Progress.

Goal 5: Absolute Measure

Under the state's NCLB accountability system, the school's Accountability Status is in good standing: the state has not identified the school as a Focus School nor determined that it has met the criteria to be identified as school requiring a local assistance plan.

Method

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

Results

AMS is in good standing this year.

Evaluation

AMS is in good standing for the 2014-2015 school year, the first year that the school had an accountability cohort.

Additional Evidence

AMS is in good standing for the 2014-2015 school year, the first year that the school had an accountability cohort.

NCLB Status by Year

| Year | Status |
|---------|---------------|
| 2012-13 | Good Standing |
| 2013-14 | Good Standing |
| 2014-15 | Good Standing |

HIGH SCHOOL GRADUATION

GOAL 6: HIGH SCHOOL GRADUATION

Students will meet all of New York State graduation requirements.

Goal 6: Absolute Measure

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

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

Method

This measure serves as a leading indicator of the performance of high school cohorts and examines their progress toward graduation based on annual credit accumulation. The measure requires that, based on the school’s promotion requirements, the school will promote 75 percent of its students in each cohort to the next grade by the end of August OR that 75 percent of the first and second year high school Total Graduation Cohorts will earn the requisite number of credits.

AMS course offerings are listed below. The school year is divided into trimesters and students have the opportunity to earn one credit in each core subject (English, math, science and social studies) three times a year. This allows flexibility in programming students to support their needs and to accelerate their progress. Within the New Visions Charter High School network, minimum promotion criteria are as follows: grade 9 to 10 requires a minimum of 12 credits, grade 10 to 11 requires a minimum of 24 credits, and grade 11 to 12 requires a minimum of 34 credits. High School graduation requires that students meet state requirements in terms of credit accumulation and distribution of credits and passing five required Regents Exams. Note that students at New Visions Charter High Schools, students will earn more credits than required for high school graduation. Upper House is designed to be a time for students to take college-level courses participate in internships and other activities designed to maximize their post-secondary success.

| COURSE OFFERINGS | |
|-------------------------|---|
| MATH | Algebra I, II, III Algebra II and Trigonometry Modeling with Algebra Geometry Math Lab Statistics AP Calculus AP Statistics |
| HISTORY | Global History US History Turning Points in Global History Turning Points in US History US History Survey AP US History Big History Project |

| | |
|------------------------------|--|
| | <p>Modern World History Electives</p> |
| SCIENCE | <p>Living Environment Anatomy and Physiology Applied Physics Chemistry Computer Science Ecology and the Environment Environmentalism and Media Forensics Earth Science Physics Physics Design and Problem Solving AP Biology Electives</p> |
| ENGLISH LANGUAGE ARTS | <p>English Reading Lab ESL Reading Lab Creative Writing AP English Literature Pre-AP English Electives</p> |
| FOREIGN LANGUAGE | <p>Spanish I, II, III, IV Native Language-Spanish I, II</p> |
| ART & MUSIC | <p>Studio Art I, II Music I, II AP 2D Design</p> |
| OTHER | <p>Physical Education Yoga College & Career Readiness Seminar Health Independent Research Internships Leadership</p> |

Results

AMS students exceeded the 75% promotion rate goal for every cohort.

Percent of Students Promoted by Cohort in 2014-15

| Cohort Designation | Number in Cohort | Percent promoted |
|--------------------|------------------|------------------|
| 2011 | 115 | 92% |
| 2012 | 111 | 84% |
| 2013 | 106 | 87% |
| 2014 | 111 | 81% |

Evaluation

AMS students in every cohort exceeded the 75% promotion rate goal with rates ranging from 17 percentage points higher in the 2011 cohort to six percentage points higher in the 2014 cohort. At AMS, our grade team structure has supported students staying on track and being successful in both passing their courses and their exams each year.

Additional Evidence

N/A

Goal 6: Absolute Measure

Each year, 75 percent of students in the second year high school Total Graduation Cohort will score 65 on at least three different New York State Regents exams required for graduation.

Method

This measure serves as a leading indicator of the performance of high school cohorts and examines their progress towards graduation based on Regents exam passage. The measure requires that 75 percent of students in each cohort have passed at least three Regents exams by their second year in the cohort. In August of 2015, the 2013 cohort will have completed its second year.

