



AMS

# **United Charter High School for Advanced Math and Science (AMS)**

## **2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT**

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## 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

The following individuals prepared this 2023-24 Accountability Plan Progress Report on behalf of the Board of Trustees for United Charter High School for Advanced Math and Science:

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- Melissa Wass, New Visions Senior Program Officer
- Isabella Zuco, New Visions Data Analyst

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**Tina Wagenaar has served as the principal since July 1, 2024.**

## SCHOOL OVERVIEW

The United Charter High School for Advanced Math and Science (AMS) is a small school that opened in 2011 and served students in grades 9-12 in 2023-2024.

### MISSION

United Charter High School for Advanced Math and Science (AMS) is part of the United Charter High Schools' (UCHS) network. UCHS schools provide all students, regardless of their previous academic history, the highest quality education in an atmosphere of respect, responsibility, and rigor. UCHS schools ensure that graduates have the skills and content knowledge necessary to succeed in postsecondary choices by engaging students, teachers, and administrators in learning experiences that allow risk-taking, embrace multiple attempts at learning, cultivate students' imaginative and creative abilities, and celebrate achievement. Through an intensive study of math and science concepts, students learn how to generate research questions, develop the skills necessary to answer those questions, create products that demonstrate understanding, and defend their knowledge publicly.

The objective is to create a school of the highest academic standards that prepares and supports students to graduate ready for college, career, and a 21st century economy. We want our students to be challenged and will shift the dynamics from one where students receive information to one where they find solutions to problems using their imagination coupled with their mastery of content and skills.

### STUDENT POPULATION

Located in the Marble Hill community of the Bronx, AMS serves students from predominantly low-income families. As of BEDs day 2023, 463 students were enrolled in AMS. Of these students:

- 95% are Black or Latino
- 86% are economically disadvantaged
- 14% are students with disabilities
- 8% are English Language Learners/Multilingual Learners

### KEY DESIGN ELEMENTS

**Innovative and Responsive Teaching and Learning:** Equitable teaching is the foundation of our schools. Consistent, high quality instruction is essential for achieving excellent learning outcomes for every student. We focus both on the content knowledge and the skills and mindsets our students need to lead in a 21st century society. We do this in four interdependent ways:

1. Culturally Relevant Curriculum and Instruction: Instructional materials, value the voices and knowledge of the youth we serve. Teachers strive to understand and honor students' cultures and interests and integrate them into instructional plans. Our routines for learning privilege student sensemaking, application of learning, choice, and collaboration.
2. Teacher Development: Sustained and diverse professional learning experiences, build teachers' capacity to consistently enact and enhance our vision for teaching and learning and support them in their professional aspirations.
3. Literacy and Math Skills for Every Student: Curriculum and instruction are designed to assess and develop students' skills beginning in literacy and math and ultimately across disciplines. Our innovative approach posits that assessment is for learning and teaching. Assessment cycles are used to identify what individuals and groups are ready to learn, which helps teachers plan instruction and differentiation for each student.

4. **Authentic Assessment:** Authentic assessment, including project and challenge-based learning, is grounded in real, culturally relevant problems and the skills and standards of the course. Authentic assessments support students in constructing new knowledge, working collaboratively, demonstrating mastery, and presenting. These opportunities foster student agency and accountability in their own learning.

**Individualized Supports for Diverse Learners:** We celebrate and support diversity in students' learning styles. We aspire to eradicate persistent academic achievement gaps for students with disabilities and multilingual learners. We do this through equitable teaching, inclusive classrooms, individualized supports based on the needs and strengths of each student, and a focus on foundational academic and social emotional skills. We position students to be agents of their own growth by developing their ability to self-advocate and engaging them in decision-making about their futures.

**Holistic Social Emotional Supports:** We build purposeful communities where students and adults feel engaged and connected to each other, and where they grow as people. We begin this work before school starts with students at Summer Bridge, and with adults at Onboarding, and continue it through graduation. We help students make decisions about their own future and their school community; create inclusive spaces throughout the school where students' intersectional identities are celebrated and honored; invest in deep relationship-building through an advisory model; use a restorative approach to improve and repair relationships; leverage the robust counseling staff to recognize and heal trauma; and ensure that adults also reflect on and develop their own social emotional competencies.

**Comprehensive Postsecondary Readiness:** Our postsecondary exploration and preparation programs ensure that every student is equipped with the skills and experiences to define and pursue their goals, earn a family-sustaining wage, and participate fully in society. We recognize that the path to academic and career goals may contain a combination of training, employment, service, and education. We provide comprehensive four-year counseling and academic services that include exploration of multiple pathways, rich academic and non-academic experiences, and support for caregivers so our students can meet challenges and opportunities of college and career.

**Inclusive Family Engagement:** We build intentional, individual, collaborative relationships with families and caregivers to ensure they play an active role in their children's high school experience and postsecondary plans. We communicate consistently and in the family's preferred language(s). Families and caregivers are our first and most important stakeholders in the success of every student.

**Civic & Community Engagement:** We encourage students to find the power in their own voices and actions, and to collaborate, communicate, and advocate in order to build stronger selves, schools, and communities. We do this by offering formal and informal experiences in our schools and cultivating partnerships in the community. Civic and community engagement, together with a rigorous academic program, equip our graduates with knowledge, skill sets, and agency to engage fully and lead in an increasingly complex world.

**Data-Driven Continuous Improvement:** Data-driven continuous improvement cycles build capacity in teams, support the professional growth of all school staff, improve processes and programs, and build solutions to systemic challenges. Our continuous improvement approach advances equity and reduces bias by creating transparency, shared accountability, and greater reliability in complex systems. We set intentional goals, enact specific strategies for reaching them, reflect, and then incorporate what we learned so we do better next time.

ACADEMIC PROGRAM

Our key areas of focus for the school year were joy, preparation and innovation. We continued to focus on joy and a sense of belonging in order to support students in building community and feeling comfortable sharing and engaging in the classroom space. In order to focus on joy, we captured images each week of students engaging in their classes, in the halls, and at events. We shared these images weekly with all stakeholders and placed them on bulletin boards throughout the school. We also selected and acknowledged 1-2 students each month who were going above and beyond expectations. Students were recognized with a special lunch and asked to share advice to their fellow students that were shared out with the whole school community and displayed on a dedicated bulletin board. We have also built in more in house opportunities for students to earn college credit while taking classes here at AMS. Through partnerships with SUNY New Paltz in our AP Stats and Pre Calculus class and the University of Delaware in our College and Career Readiness course earning credit for Entrex Entrepreneurial course.

ENROLLMENT SUMMARY

School Enrollment by Grade Level and School Year

School Year	9	10	11	12	UGS	Total
2021-22	140	117	114	110	1	482
2022-23	124	127	112	96	1	460
2023-24	108	130	115	110	0	463

HIGH SCHOOL COHORTS

ACCOUNTABILITY COHORT

The state’s Accountability Cohort consists specifically of students who are in their fourth year of high school after entering the 9<sup>th</sup> grade. For example, the 2020 state Accountability Cohort consists of students who first entered the 9<sup>th</sup> grade anywhere in the 2020-21 school year, were enrolled in the school on the state’s annual enrollment-determination day (BEDS day) in the 2023-24 school year, and either remained in the school for the rest of the year or left for an acceptable reason. (See New York State Education Department’s SIRS Manual for more details about cohort eligibility and acceptable exit reasons: <http://www.p12.nysed.gov/irs/sirs/ht>)

Fourth-Year High School Accountability Cohorts

Fourth Year Cohort	Year Entered 9 <sup>th</sup> Grade Anywhere	Cohort Designation	Number of Students Enrolled on BEDS Day in October of the Cohort’s Fourth Year	Number Leaving During the School Year	Number in Accountability Cohort as of June 30th
2021-22	2018-19	2018	117	0	117
2022-23	2019-20	2019	109	0	109
2023-24	2020-21	2020	120	0	120

## 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

### TOTAL COHORT FOR GRADUATION

Students are also included in the Total Cohort for Graduation (referred to as the Graduation Cohort, Total Graduation Cohort, or Total Cohort interchangeably throughout this report) based on the school year they first enter the 9<sup>th</sup> grade anywhere. The 2020 Total Cohort consists of all students, based on last enrollment record as of June 30, 2024, with a First Date of Entry into Grade 9 during the 2020-21 school year, regardless of their current grade level. The school may remove students from the Graduation Cohort if the school has discharged those students for an acceptable reason listed in the [SIRS manual](#), including but not limited to the following: if they transfer to another public or private diploma-granting program with documentation, transfer to homeschooling by a parent or guardian, transfer to another district or school, transfer by court order, leave the U.S., or are deceased.

