



New Visions Charter High School for Advanced Math and Science (AMS)

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

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2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Robert Hiller, Principal, Melissa Wass, Senior Program Officer, and Mei Guan, Lead Data Analyst prepared this 2020-21 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
	Office (e.g. chair, treasurer, secretary)
Peter Cantillo	Member
Lisa Gibson	Member
Nancy Grossman	Chair
Fredrick Levy	Member
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Matthew Marcin	Treasurer
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Robert Hiller has served as the principal since August 1, 2015.

SCHOOL OVERVIEW

Mission

The New Visions Charter High School for Advanced Math and Science (AMS) is a small school that opened in 2011 and served approximately 511 students in grades 9-12 in 2020-2021. AMS is academically rigorous, committed to parent and community outreach, and dedicated to serving high-need students. The school is part of the New Visions Charter High Schools' (NVCHS) network which is a network of secondary schools dedicated to supporting all students in meeting the highest academic standards. We shift classroom dynamics from one where students receive information to one where students find solutions to community-defined problems by using their imagination coupled with a mastery of content and skills. We challenge our students to present and defend their learning as part of preparing and supporting them to graduate ready for college, careers and a 21st century economy. Teaching and learning in AMS, as in all New Visions Charter High Schools, is built upon the Lincoln Center Education Capacities for Imaginative Thinking,¹ informed by challenge-based curricula that are aligned to the Common Core Standards, applied to improving local communities and driven by student performance data.

Student Population

Located in the Marble Hill community of the Bronx, AMS serves students from predominantly low-income families. As of BEDs day 2020, 511 students were enrolled in AMS. Of these students:

- 94% are Black or Latino
- 82% are economically disadvantaged
- 12 % are students with disabilities
- 11% are English Language Learners

Key design elements of the model include:

- An instructional model that requires students to reflect and assess constantly. As students employ the Capacities of Imaginative Thinking, they practice applying their knowledge to real-world issues through challenge-based learning.
- On-going system of assessment and data tools to support academic achievement, literacy interventions and monitor special education and English language learner compliance.
- A small school that offers a trimester schedule as well as an extended day and extended year that provides students with more time and opportunities for remediation and acceleration as well as afterschool and Saturday clubs and classes to engage students and support their academic and socio-emotional needs.
- A Summer Bridge Program in August for all 9th and 10 grade students that sets academic and behavioral expectations and introduces them to challenge-based learning.
- A *Lower House* that provides students with a solid academic and socio-emotional foundation to get them to grade level, and to accelerate their learning so that they may take full advantage of *Upper House* which engages students in an array of experiences with a post-secondary focus

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

- Community engagement as a distinguishing element of the model. This model aspires to honor who our students are and where they come from by creating opportunities for them to engage in and become members of and resources for their communities.
- Family engagement that emphasizes families as partners in education through a model that includes establishing Family School Alliances²; offering events for networking and celebration; providing information about graduation requirements and students' academic progress; and creating a culture that emphasizes college and career readiness.
- Student support services that address students' socio-emotional needs from college counseling to crisis management.
- Systematic development of each school's operational infrastructure to achieve efficiency and effectiveness.
- Leadership and adult learning model that emphasizes modeling of best practices, teaming, feedback and role clarity to ensure that staff are focused on continuous improvement and invested in excelling

Modalities of Instruction

During the 2020-2021 school year, AMS leveraged a fully remote instructional model. This model included three days of synchronized live instruction via Zoom and two days of synchronized independent tasks via Google Classroom. From the end of April - June, we had approximately 75 students come to campus for additional support two days each week. During this hybrid model, students were still engaging with their classes via our virtual platforms such as Zoom and Google Classroom.

Social, Mental, and Emotional Health Supports

During the 2020-2021 school year, AMS leveraged a variety of practices to support our students' and families' social, mental, and emotional well being. Specifically:

- Our Board raised private funds to support families and students with food insecurity.
- We facilitated monthly virtual town halls to engage each cohort as a full community - these town halls consisted of games, guest speakers, etc.
- We continued with our clubs virtually.
- Our NHS honor society ran a variety of virtual events such as game and movie nights for students and families.
- We leveraged our partnership with Local Civics to increase the different opportunities for students to engage with outside of the classroom academics.
- Our CAD teams (Counselor, AP, and Dean of each cohort) facilitated lunch chats with students within their cohort.
- Our robust counseling team leveraged Zoom to meet with students regularly, especially our tier 3 students, who met weekly with the counselors.

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

ENROLLMENT SUMMARY

School Enrollment by Grade Level and School Year

School Year	9	10	11	12	Total
2016-17	158	135	108	84	485
2017-18	144	136	118	104	502
2018-19	128	136	113	119	496
2019-20	139	138	125	105	507
2020-21	139	133	124	115	511

HIGH SCHOOL COHORTS

ACCOUNTABILITY COHORT

The state's Accountability Cohort consists specifically of students who are in their fourth year of high school after entering the 9th grade. For example, the 2017 state Accountability Cohort consists of students who entered the 9th grade anywhere sometime during the 2017-18 school year, were enrolled in the school on the state's annual enrollment-determination day (i.e., BEDS day) in the 2020-21 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>)

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

Fourth-Year High School Accountability Cohorts

Fourth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Enrolled on BEDS Day in October of the Cohort's Fourth Year	Number Leaving During the School Year	Number in Accountability Cohort as of June 30th
2018-19	2015-16	2015	115	1	114
2019-20	2016-17	2016	106	0	106
2020-21	2017-18	2017	117	0	117

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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 year they first enter the 9th grade. Students enrolled for at least one day in the school after entering the 9th grade are part of the school's Graduation Cohort. 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 the following: if they transfer to another public or private diploma-granting program with documentation, transfer to home schooling by a parent or guardian, transfer to another district or school, transfer by court order, leave the U.S., or are deceased.