Results

The 2011 cohort exceeded the 75% goal of passing three Regents exams in the second year. However, the 2012 and 2013 cohorts both fell short of the goal by 12 percentage points.

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

| Cohort Designation | Number in Cohort | Percent Passing Three Regents |
|--------------------|------------------|-------------------------------|
| 2011 | 120 | 88% |
| 2012 | 120 | 63% |
| 2013 | 106 | 63% |

Evaluation

The 2011 cohort exceeded the 75% goal of passing three Regents exams in the second year. However, the 2012 and 2013 cohorts, with pass rates of 63%, both fell short of the goal by 12 percentage points. We believe that we need to create a more systematic approach to supporting students across the different cohorts so that each cohort reaches the 75% goal.

Additional Evidence

N/A

Goal 6: Absolute Measure

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

Method

This measure examines students in two high school Graduation Cohorts: those who entered the 9th grade as members of the 2011 cohort and graduated four years later and those who entered as members of the 2010 cohort and graduated five years later. At a minimum, these students have passed five Regents exams in English language arts, mathematics, science, U.S. History and Global History. Students have through the summer at the end of their fourth year to complete graduation requirements.

The school's graduation requirements appear above under the graduation goal's first measure pertaining to annual grade-by-grade promotion or credit accumulation.

Results

Ninety-one percent of AMS students in the school's first cohort graduated from high school after four years.

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

| Cohort Designation | Number in Cohort | Percent Graduating |
|--------------------|------------------|--------------------|
| 2009 | N/A | N/A |
| 2010 | N/A | N/A |
| 2011 | 116 | 91% |

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

| Cohort Designation | Number in Cohort | Percent Graduating |
|--------------------|------------------|--------------------|
| 2008 | N/A | N/A |
| 2009 | N/A | N/A |
| 2010 | N/A | N/A |

Evaluation

AMS's first cohort far exceeded the 75% four-year graduation goal with 91% of the cohort meeting diploma requirements at the end of four years. Additional students are expected to graduate this year increasing the graduation rate of the first cohort at the end of five years.

AMS has focused on supporting teachers in developing their practice so they can implement ambitious instruction in their classrooms. Each year we move to better implementation of our plans as our teachers sharpen their pedagogical skills. We believe this focus on instruction and the various support opportunities for students over the course of the four years has allowed us to be successful with this first graduating class.

Additional Evidence

N/A

Goal 6: Comparative Measure

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

Method

The school compares the graduation rate of students completing their fourth year in the charter school's Total Graduation Cohort to that of the respective cohort of students in the local school district²⁴. Given that students may take Regents exams through the summer of their fourth year, district results for the current year are generally not available at this time.

Results

AMS' 2011 cohort graduated at a rate of 91%, over 30 points higher than students in the local district.

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

| Cohort Designation | Charter School | | School District | |
|--------------------|------------------|--------------------|------------------|--------------------|
| | Number in Cohort | Percent Graduating | Number in Cohort | Percent Graduating |
| 2009 | N/A | N/A | N/A | N/A |
| 2010 | N/A | N/A | N/A | N/A |
| 2011 | 116 | 91% | 4,485 | 60% |

Evaluation

AMS's first cohort four-year graduation rate of 91% is 31 percentage points higher than that of the local district. AMS has focused on supporting teachers in developing their practice so they can

²⁴ Schools can retrieve district level graduation rates from the SED's Information and Reporting Services office. News releases and an Excel workbook containing these data are available from the [IRS Data Release webpage](#).

implement ambitious instruction in their classrooms. Each year we move to better implementation of our plans as our teachers sharpen their pedagogical skills. We believe this focus on instruction and the various support opportunities for students over the course of the four years has allowed us to be successful with this first graduating class.