Fourth Year Total Cohort for Graduation

Fourth Year Cohort	Year Entered 9 <sup>th</sup> Grade Anywhere	Cohort Designation	Number of Students Graduated or Still Enrolled on June 30 <sup>th</sup> of the Cohort's Fourth Year (a)	Number of Students Who Left the School but Were <b>Not</b> Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2021-22	2018-19	2018	117	1	118
2022-23	2019-20	2019	107	2	109
2023-24	2020-21	2020	119	2	121

Fifth Year Total Cohort for Graduation

Fifth Year Cohort	Year Entered 9 <sup>th</sup> Grade Anywhere	Cohort Designation	Number of Students Graduated or Still Enrolled on June 30 <sup>th</sup> of the Cohort's Fifth Year (a)	Number of Students Who Left the School but Were <b>Not</b> Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2021-22	2017-18	2017	2	116	118
2022-23	2018-19	2018	3	115	118
2023-24	2019-20	2019	5	104	109

PROMOTION POLICY

At AMS we offer students a variety of academic courses to both meet NYS graduation requirements and to push students to take college level course work during high school, specifically AP courses. Course sequences by content are below, please note that any student who enters our school meeting the ninth-grade requirements in any content area is eligible to take the tenth-grade requirements as a ninth-grade student.

Course Sequencing

Content Area	9th	10th	11th	12th
Math	Algebra I	Geometry	Algebra II/Trig Statistics AP PreCalc	Statistics AP Stats AP PreCalc
ELA	ELA 9	ELA 10	ELA 11 Pre-AP English Literature	ELA 12 AP English Literature
Science	Living Environment Living Environment Lab	Earth Science or Chemistry	Chemistry Computer Science AP Biology Anatomy	AP Biology Computer Science AP Computer Science A Anatomy
Social Studies	Global I	Global II	US History AP US History	Government Economics Civics
Foreign Language		Spanish I Native Language I	Spanish II Native Language II	Spanish II Native Language II
Arts	Studio Art I Music I	Studio Art II Music II	AP Drawing Keyboarding	AP Drawing Keyboarding
Physical Education	Team Sports Personal Fitness Health	Team Sports Personal Fitness	Team Sports Personal Fitness	Team Sports Personal Fitness
Electives	Reading Lab Math Lab	Reading Lab Math Lab	College & Career Readiness Reading Lab	Senior Interdisciplinary Course Reading Lab

### **Promotion Requirements**

#### Grade 9 → Grade 10

At least two credits in each of the four core content areas (eight credits) + at least an additional three credits. A minimum of 11 credits are required for promotion to the tenth grade.

#### Grade 10 → Grade 11

At least two credits in each of the four core content areas (total of 16 credits) + an additional six credits (this should include credit in art and/or foreign language). A minimum of 22 credits are required for promotion to eleventh grade.

#### Grade 11 → Grade 12

At least two credits in each of the four core content areas (total of 24 credits) + at least nine additional credits including those awarded for art or foreign language. A minimum of 33 credits are required for promotion to twelfth grade.

#### Graduation Requirement

Meet state requirements for accumulation and distribution of credits + five exams.

## GOAL 1: HIGH SCHOOL GRADUATION

Students will meet all the New York State graduation requirements.

### **Graduation Goal Measure 1 - Leading Indicator**

Each year, 75 percent of students in first and second year high school Total Graduation Cohorts will earn at least ten credits each year.

#### Percent of Students in First and Second Year Cohorts Earning the Required Number of Credits in 2023-24

Cohort Designation	Number in Cohort during 2023-24	Percent promoted
2022	126	89%
2023	89	82%

### **Graduation Goal Measure 2 - Leading Indicator**

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

As a result of the Board of Regents' guidance regarding the cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22, some second year cohorts would have had student waivers for examinations. Report the percentage of students who either passed or were exempted from at least three exams. In August of 2024, the 2022 Cohort will have completed its second year.

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

Cohort Designation	School Year	Number in Cohort	Percent Passing at Least Three Regents (including exemptions)
2020	2021-22	124	85%
2021	2022-23	118	85%
2022	2023-24	126	70%

### **Graduation Goal Measures 3 & 4 - Absolute**

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

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

## 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

### Percent of Students in the Total Graduation Cohort who have Graduated After Four Years<sup>1</sup>

Cohort Designation	School Year	Number in Cohort	Number who Graduated	Percent Graduating
2018	2021-22	118	114	97%
2019	2022-23	109	103	94%
2020	2023-24	121	113	93%

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

Cohort Designation	School Year	Number in Cohort	Number who Graduated	Percent Graduating
2017	2021-22	118	114	97%
2018	2022-23	118	115	97%
2019	2023-24	109	104	95%

### Graduation Goal Measure 5 - Comparative Measure

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

### Percent of Students in the Total Graduation Cohort who Graduate in Four Years Compared to the District<sup>2</sup>

Cohort Designation	School Year	Charter School			School District	
		Number in Cohort	Number who Graduated	Percent Graduating	Number in Cohort	Percent Graduating
2018	2021-22	118	114	97%	3721	86%
2019	2022-23	109	103	94%	3627	87%
2020	2023-24	121	121	93%	TBD	TBD

<sup>1</sup> These data reflect August graduation rates.

<sup>2</sup> Given that district results for the current year are generally not available at this time, for purposes of this report schools should include the district's 2022-23 results as a temporary placeholder for the district's 2023-24 results.

## 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

### Graduation Goal Measure 6 - Absolute Measure

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

#### Percentage of the 2020 Graduation Cohort Pathway Students Demonstrating Success by Exam Type<sup>3</sup>

Exam	Number of Graduation Cohort Members Tested (a)	Number Passing or Achieving Regents Equivalency (b)	Percentage Passing $=\frac{(b)}{(a)}*100$
CC Alg Regents	5	3	60%
CC ELA Regents	17	10	59%
CC Geometry Regents	12	2	17%
CC Trig Regents	3	1	33%
CDOS	2	2	100%
Chem Regents	3	1	33%
Earth Science Regents	3	1	33%
Living Environment Regents	6	4	67%
LOTE	4	3	75%
Overall	18	15	83%

#### Pathway Exam Passing Rate by Fourth Year Total Cohort

Cohort Designation	School Year	Number in Cohort Tested	Percent Passing a Pathway Exam
2018	2021-22	5	60%
2019	2022-23	8	25%
2020	2023-24	18	83%

### SUMMARY OF THE HIGH SCHOOL GRADUATION GOAL

In school year 2023-24, AMS achieved five of the six measures in the high school graduation goal.

