

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

**2012-13 ACCOUNTABILITY PLAN
PROGRESS REPORT**

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By Lori Mei

New Visions Charter Director of Operations

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

Allison Cohen, Data Analyst , New Visions Data Unit, and Lori Mei, Director of Operations, New Visions Charter Unit prepared this 2012-13 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
BJ Casey	Board Member
Ronald Chaluian	Secretary
Gary Ginsberg	Board Member
Caroline Kennedy	Board Member
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John A. Sanchez	Chair
Edward Tom	Board Member
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Ariel Zurofsky	Board Member

Julia Chun has served as the principal since the school opened in 2011.

INTRODUCTION

Mission

The New Visions Charter High School for Advanced Math and Science (AMS) opened in 2011 with approximately 125 ninth grade students. At full growth AMS will be a small (566 student) school serving grades 9-12. AMS is academically rigorous, committed to parent and community outreach, and dedicated to serving high-need students. The school's mission is to extend equally to all students, regardless of their previous academic history, the highest quality education in an atmosphere of respect, responsibility and safety. AMS will ensure that students graduate with the skills and content knowledge necessary to succeed in their post-secondary choices by engaging students, teachers and administrators in coherent learning experiences that allow risk-taking, embrace multiple attempts at learning, cultivate students' imaginative and creative abilities, and celebrate achievement. Through the intensive study of math and science concepts during and after 10th grade, students will generate research questions, develop the skills necessary to answer those questions, imagine and create products that demonstrate their learning, and defend their knowledge publicly.

Essential aspects of the school include:

- A challenge-based curriculum where student are engaged in their learning through interaction with a challenge-based curriculum that is designed to foster imaginative capacities that support the Common Core Standards.
- College and workplace preparation and serving high needs students.
- Parent and Community Outreach in which parents and community members also play critical roles in student success.
- Teaching at New Visions Advanced Math and Science (AMS) is informed by pedagogical evaluation, with the school structured so that each grade level has its own Cohort Inquiry Team comprised of teachers. The purpose of this team is to systematically study the connection between the pedagogical strategies the team believes best meets the needs of their students and the actual student outcomes.

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, over 93% of students that applied to AMS live in the Bronx with nearly one-third of the students coming from Community School District 10 in which the school is located. In the 2012-2013 school year; 236 students were enrolled in AMS. Of these students:

- 72% are eligible for free or reduced price lunch
- 93% are Black or Latino
- 13% are students with disabilities
- 8% are English Language Learners

Elements of the Academic Design

School Overview. The instructional model accelerates student learning during coursework in the Lower House so that, regardless of where students start academically, they can exit from 10th grade at proficiency (requirements: pass four Regents; produce an "on-demand" writing piece that favorably compares to the 10th grade Common Core anchor papers for informational or argumentative writing; complete an independent research project; present and defend it to peers and faculty) and move on to study in the Upper House, where they are prepared for post-secondary opportunities through AP courses, career explorations and potential certifications, internships, externships and/or community-embedded projects. Students engage with NV-designed challenge-based curricula requiring them to use the Lincoln Center Institute's (LCI) Capacities for Imaginative Learning to solve complex problems; are prepared to present their knowledge coherently in writing; learn to apply their knowledge to understanding new situations; and are supported as they present and defend their knowledge publicly. We have built into the model the following:

System of Assessment and Continuous Assessment of Data. The NVCHS instructional framework includes the regular and coordinated use of diagnostic and formative assessments to understand the content and skills students have mastered and where they struggle. Assessment begins during the Summer Bridge to High School, during which students take the Gates MacGinitie reading diagnostic, Performance Series Math assessment, and ACT: 9th grade EXPLORE exams in Reading, ELA, Math and Science to determine their baseline performance levels. Students will take the ACT set of exams to measure progress throughout High School (9th grade EXPLORE, 10th grade PLAN, 11th-12th grade ACT).

Challenge-Based Curriculum Aligned to Common Core Standards. AMS uses a challenge-based approach to engage students in learning and foster the use of imaginative capacities for problem-solving. In a typical challenge-based unit, students work with a finite set of resources that focus on a particular topic; ask questions that do not have pre-determined answers; construct an answer supported by evidence; construct a product (position paper, PowerPoint, newscast, video blog); present their product, and defend their position publicly. Thus the classroom dynamic is shifted from one where students passively receive information to one where students must act in order to meet a challenge or solve a problem.

Learning Framework: Capacities for Imaginative Learning. The Framework allows students and teachers to practice and master habits of learning; the Capacities (notice deeply, question, make connections, reflect/assess, create meaning, embody, identify patterns, exhibit empathy, take action, and live with ambiguity), derived from LCI's study of works of art, nurture students' abilities to imagine and create. These habits create a common language and culture among students and teachers, and foster coherence from class to class and project to project.

