



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

**2013-14 ACCOUNTABILITY PLAN  
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

September 15, 2014

By Lori Mei

New Visions Charter Managing Director of Operations  
and School Development

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

Allison Cohen, Data Analyst, Alec Barrett, Data Coordinator, New Visions Data Unit and Lori Mei, Managing Director of Operations and School Development, New Visions Charter Unit prepared this 2013-14 Accountability Progress Report on behalf of the school’s board of trustees:

Trustee’s Name	Board Position
John Alderman	Board Member
BJ Casey	Board Member
Ronald Chaluisan	Secretary
Gary Ginsberg	Board Member
John A. Sanchez	Chair

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

## INTRODUCTION

### **Mission**

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

Essential aspects of the school include:

- Challenging our students to present and defend their learning as part of preparing and supporting them to graduate ready for college, careers and a 21<sup>st</sup> century economy.
- Shifting the classroom dynamics from one where students receive information to one where students find solutions to community-defined problems by using their imagination coupled with a mastery of content and skills.
- Teaching and learning at New Visions Charter High School for Advanced Math and Science (AMS) is informed by challenge-based curricula that are aligned to Common Core Standards and are driven by student performance data.
- The school is structured so that each grade level has its own Cohort Inquiry Team comprised of teachers. The purpose of this team is to systematically study the connection between the pedagogical strategies the team believes best meets the needs of their students and the actual student outcomes.
- Our students, faculty, staff and leadership are resources for the community in which the school is located.

### **Student Population**

Located in the Marble Hill community of the Bronx, AMS serves students from predominately low-income families. With enrollment based on a random lottery, over 95% of students that applied to AMS live in the Bronx with one-fourth of the students coming from Community School District 10 in which the school is located. In the 2013-2014 school year, 335 students were enrolled in AMS. Of these students:

- 75% are eligible for free or reduced price lunch
- 92% are Black or Latino
- 14% are students with disabilities
- 7% are English Language Learners

## Elements of the Academic Design

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

**System of Assessment and Continuous Assessment of Data.** The New Visions Charter High School (NVCHS) instructional framework includes the regular and coordinated use of diagnostic and formative assessments to understand the content and skills students have mastered and where they struggle. Assessment begins during the first few weeks of high school, during which students take the Performance Series Reading and Math diagnostic assessments, and the ACT suite of assessments (EXPLORE, PLAN, and ACT) in Reading, ELA, Math and Science to determine their baseline performance levels. Students will take the ACT set of exams to measure progress toward college readiness throughout High School (9th grade EXPLORE, 10th grade PLAN, 11th-12th grade ACT).

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

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

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

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

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

### School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2010-11														
2011-12										118	0	0	0	118
2012-13										118	118	0	0	236
2013-14										105	122	108	0	335

### High School Cohorts

#### Accountability Cohort

The state’s Accountability Cohort consists specifically of students who are in their fourth year of high school after the 9<sup>th</sup> grade. For example, the 2010 state Accountability Cohort consists of students who entered the 9<sup>th</sup> grade in the 2010-11 school year, were enrolled in the school on the state’s annual enrollment-determination day (BEDS day) in the 2013-14 school year, and either remained in the school for the rest of the year or left for an acceptable reason. (See New York State Education Department’s website for its accountability rules and cohort definitions: <http://www.emsc.nysed.gov/irts/accountability/home.shtml>)

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

#### Fourth-Year High School Accountability Cohorts

Fourth Year Cohort	Year Entered 9 <sup>th</sup> Grade Anywhere	Cohort Designation	Number of Students Enrolled on BEDS Day in October of the Cohort’s Fourth Year	Number Leaving During the School Year	Number in Accountability Cohort as of June 30 <sup>th</sup>
2011-12	2008-09	2008	NA	NA	NA
2012-13	2009-10	2009	NA	NA	NA
2013-14	2010-11	2010	NA	NA	NA

## Total Cohort for Graduation

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

### Fourth Year Total Cohort for Graduation

Fourth Year Cohort	Year Entered 9 <sup>th</sup> Grade Anywhere	Cohort Designation	Number of Students Enrolled on June 30 <sup>th</sup> of the Cohort's Fourth Year (a)	Additional Students Still in Cohort <sup>1</sup> (b)	Graduation Cohort (a) + (b)
2011-12	2008-09	2008	NA	NA	NA
2012-13	2009-10	2009	NA	NA	NA
2013-14	2010-11	2010	NA	NA	NA

### Fifth Year Total Cohort for Graduation

Fifth Year Cohort	Year Entered 9 <sup>th</sup> Grade Anywhere	Cohort Designation	Number of Students Enrolled on June 30 <sup>th</sup> of the Cohort's Fifth Year (a)	Additional Students Still in Cohort <sup>2</sup> (b)	Graduation Cohort (a) + (b)
2011-12	2007-08	2007	NA	NA	NA
2012-13	2008-09	2008	NA	NA	NA
2013-14	2009-10	2008	NA	NA	NA

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

<sup>1</sup> Number of students who had been enrolled for at least one day prior to leaving the school and who were not discharged for an acceptable reason.