Fourth Year Total Cohort for Graduation

Fourth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Graduated or Enrolled on June 30 th of the Cohort's Fourth Year (a)	Number of Students No Longer at the School Who Had Been Enrolled for at Least One Day Prior to Leaving the School and Who Were <u>Not</u> Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2018-19	2015-16	2015	114	0	114
2019-20	2016-17	2016	106	1	107
2020-21	2017-18	2017	117	1	118

Fifth Year Total Cohort for Graduation

Fifth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Graduated or Enrolled on June 30 th of the Cohort's Fifth Year (a)	Number of Students No Longer at the School Who Had Been Enrolled for at Least One Day Prior to Leaving the School and Who Were <u>Not</u> Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2018-19	2014-15	2014	8	94	102
2019-20	2015-16	2015	6	108	114
2020-21	2016-17	2016	3	104	107

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 that enters our school meeting the ninth grade requirements in any content area is eligible to take the tenth grade requirements as a ninth grader.

Course Sequencing

Content Area	9th	10th	11th	12th
Math	Algebra I	Geometry	Algebra II/Trig	Statistics AP Stats AP Calc
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	
Arts	Studio Art I Music I	Studio Art II Music II	AP Drawing Keyboarding	AP Drawing Keyboarding
Physical Education	Team Sport Personal Fitness Health	Team Sport Personal Fitness	Team Sport Personal Fitness	Team Sport Personal Fitness
Electives	Reading Lab Math Lab	Particular Topics in Algebra Ecology & Environment Reading Lab Math Lab	College & Career Readiness Reading Lab Particular topics in US History Particular topics in Global	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.

COVID-19: we did not change any promotion criteria due to COVID-19, but as a Network, we decided to update our grading policy such that students who failed a trimester would receive an incomplete, instead of a F. Students who received an incomplete grade have the opportunity to re-engaged with the course content in order to demonstrate proficiency and in doing so, may earn back the course credit. This incomplete plan must be completed prior to the completion of the subsequent trimester.

GOAL 1: HIGH SCHOOL GRADUATION

GOAL 1: HIGH SCHOOL GRADUATION

Students will meet all the New York State graduation requirements.

Goal 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.

METHOD

This measure serves as a leading indicator of the performance of the high school cohort and examines students' progress toward graduation based on annual credit accumulation. The measure requires that, based on the school's promotion requirements, 75 percent of the first and second year high school Total Graduation Cohorts will earn the required number of credits.

RESULTS AND EVALUATION

Eighty-two percent of students in the 2019 cohort and 80% of students in the 2020 cohort, 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.

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 an assistant principal, a counselor, and a dean to monitor and support students within the cohort. We have also leveraged our team structures, such as monthly grade team meetings, and 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.

Percent of Students in First and Second Year Cohorts
Earning the Required Number of Credits in 2020-21

Cohort Designation	Number in Cohort during 2020-21	Percent promoted
2019	131	82%
2020	123	80%

ADDITIONAL EVIDENCE

Though we see a drop compared to previous years, much of this can be attributed to spending a full year in remote learning, especially for our incoming ninth grade class (cohort 2020). We are confident that through our summer support program and getting back to full in-person instruction in the fall that we will be able to better support the students currently off track with respect to credit accumulation. We will continue to use our cohort model and our department and grade team learning structures to best support students as well as partner with organizations that are providing tutoring support for students.

Goal 1: 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.

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 Graduation Cohort have passed at least three Regents exams by their second year in the cohort.

As a result of the Board of Regents' guidance regarding the cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, for the most recent second year cohort schools should report the percentage of students who either passed or were exempted from at least three exams. In August of 2021, the 2019 cohort will have completed its second year.

RESULTS AND EVALUATION

Eighty-nine percent of students in the 2019 cohort have passed or earned exemptions for at least three different Regents exams required for graduation. AMS met this measure and exceeded it by 14 percentage points.

This year, we met this benchmark and we believe this can be attributed to the following:

- 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.
- ELA Regents Administration: students now 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 starting to get to a place where we are better leveraging our data tools and the structures within the school to support making decisions about student needs.

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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)
2017	2018-19	133	70%
2018	2019-20	130	95%
2019	2020-21	131	89%

ADDITIONAL EVIDENCE

As can be seen by the data over the last few years, we have dropped slightly compared to the previous year. Much of this drop can be attributed to spending the full year in remote learning. In order for students to earn the Regents waiver/exemption, students need to earn at least two credits within the given class. As was shown in the previous metric, students earned less credit during the 2020-2021 school year compared to the previous school year. We are confident that with our summer support plan and moving back to full in-person learning next school year, that we will be able to increase this percentage.

Goal 1: Absolute Measures

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

METHOD

This measure examines students in two high school Graduation Cohorts: those who entered the 9th grade as members of the 2017 cohort and graduated four years later and those who entered as members of the 2016 cohort and graduated five years later. These data reflect August graduation rates. At a minimum, these students have passed or been exempted from five Regents exams required for high school graduation in ELA, mathematics, science, U.S. History, and Global History or met the requirements for the 4+1 pathway to graduation.³

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

RESULTS AND EVALUATION

Ninety-three percent of students in AMS's 2017 cohort graduated after four years and 96% of students in the 2016 cohort graduated after five years. The 2017 cohort's four-year graduation rate exceeded this measure by 18 percentage points and the 2016 cohort's five-year graduation rate exceeded this measure by one percentage point.