Adult Inquiry. Teachers participate in a formal inquiry process through Cohort Inquiry Teams. The purpose of this work is to systematically study the connection between the selected pedagogical strategies teachers are employing and actual student outcomes, allowing teachers to make necessary modifications to curriculum and pedagogy in real time.

Cascade of Writing. Teachers select one of the three Common Core-defined forms of writing and coordinate the implementation of classroom assignments across core content classes in continuous 2- to 3-week cycles. AMS used the Literacy Design Collaborative framework and a common rubric to give feedback to students during and at the end of each cycle.

Anchor Projects. Students produced end-of-trimester projects in which they apply the content and the skills they have learned in their core content classes to new situations.

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2009-10														
2010-11														
2011-12										118	0	0	0	118
2012-13										118	118	0	0	236

High School Cohorts

Accountability Cohort

The state’s Accountability Cohort consists specifically of students who are in their fourth year of high school after the 9th grade. For example, the 2009 state Accountability Cohort consists of students who entered the 9th grade in the 2009-10 school year, were enrolled in the school on the state’s annual enrollment-determination day (BEDS day) in the 2012-13 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 their accountability rules and cohort definitions:

<http://www.emsc.nysed.gov/irts/accountability/home.shtml>)

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
2009-10	2006-07	2006	NA	NA	NA
2010-11	2007-08	2007	NA	NA	NA
2011-12	2008-09	2008	NA	NA	NA
2012-13	2009-10	2009	NA	NA	NA

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 2011-12, 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 only one day in the school after entering the 9th grade are part of the school's Total Cohort for 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 ¹ (b)	Graduation Cohort (a) + (b)
2009-10	2006-07	2006	NA	NA	NA
2010-11	2007-08	2007	NA	NA	NA
2011-12	2008-09	2008	NA	NA	NA
2012-13	2009-10	2009	NA	NA	NA

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 ² (b)	Graduation Cohort (a) + (b)
2010-11	2006-07	2006	NA	NA	NA
2011-12	2007-08	2007	NA	NA	NA
2012-13	2008-09	2008	NA	NA	NA

Since AMS is a new school that has not been open for four years, it does not yet have an accountability cohort. Students enrolled in AMS as first-time ninth graders in the 2011-2012 school year are part of the 2011 cohort and students enrolled in AMS as first-time ninth graders in the 2012-2013 school year are part of the 2012 cohort. Complete results for these cohorts will not be available until June, 2015 and June 2016 respectively when students would be expected to graduate at the end of four years of high school.

¹ 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.

² 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

ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

AMS students will become proficient readers and writers of the English language.

Background

At AMS, all courses are developed using a challenge-based approach designed to engage students in learning and to foster the development and use of imaginative capacities for problem solving. To implement challenge-based curricula effectively teachers, through careful planning and the use of diagnostic and formative data, establish a delicate balance between students needing to know content and having the skills necessary to access content, produce artifacts that demonstrate their learning, present their findings and defend their work publicly. By using this pedagogical approach, the classroom dynamic is shifted from one where students receive information to one where students must act in order to meet a challenge or solve a problem.

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 ready standard (currently scoring 75 on the New York State Regents English exam) by the completion of their fourth year in the cohort.

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; and scoring 75 to meet the college and career readiness standard.³ 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

There are no cohort 2009 results since AMS enrolled only ninth and tenth grade students in 2012-2013 and consequently, did not have a high school Accountability Cohort. The school has not been opened long enough to have students enrolled for the required four years.

Evaluation

NA

³ The statewide adaptation of the Common Core 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.

Additional Evidence

Students at AMS look the English Regents Exam for the first time in 2012-2013. Although the students in the 2011 and 2012 cohorts have not yet reached their fourth year, 60% of the 2011 cohort and 12% of the 2012 cohort have already successfully met this measure indicating that the school is making significant progress towards meeting the measure’s target. In addition, 28% and 6% respectively have achieved the college and career ready standard by scoring at least 75 on the English Regents Exam.

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

Cohort Designation	2010-11		2011-12		2012-13	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2009						
2010						
2011			NA	NA	125	60%
2012					98	12%

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

Cohort Designation	2010-11		2011-12		2012-13	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2009						
2010						
2011			NA	NA	125	28%
2012					98	6%

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.

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.

Results

There are no cohort 2009 results since AMS enrolled only ninth and tenth grade students in 2012-2013 and consequently, did not have a high school Accountability Cohort. The school has not been opened long enough to have students enrolled for the required four years.

Evaluation

NA

Additional Evidence

Although AMS does not yet have a high School Accountability cohort; students are making progress towards meeting the measure’s target. Fifty-five percent of the students in the 2011 cohort that were not proficient in the 8th grade have already passed the English Regents Exam with a score of at least 65. Students in this cohort have two more years to meet the 75% goal.