Additional Evidence

N/A

Summary of the High School Graduation Goal

AMS met three of the four graduation goals in its Accountability Plan and partially met the fourth goal (met by one out of three cohorts).

| Type | Measure | Outcome |
|-------------|---|-----------------|
| Absolute | <p>Each year, 75 percent of students in the high school Total Graduation Cohort will pass their core academic subjects by the end of August and be promoted to the next grade.</p> <p>(§) 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.</p> | Achieved |
| Absolute | Each year, 75 percent of students in the high school Total Graduation Cohort will score at least 65 on at least three different New York State Regents exams required for graduation by the completion of their second year in the cohort. | Did Not Achieve |
| 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. | Achieved |
| Comparative | Each year, the percent of students in the high school Total Graduation Cohort graduating after the completion of their fourth year will exceed that of the Total Graduation Cohort from the local school district. | Achieved |

Action Plan

At AMS, we need to build in a more systematic approach so that each cohort reaches the benchmark of 75% of the cohort passing at least three different Regents exams by the end of their second year. At AMS we have one AP and grade level counselor per cohort and we will be using a weekly AP/Counselor meeting to review student data and we will be utilizing our twice a month grade team meetings to support the individual needs of the cohort. These meeting structures will allow AMS to be proactive in supporting the students in reaching their academic success (in this case passing at least three of the four Regents exams by year two). We will continue to use our support class structure for those students who are struggling in their classes. We will also use the summer to better prepare those students who were not successful in passing their exams in June.

COLLEGE PREPARATION

COLLEGE PREPARATION

GOAL 7: COLLEGE PREPARATION

All graduating students will be prepared for academic institutions of higher education.

Goal 7: Comparative Measure

Each year, the average performance of students in the 10th grade will exceed the state average on the PSAT test in Critical Reading and Mathematics.

Method

This measure tracks student performance one of the most commonly used early high school college prep assessment. Students receive a scale score in critical reading, writing and mathematics. Scale scores range from 200 to 800 on each subsection with 1600 as the highest possible score. As students may choose to take the test multiple times, the school reports only on a student's highest score on each subsection. Compare school averages to the New York State average for all 10th grade (sophomore) test takers in the given year.

Results

On average, 10th grade students in AMS scored 36 in Critical Reading and 39 in Mathematics in 2014-2015 similar to the performance of AMS students in previous years. These averages are lower than those of students statewide.

10th Grade PSAT Performance by School Year

| School Year | Number of Students in the 10 th Grade | Number of Students Tested | Critical Reading | | Mathematics | |
|-------------|--|---------------------------|------------------|----------------|-------------|----------------|
| | | | School | New York State | School | New York State |
| 2012-13 | 118 | 105 | 37 | 42 | 37 | 42 |
| 2013-14 | 122 | 108 | 35 | 41 | 39 | 43 |
| 2014-15 | 97 | 83 | 36 | 41 | 39 | 42 |

Evaluation

Students' performance at AMS, on average was below that of students statewide. Some AMS students enter high school below grade level lacking the basic skills needed to demonstrate comprehension or reading fluency on an exam like the PSAT. This is true for both the math and Critical Reading sections. A focus on reading strategies in on-demand situations across all content areas has shown an increase on regular assessments in classes. We expect that student performance will improve on more formal assessments when students take them a second time.

Additional Evidence

N/A

Goal 7: Comparative Measure

Each year, the average performance of students in the 12th grade will exceed the state average on the SAT or ACT tests in reading and mathematics.

Method

This measure tracks student performance on one of the most commonly used high school college prep assessments.

The SAT is a national college admissions examination. Students receive a scale score in reading, writing and mathematics. Scale scores range from 200 to 800 on each subsection with 2400 as the highest possible score. As students may choose to take the test multiple times during the year, the school only reports a student's highest score. The school compares its averages to the New York State average for all 12th grade test takers in a given year.

The ACT is a national college admissions and placement examination. Students receive scaled scores in reading, mathematics, English and science. Scaled scores range from 1 to 36 on each section; the school averages the three separate scores to calculate a student's composite score. As students may choose to take the test multiple times during the year, the school reports on only a student's highest scaled score for each section. The school compares its average to the New York State average for all 12th grade test takers in the given year.

Results

2014-2015 is the first year that AMS had 12th graders. Their average performance on the SAT was 398 in reading and 415 in math, lower than the average performance of students statewide. On the ACT, AMS students scored, on average, 17 in both reading and mathematics below the average score of 24 for these subjects recorded for 12th graders statewide.