We continue to support our students in successfully graduating high school through our:

³ The state's guidance for the 4+1 graduation pathway can be found here:
<http://www.p12.nysed.gov/ciai/multiple-pathways/>.

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- Cohort model with counselor, assistant principal, and dean following their cohort over the four years.
- 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 has allowed us to analyze and learn from implementation of our focus areas, such as authentic tasks and standards based grading.

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

Cohort Designation	School Year	Number in Cohort	Percent Graduating
2015	2018-19	114	91%
2016	2019-20	107	96%
2017	2020-21	118	93%

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

Cohort Designation	School Year	Number in Cohort	Percent Graduating
2014	2018-19	102	92%
2015	2019-20	114	96%
2016	2020-21	107	96%

ADDITIONAL EVIDENCE

Over the last few years we have maintained consistency with 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.

Goal 1: 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.

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 school district of comparison. 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 2019-20 results as a temporary placeholder for the district's 2020-21 results.

RESULTS AND EVALUATION

AMS's 2017 cohort's graduation rate of 93% exceeded Community School District 10's 2016 cohort graduation rate of 80% by 13 percentage points. District data for the 2017 cohort was not available for comparison at the time of this report.

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

Cohort Designation	School Year	Charter School		School District	
		Number in Cohort	Percent Graduating	Number in Cohort	Percent Graduating
2015	2018-19	114	91%	3955	78%
2016	2019-20	107	96%	4074	80%
2017	2020-21	118	93%	TBD	TBD

ADDITIONAL EVIDENCE

At AMS we continue to exceed the four-year graduation rate of the district we are located in. We believe this is because of the flexibility of our programming, strong beliefs on teaching and learning, and our strong cohort model that supports the individual needs of our students.

Goal 1: 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.

METHOD

The New York State Board of Regents approved regulations establishing alternative pathways to graduation for all students. Students may replace one of the required Social Studies Regents exams with an approved alternative assessment. For more information about requirements and approved assessments refer to the NYSED resource online: <http://www.p12.nysed.gov/ciai/multiple-pathways/>. The school will document the names of the alternative assessments administered and success rate for students in the templates below.

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

RESULTS AND EVALUATION

Seventy percent of students in AMS's 2017 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 not meeting this measure.

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Percentage of the 2017 Graduation Cohort Pathway Students Demonstrating Success by Exam Type

Exam	Number of Graduation Cohort Members Tested (a)	Number Passing or Achieving Regents Equivalency (b)	Percentage Passing = [(b)/(a)]*100
CC Geometry Regents	8	1	13%
CC Trig Regents	1	0	0%
CDOS	2	2	100%
Chem Regents	1	0	0%
Earth Regents	2	0	0%
Living Regents	10	6	60%
Overall	10	7	70%

Pathway Exam Passing Rate by Fourth Year Accountability Cohort

Cohort Designation	School Year	Number in Cohort	Percent Passing a Pathway Exam
2015	2018-19	114	37%
2016	2019-20	107	16%
2017	2020-21	118	6%

ADDITIONAL EVIDENCE

As can be seen from the data above there are less students utilizing alternate pathways in order to meet graduation requirements, and much of this can be attributed to Regents exemptions.

SUMMARY OF THE HIGH SCHOOL GRADUATION GOAL

In school year 2020-21, 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.	Achieved
Leading Indicator	Each year, 75 percent of students in the high school Total Graduation Cohort will score at least 65 on at least three different New York State Regents exams required for graduation by the completion of their second year in the cohort.	Achieved
Absolute	Each year, 75 percent of students in the fourth year high school Total Graduation Cohort will graduate.	Achieved
Absolute	Each year, 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.	Achieved
Comparative	Each year, the percent of students in the high school Total Graduation Cohort graduating after the completion of their fourth	Achieved

	year will exceed that of the Total Graduation Cohort from the school district of comparison.	
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.	Not Achieved

ACTION PLAN

As we move into the 2021-2022 school year, we will:

- Further develop our authentic tasks and the standards we focus on as a school community. We have increased our standard options from 4 standards to 15 standards for teachers to leverage.
- Further build on our portfolio based system such that students are reflecting and revising their authentic tasks each unit and have an opportunity for year long reflection within each class. Focus on feedback and conferencing routines to support student understanding.
- Strengthen our tier 2 and tier 3 support structures by adding a second literacy intervention teacher and by focusing on literacy supports across content areas, specifically leveraging common annotation strategies.
- Be more intentional with how we support our students in their social and emotional growth. We will use SEL as a lens for our grade team work in the upcoming school year, and we will leverage the CASEL framework and the book: Culturally Responsive Teaching and the Brain.
- Further refine our CAD team routines, including leveraging a common data tool across all four cohorts in order to more effectively track student progress overtime.
- 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

GOAL 2: COLLEGE PREPARATION

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

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

- 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 College Career Readiness (CCR) elective. In this course each student develops their career aspirations, postsecondary college and trade school lists, they write the first draft of their college essay, and prepare for the SAT exam. All of the students' artifacts that are developed are organized in each students' 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. 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 two Bridge to College coaches. These coaches support our graduating seniors in finalizing the tedious steps that happen between graduation and the first day of class 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 essay, and other valuable experiences to support the rising seniors.