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.

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:

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

The AMO continues to be its 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 2012-13 English language arts AMO of **163**.

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 74 is Level 2, 75 to 89 is Level 3, and 90 to 100 is Level 4.

Results

There are no cohort results since AMS enrolled only ninth and tenth grade students in 2012-2013.

Evaluation

NA

Additional Evidence

**Preliminary 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
125	40%	32%	27%	1%

$$\begin{array}{rcccccccc}
 \text{PI} & = & 32 & + & 27 & + & 1 & = & 60 \\
 & & & & 27 & + & 1 & = & \underline{28} \\
 & & & & & & \text{PI} & = & 88
 \end{array}$$

AMS students took the English Regents Exam for the first time in 2012-2013. Students in both the 2011 and 2012 cohorts have several more opportunities to take and pass the exam before their fourth year of high school. Even so, the 2011 cohort is making progress towards this measure as evidenced by an Accountability Performance Level of 88.

Goal 1: Comparative Measure

(S) Each year, students in the high school *Total Cohort* will exceed the predicted pass rate on a Regents English exam 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.

Method

The Charter Schools Institute will conduct a Comparative Performance Analysis, as it has for 3-8 schools. The Institute examines the school's performance in terms of demographically similar high schools state-wide by using a regression analysis to control for the percentage of economically disadvantaged students among all high schools in New York State. The Institute compares the school's actual performance to the predicted performance of high schools with a similar economically disadvantaged percentage. The difference between the schools' actual and predicted performance, relative to other high schools with similar economically disadvantaged statistics produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a small degree, is the target for achieving this measure.

Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2012-13 analysis is not yet available.

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.

Method

AMS will compare the performance of students in their fourth year in the charter school Accountability Cohort to that of the respective cohort of students in Community School District 10, 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.⁴

Results

There are no cohort results since AMS enrolled only ninth and tenth grade students in 2012-2013.

Evaluation

NA

⁴ The New York State Report Card provides the district results for students scoring at or above 65. The New York State Accountability Report provides the district results for students scoring at or above 75.

Additional Evidence

NA

Goal 1: Growth Measure

(S) Each year, under the state's high school Growth Model (under development) the relative growth of selected students will exceed the state's median growth.

Method

This measure will examine the change in performance of the same group of students during the course of their high school careers and the progress they are making in comparison to other students with the similar scores in the eighth grade. The analysis only includes students from whom the eighth grade scores are available. In following the existing 3-8 Growth Model, students with the same scores are ranked and assigned a percentile based on their relative growth in performance (mean growth percentile). Students' growth percentiles are aggregated school-wide to yield a school's mean growth percentile. In order for a school to perform above the statewide median, it will have a mean growth percentile greater than 50.

The State Education Department has not yet developed the high school Growth Model.

Goal 1: Optional Measure

Each year, the group of students who have taken the grade 10 to 12 ACT assessments (PLAN in grade 10, ACT in grades 11 and 12) 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.

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 either the EXPLORE (grade 9) or the PLAN (grade 10) assessments to students in the spring of their ninth grade and in the spring of their tenth grade. Students' performance on the ninth-grade pretest is compared to their performance on the tenth grade posttest to determine whether they have achieved the College Readiness Benchmark or made progress toward achieving the College Readiness Benchmark in English.

Results

A total of 92 students in the 2011 cohort had pretest and posttest scores on these exams. AMS students did not show growth in students meeting or making progress toward meeting the College

Readiness Benchmark in English since 61% of the class achieved the measure on the pretest and the percentage declined nine percentage points to 52% on the posttest.

Evaluation

At the end of the year, AMS 10th grade students take between three and five Regents exams as well as complete a final interdisciplinary Anchor Project. As a school, we need to be more strategic about how to counsel our students around high-stakes testing. Our scholars were not accustomed to the pressures of preparing for many Regents exams and then sitting for a two-and-a-half hour ACT exam. We could also do more to emphasize the importance of the EXPLORE and PLAN exams. As much as we communicate that these exams show their academic growth over time and that they are grade appropriate versions of the ACT which will be, for many of them, their college entrance exam, many students still do not understand their importance. We believe that the drop in ELA scores from pretest to posttest are due to both test fatigue as well as an incomplete understanding of the gravity of the exam.

Summary of the High School English Language Arts Goal

Because AMS is a new school with only ninth and tenth grades in 2012-2013, it does not yet have a high school Accountability Cohort. As a result, none of the English Language Arts measures in the Accountability Plan can be evaluated until the end of four years, in June, 2015.