Type	Measure	Outcome
Leading Indicator	Each year, 75 percent of students in first and second year high school Total Graduation Cohorts will earn at least ten credits (if 44 needed for graduation) or five credits (if 22 needed for graduation) each year.	YES
Leading Indicator	Each year, 75 percent of students in the high school Total Graduation Cohort will score at least 65 on at least three different	NO

<sup>3</sup> As a result of the Board of Regents' guidance regarding the cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22, students planning to take a pathway examination during those canceled dates would be exempted from the requirement. For purposes of this measure, only report results for students with valid scores for any pathway exam.

	New York State Regents exams required for graduation by the completion of their second year in the cohort.	
Absolute	Each year, 75 percent of students in the fourth year high school Total Graduation Cohort will graduate.	YES
Absolute	Each year, 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.	YES
Comparative	Each year, the percent of students in the high school Total Graduation Cohort graduating after the completion of their fourth year will exceed that of the Total Graduation Cohort from the school district of comparison.	YES
Absolute	Each year, 75 percent of students in the high school Total Cohort pursuing an alternative graduation pathway will achieve a Regents equivalency score and pass an approved pathway assessment required for graduation by the end of their fourth year.	YES

EVALUATION OF THE GRADUATION GOAL

**Credit Accumulation**

Eighty-nine percent of students in Cohort 2022 and 82% of students in Cohort 2023, earned the required number of credits to be promoted to the next grade level. AMS’s first and second-year cohorts met and exceeded this measure by 14 and seven percentage points respectively.

At AMS we leverage our flexibility with our trimester programming to support students in meeting the credit requirements. The trimester programming has supported students in having multiple opportunities to be successful in each of their courses. On top of our trimester programming, we continue to leverage our cohort model to support our students in meeting the credit requirements to be promoted each year. Each cohort has a counselor, assistant principal, and dean (CAD) to monitor and support students within the cohort. We have also leveraged our team structures such as weekly department team meetings. Within these structures, there are opportunities to analyze student data and determine the best ways to support student success. Lastly, each trimester we give students and their families three progress reports, approximately every three weeks. These progress reports provide frequent and timely communication to students and their families, giving students an opportunity to understand what they must do in order to improve their standing in each class. This data also provides critical progress monitoring metrics for key stakeholders so that subgroups of students can be supported with more individualized action plans to aid with minimizing gaps. In addition to communicating with students and families via progress reports, teachers and counselors connected with students who were not having success within their classes after the second progress report and supported this subgroup of students through our office hours structure.

**Passing Three Regents**

Seventy percent of students in the 2022 Cohort have passed or earned exemptions for at least three different Regents exams required for graduation, therefore not meeting this measure.

This year, we did not meet this benchmark but implemented the following supports in place to try and meet it:

- A balanced assessment approach where units have both authentic assessments and Regents-aligned assessments.
  - Our authentic assessments have increased the rigor of our classroom instruction.

- This year we expanded our course offerings to include opportunities for Regents prep on a continued basis throughout the school year, during the day for ELA, Living Environment and Algebra exams. Students who were not successful in those exams but have earned the credits for the class were scheduled for these sections to allow them to get individualized support in the content and to build test taking skills and strategies.
- ELA Regents administration: Students sit for the ELA Regents exam during eleventh grade rather than in tenth grade, allowing students to prepare and focus on fewer Regents exams during their second year.
- Further development in our monitoring structures: We are now able to better leverage our data tools and the structures within the school to support making decisions about student needs. Specifically, we are leveraging weekly department meetings to analyze student assessment data and develop small plans of action.
- Strengthening the connection between CAD teams and grade teams so that there are more direct lines of communication to build awareness amongst key stakeholders of specific student's graduation needs.
- Strong communication with students and families in regards to sitting for their second math (geometry) and second science exam (earth science or chemistry).

### **Fourth-Year & Fifth-Year Graduation Rates**

Ninety-three percent of students in AMS's 2020 Cohort graduated after four years and 95% of students in the 2019 Cohort graduated after five years, therefore meeting this measure. Cohort 2020's four-year graduation rate exceeded this measure by 18 percentage points.

We continue to support our students in successfully graduating high school through the ways listed below.

- Utilizing a cohort model with a counselor, assistant principal, and dean (CAD) following their cohort over the four years.
- We have continued to develop our postsecondary systems and structures to provide more clarity on where students are transitioning to after high school (college or work readiness). We leverage this information as a way to support specific students with more unique pathways.
- Working with the YABC school at our campus to enroll students in additional classes after our school day ends to help them earn additional credits and get back on track towards graduation has proven to be very successful for students who might have struggled at one point in their high school career.
- We have added a point person for students who do not graduate in four years and this point person has played an important role in supporting our fifth-year students in graduating.
- Our teaming structures of department and grade team have allowed us to analyze and learn from the implementation of our focus areas, such as authentic tasks and standards-based grading.
- Our trimester programming supports students with completing their graduation requirements.
- Maintaining strong retention of effective teachers.

### **Comparative Graduation Rates**

AMS's 2020 Cohort's graduation rate of 93% exceeded Community School District 10's 2019 Cohort's graduation rate of 87% by six percentage points. District data for the 2020 Cohort was not available for comparison at the time of this report.

**4+1 Pathway**

Eighty-one percent of students in AMS's 2020 Cohort who pursued an alternative graduation pathway (with valid scores) achieved a Regents equivalency score and passed an approved pathway assessment required for graduation, therefore meeting and exceeding this measure by six percentage points.

**ADDITIONAL CONTEXT AND EVIDENCE****Credit Accumulation**

Over the last few years, we have continued to have strong results regarding student credit accumulation and promotion to the next grade level. As previously mentioned, our cohort and trimester model has supported student success with meeting grade-level promotion requirements. We have also targeted students who have fallen behind on credit accumulation and worked to enroll them in the YABC program in our building to allow them extra opportunities to earn high school credits during the school year and get back on track for an on time graduation.

**Passing Three Regents**

This past year, with the phasing out of both the exemptions and the special appeals we have turned more of our attention to incorporating more test taking strategies into our classes on a regular basis. We have built our schedule to offer opportunities for students to get additional support in preparing for Living Environment, Algebra, and ELA Regents by offering classes to support students in preparation to re-test in these subject areas. We will continue these offerings for the upcoming school year as well as all departments focusing on the data we have collected from in class and end of year Regents assessments.

**Fourth-Year & Fifth-Year Graduation Rates**

Over the last few years, we have maintained consistency in supporting our students in graduating in both four and five years. Much of this can be attributed to strong teaming structures that include: CAD teams, grade teams, department teams, and leadership teams. Additionally, we have increased our staff retention over the last few years, which has allowed us to build year-to-year.

**Comparative Graduation Rates**

At AMS we continue to exceed the four-year graduation rate of the district we are located in. We believe this is due to the flexibility of our programming, strong beliefs in teaching and learning, and our strong cohort model that supports the individual needs of our students. We have also been able to develop staff capacity due to a high retention rate, which allows for systems and structures for student support to develop over time.

**4+1 Pathway**

Due to the uniqueness of how Regents exemptions and special appeals impacted graduation pathways, there has been a trend over the past few years of fewer students utilizing alternate pathways in order to meet graduation requirements. Additionally, we have historically leveraged the two social studies exams as the traditional pathway, and our program is very much still aligned with this more traditional Regents pathway. We anticipate that more students in the younger cohorts, who were not in high school during the pandemic and therefore did not receive exemptions, will potentially engage with alternative pathways. If this is the case we will leverage our CAD team, postsecondary team, and community engagement team to support these students in developing the necessary skills and have success with alternative pathway assessments. We will continue to strengthen our progress monitoring structures to support specific subgroups of students that may be in this category. Engaging families in this process will be important as well.