This year we have partnered with Local Civics, Let's Get Ready, and Lifelink to increase the support for both our current and graduating students. Local Civics has provided our students additional support with career exploration, guest speakers, resume writing workshops, and college essay writing workshops. Let's Get Ready and LifeLink will be leveraged to support our students while in college.

Goal 2: Absolute Measure

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.

METHOD

Schools use any method listed here, 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. The school reports on the number of students who attempted to achieve each indicator, the number who succeeded, and the corresponding percentage. Additionally, the school should report on the overall number of students who graduated after four years, the number of those graduates who achieved any of the relevant indicators, and the overall percentage achieving any indicator.

AMS currently has two 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.
- National Equity Lab: During the 2020-2021 school year we piloted two courses through our partnership with the National Equity Lab: Poetry in America and Big Data for Big Policy. These courses were taught by college professors using virtual tools.

RESULTS AND EVALUATION

At the time of this report 38% of AMS’s 2017 cohort demonstrated their preparation for college by achieving at least one of the indicators listed above. Although AMS’s 2017 cohort did not meet this measure, there was a 13 percentage point increase from last school year. In addition, it should be noted that scores from AP exams taken this school year will not be released by the College Board until after the submission of this report.

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Percentage of the 2017 Total Cohort Graduates Demonstrating College Preparation by Indicator

Indicator	Number of Graduates who Attempted the Indicator	Number who Achieved Indicator	Percentage of Graduates who Achieved Indicator
Passing an AP Exam	36	14	39%
Passing a College Level Course	6	6	100%
Achieving the College and Career Readiness Benchmark on the SAT	108	23	21%
Earning a Regents Diploma with Advanced Designation	110	25	23%
Achieving at least Performance Level 4 on both the ELA and Math Regents Required for Graduation	110	22	20%
Overall	110	42	38%

ADDITIONAL EVIDENCE

We have seen some pretty strong increases this year in this metric and much of this can be attributed to the following:

- Significant increase in the number of students earning an Advanced Regents Diploma. This has to do with both the Regents exemptions and our intentional shift of our Spanish program - moving it from a .5 credit class to a 1 credit course.
- An increase in the number of students earning a Level 4 on ELA and Math. These increases connect to our more intentional focus on when students retake the algebra and ELA Regents to attempt for a Level 4. It also can be attributed to our change in communication to our students and families regarding this benchmark. Previously we only communicated the CUNY college readiness benchmark which is lower than this college readiness benchmark.

Goal 2: Absolute Measure

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.

The calculation of this measure is not required for 2020-21.

Goal 2: Comparative Measure

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

The calculation of this measure is not required for 2020-21.

Goal 2: Absolute Measure

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

METHOD

The ultimate measure of whether a college prep high school has lived up to its mission is whether students actually enroll and succeed in college. Schools track and report the percentage of fourth-year Total Cohort graduates who matriculate into a two or four-year college program in the school year following graduation. Schools should update and confirm data for Cohorts prior to 2020-21 and provide preliminary matriculation data for 2017 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.

RESULTS AND EVALUATION

AMS collects matriculation data from the National Student Clearinghouse. Clearinghouse data for cohort 2017 was not available at the time of this report. This metric will be updated once the data becomes available.

Matriculation Rate of Graduates by Year

Cohort	Graduation Year	Number of Graduates (a)	Number Enrolled in 2 or 4-year Program in Following Year (b)	Matriculation Rate $=[(b)/(a)]*100$
2015	2018-19	104	93	89%
2016	2019-20	103	78	76%
2017	2020-21	110	TBD	TBD

ADDITIONAL EVIDENCE

The slight decrease from 2019 - 2020 can be attributed to transitioning to remote learning in March other than the 2020 school year. This had an impact on students' decisions to enroll in college immediately after graduating high school. We have continued to leverage our bridge to college coaches to support students in transitioning from high school to college, and we will continue to analyze our student data to ensure that all of our students have strong plans that support their goals prior to graduation. One way we are doing this is by creating a secondary profile document for each student that is updated each year through trimester based counseling meetings. This process will start for the 2021-2022 school year and we are excited to learn about the long term impact on students' postsecondary success.

SUMMARY OF THE COLLEGE PREPARATION GOAL

In school year 2020-21, AMS did not achieve the one measure, with data available, in the college preparation goal. Two measures are not applicable for the school year 2020-21 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.	Not Achieved
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

ACTION PLAN

We continue to struggle to meet all college preparation goal measures and are working strategically to ensure we continue to make strides in moving towards this ambitious goal. A few things we will focus on in the coming year(s) includes:

- Strengthening our partnership with Lehman College and the college now program. A team of staff have started to work on a more comprehensive approach to this partnership that is centered around focused communication to students and families around these great opportunities, and more clear tracking mechanisms to better learn about which students are taking advantage of these opportunities and which are not.
- Further develop our National Equity Lab partnership by connecting some of these course opportunities to some of our senior level courses. We hope that this not only strengthens our senior year for students, but that it also allows for more access to innovative and rigorous college courses.
- Work with our local SUNY colleges and universities to have some of our senior level courses count for college credit as part of the dual enrollment programs. We are currently in contact with a few schools around setting this up for the upcoming year(s). We believe this will significantly increase the number of students meeting this benchmark.
- Build on our pedagogical routines that focus on balanced assessment within all of our courses, with an intentional focus on retrieval practice - a research backed approach to supporting students in transferring their knowledge.