Type	Measure	Outcome
Absolute	Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Regents English exam by the completion of their fourth year in the cohort.	Not Applicable
	(§) 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.	
Absolute	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.	Not Applicable
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.	Not Applicable
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.	Not Applicable
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 2011-12 school district results.)	Not Applicable
Growth	(§) Each year, under the state’s high school Growth Model (under development) the relative growth of selected students will exceed the state’s median growth.	Not Applicable

Action Plan

AMS will continue to implement the key elements of the school's academic design to ensure that students master the skills and knowledge necessary for success in English language arts. Specifically, we will continue to work to align our curricular units to Regents and Common Core readiness. We will also continue to prepare our Lower House (9th and 10th grade) students for the ELA Regents in June of their 10th grade year. During each trimester of Lower House, teachers will create mock Regents assessments to gauge students' progress toward proficiency on the Regents exam. We will do this by combining a focus on real world challenges and explicit test preparation. Lastly, we will continue to provide our students multiple opportunities to pass the Regents by their graduation year.

MATHEMATICS

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 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 administered the New York State Regents Geometry and Integrated Algebra 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; and scoring 80 to meet the college and career readiness standard.⁵ This measure requires 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

There are no cohort 2009 results since AMS enrolled only ninth and tenth grade students in 2012-2013 and consequently, did not have a high school Accountability Cohort. The school has not been opened long enough to have students enrolled for the required four years.

Evaluation

NA

⁵ The statewide adaptation of the Common Core 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 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.

Additional Evidence

Students at AMS have taken the Integrated Algebra and Geometry Regents Exams even though students in the 2011 and 2012 cohorts have not yet reached their fourth year. Students in the 2011 cohort have exceeded the Math Regents passing rate at 65 already and the 2012 cohort has made considerable progress, coming within seven percentage points of meeting the Math goal with a passing rate of 68%.

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

Cohort Designation	2010-11		2011-12		2012-13	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2009	NA	NA	NA	NA	NA	NA
2010	NA	NA	NA	NA	NA	NA
2011			116	68%	125	90%
2012					98	68%

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

Cohort Designation	2010-11		2011-12		2012-13	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2009	NA	NA	NA	NA	NA	NA
2010	NA	NA	NA	NA	NA	NA
2011			116	NA	125	19%
2012					98	24%

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.

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.

Results

There are no cohort 2009 results since AMS enrolled only ninth and tenth grade students in 2012-2013 and consequently, did not have a high school Accountability Cohort. The school has not been opened long enough to have students enrolled for the required four years.

Evaluation

NA

Additional Evidence

A total of 81% of the students in the 2011 cohort and 38% of students in the 2012 cohort who were not proficient in eighth grade have already passed a Math Regents Exam with scores of at least 65. The 2011 cohort has exceeded the goal in only two years while, in their first year, 38% of the 2012 cohort has met the target.

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.

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 its 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 2012-13 mathematics AMO of **142**.

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.

Results

NA

Evaluation

NA

Additional Evidence

A total of 125 students in the 2011 Accountability Cohort took Mathematics Regents Exams in 2012-2013. As per the results below, in only two years, the performance on AMS students in the 2011 cohort resulted in an Accountability Performance Level of 108 which did not meet the target of 142. However, AMS students have many opportunities to learn the skills that they struggled with this year and to retake Math Regents Exams during their four years of high school. Teachers' systematic focus on the Inquiry Process is expected to result in increased performance for this Accountability Cohort as they progress through high school.

**Preliminary 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
125	10%	70%	19%	0%

$$\begin{array}{rcccccccc}
 \text{PI} & = & 70 & + & 19 & + & 0 & = & 89 \\
 & & & & 19 & + & 0 & = & \underline{19} \\
 & & & & & & \text{APL} & = & 108
 \end{array}$$

Goal 2: Comparative Measure

(§) Each year, students in the high school *Total Cohort* will exceed the predicted pass rate on a 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.

Method

The Charter Schools Institute will conduct a Comparative Performance Analysis, as it has for 3-8 schools. The Institute examines the school’s performance in terms of demographically similar high schools state-wide by using a regression analysis to control for the percentage of economically disadvantaged students among all high schools in New York State. The Institute compares the school’s actual performance to the predicted performance of high schools with a similar economically disadvantaged percentage. The difference between the schools’ actual and predicted performance, relative to other high schools with similar economically disadvantaged statistics produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a small degree, is the target for achieving this measure.

Given the timing of the state’s release of economically disadvantaged data and the demands of the data analysis, the 2012-13 analysis is not yet available.

Goal 2: Comparative Measure

Each year, the percent of 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.

Method

AMS compares the performance of students in their fourth year in the charter school Accountability Cohort to that of the respective cohort of students in Community School District 10, 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.⁶

⁶ The New York State Report Card provides the district results for students scoring at or above 65. The New York State Accountability Report provides the district results for students scoring at or above 75.