12th Grade SAT Performance by School Year

| School Year | Number of Students in the 12 th Grade | Number of Students Tested | Reading | | Mathematics | |
|-------------|--|---------------------------|---------|----------------|-------------|----------------|
| | | | School | New York State | School | New York State |
| 2012-13 | N/A | N/A | N/A | N/A | N/A | N/A |
| 2013-14 | N/A | N/A | N/A | N/A | N/A | N/A |
| 2014-15 | 106 | 93 | 398 | 488 | 415 | 502 |

12th Grade ACT Performance by School Year

| School Year | Number of Students in the 12 th Grade | Number of Students Tested | Reading | | Mathematics | |
|-------------|--|---------------------------|---------|----------------|-------------|----------------|
| | | | School | New York State | School | New York State |
| 2012-13 | N/A | N/A | N/A | N/A | N/A | N/A |
| 2013-14 | N/A | N/A | N/A | N/A | N/A | N/A |
| 2014-15 | 106 | 38 | 17 | 24 | 17 | 24 |

Evaluation

AMS's first 12th grade class scored on the SAT, on average, approximately 90 points lower than the statewide average on both Critical Reading and math. On the ACT, their average scores of 17 were 7 points lower than statewide averages. AMS needs to improve their process in both communicating to students and families the purpose of the ACT and we need to work on creating additional support structures to better help students understand the ACT exam.

Additional Evidence

N/A

Goal 7: School Created College Preparation Measure

Each Year, at least 50 percent of students in the high school Graduation Cohort will earn an Advanced Regents Diploma or Diploma with Honors.

Method

The graduation status of all students in the Graduation Cohort will be assessed to determine whether students meet requirements for a Regents Diploma with Advanced Designation or Honors. To receive a Regents Diploma with Advanced Designation, students must meet all credit unit requirements and pass with a score of 65 or higher the following Regents examinations: Global History, U.S. History and Government, Comprehensive English, three Mathematics exams and two science exams, including Living Environment. Regents Diplomas with Honors require students to meet all credit unit requirements and achieve an average score of 90 or higher on all required Regents examinations.

Results

Three percent of the 2011 were awarded an Advanced Regents Diploma.

Advanced Regents Diplomas and Diploma

with Honors by Graduation Cohort

| Graduation Cohort | Percent with Advanced Regents Diplomas | Percent with Diploma with Honors | Total |
|-------------------|--|----------------------------------|-------|
| 2009 | N/A | N/A | N/A |
| 2010 | N/A | N/A | N/A |
| 2011 | 3% | 0% | 3% |

Evaluation

Three percent of the 2011 were awarded an Advanced Regents Diploma after four years, well below the 50% goal. AMS will focus on teacher retention as many of our teachers are at the beginning of their careers. We believe through teacher retention we will be able to better build on our success each year and through this process we will be able to best support students in achieving the Advanced Regents diploma.

(§) The percent of graduating students that meets the state’s aspirational performance measure (APM), currently defined as the percentage of students in a cohort who graduate with a score of 80 or better on a math Regents exam AND 75 or better on the English Regents exam, will exceed the statewide average.

Method

Recognizing that remediation rates in New York’s colleges are far too high, the Board of Regents has reviewed data showing the gap between high school expectations and college attainment. They reviewed data comparing the graduation rate for the 2005 cohort with the "college and career ready" graduation rate – defined as the percentage of students in the cohort who graduated with a score 80 or better on a math Regents exam and 75 or better on the English Regents exam. The Regents view these data as an important indicator of future student success. Students who graduate high school – but do so with a score below 80 on a math Regents exam and below 75 on the English exam – are likely to require remediation in college.

Results

Twenty-nine percent of the 2011 cohort met the aspirational performance measure by meeting college readiness benchmarks in English and math as compared to 50% of students statewide.

Percent of Graduates Meeting the Aspirational Performance Measure²⁵

While the 2011 cohort’s pass rate of 29% is 21 percentage points below that of students statewide (50%), it is a strong showing for a school’s first cohort.