GOAL 3: ENGLISH LANGUAGE ARTS

HIGH SCHOOL ENGLISH LANGUAGE ARTS

Goal 3: Absolute Measure

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 school administered the Regents English exam that students must pass to graduate. 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.

Due to the state's cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort 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.

RESULTS AND EVALUATION

Forty-nine percent of students in AMS's 2017 cohort scored at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core). Although AMS's 2017 cohort fell short of meeting this measure there was a one percentage point increase from the previous year.

We believe that this increase can be attributed to a few key decisions we have made as a school community.

- Stronger communication of the Level 4 benchmark to students and families.
- More intentional timing of when students sit for the exam and resit when they do not meet the benchmark.
- More focused and coherent curriculum with an emphasis on writing skills.
- A balanced assessment approach that values our authentic tasks with cumulative regents based assessments in each unit.
- A focus on cross content annotation skills.
- A school-wide approach to cross content standards/competencies.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Percent Scoring at Least Level 4 on Regents English Common Core Exam
by Fourth Year Accountability Cohort⁴

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)
2015	2018-19	114	0	48	42%
2016	2019-20	106	2	50	48%
2017	2020-21	117	13	51	49%

ADDITIONAL EVIDENCE

We have seen an increase over time for this data metric and though we only increased by one percentage point with this current cohort, it should be noted that the 2017 cohort missed three key testing opportunities due to moving into remote learning because of Covid-19. We have an additional 14% of students who earned within four points of a Level 4, and we are confident that if these students had another opportunity to sit for the exam a large percentage of them would have met this benchmark.

Percent Achieving at Least Level 4 by Cohort and Year

Cohort Designation	2018-19		2019-20		2020-21	
	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4 ⁵
2017	133	14%	120	47%	117	49%
2018	126	1%	130	7%	124	18%
2019			135	1%	131	2%
2020					126	0%

Goal 3: Absolute Measure

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 school administered the Regents English exam that students must pass to graduate. The school scores Regents on a scale from 0 to 100. 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.

⁴ Based on the highest score for each student on the English Regents exam

⁵ Percent scoring at least Level 4 among students with valid score

Due to the state's cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort 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 3 among the students who sat for the exam.

RESULTS AND EVALUATION

Eighty-seven percent of students in AMS's 2017 cohort (with valid scores) scored at or above Performance Level 3 on the Regents Exam in English Language Arts (Common Core). AMS's 2017 cohort exceeded the measure by seven percentage points. In addition, it should be noted that a total of 25 students, 13 with no valid score and 12 who had previously sat for the exam, earned Regents waivers. Therefore 98% of students in cohort 2017 met the ELA Regents requirement for graduation.

The structures, teaching and learning, and data tools the ELA team leverages, supports our students in reaching the Level 3 requirements and exceeding the 80% benchmark. As mentioned above cohort 2017 missed out on three key opportunities to resit for this exam.

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)
2015	2018-19	114	0	105	92%
2016	2019-20	106	2	92	88%
2017	2020-21	117	13	90	87%

ADDITIONAL EVIDENCE

Though there has been a slight drop, it is not significant enough to be concerned. Plus, this cohort has missed three opportunities to re-sit for the ELA exam in order to meet the Level 3 benchmark. We are confident that if students had these opportunities that we would be above the 90% benchmark.

Percent Achieving at Least Level 3 by Cohort and Year

Cohort Designation	2018-19		2019-20		2020-21	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing ⁶
2017	133	21%	120	85%	117	87%
2018	126	1%	130	7%	124	18%
2019			135	2%	131	2%
2020					126	0%

⁶ Percent scoring at least Level 4 among students with valid score

Percent Achieving at Least Level 3 / Exempted by Cohort				
Cohort Designation	Number in Cohort	Total Number Exempted	Number Scoring at Least Level 3	Percent Scoring at Least Level 3/Exempted
2017	117	25	90	98%
2018	124	108	3	90%
2019	131	0	3	2%
2020	126	1	0	1%

Goal 3: Absolute Measure

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.

The calculation of this measure is not required for 2020-21.

Goal 3: Comparative Measure

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.

The calculation of this measure is not required for 2020-21.

Goal 3: Comparative Measure

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.

The calculation of this measure is not required for 2020-21.

Goal 3: Comparative Measure

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.

The calculation of this measure is not required for 2020-21.

Goal 3: Growth Measure

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

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.

RESULTS AND EVALUATION

Twenty-six percent of students in the 2017 cohort who were not proficient on their NYS 8th grade English language arts exam scored at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core), therefore not meeting this measure.

We continue to analyze our ELA results leveraging our team structures and based on our noticings, we refine and further develop our curriculum as necessary. This process will continue in order to support this subgroup of students in reaching a Level 4 on the ELA exam.

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

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th 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)
2015	2018-19	80	0	25	31%
2016	2019-20	64	1	23	37%
2017	2020-21	62	1	16	26%

ADDITIONAL EVIDENCE

The decrease can be attributed to the lack of opportunities for this cohort to sit for the ELA exam. Having limited opportunities has been a critical reason for some of the decreases compared to previous years.

Goal 3: Growth Measure

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

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.

RESULTS AND EVALUATION

Sixty-seven percent of students in the 2017 cohort who were not proficient on their NYS 8th grade English language arts exam scored at or above Performance Level 3 on the Regents Exam in English Language Arts (Common Core). AMS's 2017 cohort did not achieve this measure.

