



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

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

Submitted to the SUNY Charter Schools Institute on:

September 17, 2018

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2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

Robert Hiller, Principal, Melissa Marcus, Senior Program Officer, Charter, and Triveni Gandhi, Data Analyst, New Visions for Public Schools prepared this 2017-18 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
Peter Cantillo	Member
Nancy Grossman	Chair
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Robert Hiller has served as the principal since August 1, 2015.

Mission

The New Visions Charter High School for Advanced Math and Science (AMS) is a small school that opened in 2011 and served approximately 489 students in grades 9-12 in 2017-2018. AMS is academically rigorous, committed to parent and community outreach, and dedicated to serving high-need students. The school is part of the New Visions Charter High Schools' (NVCHS) network which is a network of secondary schools dedicated to supporting all students in meeting the highest academic standards. We shift classroom dynamics from one where students receive information to one where students find solutions to community-defined problems by using their imagination coupled with a mastery of content and skills. We challenge our students to present and defend their learning as part of preparing and supporting them to graduate ready for college, careers and a 21st century economy. Teaching and learning in AMS, as in all New Visions Charter High Schools, is built upon the Lincoln Center Education Capacities for Imaginative Thinking¹, informed by challenge-based curricula that are aligned to the Common Core Standards, applied to improving local communities and driven by student performance data.

Student Population

Located in the Marble Hill community of the Bronx, AMS serves students from predominantly low-income families. In the 2017-2018 school year, 489 students were enrolled in AMS. Of these students:

- 74% are eligible for free or reduced price lunch
- 92% are Black or Latino
- 16% are students with disabilities
- 9% are English Language Learners

Key Design Elements

Key design elements of the model include:

- An instructional model that requires students to reflect and assess constantly. As students employ the Capacities for 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 10th grade students that sets academic and behavioral expectations and introduces them to challenge-based learning.

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

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

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

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School Enrollment by Grade Level and School Year

School Year	9	10	11	12	Total
2013-14	105	122	108	0	335
2014-15	157	104	98	108	467
2015-16	151	134	84	87	456
2016-17	159	137	109	85	490
2017-18	136	132	119	102	489

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 2014 state Accountability Cohort consists of students who entered the 9th grade anywhere in the 2014-15 school year, were enrolled in the school on the state's annual enrollment-determination day (i.e., BEDS day) in the 2017-18 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: <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 anywhere 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 30 th
2015-16	2012-13	2012	100	1	99
2016-17	2013-14	2013	91	4	87
2017-18	2014-15	2014	102	0	102

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.

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Fourth Year Total Cohort for Graduation

Fourth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Enrolled on June 30 th of the Cohort's Fourth Year (a)	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)
2015-16	2012-13	2012	99	3	102
2016-17	2013-14	2013	87	1	88
2017-18	2014-15	2014	102	0	102

Fifth Year Total Cohort for Graduation

Fifth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Enrolled on June 30 th of the Cohort's Fifth Year (a)	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)
2015-16	2011-12	2011	9	107	116
2016-17	2012-13	2012	6	96	102
2017-18	2013-14	2013	9	79	88

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 (if 44 needed for graduation) 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.

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 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.

RESULTS AND EVALUATION

Ninety-four percent of students in the 2016 cohort and 93% of students in the 2017 cohort, earned the required number of credits to be promoted to the next grade level. AMS's first and second year cohorts met this measure.

At AMS, 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 grade team structure which meets twice a month to analyze student results and make informed decisions about the trends and individual needs within the cohort. Lastly, each trimester we give students and their families three progress reports, approximately every three weeks. These progress reports provide

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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 2017-18

Cohort Designation	Number in Cohort	Percent Promoted
2016	122	94%
2017	119	93%

ADDITIONAL EVIDENCE

AMS has consistently met this measure previously and continued to meet it this past academic year. We believe this can be attributed to our organizational cohort model and the structures we have in place to monitor and analyze student results throughout each trimester, specifically grade teams and department structures.

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. In August of 2018, the 2016 cohort will have completed its second year.

RESULTS AND EVALUATION

Sixty-two percent of students in the 2016 cohort have passed at least three different Regents exams required for graduation. AMS fell short of meeting this measure by 13 percentage points.