<sup>2</sup> Number of students who had been enrolled for at least one day prior to leaving the school and who were not discharged for an acceptable reason

## ENGLISH LANGUAGE ARTS

### Goal 1: Absolute Measure

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

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

### Method

The school administered the New York State Regents Comprehensive English exam that students must pass to graduate. The school scores Regents on a scale from 0 to 100. The State Education Department defines the following pass levels: scoring 65 to meet the graduation requirement for a Regents diploma / 75 to meet the college and career readiness standard.<sup>3</sup> This measure examines the percent of the Accountability Cohort that passed the exam by the completion of their fourth year in the cohort. Students have until the summer of their fourth year to do so.

### Results

There are no cohort results since AMS enrolled only ninth, tenth and eleventh grade students in 2013-2014 and consequently, did not have a high school Accountability Cohort. The school has not been opened long enough to have students enrolled for the required four years.

**English Regents Passing Rate with a Score of 65 /75  
by Fourth Year Accountability Cohort<sup>4</sup>**

Cohort Designation	Number in Cohort	Percent Passing with a score of 65 /75
2008	NA	NA
2009	NA	NA
2010	NA	NA

### Evaluation

NA

### Additional Evidence

Students at AMS look the English Regents Exam for the first time in 2012-2013. Although the students in the 2011 and 2012 cohorts have not yet reached their fourth year, the 2011 cohort has already met its target with 88% passing the English Regents with a score of at least 65. In addition,

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

<sup>4</sup> Based on the highest score for each student on the English Regents exam

60% of the 2012 cohort has already successfully met this measure indicating that this cohort is also making significant progress towards meeting the measure’s target. Finally, 49% and 33% of the cohorts respectively have already achieved the college and career ready standard by scoring at least 75 on the English Regents Exam.

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

Cohort Designation	2011-12		2012-13		2013-14	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2010						
2011			125	60%	120	88%
2012			98	12%	120	60%
2013					101	1%

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

Cohort Designation	2011-12		2012-13		2013-14	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2010						
2011			125	28%	120	49%
2012			98	6%	120	33%
2013					101	0%

**Goal 1: Absolute Measure**

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

(S) Each year, 65 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 ready standard (currently scoring 75 on the New York State Regents English exam) by the completion of their fourth year in the cohort.

**Method**

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

## Results

### English Regents Passing Rate with a Score of 65 / 75 among Students Who Were Not Proficient in the 8<sup>th</sup> Grade by Fourth Year Accountability Cohort <sup>5</sup>

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2007	NA	NA
2008	NA	NA
2009	NA	NA

Cohort Designation	Number in Cohort	Percent Passing with a score of 75
2007	NA	NA
2008	NA	NA
2009	NA	NA

## Evaluation

NA

## Additional Evidence

Although AMS does not yet have a high School Accountability cohort; students in the 2011 cohort have already met the measure's target. A total of 87% of the students in the 2011 cohort that were not proficient in the 8<sup>th</sup> grade have already passed the English Regents Exam with a score of at least 65. Thirty-eight percent of these students have achieved the higher college readiness standard by scoring at least 75 on the assessment.

### Goal 1: Absolute Measure

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

## Method

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

[http://www.p12.nysed.gov/accountability/documents/NYSESEAFlexibilityWaiver\\_REVISED.pdf](http://www.p12.nysed.gov/accountability/documents/NYSESEAFlexibilityWaiver_REVISED.pdf)

The AMO continues to be SED's basis for determining if schools are making satisfactory progress toward the annual goal. To achieve this measure, all tested students in the Accountability Cohort

<sup>5</sup> Based on the highest score for each student on the English Regents exam

must have an Accountability Performance Level (APL) that equals or exceeds the 2013-14 English language arts AMO of 166.

The APL is calculated by adding the sum of the percent of students in the Accountability Cohort at Levels 2 through 4 to the sum of the percent of students at Level 3 and 4. Thus, the highest possible APL is 200. The Regents exams are scored on a scale from 0 to 100; 0 to 64 is Level 1, 65 to 74 is Level 2, 75 to 89 is Level 3, and 90 to 100 is Level 4.

**Results**

There are no cohort results since AMS did not enroll all four grades since they did not have a twelfth grade in 2013-2014.

**Evaluation**

NA

**Additional Evidence**

AMS students took the English Regents Exam for the first time in 2012-2013. Students in both the 2011 and 2012 cohorts have several more opportunities to take and pass the exam before their fourth year of high school. Even so, the 2011 cohort is making progress towards this measure as evidenced by an Accountability Performance Level of 137.

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

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
120	11	39	34	15

$$\begin{array}{rcccccccc}
 \text{PI} & = & 39 & + & 34 & + & 15 & = & 88 \\
 & & & & 34 & + & 15 & = & \underline{49} \\
 & & & & & & \text{APL} & = & 137
 \end{array}$$

**Goal 1: Comparative Measure**

(S) Each year, students in the high school *Total Cohort* will exceed the predicted pass rate on the English language arts Regents exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all high schools in New York State.

**Method**

The Charter Schools Institute conducts a Comparative Performance Analysis, as it has for 3-8 schools. The Institute examines the school’s performance in terms of demographically similar high schools state-wide by using a regression analysis to control for the percentage of economically disadvantaged students among all high schools in New York State. The Institute compares the School’s actual performance to the predicted performance of high schools with a similar economically disadvantaged percentage. The difference between the schools’ actual and predicted

performance, relative to other high schools with similar economically disadvantaged statistics produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a small degree, is the target for achieving this measure.

Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2013-14 analysis is not yet available.

**Goal 1: Comparative Measure**

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

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

**Method**

The school compares the performance of students in their fourth year in the charter school Accountability Cohort to that of the respective cohort of students in the local school district. Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available school district results.<sup>6</sup>

**Results**

There are no cohort results since AMS has not been opened long enough to enroll all grades. The school did not have a twelfth grade in 2013-2014.

**Evaluation**

NA

**Additional Evidence**

NA

**Goal 1: Growth Measure**

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

**Method**

This measure examines the change in performance of the same group of students during the course of their high school careers and the progress they are making in comparison to other students with the similar scores in the eighth grade. The analysis only includes students from whom the eighth grade scores are available. In following the existing 3-8 Growth Model, students with the same scores are ranked and assigned a percentile based on their relative growth in performance (mean

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

growth percentile). Students’ growth percentiles are aggregated school-wide to yield a school’s mean growth percentile. In order for a school to perform above the statewide median, it will have a mean growth percentile greater than 50.

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

**Goal 1: Optional Measure**  
 Each year, the group of students who have taken the grade 10 to 12 ACT assessments (PLAN in grade 10, ACT in grades 11 and 12) will reduce the gap between their average score in the previous year (including EXPLORE in grade 9), and the College Readiness Benchmark score in English by 50%. Students who achieve the College Readiness Benchmark Scores for their grade will continue to achieve the College Readiness Benchmark in English on subsequent tests and in subsequent grades.

**Method**

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

**Results**

Nearly two-thirds of students tested in the 2012 cohort met the college readiness benchmark or reduced the gap between their pretest score and the College Readiness Benchmark score. Approximately one-third of the students in the other cohorts met the benchmark.

**English Growth in College Readiness  
 by High School Accountability Cohort**

Cohort Designation	Number in Cohort with Matched Scores	Percent Meeting College Readiness Benchmarks or Showing Growth
2011	98	38%
2012	100	71%
2013	86	34%

## Evaluation

At the end of the year, AMS 10<sup>th</sup> grade students take between three and five Regents exams as well as complete a final interdisciplinary Anchor Project. As a school, we need to be more strategic about how to counsel our students around high-stakes testing. Our scholars were not accustomed to the pressures of preparing for many Regents exams and then sitting for a two-and-a-half hour ACT exam. We could also do more to emphasize the importance of Diagnostic exams. As much as we communicate that these exams show their academic growth over time and that they are grade appropriate versions of the ACT which will be, for many of them, their college entrance exam, many students still do not understand their importance. We believe that the drop in ELA scores from pretest to posttest is due to both test fatigue as well as an incomplete understanding of the gravity of the exam. This year we will be moving to the ACT ASPIRE online platform in 9<sup>th</sup> and 10<sup>th</sup> grade and hope that the change in how we administer the exam also has a positive impact on the attention students put on these diagnostic examinations.

## Summary of the High School English Language Arts Goal<sup>7</sup>

Because AMS is a new school that is phasing in grades a year at a time, it did not have grades nine through twelve in 2013-2014 and consequently it does not yet have a high school Accountability Cohort. As a result, none of the English Language Arts measures in the Accountability Plan can be definitively evaluated until the end of four years, in June, 2015. However, after only three years, students in the 2011 cohort have achieved two of the English Language Arts goals.

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

Type	Measure (Accountability Plan from 2012-13 or later)	Outcome
Absolute	(§) Each year, 65 percent of students in the high school Accountability Cohort will meet the college and career ready standard (currently scoring 75 on the New York State Regents English exam) by the completion of their fourth year in the cohort.	Not Applicable
Absolute	(§) Each year, 65 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade English language arts exam will meet the college and career ready standard (currently scoring 75 on the New York State Regents English exam) by the	Not Applicable

<sup>7</sup> If the school includes a middle school component, add these measures to the subject area goal for the younger grades.

	completion of their fourth year in the cohort.	
Absolute	Each year, the Accountability Performance Level (APL) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	Not Applicable
Comparative	(§) Each year, students in the high school Total Cohort will exceed the predicted pass rate on the Regents English exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all high schools in New York State.	Not Applicable
Comparative	(§) Each year, the Accountability Performance Level (APL) in Regents English of students in the fourth year of their high school Accountability Cohort will exceed the APL of comparable students from the local school district. (Using 2012-13 school district results.)	Not Applicable
Growth	(§) Each year, under the state's high school Growth Model (under development) the relative growth of selected students will exceed the state's median growth.	Not Applicable

**Action Plan**

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

**MATHEMATICS**

**Goal 2: Absolute Measure**  
 Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on a New York State Regents mathematics exam by the completion of their fourth year in the cohort.

(§) Each year, 65 percent of students in the high school Accountability Cohort will meet the college and career ready standard (currently scoring 80 on a New York State Regents math exam) by the completion of their fourth year in the cohort.