Similar to the metric above, not meeting this metric has much to do with the significant decrease in the opportunities to sit for the ELA exam. The cohort 2017 only had one opportunity vs the four opportunities for the previous cohorts.

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

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th 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)
2015	2018-19	80	0	68	85%
2016	2019-20	64	1	51	81%
2017	2020-21	62	1	41	67%

ADDITIONAL EVIDENCE

Given that we have been in remote learning for over a year plus, it is difficult to understand how future cohorts are doing as it relates to this metric, as they have never actually sat for the exam. We will continue to analyze our internal assessments to understand how we are supporting our students in meeting this benchmark in the future.

SUMMARY OF THE HIGH SCHOOL ENGLISH LANGUAGE ARTS GOAL

In school year 2020-21, AMS achieved one of the eight measures in the English language arts goal. Four measures were not applicable for school year 2020-21.

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.	Not Achieved
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.	Achieved
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

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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 th grade English language arts exam will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	Not Achieved
Growth	Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade English language arts exam will at least partially meet Common Core expectations (currently scoring at least Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	Not Achieved

ACTION PLAN

Much of the data from cohort 2017 is difficult to analyze given the lack of opportunities for them to sit for the ELA exam. In thinking about how we are supporting future cohorts in meeting these ambitious benchmarks, especially the Level 4 benchmarks, 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.
- Continue to focus on a balanced assessment approach where each unit has both an authentic task and a cumulative regents assessment.
- Further develop our standards based feedback structures that focus on self-assessment and teacher based feedback that is actionable.
- Leverage our performance series reading assessment data across all content areas to support students in their critical reading development.
- Build on the common annotation strategies developed over the last year plus and incorporate them into all classes.
- Leverage our writing standards across content areas to further support our students ability to effectively communicate their ideas in writing.

GOAL 4: MATHEMATICS

HIGH SCHOOL MATHEMATICS

Goal 4: Absolute Measure

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 school administered the Regents mathematics exam(s) that students must pass to graduate. 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 any Regents Common Core mathematics exams. 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.

Due to the state's cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort who had not previously sat for any mathematics exam but were scheduled to sit for one 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 requirement as well as the percentage of students achieving at least Level 4 among the students who sat for any exam.

RESULTS AND EVALUATION

Twenty-two percent of students in AMS's 2017 cohort scored at or above Performance Level 4 on a Regents mathematics exam. Although AMS's 2017 cohort fell short of meeting this measure, there was a six percentage point increase from last year.

At AMS, we have struggled to meet the ambitious goal of 65% of students scoring at Performance Level 4 on mathematics Regents. Although we are far from meeting this measure, we continue to make progress each year and will continue to further analyze the data to make decisions on further improving this outcome.

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)
2015	2018-19	114	0	15	13%
2016	2019-20	106	1	17	16%
2017	2020-21	117	0	26	22%

ADDITIONAL EVIDENCE

Though we are not yet meeting this ambitious target, we do see some increases year over year. Much of this can be attributed to our focus on balanced assessment such that each unit has both an authentic task and a cumulative regents assessment. Additionally, our more intentional communication around this benchmark compared to the CUNY benchmark has proven to be effective. It is also important to note that 21% of the cohort 2017 were within 5 points of meeting this Level 4 benchmark.

Percent Achieving at Least Level 4 by Cohort and Year

Cohort Designation	2018-19		2019-20		2020-21	
	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4 ⁷
2017	133	17%	120	22%	117	22%
2018	126	15%	130	19%	124	20%
2019			135	28%	131	34%
2020					126	0%

Goal 4: Absolute Measure

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 school administered the Regents mathematics exam(s) that students must pass to graduate. 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 mathematics exams. 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.

Due to the state's cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort who had not previously sat for any mathematics exam but were scheduled to sit for one 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 requirement as well as the percentage of students achieving at least Level 3 among the students who sat for any exam.

RESULTS AND EVALUATION

Eighty-nine percent of students in AMS's 2017 cohort (with valid scores) scored at or above Performance Level 3 on a Regents mathematics exam. AMS's 2017 cohort met this measure and exceeded it by nine percentage points. In addition, it should be noted that 11 students, who had previously sat for a math exam, earned Regents waivers. Therefore 98% of students in cohort 2017 met the math Regents requirement for graduation.

⁷ Percent scoring at least Level 4 among students with valid score

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

At AMS we continue to successfully meet the Level 3 benchmark and much of this can be attributed to:

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

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)
2015	2018-19	114	0	106	93%
2016	2019-20	106	1	92	88%
2017	2020-21	117	0	104	89%

ADDITIONAL EVIDENCE

It is evident that this is an area of strength for AMS as previous cohorts have met this measure. As indicated in the table below, 73% of students in the 2018 cohort (with valid scores) scored at or above Performance Level 3 on a Regents mathematics exam prior to starting their fourth year. Further, an additional 31 students earned Regents exemption waivers. Therefore, 98% of students in cohort 2018 have met the math Regents requirement for graduation prior to the start of their fourth year. Our math team will analyze end of year results and develop action plans to best support our students in continuing to meet this measure and move towards achieving Performance Level 4. The slight decreases can be attributed to having less opportunities to resit for the algebra exam due to transitioning to remote learning.