(§) The percent of graduating students who graduate with a Regents diploma with Advanced

²⁵ Schools can retrieve state level graduation rates from the SED’s Information and Reporting Services office. News releases and an Excel workbook containing these data are available from the [IRS Data Release webpage](#).

Designation will exceed the local district.

Method

In establishing measures to be used by schools, districts and parents to better inform them of the progress of their students, the Regents have also set as an additional aspirational measure of achievement the percent of graduating students who earned a Regents diploma with Advanced Designation (i.e., earned 22 units of course credit; passed seven-to-nine Regents exams with a score of 65 or above; and took advanced course sequences in Career and Technical Education, the arts, or a language other than English).

Results

Three percent of the 2011 cohort was awarded a Regents Diploma with Advanced Designation as compared with 24% of students in Community School District 10.

Percent of Graduates with a Regents Diploma with Advanced Designation²⁶

| Cohort | Charter School | School District ²⁷ |
|--------|----------------|-------------------------------|
| 2009 | N/A | N/A |
| 2010 | N/A | N/A |
| 2011 | 3% | 24% |

Evaluation

In the first graduation cohort, only three percent of AMS students were awarded an Advanced Regents Diploma—21 percentage points lower than the rate in the local community school district. AMS will focus on teacher retention as many of our teachers are at the beginning of their careers. We believe through teacher retention we will be able to better build on our success each year and through this process we will be able to best support students in achieving the Advanced Regents diploma.

(§) Each year, 75 percent of graduating students will demonstrate their preparation for college by passing an Advanced Placement (AP) exam, a College Level Examination Program (CLEP) exam or a college level course.

Method

This goal was measured using Advanced Placement courses and/or exams that graduates took and passed at AMS.

Results

²⁶ Schools can retrieve information about diplomas conferred from the SED's Information and Reporting Services office. News releases and an Excel workbook containing these data are available from the [IRS Data Release webpage](#).

²⁷ District results for the 2011 cohort are not yet available.

Close to three-fourths of AMS students in the 2011 cohort took and passed an Advanced Placement course and/or exam during their four years of high school.

Graduates Passing a Course Demonstrating College Preparation

| Cohort | Number of Graduates | Percent Passing the Equivalent OF a College Level Course ²⁸ |
|--------|---------------------|--|
| 2009 | N/A | N/A |
| 2010 | N/A | N/A |
| 2011 | 85 | 73% |

Evaluation

AMS's first cohort came within two percentage points of achieving the college preparation goal by taking and passing an Advanced Placement course and/or exam during their four years of high school. AMS has demonstrated initial success in college level courses because of our focus on deep learning and the various opportunities students have in upper house (AP courses, college level courses, internships, and college partnerships).

Goal 7: School Created College Attendance or Achievement Measure

Each year, 90% of graduating seniors will register for college and complete 10 college credits in their first year.

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

Method

AMS will collect college data on the percentage of graduating seniors who register for college and the number of college credits they earn in their first year.

Results

Since the 2011 cohort just graduated in June and August, college registration and the number of credits students earn in their first year is not yet available.

Evaluation

Since the 2011 cohort just graduated in June and August, college registration and the number of credits students earn in their first year is not yet available.

Summary of the College Preparation Goal

²⁸ Advanced Placement (AP) exam, a College Level Examination Program (CLEP) exam, or a college level course

During the school's early development, AMS did not achieve the college preparation goals.

| Type | Measure (Accountability Plan Prior to 2012-13) | Outcome |
|---------------------|--|-----------------|
| Comparative | Each year, the average performance of students in the 10 th grade will exceed the state average on the PSAT test in Critical Reading and Mathematics. | Did Not Achieve |
| Comparative | Each year, the average performance of students in the 12 th grade will exceed the state average on the SAT or ACT tests in reading and mathematics. | Did Not Achieve |
| College Preparation | Each Year, at least 50 percent of students in the high school Graduation Cohort will earn an Advanced Regents Diploma or Diploma with Honors. | Did Not Achieve |
| College Attainment | Each year, 90% of graduating seniors will register for college and complete 10 college credits in their first year. | Not Applicable |