## ACTION PLAN

As we move into the 2024-25 school year, we will:

- Renew our focus at the department level on analyzing Regents aligned task performance and creating action plans based on documented areas of strengths and weaknesses. We plan on carving out meeting time to plan for implementation and then analyze data to measure progress and effectiveness of interventions.
- Continue to refine our authentic tasks within each content area by specifically ensuring students are receiving feedback on all 36 standards over the course of their four years.
- Build on our demonstration of learning (DOL) from this past year and make this more visible throughout the entire school community. In 2023-24, we had juniors curate artifacts that represented evidence of their development of at least three of the six C's found in our [profile of a graduate](#). In this process, students developed a presentation to give to a small panel of staff. Additionally, we had all 9th-11th grade students reflect on one to two artifacts that reflect their development in at least one of the competencies within our profile of a graduate and place that in their digital portfolio for them to return back to in their Junior year when they begin creating their DOL.
- Continue to engage in inquiry to develop routines on strengthening how we interact positively with one another in the classroom environment (student to student and teacher to student).
- Develop a culture of preparation by using research-based strategies in the classroom with respect to students' retention of learning - retrieval practice, spacing, and interleaving. Additionally, we will support students in the use of effective study habits.
- Leverage common CAD team tools to track and support all students in reaching their unique postsecondary goals.
- Build on the postsecondary counseling meeting routines from 2023-24 by making our postsecondary milestones more visible throughout our school community and leveraging technology platforms, such as Google Classroom, to better organize and communicate postsecondary milestones to all students starting in the ninth grade.
- Strengthen our family engagement, by leveraging our Parent Portal in PowerSchool and digital technology (Zoom, Google Meet, etc.) to increase access to staff.

## GOAL 2: COLLEGE PREPARATION

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

In order to support all AMS students to be prepared for academic institutions of higher education, we have focused on further developing two of our Key Design Elements, Innovative and Responsive Teaching and Learning and Comprehensive Postsecondary Readiness.

### **Innovative & Responsive Teaching & Learning**

As a school community we have developed a set of standards aligned to six competencies, Critical Thinking, Creativity, Communication, Collaboration, Character, and Citizenship. Within each of the students' courses, they engage in learning that is assessed multiple times a trimester using authentic tasks (performance-based assessments) aligned to a set of standards (some of which cut across all courses, and others are chosen by the teacher). These rigorous tasks allow our school community to support students in developing these key competencies needed to be successful after high school while learning about the areas we need to improve and grow in as a school community.

Additionally, we have been able to give our upper house students the opportunity to present projects completed in our College Career Readiness (CCR) class and Life class to further push their ability to both think creatively and communicate effectively to an audience. Juniors work in their CCR class on their Demonstration of Learning (DOL) project to create a presentation that explains how they see themselves as a learner and to demonstrate their mastery of the six competencies during their time here with us as scholars. Seniors are expected to engage in a civic impact project, where they work collaboratively on a self-identified problem, and use design thinking to take action and learn about how their action is impacted by the defined problem. Each group presents their civic impact project to a panel in June and is evaluated using the Buck Institute Project Based Learning Rubrics. It is our authentic tasks, school-wide standards, and upper house presentation structure that ensures our students are leaving AMS with both content knowledge and key dispositions needed to be prepared for postsecondary life.

### **Comprehensive Postsecondary Readiness**

At AMS, we leverage our expansive counseling model to support each student with their postsecondary plans. Our model includes the following:

- Counselors meet with every student to complete the AMS Student Postsecondary Plan Profile, a living document that captures students' strengths, skills, reflections, and other key items as it relates to their postsecondary goals.
- Articulation and tracking key postsecondary milestones by grade level for each student.
- Opportunities for students to go on college trips and meet with college representatives throughout the school year, including the summer.
- Counselors push into ninth and tenth-grade classes to engage students in understanding the postsecondary process which includes analyzing the college application, doing some initial career exploration, and understanding the financial aspect of postsecondary life.
- During eleventh grade, each student takes a CCR elective. In this course, each student develops their career aspirations, creates a postsecondary college and trade school list, writes the first draft of their college essay, and prepares for the SAT exam. All of the students' artifacts that are developed are organized in each student's individual portfolio.
- During senior year, our twelfth-grade college counselor works with each student and their family on finalizing their postsecondary plan. This process includes the completion of CUNY, SUNY, private college, and trade school applications. It also includes meeting with students and families to complete their financial aid applications (FAFSA and TAP). After students are accepted into the

different programs they applied to, our twelfth-grade counselor works with students and families who need support in making their decision.

- During the transition between graduation and enrolling in college, we leverage a Bridge to College coach. This coach supports our graduating seniors in finalizing the tedious steps that happen between graduation and the first day of classes in late August. They support students with the housing process, course selection, entrance exams, immunization records, etc. The two college coaches also work with our juniors over the summer on virtual college tours, their college essays, and other valuable experiences to support the rising seniors.

AMS currently has three partnerships that give our students access to college courses:

- College Now with Lehman College: Students have access to a variety of courses through our College Now program. Students who meet the prerequisites are eligible to apply and attend the program which is taught at Lehman College.
- SUNY New Paltz: Students enrolled in AP Statistics and AP Pre-Calculus were eligible to earn college credit through SUNY New Paltz.
- University of Delaware: We were able to offer a dual enrollment Entrepreneurship course within our CCR course. This partnership provided over 80% of students in Cohort 2021 access to a college-level course during their junior year.

AMS has continued to develop the infrastructure in preliminarily selecting students who are eligible for these programs and providing in-house support in terms of framing the expectations for students. In addition, we also provide support throughout the year to ensure that students are able to navigate the multiple demands that come with engaging in high school, in addition to participating in college-level courses.

### College Preparation Goal Measure 1 - Absolute

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

- Passing an Advanced Placement (“AP”) exam with a score of 3 or higher;
- Passing a college level course offered at a college or university or through a school partnership with a college or university;
- Achieving the college and career readiness benchmark on the SAT; or,
- Earning a Regents diploma with advanced designation; or,
- Achieving at least Performance Level 4 on both the ELA Regents exam and one mathematics Regents exam required for graduation.

## 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

### Percentage of the 2020 Total Cohort Graduates Demonstrating College Preparation by Indicator<sup>4</sup>

Indicator	Number of Graduates who Attempted the Indicator	Number who Achieved Indicator	Percentage of Graduates who Achieved Indicator
Passing an AP Exam	62	16	26%
Passing a College Level Course	39	38	97%
Achieving the College and Career Readiness Benchmark on the SAT	114	12	11%
Earning a Regents Diploma with Advanced Designation	113	13	12%
Achieving at least Performance Level 4 on both the ELA and Math Regents Required for Graduation	113	3	3%
Overall	113	49	43%

#### College Preparation Goal Measure 2 - Absolute

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

Schools are not required to report attainment of this measure for 2023-24. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

#### College Preparation Goal Measure 3 - Comparative

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

Schools are not required to report attainment of this measure for 2023-24. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

#### College Preparation Goal Measure 4 - Absolute

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

<sup>4</sup> Schools use any method listed above, or any combination thereof, to demonstrate that at least 75 percent of graduates are prepared to engage in rigorous college level coursework. The school should select only those methods listed here that it uses to demonstrate the college readiness of its students and eliminate those that it will not. For instance, high schools that do not deliver an IB Program as part of their high school design do not report on the IB option.

## 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

Matriculation Rate of Graduates by Year<sup>5</sup>

Cohort	Graduation Year	Number of Graduates (a)	Number Enrolled in 2 or 4-year Program in Following Year (b)	Matriculation Rate =[(b)/(a)]*100
2018	2021-22	114	89	78%
2019	2022-23	103	81	79%
2020	2023-24	113	TBD	TBD

### SUMMARY OF THE COLLEGE PREPARATION GOAL

In school year 2023-24, AMS did not achieve the one measure, with data available, in the college preparation goal. Two measures are not applicable for school year 2023-24 and data was not available for one measure at the time of this report.