Results

There are no cohort results since AMS enrolled only ninth and tenth grade students in 2012-2013.

Evaluation

NA

Additional Evidence

NA

Goal 2: Growth Measure

(S) Each year, under the state's high school Growth Model (under development) the relative growth of selected students will exceed the state's median growth.

Method

This measure will examine the change in performance of the same group of students during the course of their high school careers and the progress they are making in comparison to other students with the similar scores in the eighth grade. The analysis only includes students from whom the eighth grade scores are available. In following the existing 3-8 Growth Model, students with the same scores are ranked and assigned a percentile based on their relative growth in performance (mean growth percentile). Students' growth percentiles are aggregated school-wide to yield a school's mean growth percentile. In order for a school to perform above the statewide median, it will have a mean growth percentile greater than 50.

The State Education Department has not yet developed the high school Growth Model.

Goal 1: Optional Measure

Each year, the group of students who have taken the grade 10 to 12 ACT assessments (PLAN in grade 10, ACT in grades 11 and 12) 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.

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 either the EXPLORE (grade 9) or the PLAN (grade 10) assessments to students in the spring of their ninth grade and in the spring of their tenth grade. AMS administered either the EXPLORE (grade 9) or the PLAN (grade 10) assessments to students in the spring of their ninth grade and in the spring of their tenth grade. Students' performance on the ninth-grade pretest is compared to their performance on the tenth grade posttest to determine whether they

have achieved the College Readiness Benchmark or made progress toward achieving the College Readiness Benchmark in Math.

Results

A total of 92 students in the 2011 cohort had pretest and posttest scores on these exams. AMS students did not show growth in students meeting or making progress toward meeting the College Readiness Benchmark in Math since 22% of the class achieved the measure on the pretest and 21% achieved the measure on the posttest, a decline of one percentage point.

Evaluation

At the end of the year, AMS 10th grade students take between three and five Regents exams as well as complete a final interdisciplinary Anchor Project. As a school, we need to be more strategic about how to counsel our students around high-stakes testing. Our scholars were not accustomed to the pressures of preparing for many Regents exams and then sitting for a two-and-a-half hour ACT exam. We could also do more to emphasize the importance of the EXPLORE and PLAN exams. As much as we communicate that these exams show their academic growth over time and that they are grade appropriate versions of the ACT which will be, for many of them, their college entrance exam, many students still do not understand their importance. We believe that the drop in Math scores from pretest to posttest are due to both test fatigue as well as an incomplete understanding of the gravity of the exam. The lower percentage drop in math as compared to ELA is due to the overall higher performance of AMS students on math assessments than on ELA assessments.

Summary of the High School Mathematics Goal

Because AMS is a new school that had only ninth and tenth grades in 2012-2013, it does not yet have a high school Accountability Cohort. As a result, there is not enough data to assess the school's progress against its accountability measures. However, Mathematics Regents Exam pass rates for the 2011 and 2012 cohorts suggest that AMS is on track to meeting its mathematics goals at the end of four years.

Type	Measure	Outcome
Absolute	Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on a New York State Regents mathematics exam by the completion of their fourth year in the cohort.	Not Applicable
	(§) 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.	
Absolute	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.	Not Applicable
Absolute	Each year, the Accountability Performance Level (APL) on a New York State 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.	Not Applicable
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	Not Applicable

	degree) according to a regression analysis controlling for economically disadvantaged students among all high schools in New York State.	
Comparative	Each year, the percent of 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 2011-12 school district results.)	Not Applicable
Growth	(§) Each year, under the state's high school Growth Model (under development) the relative growth of selected students will exceed the state's median growth.	Not Applicable

Action Plan

AMS will continue to implement key elements of the school's academic design to ensure that students master the skills and knowledge necessary for success in mathematics. Specifically, we will continue to work to align our curricular units to Regents and Common Core readiness. We will also continue to prepare our Lower House (9th and 10th grade) students for the Algebra Regents in June of their 9th grade year and Geometry in June of their 10th grade year. During each trimester of Lower House, teachers will create mock Regents assessments to gauge students' progress toward proficiency on the Algebra and Geometry Regents exam. We will do this by combining a focus on real world challenges and explicit test preparation. Lastly, we will continue to provide our students multiple opportunities to pass the Regents by their graduation 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

Through an intensive study of math and science concepts, students generate research questions, develop the skills necessary to answer those questions, imagine and create products that demonstrate their learning, and defend their knowledge publicly.

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 and Earth Science. 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

There are no cohort 2009 results since AMS enrolled only ninth and tenth grade students in 2012-2013 and consequently, did not have a high school Accountability Cohort. The school has not been opened long enough to have students enrolled for the required four years.