One reason for the decrease in percentage of students meeting this measure can be attributed to a strategic decision to change when our students sit for the ELA Regents exam. Cohort 2014 and 2015 had a chance to sit for the ELA Regents exam at the end of their sophomore year, while cohort 2016 will not sit for the ELA Regents until January 2019 during their junior year. Though this change has impacted our ability to meet this measure, we believe in the long term it will increase our students' level of performance during their first time testing.

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

Cohort Designation	Number in Cohort	Percent Passing Three Regents
2014	102	73%
2015	119	71%
2016	122	62%

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ADDITIONAL EVIDENCE

N/A

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 2014 cohort and graduated four years later and those who entered as members of the 2013 cohort and graduated five years later. These data reflect August graduation rates. At a minimum, these students have passed 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 below the graduation goal's first measure pertaining to annual grade-by-grade promotion or credit accumulation.

RESULTS AND EVALUATION

Eighty-five percent of students in AMS's 2014 cohort graduated after four years and 94% of students in the 2013 cohort graduated after five years. The 2014 cohort's graduation rate exceeded this measure by ten percentage points, however the 2013 cohort's graduation rate after five years fell short of meeting this measure by one percentage point.

Our consistent ability to meet and exceed the fourth-year graduation rate measure can be attributed to the utilization of a trimester program model. Our trimester schedule provides flexibility to support the diverse needs of our students. This flexibility has allowed AMS to support students in developing the necessary skills to be successful in obtaining the credits and Regents exams needed for graduation. We have leveraged our different structures to monitor progress towards graduation and have used data tools provided by New Visions to help make informed decisions about trends and individual needs. We have also used our 8th period office hours and Saturday Regents prep structures to best support our students in need of additional supports.

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

Cohort Designation	Number in Cohort	Percent Graduating
2012	102	90%
2013	88	86%
2014	102	85%

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

Cohort Designation	Number in Cohort	Percent Graduating
2011	116	95%
2012	102	93%
2013	88	94%

ADDITIONAL EVIDENCE

The slight fluctuation in cohort graduation rates can be explained by inconsistent norms with respect to leading a cohort. With our first few graduating classes, we relied on an individual cohort assistant principal and cohort counselor to monitor and support their assigned cohort. Because of this, we have focused our work on developing clear structures and routines in regards to leading a cohort of students towards graduation. These routines include monthly data review of students' academic progress with all assistant principals and counselors. We believe this structure and routine to analyzing data will help AMS build capacity within its cohort model to best support the unique needs of each cohort.

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 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 AND EVALUATION

AMS's 2014 cohort's graduation rate of 85% exceeded Community School District 10's 2013 cohort graduation rate by 14 percentage points. District data for the 2014 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	Charter School		School District	
	Number in Cohort	Percent Graduating	Number in Cohort	Percent Graduating
2012	102	90%	4,098	69%
2013	88	86%	3,858	71%
2014	102	85%	TBD	TBD

ADDITIONAL EVIDENCE

AMS's first three cohorts posted four-year graduation rates of 91%, 90% and 86% respectively, all rates considerably higher than those of the local district.

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 bellow.

RESULTS AND EVALUATION

One hundred percent of students in AMS's 2014 cohort who pursued an alternative graduation pathway achieved a Regents equivalency score and passed an approved pathway assessment required for graduation. AMS's 2014 cohort met this measure and exceeded it by 25 percentage points.

At AMS we have leveraged the 4+1 opportunity to meet the unique needs of our students. As seen in the data, there is significant increase in utilizing this option and much of this can be attributed to developing more structures and routines around offering students the +1 opportunity. We have become more strategic in leveraging the CDOS for our students during their senior year as a way to support students who have not yet passed five Regents exams. We will continue to develop the systems and structures around the 4+1 option.

Percentage of the 2014 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 Algebra	61	1	2%
CC Geometry	61	3	5%
CDOS	61	33	54%
Earth Science	61	17	28%
Geometry	61	2	3%
Integrated Algebra	61	1	2%
Living Environment	61	4	7%
Overall	61	61	100%

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Pathway Exam Passing Rate by Fourth Year Accountability Cohort

Cohort Designation	Number in Cohort	Percent Passing a Pathway Exam
2012	102	28%
2013	88	30%
2014	102	60%

ADDITIONAL EVIDENCE

N/A

SUMMARY OF THE HIGH SCHOOL GRADUATION GOAL

AMS achieved four of six measures for the high school graduation goal in the 2017-18 school year.