Percent Achieving at Least Level 3 by Cohort and Year

Cohort Designation	2018-19		2019-20		2020-21	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing ⁸
2017	133	82%	120	89%	117	89%
2018	126	61%	130	72%	124	73%
2019			135	57%	131	68%
2020					126	11%

Percent Achieving at Least Level 3 / Exempted by Cohort

Cohort Designation	Number in Cohort	Total Number Exempted	Number Scoring at Least Level 3	Percent Scoring at Least Level 3/Exempted
2017	117	11	104	98%
2018	124	31	90	98%
2019	131	94	32	96%
2020	126	108	2	87%

⁸ Percent scoring at least Level 4 among students with valid score

Goal 4: Absolute Measure

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.

The calculation of this measure is not required for 2020-21.

Goal 4: Comparative Measure

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

The calculation of this measure is not required for 2020-21.

Goal 4: Comparative Measure

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

The calculation of this measure is not required for 2020-21.

Goal 4: Comparative Measure

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.

The calculation of this measure is not required for 2020-21.

Goal 4: Growth Measure

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

METHOD

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

RESULTS AND EVALUATION

Eight percent of students in AMS’s 2017 cohort who were not proficient on their NYS 8th grade mathematics exam scored at or above Performance Level 4 on a Regents mathematics exam, therefore not meeting this measure.

A big area of growth for our math team is supporting students in scoring at or above Performance Level 4, who are coming in from 8th grade below proficiency. It is evident that this is a big hurdle for our students, which makes sense as our students sit for the algebra I exam at the end of 9th grade, only one year from their 8th grade score. It is extremely challenging to go from below proficiency to a Level 4 in one year. We will continue to analyze our math results to determine the best way to support students in meeting this benchmark. We have developed a math-lab course for students who are coming into 9th grade below proficient in math, but our students have not sat for an Algebra exam since initiating this course. We hope to be able to further analyze this data in the future.

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

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th 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)
2015	2018-19	79	0	4	5%
2016	2019-20	72	0	5	7%
2017	2020-21	71	0	6	8%

ADDITIONAL EVIDENCE

As can be seen with the table above, we see a small increase in this percentage from last year, and this is an area we need to further investigate to determine the best strategy to increase the number of students coming in below proficiency and leaving at Level 4.

Goal 4: Growth Measure

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

METHOD

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.

RESULTS AND EVALUATION

Eighty-six percent of students in AMS's 2017 cohort who were not proficient on their NYS 8th grade mathematics exam (with valid scores) scored at or above Performance Level 3 on a Regents mathematics exam. AMS's 2017 cohort met this measure and exceeded it by 11 percentage points.

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

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th 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)
2015	2018-19	79	0	71	90%
2016	2019-20	72	0	60	83%
2017	2020-21	71	0	61	86%

ADDITIONAL EVIDENCE

As can be seen by the slight increase from the 2016 cohort, we are continuing to be successful in supporting our students in meeting the Level 3 benchmark prior to graduation. Much of this can be attributed to our balanced assessment approach and support for students who are unsuccessful during their first attempt. We will continue to leverage our strong structures of student support, while further developing our ability to support our students in reaching a Level 4.

SUMMARY OF THE HIGH SCHOOL MATHEMATICS GOAL

In school year 2020-21, AMS achieved two of the eight measures in the high school mathematics goal. Four measures were not applicable for school year 2020-21.

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.	Not Achieved
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.	Achieved
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 th grade mathematics exam will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	Not Achieved
Growth	Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade mathematics exam will at least partially meet Common Core expectations (currently scoring at least Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	Achieved

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.
- Further develop our feedback routines that include self-assessment and actionable, concise teacher feedback.
- Leverage or school-wide standards to push deep learning.
- Further analyze math lab student data to determine how successful this structure is at supporting this sub-group of students.
- Continue to strengthen our communication to students and families as it relates to our Level 4 benchmark.
- Use junior year math class as a mechanism to support students in further developing their algebra skills and have a sub-group of students re-sit in both January and June of their junior year.

GOAL 5: SCIENCE

HIGH SCHOOL SCIENCE

Goal 5: 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 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, 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.

Due to the state's cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort 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 passing among the students who sat for the exam.

RESULTS AND EVALUATION

Eighty-four percent of students in AMS's 2017 cohort (with valid scores) scored at least 65 on a Regents science exam. AMS's 2017 cohort met this measure and exceeded it by 9 percentage points. In addition, it should be noted that a total of 18 students, one with no valid score and 17 who had previously sat for a science exam, earned Regents waivers. Therefore 99% of students in cohort 2017 met the science Regents requirement for graduation.

We continue to meet this benchmark at AMS, and much of this can be attributed to our balanced assessment approach and the fact that our students take both Living Environment with an every-other day Living Environment lab course. This additional structure has supported our students in developing the lab, content knowledge, and underlying skills to be successful with performing on the Living Environment Regents.

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)
2015	2018-19	114	0	100	88%
2016	2019-20	106	0	92	87%
2017	2020-21	117	1	98	84%

ADDITIONAL EVIDENCE

Though there is a slight decrease from the previous year, as well as some decreases in future cohorts (seen in the table below), much of these decreases can be attributed to the lack of opportunities for students to sit for the exam. Cohort 2017 had three less opportunities to sit for the exam, compared to previous cohorts. Additionally cohort 2018, 2019, and 2020 have had even fewer opportunities to sit and/or re-sit for the exam and this is a significant factor in the data table below.