Evaluation

NA

Additional Evidence

Although the school has only been open for two years, students in the 2011 cohort have already exceeded the Science goal with a pass rate of 80% while students in the 2012 cohort are approaching the 75% pass rate goal with 70% of the cohort passing a Science Regents Exam in their first year of high school.

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

Cohort Designation	2010-11		2011-12		2012-13	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2009	NA	NA	NA	NA	NA	NA
2010	NA	NA	NA	NA	NA	NA
2011			116	59%	125	80%
2012					98	70%

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.

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 Community School District 10, 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

There are no cohort 2009 results since AMS enrolled only ninth and tenth grade students in 2012-2013 and consequently, did not have a high school Accountability Cohort. The school has not been opened long enough to have students enrolled for the required four years.

Evaluation

NA

Additional Evidence

NA

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

Part of the school's philosophy is to foster students' intellectual curiosity and love for learning, balancing this academic commitment with a focus on cultivating moral character and integrity. Our school model enables our faculty to support students' intellectual, social and personal development. Our curriculum, particularly our social studies curriculum, enables students to pursue their own goals by striving to master skills and knowledge, while fostering creativity and independence in all academic disciplines. AMS will graduate students who will use their education to think critically and reflect on the world around them and who see how they can use their skills and talents to further the greater good of the community in which they live.

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

There are no cohort 2009 results since AMS enrolled only ninth and tenth grade students in 2012-2013 and consequently, did not have a high school Accountability Cohort. The school has not been opened long enough to have students enrolled for the required four years.

Evaluation

NA

Additional Evidence

NA

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 Community School District 10, 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

There are no cohort 2009 results since AMS enrolled only ninth and tenth grade students in 2012-2013 and consequently, did not have a high school Accountability Cohort. The school has not been opened long enough to have students enrolled for the required four years.

Evaluation

NA

Additional Evidence

NA

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

There are no cohort 2009 results since AMS enrolled only ninth and tenth grade students in 2012-2013 and consequently, did not have a high school Accountability Cohort. The school has not been opened long enough to have students enrolled for the required four years.

Evaluation

NA

Additional Evidence

Students at AMS have taken the Global History Regents Exam even though students in the 2011 cohort have not yet reached their fourth year. Preliminary trends show that the school is on track with 52% of students in the cohort already passing the exam with a score of 65.

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

Cohort Designation	2010-11		2011-12		2012-13	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2009	NA	NA	NA	NA	NA	NA
2010	NA	NA	NA	NA	NA	NA
2011			NA	NA	125	52%
2012					NA	NA

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 Community School District 10, 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

There are no cohort 2009 results since AMS enrolled only ninth and tenth grade students in 2012-2013 and consequently, did not have a high school Accountability Cohort. The school has not been opened long enough to have students enrolled for the required four years.

Evaluation

NA

Additional Evidence

NA

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 a local-assistance-plan school.

Method

Since *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 which indicate each school's status under the state's No Child Left Behind (NCLB) accountability system.

Results

AMS has not yet received our Accountability Status for 2012-2013.

Evaluation

NA

Additional Evidence

NCLB Status by Year

Year	Status
2010-11	NA
2011-12	Good Standing
2012-13	TBD

The school was not in existence prior to 2011-2012. According to the state's NCLB system, it is in "Good Standing." AMS will continue to focus its efforts to meet the needs of all students so that it remains in "Good Standing" as per NCLB.

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.

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. In order to be promoted, AMS students must earn at least 10 credits in a year with at least six of these credits in the four core content areas.

COURSE OFFERINGS	LOWER HOUSE 9th & 10th GRADES	UPPER HOUSE 10th & 11th GRADES
MATH	<ul style="list-style-type: none"> • Algebra I • Math Modeling • Geometry • Electives • Math Lab 	<ul style="list-style-type: none"> • Algebra II • Pre-Calculus • AP Calculus • Statistics • Electives
HISTORY	<ul style="list-style-type: none"> • World Government • Economics • Global Studies • Electives 	<ul style="list-style-type: none"> • US History & AP • AP European History • Electives
SCIENCE	<ul style="list-style-type: none"> • Living Environment • Applied Physics • Electives 	<ul style="list-style-type: none"> • Chemistry • Earth Science • Regents Physics • AP Biology • Electives
ENGLISH LANGUAGE ARTS	<ul style="list-style-type: none"> • English Language Arts • Reading Lab • Electives 	<ul style="list-style-type: none"> • AP English • AP Literature • Electives
FOREIGN LANGUAGE	<ul style="list-style-type: none"> • Spanish I, II • Native Language-Spanish 	<ul style="list-style-type: none"> • Spanish III, IV • Native Language-Spanish III, IV • AP Spanish
ART	<ul style="list-style-type: none"> • Studio Art I, II • Theater Art I, II 	<ul style="list-style-type: none"> • Studio Art III, IV • Theater Art III, IV • AP Art
OTHER	<ul style="list-style-type: none"> • Physical Education • College & Career Readiness • Advisory 	<ul style="list-style-type: none"> • Internship • College Now • Advisory

Results

Well over 90% of students at AMS have been promoted, exceeding the goal.