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) 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.	Not 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.	Not Achieved
Comparative	Each year, the percent of students in the high school Total Graduation Cohort graduating after the completion of their fourth year will exceed that of the Total Graduation Cohort from the school district of comparison.	Achieved
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.	Achieved

ACTION PLAN

As we move into the coming year, we will be building on our success by further developing systems and routines around our interventions, specifically academic and Regents interventions. We will be using our grade team structures to identify students who are in need of academic intervention (based on their previous performance in their classes) and students who are in need of Regents interventions (students who have accumulated credits, but have not successfully passed their Regents exams). The students we identify will be placed into the intervention program, which will take place during our 8th period office hours. Our SPED/ELL team will be leading the academic

intervention work and will leverage the SPED/ELL department team meetings to build our teachers' capacity to move this very important area of work. Our general education content teachers will be leading the Regents intervention which will take place during the two months prior to the administration of the exam.

GOAL 2: COLLEGE PREPARATION

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

Goal 2: Absolute Measure

Each year, 75 percent of graduating students will demonstrate their preparation for college by achieving 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;
- 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 measures, and the overall percentage achieving the measure.

RESULTS AND EVALUATION

Thirty-two percent of AMS's 2014 cohort demonstrated their preparation for college by achieving at least one of the indicators listed above, therefore not meeting the goal of 75%.

We will continue to build our teachers' capacity to implement instruction and assignments that ask students to think deeply about the content they are learning and further develop our students' ability to communicate their understanding through conversation and writing.

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Percentage of the 2014 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	46	7	8%
Passing a College Level Course	0	0	0%
Achieving the College and Career Readiness Benchmark on the SAT	86	25	29%
Earning a Regents Diploma with Advanced Designation	87	0	0%
Achieving Performance Level 4 on both the ELA and Math Regents Required for Graduation	87	7	8%
Overall	87	28	32%

ADDITIONAL EVIDENCE

Though we have yet to meet this measure, we continue to improve our ability to move towards achieving this goal each year. An area of focus will be assessments and the types of college preparation opportunities we offer our students to ensure they leave AMS prepared for college and/or a career.

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.

METHOD

The state’s recently finalized ESSA plan includes a College, Career, and Civic Readiness Index that measures the rate of completion among the Total Cohort of a variety of indicators of readiness for the next step after high school. Indicators that are more rigorous and that are therefore more difficult to attain receive greater weight in the new CCCRI (e.g., attaining a Regents diploma and a score of 4 or higher on an IB exam). Conversely, some less rigorous indicators that were not included in the College and Career Readiness Index under the state’s NCLB accountability system are included in the CCCRI (e.g., completion of a high school equivalency program).⁴

To achieve this measure, the school must have a CCCRI value that equals or exceeds the 2017-18 CCCRI MIP for all students. The state will calculate and disseminate the MIP in the summer of 2018. The CCCRI is calculated by multiplying the number of students in the cohort demonstrating college and career readiness by the weighting for the method by which the student demonstrated college

⁴ For more detail about the weighting of college readiness methods for calculation of the CCCRI, see page 64 of the state’s finalized ESSA plan here: www.p12.nysed.gov/accountability/essa/documents/nys-essa-plan-final-1-16-2018.pdf

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and career readiness, divided by the number of students in the cohort. The highest possible CCCRI is 200.

RESULTS AND EVALUATION

AMS's 2014 cohort achieved a College, Career, and Civic Readiness Index of 115. The Measure of Interim Progress set forth in the state's ESSA accountability system was not available at the time of this report, therefore this measure could not be assessed.

CCCRI Performance by Cohort Year

Graduation Year	Cohort	Number of Students in Cohort	MIP	School CCCRI
2017-18	2014	102	TBD	115

ADDITIONAL EVIDENCE

N/A

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.

METHOD

The school compares the CCCRI of students from the fourth year in the charter school Total Cohort to that of the respective cohort of students in the school district of comparison.

RESULTS AND EVALUATION

AMS's 2014 cohort achieved a CCCRI of 115. District data for the 2014 cohort's CCCRI was not available for comparison at the time of this report, therefore this measure could not be assessed.

CCCRI of Fourth Year Total Cohort by Charter School and School District

Cohort	Charter School	School District
2014	115	TBD

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 fall following graduation.

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RESULTS AND EVALUATION

AMS collects matriculation data from the National Student Clearinghouse. Clearinghouse data for the 2014 cohort was not available at the time of this report. The 2013 cohort had a matriculation rate of 86%, exceeding the measure by 11 percentage points.