**Method**

The school administered the New York State Regents Geometry, Integrated Algebra and Algebra 2 exams. The school scores Regents on a scale from 0 to 100. The State Education Department defines the following pass levels: scoring 65 to meet the graduation requirement for a Regents

diploma / scoring 80 to meet the college and career readiness standard.<sup>8</sup> This measure requires students in each Accountability Cohort to achieve the requisite score on any one of the Regents mathematics exams by their fourth year in the cohort. Students may have taken a particular Regents mathematics exam multiple times or have taken multiple mathematics exams. Students have until the summer of their fourth year to pass a mathematics exam.

**Results**

There are no cohort results since AMS enrolled only ninth, tenth and eleventh grade students in 2013-2014 and consequently did not have an Accountability Cohort. The school has not been opened long enough to have students enrolled for the required four years.

**Mathematics Regents Passing Rate with a Score of 65 /80  
by Fourth Year Accountability Cohort<sup>9</sup>**

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2008	NA	NA
2009	NA	NA
2010	NA	NA

**Evaluation**

NA

**Additional Evidence**

Students at AMS have taken the Integrated Algebra and Geometry Regents Exams even though students in the 2011, 2012 and 2013 cohorts have not yet reached their fourth year. Students in both the 2011 and 2012 cohorts have exceeded the Math Regents passing rate at 65 already and the 2013 cohort has made considerable progress toward meeting this target. Some students have also achieved the college readiness benchmark score of 80 and all cohorts have several more opportunities to achieve the targets.

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

Cohort Designation	2011-12		2012-13		2013-14	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2010	NA	NA	NA	NA	NA	NA
2011	116	68%	125	90%	120	95%
2012			98	68%	120	83%
2013					101	54%

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

<sup>9</sup> Based on the highest score for each student on the Mathematics Regents exam

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

Cohort Designation	2011-12		2012-13		2013-14	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2010	NA	NA	NA	NA	NA	NA
2011	116	0%	125	19%	120	29%
2012			98	24%	120	23%
2013					101	10%

**Goal 2: Absolute Measure**

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

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

**Method**

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

**Results**

**Mathematics Regents Passing Rate with a Score of 65 / 80 among Students Who Were Not Proficient in the 8<sup>th</sup> Grade by Fourth Year Accountability Cohort <sup>10</sup>**

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2007	NA	NA
2008	NA	NA
2009	NA	NA

Cohort Designation	Number in Cohort	Percent Passing with a score of 80
2007	NA	NA
2008	NA	NA
2009	NA	NA

**Evaluation**

NA

<sup>10</sup> Based on the highest score for each student on the Mathematics Regents exam

### **Additional Evidence**

A total of 90% of the students in the 2011 cohort who were not proficient in eighth grade have already passed a Math Regents Exam with scores of at least 65. The 2011 cohort has exceeded the goal in only three years with 4% of students achieving a passing score of 80.

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

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

### **Method**

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

[http://www.p12.nysed.gov/accountability/documents/NYSESEAFlexibilityWaiver\\_REVISED.pdf](http://www.p12.nysed.gov/accountability/documents/NYSESEAFlexibilityWaiver_REVISED.pdf)

The AMO continues to be SED's basis for determining if schools are making satisfactory progress toward the annual goal. To achieve this measure, all tested students in the Accountability Cohort must have an Accountability Performance Level (APL) that equals or exceeds 2013-14 mathematics AMO of **148**.

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

### **Results**

NA

### **Evaluation**

NA

### **Additional Evidence**

A total of 120 students in the 2011 Accountability Cohort took Mathematics Regents Exams in 2013-2014. As per the results below, in only three years, the performance on AMS students in the 2011 cohort resulted in an Accountability Performance Level of 146 which nearly meets the four-year target of 148. In addition, AMS students have additional opportunities to learn the skills that they need and to retake Math Regents Exams during their fourth year of high school. Teachers' systematic focus on the Inquiry Process is expected to result in increased performance for this Accountability Cohort as they progress through high school.

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

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
120	45	88	29	0

$$\begin{array}{rclclclclcl}
 \text{PI} & = & 88 & + & 29 & + & 0 & = & 117 \\
 & & & & 29 & + & 0 & = & \underline{29} \\
 & & & & & & \text{APL} & = & 146
 \end{array}$$

**Goal 2: Comparative Measure**

(S) Each year, students in the high school *Total Cohort* will exceed the predicted pass rate on a Regents mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all high schools in New York State.

**Method**

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

Given the timing of the state’s release of economically disadvantaged data and the demands of the data analysis, the 2013-14 analysis is not yet available.

**Goal 2: Comparative Measure**

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

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

**Method**

The school compares the performance of students in their fourth year in the charter school Accountability Cohort to that of the respective cohort of students in the local school district. Given

that students may take Regents exam up through the summer of their fourth year, the school presents most recently available school district results.<sup>11</sup>

**Results**

There are no cohort results since AMS has not been opened long enough to enroll all grades. The school did not have a twelfth grade in 2013-2014.

**Evaluation**

NA

**Additional Evidence**

NA

**Goal 2: Growth Measure**

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

**Method**

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

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

**Goal 1: Optional Measure**

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

<sup>11</sup> The New York State Report Card provides the district results for students scoring at or above 65. The New York State Accountability Report provides the district results for students scoring at or above 75.