Percent of Students Promoted by Cohort in 2012-13

Cohort Designation	Number in Cohort	Percent promoted
2009	NA	NA
2010	NA	NA
2011	125	96%
2012	98	95%

Evaluation

AMS met the promotion goal since more than 90% of students were promoted. Because the school has extended learning time and is on trimesters, students have the opportunity to earn credits three times a year so some students who were not promoted may earn enough credits to be promoted to grade 10 or 11 after the first or second trimester this year.

Additional Evidence

NA

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 2013, the 2011 cohort will have completed its second year.

Results

Sixty-two percent of the students in the 2011 cohort passed three Regents Exams in their second year of high school.

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

Cohort Designation	Number in Cohort	Percent Passing Three Regents
2009	NA	NA

2010	NA	NA
2011	125	62%

Evaluation

AMS did not meet the target since 62% of students passed three Regents exams by the end of their second year of high school rather than 75% that was the target. As a new school, with a cadre of young teachers, mostly in their first few years of teaching, we have had to assist our teachers in the fundamentals of teaching. Our professional development program has focused primarily on helping our staff with classroom management, curriculum mapping and lesson planning. Given the fact that for most of our teachers, this past year was their first attempt at teaching, we are optimistic about our Regents pass rate. While there is room for improvement, we feel that we are on track to getting our students to the ambitious benchmarks that are set forth in our Charter. One of the ways we are addressing our deficits is by making our curriculum more aligned to the new Regents exam and to the Common Core. We are also making sure that our assessments throughout the year, test our students’ ability to answer Regents type questions and that we use the data from these formative assessments to re-engage and re-teach key concepts that are reflected in the Regents. Finally, we will continue to run Regents test prep classes on Saturdays in January and in June and August to make sure that students are well prepared to take the Regents in that particular month.

Additional Evidence

NA

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 2009 cohort and graduated four years later and those who entered as members of the 2008 cohort and graduate 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 to complete their graduation requirements.

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

Results

The school has only been open for two years so this measure does not apply in 2012-2013.

Evaluation

NA

Additional Evidence

NA

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 Community School District 10, the local school district⁷. 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

The school has only been open for two years so this measure does not apply in 2012-2013.

Evaluation

NA

Additional Evidence

NA

Summary of the High School Graduation Goal

Because AMS is a new school that opened in 2011 and only had grades nine and ten in 2012-2013, it does not yet have a high school Accountability cohort. As a result, it does not have enough data to assess the school's progress against its high school graduation measures. However, promotion rates provide an early indication that AMS is on track to meet its graduation goals at the end of four years although the students passing three Regents exam measure fell short of the target.

Type	Measure	Outcome
Absolute	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.	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.	Not Applicable
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	Not Applicable

⁷ 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](#).

	the Total Graduation Cohort from the local school district.	
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Action Plan

At AMS, we have had extremely positive class pass rates. Most of our students passed four or more of their core classes through the year. We still need to work on helping our ELL and Special Education students passing more of their classes. One way we have done this is by programming our most struggling students into math and reading support classes, to give them extra time and resources to catch up with the rest of their peers. Another way we have addressed this is by requiring mandatory afterschool homework help for students who have a 70 or below average in their content classes. Finally, we will continue to offer afterschool office hours and homework help for students who would like to voluntarily stay to get extra help in their classes.

COLLEGE PREPARATION

GOAL 7: COLLEGE PREPARATION
All graduating AMS 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 are reported on a scale of 20 to 80. As students may choose to take the test multiple times, the school reports only on a student’s highest score on each subsection. AMS compares its averages to the New York State average for all 10th grade (sophomore) test takers in the given year.

Results

On average, AMS students scored 37 on both Critical Reading and Mathematics, both lower than the average scores for New York State sophomores of 42 on both subtests.

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
2010-11	NA	NA	NA	NA	NA	NA
2011-12	NA	NA	NA	NA	NA	NA
2012-13	118	105	37	42	37	42

Evaluation

AMS students scored about five percentage points lower than the statewide averages on both the Critical Reading and Mathematics subtests of the PSAT. AMS students scores about five percentage points lower than the statewide averages on both the Critical Reading and Mathematics subtests of the PSAT. As a school, we have done a solid job preparing our students for their in class challenge projects, their class assessments and for the Regents examinations. The one area where we have not spent enough time is preparation for the PSAT examination. In Lower House we created a voluntary PSAT preparation class for students who were interested. We, however, did not make it mandatory for all students. The ELA teachers also spent time preparing students for the vocabulary section of the PSAT in their English and Reading classes. However, this is clearly not enough to get students prepared for the rigors of this exam.