At AMS we leveraged our two college counselors (one for eleventh grade and one for twelfth grade) to support our students in matriculating into college after high school. We have also leveraged a summer college coach to support our students in finishing the necessary steps to enroll. We believe these structures and personnel decisions have supported our school community in exceeding this goal.

Matriculation Rate of Graduates by Year

Cohort	Number of Graduates (a)	Number Enrolled in 2 or 4-year Program in Fall (b)	Matriculation Rate $=[(b)/(a)]*100$
2012	92	65	71%
2013	76	65	86%
2014	87	TBD	TBD

SUMMARY OF THE COLLEGE PREPARATION GOAL

AMS achieved one of four measures for the college preparation goal in the 2017-18 school year. Data for two of the four measures were not available at the time of this report and therefore could not be assessed.

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.	TBD
Comparative	Each year, the school's CCCRI for the Total Cohort will exceed that of the district's Total Cohort.	TBD
Absolute	Each year, 75 percent of graduating students will matriculate into a college or university in the year after graduation.	Achieved

ACTION PLAN

To reach our goal of 75% of students achieving one or more indicators of college readiness we will focus on assessments and building teacher capacity to implement meaningful experiences in the classroom. We will be leveraging a balanced assessment approach across all classes in the upcoming school year. In addition, we will utilize the New Visions Data Portal to identify students on track for an Advanced Regents diploma and strategically program them to meet remaining requirements. For the 2018-19 school year we have also shifted when we will be administering the ELA Regents exam. We had previously administered the exam at the end of students' sophomore year, and for the upcoming year we will be administering the exam during January of students' junior year. We believe this additional time will help students develop the critical skills necessary to perform at a high level. It will also afford us the opportunity to re-test students more seamlessly during the June

administration. For math we will be leveraging our junior year algebra II course to re-sit students in January. This will give students an opportunity to deepen their conceptual understanding of mathematics and increase their procedural fluency. Lastly, AMS will be part of the New Visions College Advising pilot for the 2018-19 school year. This pilot will support our school community in further systemizing processes to support our students and staff in the college process.

GOAL 3: ENGLISH LANGUAGE ARTS

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Students will meet all the New York State graduation requirements.

BACKGROUND

At AMS we focus on a challenge based ELA curriculum. Each trimester students complete an authentic multi-day assessment that is connected to the big ideas of the trimester. Within each unit there are rich experiences that ask students to engage in thinking, collaboration, and to effectively communicate their thoughts in discussion and writing. These experiences focus on the Common Core Standards, as well the Lincoln Center Capacities for Imaginative Learning. Our ELA curriculum provides students the opportunity to work with a teaching artist from Lincoln Center, which infuses the Capacities for Imaginative Learning through art based instruction. Eleventh grade students have the option to take either ELA 11 or Pre-AP ELA and twelfth grade students can then choose from AP English literature or ELA 12. Students are assessed to determine their Lexile levels through Performance Series Reading and their ability to effectively communicate in writing through the New Visions On-Demand Writing assessment. Both assessments are administered in the fall, the data is used to make informed decisions about targeted supports for students. Students are tested again in the spring to assess growth. Our ELA teachers met weekly as a department for professional learning. During these meetings the team analyzed student work, engaged in collaborative planning experiences such as lesson and unit study, and discussed reading and writing strategies. In addition, teachers met once a month in cross content teacher effectiveness teams, which focused on discussion based teaching for the 2017-18 school year. There were a total of six small cross content teams facilitated by teacher leaders and/or assistant principals.

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 a 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 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).⁵ 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.

⁵ Students in the 2014 and 2015 high school Accountability Cohorts may have taken the Regents Comprehensive English exam. As such, for 2017-18 and 2018-19, the Institute will continue to count any student who achieved at least a scale score of 75 (the previous target for college and career readiness) on that exam as having met the target for this measure.

RESULTS AND EVALUATION

Forty percent of students in AMS's 2014 cohort scored at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core). AMS's 2014 cohort fell short of meeting this measure by 25 percentage points.

To increase future performance, the school will look closely at students' writing to determine effective strategies to improve their ability to effectively communicate through writing. AMS will continue to be part of the New Visions On-Demand Writing initiative in the coming school year. In this initiative we compare student's writing skills both at the sentence and paragraph level against grade level standards. Students are given a writing performance task in the fall to assess their writing skills. AMS utilizes a process to analyze this data and communicate feedback to students. We then leverage this information to make decisions on how to best support students in the development of their writing. Students are assessed again in the spring to measure writing growth.