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

Cohort Designation	2018-19		2019-20		2020-21	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2017	133	80%	120	83%	117	84%
2018	126	67%	130	74%	124	77%
2019			135	16%	131	51%
2020					126	22%

Percent Passing / Exempted by Cohort				
Cohort Designation	Number in Cohort	Total Number Exempted	Number Passing	Percent Passing/Exempted
2017	117	18	98	99%
2018	124	27	94	98%
2019	131	104	21	95%
2020	126	108	4	89%

Goal 5: Comparative Measure

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

The calculation of this measure is not required for 2020-21.

ADDITIONAL EVIDENCE

N/A

GOAL 6: SOCIAL STUDIES

HIGH SCHOOL SOCIAL STUDIES

Goal 6: Social Studies

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

Goal 6: 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.

Due to the state's cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort 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 passing among the students who sat for the exam.

RESULTS AND EVALUATION

Twenty-nine percent of students in AMS's 2017 cohort (with valid scores) scored at least 65 on the NYS Regents U.S. History exam, therefore not meeting this measure. In addition, it should be noted that a total of 105 students, 103 with no valid score and 2 who previously sat for the U.S. History exam, earned Regents waivers. Therefore 93% of students in cohort 2017 met the U.S. Regents requirement for graduation.

Unfortunately cohort 2017 students did NOT have the opportunity to sit for the US history Regents as we needed to transition to remote learning prior to the June 2019 administration (the first attempt window). The twenty nine percent that had valid scores sat for the exam in middle school.

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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)
2015	2018-19	114	3	81	73%
2016	2019-20	106	4	78	76%
2017	2020-21	117	103	4	29%

ADDITIONAL EVIDENCE

It is challenging to analyze the trends over time given the circumstances of remote learning. We have continued to leverage our department team structures to analyze student work data and leverage this to make informed decisions about teaching practices. We have leveraged cross content annotation and writing skills to further support our students in becoming effective communicators in writing. Additionally, we have been developing internal authentic tasks aligned to cross content standards that we will further analyze to support students in developing the necessary US history content knowledge and civic mindsets.

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

Cohort Designation	2018-19		2019-20		2020-21	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing ⁹
2017	133	4%	120	25%	117	29%
2018	126	11%	130	12%	124	56%
2019			135	7%	131	7%
2020					126	0%

Percent Passing / Exempted by Cohort

Cohort Designation	Number in Cohort	Total Number Exempted	Number Passing	Percent Passing/Exempted
2017	117	105	4	93%
2018	124	101	14	93%
2019	131	1	9	8%
2020	126	15	0	12%

Goal 6: 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 school district of comparison.

The calculation of this measure is not required for 2020-21.

⁹ Percent scoring at least Level 4 among students with valid score

Goal 6: 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.

Due to the state's cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort 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 passing among the students who sat for the exam.

RESULTS AND EVALUATION

Eighty-two percent of students in AMS's 2017 cohort (with valid scores) scored at least 65 on the NYS Regents Global History exam. AMS's 2017 cohort met and exceeded this measure by seven percentage points. It should be noted that a total of 21 students, one with no valid score and 20 who had previously sat for the exam, earned Regents waivers. Therefore, 99% of students in cohort 2017 met the Global History Regents requirement for graduation.

We saw a significant increase in the percentage of students who were successful in passing the Global History Regents exam. Much of this can be attributed to:

- The change in the exam is more aligned to the teaching and learning we were already engaging our students in.
- Stronger teacher development structures and consistent teachers (retention) teaching the course.
- A more intentional focus on reading and writing skills.

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)
2015	2018-19	114	0	82	72%
2016	2019-20	106	1	69	65%
2017	2020-21	117	1	95	82%

ADDITIONAL EVIDENCE

Unfortunately it is somewhat difficult to analyze the trends over time, as cohort 2017 was the last cohort to sit for the Global History exam due to transitioning to remote learning. We are confident that our department learning structures, our focus on balanced assessment, and our development

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of authentic tasks will continue to support future cohorts in being successful in passing their Global History Exam. Additionally, we will be part of the NYS pilot for the Seal of Civic Engagement, which will push to further refine our Senior Civic Impact Project. We are excited to participate in the pilot!

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

Cohort Designation	2018-19		2019-20		2020-21	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing ¹⁰
2017	133	71%	120	81%	117	82%
2018	126	0%	130	10%	124	17%
2019			135	0%	131	0%
2020					126	0%

Percent Passing / Exempted by Cohort				
Cohort Designation	Number in Cohort	Total Number Exempted	Number Passing	Percent Passing/Exempted
2017	117	21	95	99%
2018	124	118	1	96%
2019	131	113	0	86%
2020	126	0	0	0%

Goal 6: 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 school district of comparison.

The calculation of this measure is not required for 2020-21

ADDITIONAL EVIDENCE

N/A

¹⁰ Percent scoring at least Level 4 among students with valid score

GOAL 7: ESSA

Due to COVID-19 and the subsequent changes to the state's testing, accountability, and federal reporting requirements, the 2020-21 school accountability statuses are the same as those assigned for the 2019-20 school year. The 2019-20 accountability statuses were based on 2018-19 exam results. Assigned accountability designations and further context can be found [here](#).

Goal 7: Absolute Measure

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.

METHOD

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.

RESULTS AND EVALUATION

AMS was in good standing for the 2020-21 school year and therefore continues to meet this measure.

ADDITIONAL EVIDENCE

AMS completed its first year of its current accountability period and was in good standing every year in the previous accountability period.

Accountability Status by Year

Year	Status
2018-19	Good Standing
2019-20	Good Standing
2020-21	Good Standing