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

### EVALUATION OF THE COLLEGE PREPARATION GOAL

#### College Readiness Indicators

Forty-three percent of AMS's 2020 Cohort demonstrated their preparation for college by achieving at least one of the indicators listed above, therefore not meeting this measure.

Although AMS's 2020 Cohort did not meet this measure we are committed to this benchmark and continue to work to build in additional ways for students to earn college credit while still in high school. Specifically, we developed dual enrollment for our AP Statistics and AP Calculus courses through a partnership with SUNY New Paltz. Additionally, we strengthened our communication and tracking of our College Now Partnership with Lehman College. Students in their junior year are presented with the opportunity to earn college credits in their College and Career Readiness course which will help increase our data on this benchmark. We will also continue to offer a wide array of AP classes to give students additional opportunities to earn college credits within their traditional school day.

#### Matriculation

AMS collects matriculation data from the National Student Clearinghouse. Clearinghouse data for Cohort 2020 was not available at the time of this report. This metric will be updated once the data becomes available.

<sup>5</sup> Schools should update and confirm data for Cohorts who graduated prior to 2023-24 and provide preliminary matriculation data for 2020 Cohort. It may be necessary for schools to provide updated data to the Institute when National Student Clearinghouse or other data sources become available later in the school year.

According to AMS's postsecondary commitment data, 86.5% of Cohort 2020 graduates committed to college. Of the Cohort 2020 students that committed, 51.2% of students are planning to attend a CUNY school, 16% of students are planning to attend a SUNY school, and the remaining 19.3% of Cohort 2020 students are attending a private or out-of-state university for college.

### ADDITIONAL CONTEXT AND EVIDENCE

#### College Readiness Indicators

Although there was a decrease from last year, over time we have seen a steady increase in the percentage of graduating students achieving an indicator demonstrating their preparation for college due to a variety of factors.

- We continue to offer our Spanish courses as an everyday class for one credit per trimester. This has positively impacted the number of students earning a Regents diploma with advanced designation.
- We strengthened our communication with stakeholders such as students and families about our College Now partnership with Lehman College and improved our tracking of college credits earned by students while participating in College Now. Both these efforts have proved to be effective strategies in increasing the number of students participating in this program.
- Developing a partnership for dual enrollment with SUNY New Paltz was the most effective strategy to increase the number of students meeting this measure.

#### Matriculation

There was a slight increase, specifically one percentage point, of students enrolling in a 2 or 4-year college/university between the Cohort 2018 (78%) and Cohort 2019 (79%). This continuation of a small increase in enrollment can be attributed to the quality of support students receive from our postsecondary office, including helping students decide which schools they should apply to and then eventually deciding where they commit to.

### ACTION PLAN

We are committed to further build on the progress we have made in the area of college readiness in the coming school year as listed below.

- Continue to refine and strengthen our College Now partnership with Lehman College, including our communication and tracking process.
- Increase our data analysis within this area as a leadership team and leverage this data point as a primary goal for our school community.
- Continue our partnership with SUNY New Paltz by offering both AP Statistics and AP Precalculus as a dual enrollment courses for our students.
- Continue to partner with the University of Delaware in order to offer a dual enrollment Entrepreneurship course within our CCR course. This partnership provided over 80% of students in Cohort 2021 this year and will continue allowing access to a college-level course for the upcoming school years for those in our Junior cohort.
- Strengthen our postsecondary meeting process to ensure that all students have strong plans aligned to their life goals. We will continue to start this process in ninth grade with targeted small group post secondary meetings twice a trimester for each student.
- Build on our demonstration of learning (DOL), learning from past years and incorporate it as a critical component of who we are as a school.
- Continue cross-grade tier 3 counseling groups with a focus on the underlying skills (organization, time management, study habits, etc.) students need to be successful in and out of school.

- Continue to sustain a culture of preparation through leveraging research-based teaching strategies to support students in excelling on their AP exams, and earning a Level 4 or higher on ELA and math Regents exams.

## GOAL 3: ENGLISH LANGUAGE ARTS

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

### BACKGROUND

The ELA department has continued to reflect on previous work to strengthen curriculum, instruction, assessment, and professional development at AMS. Most notably, we have continued strong professional practices in weekly analysis of student work to identify gaps and further differentiate instruction, in both department and content team settings. This includes our intentional focus on annotation to elicit students' metacognitive reading practice, with support from the New Visions-City College BSEAL partnership, to support both in-class and take-home reading. Two of our ELA teachers completed this program and have applied for certification in TESOL or bilingual instruction to better support our growing population of English Language Learners. We have also added a Regents Prep course to our curriculum to support upper house students who have yet to pass the ELA Regents, meeting every other day to reinforce multiple choice and reading strategies, writing skills, and other study habits necessary for success on this cumulative assessment.

Our writing inquiry work evolved into lesson study during the 2023-24 school year, whereby we met as a department to unpack instruction towards discrete writing skills, such as integrating evidence or crafting a claim. This included piloting writing portfolios in our ELA 10 sections, whereby students reflected on and set goals for their Regents-aligned writing after each practice task. This work was supported by our continued use of interim assessments in each unit, including both Regents-aligned exams and standards-based authentic tasks. Finally, we evolved our four-year arc to ensure student readiness for AP Literature & Composition, with the intention of increasing rigor across all four years of study.

## HIGH SCHOOL ELA

### High School ELA Measure 1 - Absolute

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

### METHOD

The State Education Department currently defines the college and career readiness standard as scoring at or above Performance Level 4 (meeting Common Core expectations) on the Regents Exam in English Language Arts (Common Core). This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 4 by the completion of their fourth year in the cohort.<sup>6</sup>

<sup>6</sup> Cohort Regents attainment in all subjects is based on students' highest score regardless of the number of times a student sat for the exam.

## 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

### Percent Scoring at Least Level 4 on Regents English Common Core Exam by Fourth Year Accountability Cohort<sup>7</sup>

Cohort	Fourth Year	Number in Cohort (a)	Number exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2018	2021-22	117	111	3	50%
2019	2022-23	109	92	2	12%
2020	2023-24	120	1	48	40%

#### High School ELA Measure 2 - Absolute

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

#### METHOD

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

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

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2018	2021-22	117	111	4	67%
2019	2022-23	109	92	7	41%
2020	2023-24	120	1	102	86%

#### High School ELA Measure 3 - Absolute

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

<sup>7</sup> Due to the state’s cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22 some students who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students achieving at least Level 4 among the students who sat for the exam.

Schools are not required to report attainment of this measure for 2023-24. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

### High School ELA Measure 4 - Comparative

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

Schools are not required to report attainment of this measure for 2023-24. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

### High School ELA Measure 5 - Comparative

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

Schools are not required to report attainment of this measure for 2023-24. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

### High School ELA Measure 6 - Comparative

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

Schools are not required to report attainment of this measure for 2023-24. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

### High School ELA Measure 7 - Growth

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

## METHOD

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

## 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

Percent Achieving at Least Performance Level 4 on Common Core exam among Students Who Were Not Proficient in the 8<sup>th</sup> Grade by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 <sup>th</sup> Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2018	2021-22	49	46	1	33%
2019	2022-23	49	39	0	0%
2020	2023-24	No data available due to the cancellation of 8th grade proficiency testing during the pandemic.			