## Method

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

## Results

Between 11% and 25% of AMS students either showed growth or made progress toward meeting the College Readiness Benchmark in Math.

### Mathematics Growth in College Readiness by High School Accountability Cohort

Cohort Designation	Number in Cohort with Matched Scores	Percent Meeting College Readiness Benchmarks or Showing Growth
2011	87	11%
2012	76	26%
2013	64	25%

## Evaluation

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

## Summary of the High School Mathematics Goal<sup>12</sup>

Because AMS is a new school that is phasing in grades a year at a time, it did not have grades nine through twelve in 2013-2014 and consequently it does not yet have a high school Accountability Cohort. As a result, none of the Mathematics measures in the Accountability Plan can be

---

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

definitively evaluated until the end of four years, in June 2015. However, after only three years, students in both the 2011 and 2012 cohorts have achieved some of the Mathematics four-year goals.

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

Type	Measure (Accountability Plan from 2012-13 or later)	Outcome
Absolute	(§) Each year, 65 percent of students in the high school Accountability Cohort will meet the college and career ready standard (currently scoring 80 on a New York State Regents mathematics exam) by the completion of their fourth year in the cohort.	Not Applicable
Absolute	(§) Each year, 65 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade mathematics exam will meet the college and career ready standard (currently scoring 80 on a New York State Regents mathematics exam) by the completion of their fourth year in the cohort.	Not Applicable
Absolute	Each year, the Accountability Performance Level (APL) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	Not Applicable
Comparative	(§) Each year, students in the high school Total Cohort will exceed the predicted pass rate on a New York State Regents mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all high schools in New York State.	Not Applicable
Comparative	(§) Each year, the Accountability Performance Level (APL) on a New York State Regents mathematics exam of students in the fourth year of their high school Accountability Cohort will exceed the APL of comparable students from the local school district. (Using 2012-13 school district results.)	Not Applicable
Growth	(§) Each year, under the state's high school Growth Model (under development) the relative growth of selected students will exceed the state's median growth.	Not Applicable

### Action Plan

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

### SCIENCE

#### Goal 3: Absolute Measure

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

#### Method

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

#### Results

There are no cohort results since AMS enrolled only grades nine, ten and eleven in 2013-2014 and consequently did not have a high school Accountability Cohort. The school has not been opened long enough to have students enrolled for the required four years.

**Science Regents Passing Rate with a Score of 65  
by Fourth Year Accountability Cohort<sup>13</sup>**

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2008	NA	NA
2009	NA	NA
2010	NA	NA

#### Evaluation

NA

<sup>13</sup> Based on the highest score for each student on a science Regents exam

**Additional Evidence**

Although the school has only been opened for three years, students in both the 2011 and 2012 cohorts have already exceeded the Science goal and the 2013 cohort is within 12 percentage points of meeting the goal in their first year of high school.

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

Cohort Designation	2011-12		2012-13		2013-14	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2010	NA	NA	NA	NA	NA	NA
2011	116	59%	125	80%	120	86%
2012			98	70%	120	79%
2013					101	63%

**Goal 3: Comparative Measure**

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

**Method**

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

**Results**

There are no cohort results since AMS enrolled only grades nine, ten and eleven in 2013-2014 and consequently did not have a high school Accountability Cohort. The school has not been opened long enough to have students enrolled for the required four years.

**Evaluation**

NA

**Additional Evidence**

NA

**SOCIAL STUDIES****Goal 4: Social Studies**

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

**Goal 4: Absolute Measure**

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

**Method**

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

**Results**

There are no cohort results since AMS enrolled only ninth, tenth and eleventh grade students in 2013-2014 and consequently did not have a high school Accountability Cohort. The school has not been opened long enough to have students enrolled for the required four years.

**U.S. History Regents Passing Rate with a Score of 65  
by Fourth Year Accountability Cohort<sup>14</sup>**

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2008	NA	NA
2009	NA	NA
2010	NA	NA

**Evaluation**

NA

**Additional Evidence**

Students typically take the U.S. History Regents Exam in the eleventh grade. Students in the 2011 cohort at AMS have already met the U.S. History Regents Exam goal in only three years of high school.

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

Cohort Designation	2011-12		2012-13		2013-14	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2010					0	NA
2011					120	80%
2012					120	5%
2013					101	3%

<sup>14</sup> Based on the highest score for each student on a science Regents exam

**Goal 4: Comparative Measure**

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

**Method**

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

**Results**

There are no cohort results since AMS enrolled only ninth, tenth and eleventh grade students in 2013-2014 and consequently did not have a high school Accountability Cohort. The school has not been opened long enough to have students enrolled for the required four years.

**Evaluation**

NA

**Additional Evidence**

NA

**Goal 4: Absolute Measure**

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

**Method**

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

**Results**

There are no cohort results since AMS enrolled only ninth, tenth and eleventh grade students in 2013-2014 and consequently did not have a high school Accountability Cohort. The school has not been opened long enough to have students enrolled for the required four years.