Additional Evidence

NA

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 the New York State average for all 12th grade (senior) test takers in the given year.

Results

There are no results since AMS did not have a 12th grade in 2012-2013.

Evaluation

NA

Additional Evidence

NA

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

There are no results since AMS did not have a graduating class in 2012-2013.

Evaluation

NA

(S) 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

There are no results since AMS did not have a graduating class in 2012-2013.

Evaluation

NA

(S) The percent of graduating students will graduate with a Regents diploma with advanced 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

There are no results since AMS did not have a graduating class in 2012-2013.

Evaluation

NA

(S) 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

NA

Results

NA

Evaluation

NA

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.

Method

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

Results

There are no results since AMS did not have a graduating class in 2012-2013.

Evaluation

NA

Summary of the College Preparation Goal

Because AMS is a new school that opened in 2011 and had only grade 9 and grade 10 in 2012-2013, it does not yet have a high school Accountability Cohort. As a result, it does not have any data with which to assess the school’s progress against its college preparation measures.

Type	Measure	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.	Not Applicable
	(S) The percent of graduating students that meets the state’s	Not Applicable

	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.	
	(§) 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.	Not Applicable
College Attainment	Each year, 90% of graduating seniors will register for college and complete 10 college credits in their first year.	Not Applicable
School Created	Each year, at least 50 percent of students in the high school Graduation Cohort will earn an Advanced regents Diploma or Diploma with Honors	Not Applicable

Action Plan

The results from these measures will be analyzed and plans implemented as soon as the school has its first graduating class. Given the fact that our students have fallen short of the statewide averages on the PSAT, we have built into the Upper House students schedules a mandatory PSAT/SAT prep class. This coincides with their College Seminar class which stresses the importance of College readiness and will be a prime place to discuss the significance and importance of the PSAT/SAT to the college entrance process.

We will continue to offer the voluntary PSAT prep class to our Lower House students during afterschool and continue to build college vocabulary and math skills into our ELA and math curriculum.

Goal 8: Absolute Measure

Each year, 90 percent of students in each cohort return each year.

Method

The cohort consists of all students enrolled in school on BEDS day (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. Retention rate excludes students that have graduated.

Results

Preliminary retention rate is 91%. The percentage may decline if additional students are discharged prior to BEDS day (October 2, 2013).

2012-13 Student Retention Rate

2011-12 Enrollment	Number of Students Who Graduated in 2011-12	Number of Students Who Returned in 2012-13	Retention Rate 2012-13 Re-enrollment ÷ (2011-12 Enrollment – Graduates)
236	0	214	91%

Evaluation

Preliminary rates exceed the school’s target. Final rates will not be determined until BEDS day (October 2, 2013).

Additional Evidence

Year	Retention Rate
2009-10	NA
2010-11	NA
2011-12	92%
2012-13	91%

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 school’s average daily attendance rate was 91%, exceeding its goal.

2012-13 Attendance

Grade	Average Daily Attendance Rate
9	88%
10	93%
11	NA
12	NA
Overall	91%

Evaluation

AMS’ average daily attendance rate exceeds its goal of 90% however, the attendance of ninth grade students averages about five percentage points lower than that of the tenth grade. School staff must conduct in-depth review of the data to understand the reasons for the disparity in attendance must be undertaken and additional interventions put in place for students whose attendance does not meet the goal.

Additional Evidence

Year	Average Daily Attendance Rate
2010-11	NA
2011-12	92%

HIGH SCHOOL: SUBJECT AREA MEASURES

Students in the 2011 cohort, who will be graduating in June, 2015, have already exceeded both the Math Regents Exam and Science Regents Exam goals with 90% passing Integrated Algebra and 80% passing Living Environment. Sixty-eight percent of the 2012 cohort, scheduled to graduate in June, 2016, have also passed Integrated Algebra while 70% have passed Living Environment, coming close to achieving the 75% pass rate goal in these subject areas as well. Some students in both cohorts have passed the Regents Geometry and Earth Science Exams as well.

Cohort Passing Rate at 65 by Regents Mathematics Exam

Exam	Cohort			
	2009	2010	2011	2012
Math A	NA	NA	NA	NA
Math B	NA	NA	NA	NA
Integrated Algebra	NA	NA	90%	68%
Geometry	NA	NA	39%	10%
Algebra 2	NA	NA	NA	NA

Cohort Passing Rate at 65 by Regents Science Exam

Exam	Cohort			
	2009	2010	2011	2012
Living Environment	NA	NA	80%	70%
Earth Science	NA	NA	2%	NA
Chemistry	NA	NA	NA	NA
Physics	NA	NA	NA	NA