### High School ELA Measure 8 - Growth

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

### METHOD

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

Percent Achieving at Least Performance Level 3 on Common Core exam among Students Who Were Not Proficient in the 8<sup>th</sup> Grade by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 <sup>th</sup> Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2018	2021-22	49	46	2	67%
2019	2022-23	49	39	2	20%
2020	2023-24	No data available due to the cancellation of 8th grade proficiency testing during the pandemic.			

### SUMMARY OF THE HIGH SCHOOL ENGLISH LANGUAGE ARTS GOAL

In school year 2023-24, AMS met one of the two measures with data available in the English language arts goal. Six measures were not applicable for school year 2023-24.

Type	Measure	Outcome
Absolute	Each year, 65 percent of students in the high school Accountability Cohort will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	NO
Absolute	Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on the Regents	YES

## 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

	Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	
Absolute	Each year, the Performance Index (PI) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the state Measure of Interim Progress (MIP) set forth in the state’s ESSA accountability system.	N/A
Comparative	Each year, the percentage of students in the Total Cohort meeting or exceeding Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students from the district meeting or exceeding Common Core expectations.	N/A
Comparative	Each year, the percentage of students in the Total Cohort partially meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.	N/A
Comparative	Each year, the Performance Index (PI) in Regents English of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.	N/A
Growth	Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 <sup>th</sup> grade English language arts exam will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	N/A
Growth	Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 <sup>th</sup> grade English language arts exam will at least partially meet Common Core expectations (currently scoring at least Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	N/A

### EVALUATION OF HIGH SCHOOL ELA GOAL

#### ELA Regents - Performance Level 4

40% percent of students in AMS’s 2020 Cohort scored at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core). Although Cohort 2020 did not meet this measure there was a 28 percentage point increase from last year.

While we did not meet this measure, the improvement from Cohort 2019 to 2020 can be attributed to both the increased number of students testing, leading to a more representative score, and a renewed focus on Regents-readiness throughout our multi-year curriculum. This includes iterative Regents-aligned assessments at the culmination of each unit, providing students 6+ formative and summative opportunities with each section of the exam before sitting in January of their junior year.

To close the gap and meet this metric in future years, we will continue to focus on both proficiency and the testing skills needed for a time-based exam, such as endurance and time management. Similar to other post-pandemic years, a closer analysis of our scores revealed that many students who did not achieve Performance Level 4 on the Regents Exam in English Language Arts did not complete the final section of the exam, a Text-Analysis Response essay, within the standard 3-hour sitting.

To make progress in this metric for future cohorts, the ELA department will renew focus on:

- Department-wide lesson study to improve our sequenced instruction of discrete writing skills.
- Weekly student-work analysis and monthly data dives to guide instruction in both department and content teams.
- A focus on cross-content annotation skills to support metacognitive reading strategies.
- A balanced assessment approach that values our authentic tasks with cumulative Regents-based assessments in each unit.
- Analysis of student performance on those assessments that includes both writing skills and subcategories within multiple choice to make curricular changes.
- Further developing our feedback routines to include self-assessment and actionable, concise teacher feedback through writing portfolios.
- Strengthening our communication to students and families as it relates to our Level 4 benchmark.
- A school-wide approach to cross-content standards/competencies.

### **ELA Regents - Performance Level 3**

Eighty-six percent of students in AMS's 2020 Cohort (with valid scores) scored at or above Performance Level 3 on the Regents Exam in English Language Arts (Common Core), therefore meeting this measure. In addition there was a 45 percentage increase from last year.

The structures, teaching and learning, and data tools the ELA team leverages continue to support our students in reaching the Level 3 requirements. In addition to the renewed focus on Regents-readiness and metacognitive annotation addressed above, programmatic changes allowed us to provide more specialized support to the most at-need subgroups in school year 2023-24 to help them score at or above Performance Level 3. This includes a Regents Prep course for upper house seniors who had not seen success on prior exams, increased (daily) Reading Lab support for students with Lexile levels significantly below grade-level, and the re-introduction of our ELL-Reading Lab section for our growing number of English-Language Learners.

### **ELA Regents - Performance Level 4 Growth and Performance Level 3 Growth**

Due to the pandemic the New York State 8th grade English language arts exam was canceled in the spring of 2020, therefore students in Cohort 2020 do not have scores so these measures cannot be accurately calculated.

### **ADDITIONAL CONTEXT AND EVIDENCE**

#### **ELA Regents - Performance Level 4**

Though we did not meet the Performance Level 4 metric on the ELA Regents this year, we are encouraged by the upward trend in student data. Forty percent of Cohort 2020 students met this benchmark, as compared to 12% in the 2019 Cohort.

#### **ELA Regents - Performance Level 3**

To maintain and improve in future years we will continue to intentionally support the students approaching a Level 3 during their fourth year of high school through the department structures named above, as well as the supplemental and individualized ELA Regents Prep course.

#### **ELA Regents - Performance Level 4 & 3 Growth**

None.

### **ACTION PLAN**

In thinking about how we are supporting future cohorts in meeting these ambitious benchmarks, especially Performance Level 4, we will:

- Continue to communicate to students and families the Level 4 benchmark goals and expectations.
- Continue to use our timeline of when students sit for the exam:
  - January of junior year as students' first attempt.
  - June of junior year as students' second attempt.
  - Based on data, students will have more opportunities to resit for the exam in August, January, and June of their fourth year of high school.
- Continue to strategically program students who have yet to meet or exceed Performance Level 3 on the ELA exam by their fourth year of high school for ELA Regents Prep to receive individualized, targeted supports.
- Expand cognitive strategies to support literacy for multilingual learners by turnkeying department members' professional development in a cross-school learning community.
- Continue to focus on a balanced assessment approach where each unit has both an authentic task and a cumulative Regents assessment.
- Engage in further professional learning (lesson study) to ensure writing instruction is discrete, accurate, and interactive.
- Leverage our reading assessment data across all content areas to support students in cultivating their reading skills and implement a tiered approach for literacy development.
- Further develop our standards-based feedback to ensure teacher feedback is actionable and engages students in self-reflection through use of writing portfolios.
- Leverage our writing standards across content areas to further support our students' abilities to effectively communicate their ideas in writing.

## GOAL 4: MATHEMATICS

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

### BACKGROUND

We continued to reflect on previous work to strengthen the math curriculum, instruction, assessment, and professional development at AMS. Two years ago, we started to engage in the teaching methods as described in *Building Thinking Classrooms in Mathematics* by Peter Liljedahl. During the 2023-2024 school year, we went even deeper into the lessons learned, as we used our lesson study for the first half of the year to center it around the complete execution of a lesson with a vertical whiteboard task. Our Math classrooms now have group routines that are consistently implemented in each unit.

A large part of our professional development was dedicated towards preparation and assessment routines. We made a shift in our department model by including Regents-aligned final exams at the end of each trimester and then spent dedicated time during department meetings analyzing the results and planning around future instruction. By the end of the year, this meant assigning topics and skills to Throwback Tasks that Math classes were reintroducing each unit. We also learned about small group instruction and attempted to introduce it to our classes during our second lesson study. The focus was on Mastery Revision & Retake days and how they could look in an ICT or non-ICT classroom. This helped us shift our instructional model from moving students across all topics regardless of what they understood to instead slowing down and even stopping to revisit the most essential concepts.