**Global History Regents Passing Rate with a Score of 65  
by Fourth Year Accountability Cohort<sup>15</sup>**

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2008	NA	NA
2009	NA	NA
2010	NA	NA

**Evaluation**

NA

**Additional Evidence**

Students typically take the Global History Regents Exam in the tenth grade. Students in the 2011 cohort at AMS have already met the U.S. History Regents Exam goal in only three years of high school while students in the 2012 cohort are well on their way to achieving the goal after only two years of high school.

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

Cohort Designation	2011-12		2012-13		2013-14	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2010	NA	NA	NA	NA	NA	NA
2011	NA	NA	125	52%	120	76%
2012			NA	NA	120	49%
2013					101	0%

**Goal 4: Comparative Measure**

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

**Method**

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

**Results**

There are no cohort results since AMS enrolled only ninth, tenth and eleventh grade students in 2013-2014 and consequently did not have a high school Accountability Cohort. The school has not been opened long enough to have students enrolled for the required four years.

<sup>15</sup> Based on the highest score for each student on a science Regents exam

**Evaluation**

NA

**Additional Evidence**

NA

**NCLB**

**Goal 5: NCLB**  
The school will make Adequate Yearly Progress.

**Goal 5: Absolute Measure**  
Under the state’s NCLB accountability system, the school’s Accountability Status is in good standing: the state has not identified the school as a Focus School nor determined that it has met the criteria to be identified as a local-assistance-plan school.

**Method**

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

**Results**

AMS is in good standing for 2013-2014.

**Evaluation**

According to the state’s NCLB system, AMS is in “Good Standing in 2013-2014.” AMS will continue to focus its efforts to meet the needs of all students so that it remains in “Good Standing” as per NCLB. The school was in its first year of existence in 2011-2012 so does not have a status in that year.

**Additional Evidence**

**NCLB Status by Year**

Year	Status
2011-12	NA
2012-13	Good Standing
2013-14	Good Standing

## HIGH SCHOOL GRADUATION

### GOAL 6: HIGH SCHOOL GRADUATION

Students will meet all of New York State graduation requirements.

#### Goal 6: Absolute Measure

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

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

#### Method

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

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

COURSE OFFERINGS	LOWER HOUSE 9 <sup>th</sup> & 10 <sup>th</sup> GRADES	UPPER HOUSE 10 <sup>th</sup> & 11 <sup>th</sup> GRADES
<b>MATH</b>	Algebra I Algebra Modeling Geometry Electives Math Lab	Algebra II Pre-Calculus Statistics Electives
<b>HISTORY</b>	World Government Economics Global Studies Electives	US History AP US History Electives

<b>SCIENCE</b>	Living Environment Applied Physics Electives	Chemistry Earth Science Regents Physics AP Biology Electives
<b>ENGLISH LANGUAGE ARTS</b>	English Language Arts Reading Lab Electives	AP English Literature Pre-AP English Electives
<b>FOREIGN LANGUAGE</b>	Spanish I, II Native Language- Spanish	Spanish III, IV Native Language- Spanish III, IV
<b>ART</b>	Studio Art I, II Theater Art I, II	Studio Art III, IV Theater Art III, IV
<b>OTHER</b>	Physical Education College & Career Readiness Advisory	Internships College Now Advisory

### Results

Students in the 2011 and 2012 cohorts have exceeded promotion rate goal while 67% of the students in the 2013 cohort were promoted.

#### Percent of Students Promoted by Cohort in 2013-14

Cohort Designation	Number in Cohort	Percent promoted
2010	0	NA
2011	120	93%
2012	120	82%
2013	101	67%

### Evaluation

AMS met the promotion goal for the 2011 and 2012 cohorts. Because the school has extended learning time and is on trimesters, students have the opportunity to earn credits three times a year so some students, particularly in the 2013 cohort that were not promoted will earn enough credits to be promoted in December after the first trimester or in March, after the second trimester this school year.

### Additional Evidence

NA

**Goal 6: Absolute Measure**

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

**Method**

This measure serves as a leading indicator of the performance of high school cohorts and examines their progress towards graduation based on Regents exam passage. The measure requires that 75 percent of students in each cohort have passed at least three Regents exams by their second year in the cohort. In August of 2014, the 2012 cohort will have completed its second year.

**Results**

The 2011 cohort surpassed this goal while the 2012 cohort fell short of the 75% mark since only 63% of students in this cohort passed three Regents Exams by the end of their second year.

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

Cohort Designation	Number in Cohort	Percent Passing Three Regents
2010	NA	NA
2011	120	88%
2012	120	63%

**Evaluation**

As a new school, with a cadre of young teachers, mostly in their first few years of teaching, we have had to assist our teachers in the fundamentals of teaching. Our professional development program has focused primarily on helping our staff with classroom management, curriculum mapping and lesson planning. Given the fact that for most of our teachers, this past year was their first attempt at teaching, we are optimistic about our Regents pass rate. While there is room for improvement, we feel that we are on track to getting our students to the ambitious benchmarks that are set forth in our Charter. One of the ways we are addressing our deficits is by making our curriculum more aligned to the new Regents exam and to the Common Core. We are also making sure that our assessments throughout the year, test our students' ability to answer Regents type questions and that we use the data from these formative assessments to re-engage and re-teach key concepts that are reflected in the Regents. We have created teacher teams that cater to the different needs of teachers to help improve their instruction in the classroom. We have, specifically, create a New Teacher Group led by one of our Assistant Principals to work on the many needs faced by teachers who are new to the system. In addition, teachers will undergo lesson and unit plan studies, which will allow them to experience the learning that will eventually take place in the classroom to help improve the quality of the work being presented to students. This will, in turn, help improve the caliber of student tasks to formulate a deeper understanding of their work. Finally, we will continue to run Regents test prep classes on Saturdays in January and in June and August to make sure that students are well prepared to take the Regents in that particular month.