| Type | Measure (Accountability Plan from 2012-13 or later) | Outcome |
|------|---|-----------------|
| | (§) The percent of graduating students that meets the state's aspirational performance measure (APM), currently defined as the percentage of students in a cohort who graduate with a score of 80 or better on a math Regents exam AND 75 or better on the English Regents exam, will exceed the statewide average. | Did Not Achieve |
| | (§) Each year, 75 percent of graduating students will demonstrate their preparation for college by passing an Advanced Placement (AP) exam, a College Level Examination Program (CLEP) exam or a college level course. | Did Not Achieve |
| | (§) Each year, 75 percent of graduating students will matriculate in a college or university in the year after graduation. | Not Applicable |
| | (§) Each year, 75 percent of graduating students will matriculate in a college or university in the year after graduation. | |

Action Plan

At AMS, our juniors have a college readiness/SAT-Prep class built into their program. This course is designed to help students understand the college process, and prepare them for both the SAT and ACT. We believe this course will help students raise their SAT and ACT scores by the end of their senior year as they will have an opportunity to better understand these exams and will learn important test strategies. We will also continue to offer our College Boot Camp in August for rising seniors. Finally, we will continue to move towards more effective implementation of our ambitious instruction of challenge based learning across all content areas. With a continued focus on cross content skills our students will increase their ability to think critically.

Goal 8: Absolute Measure

Each year, 90 percent of all students enrolled during the course of the year return the following September.

Method

The cohort consists of all students enrolled in school on BEDS day (the first Wednesday in October) in a given year. All of these students are tracked to determine whether they are still enrolled in the school on BEDS day in the following year. The retention rate excludes students that have graduated.

Results

Eighty-seven percent of students returned in 2014-2015.

2014-15 Student Retention Rate

| | | | |
|--------------------|---|--|---|
| 2013-14 Enrollment | Number of Students Who Graduated in 2013-14 | Number of Students Who Returned in 2014-15 | Retention Rate 2014-15 Re-enrollment ÷ (2013-14 Enrollment – Graduates) |
| 354 | 0 | 309 | 87% |

Evaluation

The 87% retention rate is three percentage points below the target. The rate has been declining slightly since 2012-2013.

Additional Evidence

| Year | Retention Rate |
|---------|----------------|
| 2012-13 | 91% |
| 2013-14 | 90% |
| 2014-15 | 87% |

Goal 9: Absolute Measure
Each year the school will have a daily attendance rate of at least 90 percent.

Method

Student attendance is taken daily and results input into an electronic system. Daily, period, weekly and monthly attendance reports are maintained and used by school leadership and staff to identify students who are not in school and to follow-up to ensure that they are in attendance. Daily calls are made to the parents of absent students and follow-up meetings are held with families to discuss attendance issues and determine appropriate interventions.

Results

The average daily attendance in 2014-2015 was 89%.

2014-15 Attendance

| Grade | Average Daily Attendance Rate |
|---------|-------------------------------|
| 9 | 91% |
| 10 | 91% |
| 11 | 90% |
| 12 | 86% |
| Overall | 89% |

Evaluation

AMS narrowly missed the 90% target with an average daily attendance rate of 89%. Attendance was higher than the target in the lower grades with 12th graders posting the lowest average daily attendance.

Additional Evidence

| Year | Average Daily Attendance Rate |
|---------|-------------------------------|
| 2012-13 | 91% |
| 2013-14 | 89% |
| 2014-15 | 89% |

HIGH SCHOOLS: SUBJECT AREA MEASURES

Cohort Passing Rate by Regents Mathematics Exam

| Exam | Cohort | | | |
|--------------------|--------|------|------|------|
| | 2008 | 2009 | 2010 | 2011 |
| Integrated Algebra | N/A | N/A | N/A | 97% |
| Geometry | N/A | N/A | N/A | 47% |
| Algebra 2 | N/A | N/A | N/A | 2% |

Cohort Passing Rate by Regents Science Exam

| Exam | Cohort | | | |
|--------------------|--------|------|------|------|
| | 2008 | 2009 | 2010 | 2011 |
| Living Environment | N/A | N/A | N/A | 88% |
| Earth Science | N/A | N/A | N/A | 3% |
| Chemistry | N/A | N/A | N/A | 2% |
| Physics | N/A | N/A | N/A | 0% |