## HIGH SCHOOL MATHEMATICS

### High School Math Measure 1 - Absolute

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

### METHOD

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

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

Cohort	Fourth Year	Number in Cohort (a)	Number exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2018	2021-22	117	0	24	21%
2019	2022-23	109	14	16	17%
2020	2023-24	120	79	3	7%

**High School Math Measure 2 - Absolute**

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

**METHOD**

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

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

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2018	2021-22	117	0	87	74%
2019	2022-23	109	14	62	65%
2020	2023-24	120	79	38	93%

**High School Math Measure 3 - Absolute**

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

Schools are not required to report attainment of this measure for 2023-24. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

**High School Math Measure 4 - Comparative**

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

Schools are not required to report attainment of this measure for 2023-24. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

**High School Math Measure 5 - Comparative**

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

## 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

Schools are not required to report attainment of this measure for 2023-24. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

### High School Math Measure 6 - Comparative

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

Schools are not required to report attainment of this measure for 2023-24. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

### High School Math Measure 7 - Growth

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

## METHOD

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

Percent Achieving at Least Performance Level 4 on a Mathematics Regents Exam among Students Who Were Not Proficient in the 8<sup>th</sup> Grade by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 <sup>th</sup> Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2018	2021-22	63	0	0	0%
2019	2022-23	43	10	0	0%
2020	2023-24	No data available due to the cancellation of 8th grade proficiency testing during the pandemic.			

### High School Math Measure 8 - Growth

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

## METHOD

## 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

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

Percent Achieving at Least Performance Level 3 on a Mathematics Regents Exam among Students Who Were Not Proficient in the 8<sup>th</sup> Grade by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 <sup>th</sup> Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2018	2021-22	63	0	38	60%
2019	2022-23	43	10	14	42%
2020	2023-24	No data available due to the cancellation of 8th grade proficiency testing during the pandemic.			

### SUMMARY OF THE HIGH SCHOOL MATHEMATICS GOAL

In school year 2023-2024, AMS met one of the two measures with data available in the high school mathematics goal. Six measures were not applicable for school year 2023-24.

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

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

EVALUATION OF THE HIGH SCHOOL MATHEMATICS GOAL

**Math Regents - Performance Level 4**

Seven percent of students in AMS’s 2020 Cohort scored at or above Performance Level 4 on a Regents mathematics exam, therefore not meeting this measure.

At AMS, we have struggled to meet the ambitious goal of 65% of students scoring at Performance Level 4 on a mathematics Regents. Although we are far from meeting this measure, we have started to make steps that will move us in the right direction. Previous problem areas include lack of consistency around how to get students to update their own unit organizers and consolidate their own understanding as an almost daily routine in math classrooms. The particularly low percentage of Cohort 2020 students scoring at or above Performance Level 4 can be attributed to the fact that they were fully remote when most students took Algebra in 9th grade and earned an exemption without sitting for the exam. This cohort also experienced less in-person and group based instruction due to the pandemic and we have had to make big shifts in our instructional model in recent years in response.

**Math Regents - Performance Level 3**

Ninety-three percent of students in AMS’s 2020 Cohort (with valid scores) scored at or above Performance Level 3 on a Regents mathematics exam. AMS met this measure and exceeded it by 13 percentage points. In addition, there was a 13 point increase from the previous year.

At AMS we historically have been able to successfully meet the Level 3 benchmark and much of this can be attributed to:

- A balanced assessment approach;
- Strong department team structures that leverage student work/data to make informed decisions about teaching and learning practices; and
- Intentional strategies for students to resit when they do not pass the initial exam.

**Math Regents - Performance Level 4 Growth and Performance Level 3 Growth**

Due to the pandemic the New York State 8th grade mathematics exam was canceled in the spring of 2020, therefore students in Cohort 2020 do not have scores so these measures cannot be accurately calculated.

ADDITIONAL CONTEXT AND EVIDENCE

**Math Regents - Performance Level 4**

This year we saw a decrease in the percentage of students who scored at or above Performance Level 4 on a math Regents exam. The main factor at play is that this group of students was not able to sit for the Algebra I exam during their freshman year while we were fully remote and traditionally students are most successful on that exam.

**Math Regents - Performance Level 3**

None.

### **Math Regents - Performance Level 4 & 3 Growth**

None.

#### **ACTION PLAN**

In order to continue to move towards meeting the Level 4 benchmark in this metric, we will:

- Continue to refine our balanced assessment approach of authentic tasks with cumulative Regents aligned assessments for each unit.
- Leverage our department team structure to analyze student work data and make adjustments to our teaching practices, primarily using June Regents data and Regents-aligned final exams.
- Further develop our feedback routines that include self-assessment and actionable, concise teacher feedback.
- Leverage our school-wide standards to push deep learning.
- Continue to strengthen our communication to students and families as it relates to our Level 4 benchmark.
- Enroll students in an Algebra I Regents support class if they were successful enough to earn credits in the class but still haven't achieved a score at or above Level 3, given that they earned at least 2 credits and scored at least a 50 on their first exam.
- Have students repeat the Algebra I course if they ultimately are not able to earn at least a 50 on their first attempt, given that the need has been around every day instruction reengaging with those topics.

## GOAL 5: SCIENCE

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

### BACKGROUND

We continually reflect on previous work to strengthen the science curriculum, instruction, assessment, and professional development at AMS. In 2023-24, the department spent their time together working on authentic task analysis, traditional assessment analysis, increasing our focus on vocabulary acquisition and retention, and lesson study. We used a significant amount of our time as a department looking to push our planning to align with the themes of Joy, Innovation and Preparation through the process of lesson study. Teachers were partnered up with someone outside of their content area and these partnerships met to plan one particular portion of the lesson to try out a strategy that might not have been used before. Teachers were then able to observe these plans in practice and then discuss take-aways and future implications of the data they collected at the observation. Teachers were able to utilize the expertise of other members of the team they don't usually plan with, allowing everyone to try something new and learn from that implementation. We continue to focus on how best to support students taking Living Environment, Earth Science, and Chemistry Regents. Our focus on explicitly helping students with vocabulary acquisition, retention and application was connected to this goal. We also developed activities to help students develop and use test taking strategies to better respond to the types of questions they could be expected to answer on a Regents Exam.

## HIGH SCHOOL SCIENCE

### High School Science Measure 1 - Absolute

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

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

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

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2018	2021-22	117	2	91	79%
2019	2022-23	109	65	21	48%
2020	2023-24	120	85	31	89%

**High School Science Measure 2 - Comparative**

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

Schools are not required to report attainment of this measure for 2023-24. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

**SUMMARY OF THE HIGH SCHOOL SCIENCE GOAL**

In school year 2023-2024, AMS met the one measures with data available in the high school science goal. One measure was not applicable for school year 2023-24.

Type	Measure	Outcome
Absolute	Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on a New York State Regents science exam by the completion of their fourth year in the cohort.	NO
Comparative	Each year, the percent of students in the high school Total Cohort passing a Regents science exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.	N/A

**EVALUATION OF THE HIGH SCHOOL SCIENCE GOAL**

**Science Regents**

Eighty-nine percent of students in AMS’s 2020 Cohort (with valid scores) scored at least 65 on a Regents science exam, therefore meeting this measure and exceeding it by 14 percentage points. In addition there was a 41 percentage point increase from last year.

Our success with this measure can be attributed to the academic program providing students with an additional every other day lab class in addition to their Living Environment class to give them more hands-on experience and time with the materials that they will see in Part D of the Regents exam.

**ADDITIONAL CONTEXT AND EVIDENCE**

**Science Regents**

Looking forward, students in the 2022 and 2023 cohorts who have not yet earned a passing score for a science exam, we will continue to offer students additional opportunities with access to three different classes that culminate in a Regents exam. Additionally, we will specifically support students who have not yet passed the Living Environment exam with a Regents preparatory class that will allow them both to review content and build their test taking skills, setting them up to retest both in January and June if necessary. Significant department time will be used to look at trends in student performance on Regents tasks as well as in-class Regents-aligned tasks as well, with the aim of better identifying skill gaps or gaps in content knowledge.

**ACTION PLAN**

In order to meet the measures in the high school science goal in the upcoming year, we will:

- Continue to refine our balanced assessment approach of authentic tasks with cumulative Regents aligned assessments for each unit.