**Additional Evidence**

NA

**Goal 6: Absolute Measure**

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

**Method**

This measure examines students in two high school Graduation Cohorts: those who entered the 9<sup>th</sup> grade as members of the 2010 cohort and graduated four years later and those who entered as members of the 2009 cohort and graduated five years later. At a minimum, these students have passed five Regents exams in English language arts, mathematics, science, U.S. History and Global History. Students have through the summer at the end of their fourth year to complete graduation requirements.

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

**Results**

The school has only been open for three years and has not yet had a graduation class so this measure does not apply in 2013-2014.

**Evaluation**

NA

**Additional Evidence**

NA

**Goal 6: Comparative Measure**

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

**Method**

The school compares the graduation rate of students completing their fourth year in the charter school's Total Graduation Cohort to that of the respective cohort of students in the local school district<sup>16</sup>. Given that students may take Regents exams through the summer of their fourth year, district results for the current year are generally not available at this time.

**Results**

The school has only been open for three years and has not yet had a graduation class so this measure does not apply in 2013-2014.

**Evaluation**

NA

---

<sup>16</sup> Schools can retrieve district level graduation rates from the SED's Information and Reporting Services office. News releases and an Excel workbook containing these data are available from the [IRS Data Release webpage](#).

**Additional Evidence**

NA

**Summary of the High School Graduation Goal**

Because AMS is a new school that opened in 2011 and only had grades nine, ten and eleven in 2013-2014, it does not yet have a high school Accountability cohort. As a result, it does not have enough data to assess the school’s progress against its high school graduation measures. However, promotion rates provide an early indication that AMS is on track to meet its graduation goals at the end of four years although the students passing three Regents exam measure fell short of the target for one of the cohorts.

Type	Measure	Outcome
Absolute	Each year, 75 percent of students in the high school Total Graduation Cohort will pass their core academic subjects by the end of August and be promoted to the next grade.	Not Applicable
Absolute	Each year, 75 percent of students in the high school Total Graduation Cohort will score at least 65 on at least three different New York State Regents exams required for graduation by the completion of their second year in the cohort.	Did Not Achieve
Absolute	Each year, 75 percent of students in the fourth year high school Total Graduation Cohort and 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.	Not Applicable
Comparative	Each year, the percent of students in the high school Total Graduation Cohort graduating after the completion of their fourth year will exceed that of the Total Graduation Cohort from the local school district.	Not Applicable

**Action Plan**

At AMS, we have had extremely positive class pass rates. Our 2013 cohort was not as successful and we believe that a lot of it had to do with the fact that there was an increase on the number of students coming in with IEP’s. A lot of our students passed four or more of their core classes through the year. We still need to work on helping our ELL and Special Education students passing more of their classes. One way we have done this is by programming our most struggling students into math and reading support classes, to give them extra time and resources to catch up with the rest of their peers. We have recently hired an Assistant Principal with a Special Education background to help improve the quality of Professional Development received by our SPED teachers as well as supporting Core content AP’s in the development of such teachers. SPED teachers have an opportunity to meet on a weekly basis as a department and undergo lesson and unit plan studies to help improve student access to materials being given in core classes. Finally, we have addressed this by integrating official office hours after school for all students, which will provide a daily extra 30 minutes of smaller scale instruction for students who are most in need. Students who are showing deficiencies in core academic areas after their first report card will be mandated to attend after school office hours.

## COLLEGE PREPARATION

### GOAL 7: COLLEGE PREPARATION

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

#### Goal 7: Comparative Measure

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

#### Method

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

#### Results

On average, AMS students scored 36 on Critical Reading and 39 on Mathematics, both lower than the average scores for New York State sophomores which were 41 for Critical Reading and 43 for Mathematics in 2013-2014.

#### 10<sup>th</sup> Grade PSAT Performance by School Year

School Year	Number of Students in the 10 <sup>th</sup> Grade	Number of Students Tested	Critical Reading		Mathematics	
			School	New York State	School	New York State
2011-12	NA	NA	NA	NA	NA	NA
2012-13	118	105	37	42	37	42
2013-14	120	99	36	41	39	43

#### Evaluation

AMS students scored about five percentage points lower than the statewide averages on both the Critical Reading and Mathematics subtests of the PSAT. As a school, we have done a solid job preparing our students for their in class challenge projects, their class assessments and for the Regents examinations. The one area where we have not spent enough time is preparation for the PSAT examination. The ELA teachers spent time preparing students for the vocabulary section of the PSAT in their English and Reading classes. However, this is clearly not enough to get students prepared for the rigors of this exam. We have hired a full time SAT Prep instructor in order to help improve our scores."