- Continue to offer an additional course to prepare students to retake the Living Environment Regents.
- Develop department-wide structures around vocabulary acquisition and application in assessments and authentic tasks.
- Leverage our department team structure to analyze student work data and make adjustments to our teaching practices.
- Further develop our feedback routines that include self-assessment and actionable, concise teacher feedback.
- Leverage our school-wide standards to push deep learning.
- Continue to analyze Regents and Regents-aligned student data to determine how successful our support structures are in developing student skills and access to the science curriculum
- Leverage students' second and third years as opportunities to prepare and resit for exams that they have not met the benchmark for.

## GOAL 6: SOCIAL STUDIES

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

### BACKGROUND

During the 2023-24 academic year, the 9th-12th grade social studies curriculum prioritized student-centered instruction through protocols and routines, aiming to enhance analytical and empathic thinking skills while ensuring Regents exam readiness for 10th and 11th graders. The department utilized meetings for data analysis to gauge the effectiveness of these protocols in improving students' reading comprehension, writing abilities, and Regents preparedness. Teachers collaborated in department and content teams to identify and refine effective protocols throughout the year, providing students with consistent feedback aligned to content-specific AMS standards before formative and summative assessments. This approach aimed to strengthen students' skills and exam readiness.

The curriculum incorporated a balanced assessment approach, combining Regents-aligned and project-based assessments. This strategy provided regular opportunities for student feedback on progress towards cohort-specific AMS standards while familiarizing students with Regents-style questions. It also prepared them for capstone projects like the 11th-grade Demonstration of Learning Presentations and 12th-grade Senior Civic Impact Projects. Social studies teachers integrated Global and U.S. Regents frameworks to create analytical lenses for examining various content-specific materials, including documents, images, maps, and graphs. This comprehensive approach ensured students developed both the skills necessary for success on standardized exams and the ability to engage in deeper, project-based learning experiences.

### Social Studies Measure 1 - Absolute

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

### METHOD

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

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

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2018	2021-22	117	98	14	74%
2019	2022-23	109	83	9	35%
2020	2023-24	120	15	84	80%

**Social Studies Measure 2 - Comparative**

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

Schools are not required to report attainment of this measure for 2023-24. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

**Social Studies Measure 3 - Absolute**

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

**METHOD**

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

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

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2018	2021-22	117	114	1	33%
2019	2022-23	109	104	2	40%
2020	2023-24	120	2	90	76%

**Social Studies Measure 4 - Comparative**

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

Schools are not required to report attainment of this measure for 2023-24. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

**SUMMARY OF THE SOCIAL STUDIES GOAL**

In school year 2023-2024, AMS achieved both of the two measures, with data available, in the high school social studies goal. Two measures were not applicable for school year 2023-24.

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

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

**EVALUATION OF THE SOCIAL STUDIES GOAL**

**U.S. History Regents**

Eighty percent of students in AMS’s 2020 Cohort (with valid scores) scored at least 65 on the NYS Regents U.S. History exam, therefore meeting this measure and improving 45 percentage points from last year.

This success stems from our increased familiarity with the revised exam framework, consistent use of Regents-style questions, and focused strategies for different question types. Building on this achievement, we're implementing changes to further enhance future outcomes. We're introducing exam-specific skills earlier by integrating them into the ninth-grade curriculum and committing to year-round exposure to Regents-style questions across all grade levels. These proactive measures aim to ensure our students are well-prepared from the start, setting them up for continued success on the U.S. History Regents Exam and beyond.

**Global History Regents**

Seventy-six percent of students in AMS’s 2020 Cohort (with valid scores) scored at least 65 on the NYS Regents Global History exam, therefore meeting this measure and increasing 36 percentage points from the previous year.

This success can be attributed to several key factors: improved teacher development structures and retention, which ensured consistent instruction; a more intentional focus on reading and writing skills; a balanced approach to assessments; and regular exposure to Regents-style questions. Beginning in ninth grade students encounter Global Regents-style questions in various formats, including traditional quizzes, tests, and daily entry and exit tasks. Tenth-grade teachers initiate focused exam preparation in March for the June Global Regents. Furthermore, both ninth and tenth-grade teachers employ consistent protocols and tools for writing workshops, creating continuity across content areas and equipping students to craft effective enduring issues essays. This comprehensive approach has proven successful in preparing our students for the rigors of the Global History Regents exam.

**ADDITIONAL CONTEXT AND EVIDENCE**

**U.S. History Regents**

At AMS, we have continued to leverage our department team structures to enhance our teaching practices and student outcomes. Our approach includes regular analysis of student learning data, which informs our instructional decisions. We've emphasized cross-content annotation and writing skills, supporting our students in increasing the effectiveness of their written communication. To deepen the U.S. History content knowledge and foster civic mindsets, we have developed internal authentic tasks aligned with cross-content standards. Our balanced assessment approach incorporates consistent exposure to Regents-aligned prompts, familiarizing students with the U.S. History Regents framework.

We have also strengthened collaboration within the social studies department through lesson studies, allowing teachers to observe and learn from each other's practices. Periodic gradebook data analysis helps us track student progress and adjust our strategies accordingly. Additionally, we consistently use learning protocols to facilitate student-centered instruction, ensuring our classrooms remain engaging and effective learning environments. This comprehensive approach aims to provide our students with the skills and knowledge they need to excel not only on the Regents exams but also in their future academic and civic endeavors.

### **Global History Regents**

At AMS, we continue to leverage our department team structures to enhance teaching practices and student outcomes in Global History. Our approach includes regular analysis of student learning data to inform instructional decisions, implementation of a balanced assessment strategy, and development of authentic tasks that enhance engagement and real-world knowledge application. We have strengthened collaboration within the social studies department, notably increasing cooperation between ninth and tenth grade Global History teachers to improve student familiarity with constructed response questions and the enduring issues essay prompt. Lesson studies allow teachers to observe and learn from each other's practices, while periodic gradebook data analysis helps us track student progress and adjust strategies. We consistently use learning protocols to facilitate student-centered instruction, maintaining engaging and effective learning environments. Our participation in the NYS Seal of Civic Readiness program has further refined and improved student outcomes on the Senior Civic Impact Project. This comprehensive approach not only prepares students for the Global History exam but also cultivates their civic engagement skills, setting them up for success beyond the classroom and in their future academic and civic endeavors.

### **ACTION PLAN**

To continue progress towards meeting our benchmark, we will:

- Refine our balanced assessment approach, combining authentic tasks with cumulative Regents-aligned assessments for each unit.
- Leverage our department team structure to analyze student work data and adjust teaching practices accordingly.
- Further develop feedback routines, including self-assessment and actionable, concise teacher feedback.
- Utilize school-wide standards to promote deep learning.
- Consistently use learning protocols to support student engagement.
- Conduct ongoing analysis of Regents and Regents-aligned student data to evaluate the effectiveness of our support structures.
- Continue lesson studies to identify and refine best instructional practices in social studies.
- Analyze Regents-aligned assessment data to inform instruction and student support.

This comprehensive approach aims to enhance student performance, deepen understanding, and ensure our teaching methods remain effective and responsive to student needs.

## GOAL 7: ESSA

### ESSA Measure 1

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

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

Accountability Status by Year

Year	Status
2021-22	Good Standing
2022-23	Local Support and Improvement (formerly Good Standing)
2023-24	Local Support and Improvement (formerly Good Standing)

### ADDITIONAL CONTEXT AND EVIDENCE

AMS’s ESSA status for school year 2023-24 is Local Support and Improvement (formerly Good Standing) and therefore continues to meet this measure. AMS completed its fourth year of its current accountability period and has been in good standing each year.