#### Additional Evidence

NA

**Goal 7: Comparative Measure**

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

**Method**

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

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

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

**Results**

There are no results since AMS did not have a twelfth grade in 2013-2014.

**Evaluation**

NA

**Additional Evidence**

NA

**Goal 7: School Created College Preparation Measure**

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

**Method**

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

**Results**

There are no results since AMS did not have a graduating class in 2013-2014.

**Evaluation**

NA

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

**Method**

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

**Results**

There are no results since AMS did not have a graduating class in 2013-2014.

**Evaluation**

NA

(S) The percent of graduating students who graduate with a Regents diploma with Advanced Designation will exceed the local district.

**Method**

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

**Results**

There are no results since AMS did not have a graduating class in 2013-2014.

**Evaluation**

NA

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

**Method**

NA

**Results**

There are no results since AMS did not have a graduating class in 2013-2014.

**Evaluation**

NA

**Goal 7: School Created College Attendance or Achievement Measure**

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

**Method**

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

**Results**

There are no results since AMS did not have a graduating class in 2013-2014.

**Evaluation**

NA

**Summary of the College Preparation Goal**

Because AMS is a new school that opened in 2011 and had only grades nine, ten and eleven in 2013-2014, it does not yet have an Accountability Cohort. As a result, it does not have much of the data with which to assess the school’s progress against its college preparation measures.

Type	Measure (Accountability Plan Prior to 2012-13)	Outcome
Comparative	Each year, the average performance of students in the 10 <sup>th</sup> grade will exceed the state average on the PSAT test in Critical Reading and Mathematics.	Did Not Achieve
Comparative	Each year, the average performance of students in the 12 <sup>th</sup> grade will exceed the state average on the SAT or ACT tests in reading and mathematics.	Not Applicable
	<b>(S)</b> The percent of graduating students that meets the state’s aspirational performance measure (APM), currently defined as the percentage of students in a cohort who graduate with a score of 80 or better on a math Regents exam AND 75 or better on the English Regents exam, will exceed the statewide average.	Not Applicable
	<b>(S)</b> Each year, 75 percent of graduating students will demonstrate their preparation for college by passing an Advanced Placement (AP) exam, a College Level Examination	Not Applicable

	Program (CLEP) exam or a college level course.	
College Preparation	Each year, at least 50 percent of students in the high school Graduation Cohort will earn an Advanced Regents Diploma or Diploma with Honors.	Not Applicable
College Attainment	Each year, 90% of graduating seniors will register for college and complete 10 college credits in their first year.	Not Applicable

**Action Plan**

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

**Goal 8: Absolute Measure**

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

**Method**

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

**Results**

Preliminary retention rate is 90% which meets the target.

**2013-14 Student Retention Rate**

2012-13 Enrollment	Number of Students Who Graduated in 2012-13	Number of Students Who Returned in 2013-14	Retention Rate 2013-14 Re-enrollment ÷ (2012-13 Enrollment – Graduates)
354	0	317	90%

**Evaluation**

The preliminary rate meets the target. Final rates will not be determined until BEDS day (October 1, 2014). The percentage may decline if additional students are discharged prior to BEDS day (October 1, 2014).

**Additional Evidence**

Year	Retention Rate
2011-12	92%
2012-13	91%
2013-14	90%

**Goal 9: Absolute Measure**

Each year the school will have a daily attendance rate of at least 90 percent.

**Method**

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

**Results**

AMS came within one percentage point of meeting the attendance goals overall. By grade, students in the eleventh grade had higher attendance than grades nine and ten.

**2013-14 Attendance**

Grade	Average Daily Attendance Rate
9	88%
10	88%
11	91%
12	NA
Overall	89%

**Evaluation**

AMS' average daily attendance rate of 89% misses the goal by one percentage point overall although it exceeds the goal in the 11<sup>th</sup> grade. School staff must conduct in-depth review of the data to understand the reasons for the disparity in attendance must be undertaken and additional interventions put in place for students whose attendance does not meet the goal. This year, we have created an Attendance Team to help improve our rates by looking granularly at ATS and PowerSchool reports to help inform our action plans. We have updated our Attendance policy and is reflected on all class syllabi handed to students. There will be a more direct correlation between attendance and academics. In addition, our Parent Coordinator will be in charge of making personal phone calls home the first month of the 2014-2015 school year. We will then move to an automated phone call system that will supply parents with this information.

**Additional Evidence**

Year	Average Daily Attendance Rate
2011-12	92%
2012-13	91%
2013-14	89%

## HIGH SCHOOL: SUBJECT AREA MEASURES

### Cohort Passing Rate at 65 by Regents Mathematics Exam

Exam	Cohort			
	2010	2011	2012	2013
Math A	NA	0%	0%	0%
Math B	NA	0%	0%	0%
Integrated Algebra	NA	79%	81%	54%
Geometry	NA	30%	43%	16%
Algebra 2	NA	1%	3%	0%

### Cohort Passing Rate at 65 by Regents Science Exam

Exam	Cohort			
	2010	2011	2012	2013
Living Environment	NA	72%	79%	63%
Earth Science	NA	0%	3%	4%
Chemistry	NA	1%	0%	0%
Physics	NA	0%	0%	0%