Percent Scoring at Least Level 4 on Regents English Common Core Exam
by Fourth Year Accountability Cohort⁶

Cohort Designation	Number in Cohort	Percent Scoring at Least Level 4 on Common Core exam (or Percent Scoring at Least 75 if student took the Regents Comprehensive English Exam)
2012	99	15%
2013	87	46%
2014	102	40%

ADDITIONAL EVIDENCE

Currently 31% of cohort 2015 have achieved Performance Level 4. The majority of cohort 2016 will not sit for the exam until January 2019, during their junior year. We are hoping that strategically changing when our students first sit for the exam will result in an increase in the number of students scoring at Performance Level 4. The decrease between cohort 2015 and 2014 is related to staffing changes as well as cohort 2015's 8th grade ELA scores being significantly lower than cohort 2014 when entering AMS. Given cohort 2015's current progress towards meeting this measure we have made adjustments to our ELA 12 curriculum to better support students in the skills and content knowledge needed to achieve a Level 4 on the ELA exam. Students in cohort 2015 will re-sit for the exam in January to provide an additional opportunity to achieve Performance Level 4.

Percent Achieving at Least Level 4 by Cohort and Year

Cohort Designation	2015-16		2016-17		2017-18	
	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4
2014	102	31%	102	36%	102	40%
2015	119	0%	119	23%	119	31%
2016			122	0%	122	13%
2017					119	1%

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

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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 a 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.

RESULTS AND EVALUATION

Eighty-two percent of students in AMS's 2014 cohort scored at or above Performance Level 3 on the Regents Exam in English Language Arts (Common Core). AMS's 2014 cohort exceeded the measure by two percentage points.

Though we have met the 80% benchmark, we did see a decrease from the previous cohort. This decrease can be attributed to staff turnover in the ELA department that happened at the end of the 2016-2017 school year.

Percent Scoring at Least Level 3 on Regents English Common Core Exam
by Fourth Year Accountability Cohort⁷

Cohort Designation	Number in Cohort	Percent Scoring at Least Level 3 on the Regents English Exam
2012	99	87%
2013	87	94%
2014	102	82%

ADDITIONAL EVIDENCE

Looking at the data, cohort 2015 is currently within three percentage points of the 80% goal and within five percentage points of cohort 2014. Based on our current structures in our 12th grade ELA curriculum, we are confident that cohort 2015 will meet the benchmark of 80% and surpass cohort 2014 by the January administration of the ELA Regents in 2019.

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

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Percent Achieving at Least Level 3 by Cohort and Year

Cohort Designation	2015-16		2016-17		2017-18	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2014	102	53%	102	74%	102	82%
2015	119	0%	119	45%	119	77%
2016			122	0%	122	18%
2017					119	2%

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.

METHOD

The state's finalized and approved ESSA plan in 2018 includes a revised calculation of the high school Performance Index. In it, schools now receive additional credit for students scoring at Accountability Level 4.⁸ To achieve this measure, all tested students in the Accountability Cohort must have a PI that equals or exceeds the state's 2017-18 English language arts MIP for all students. The state plans to calculate and disseminate the MIP in summer 2018.

The Performance Index is calculated as such: (percent of students scoring at Accountability Level 2) + 2*(percent of students scoring at Accountability Level 3) + 2.5*(percent of students scoring at Accountability Level 4). Thus, the highest possible PI is 250. The basis for the percent of students is the school's fourth year Total Cohort for Graduation. The Regents Examination in English Language Arts (Common Core) is scored on a scale from 0 to 100; 0 to 64 is Accountability Level 1, 65 to 78 is Accountability Level 2; 79 to 84 is Accountability Level 3, and 85 to 100 is Accountability Level 4.

RESULTS AND EVALUATION

The Performance Index on the Regents English exam for AMS's 2014 cohort was 132. The Measure of Interim Progress set forth in the state's ESSA accountability system was not available at the time of this report, therefore this measure could not be assessed.

English Language Arts Performance Index (PI) for the 2014 High School Accountability Cohort

Number in Cohort	Percent of Students at Each Accountability Level			
	Level 1	Level 2	Level 3	Level 4
102	15.7%	42.2%	22.6%	17.7%

$$\begin{aligned}
 \text{PI} &= 42.2 + 22.6 + 17.7 = 82.5 \\
 &\quad \quad \quad 22.6 + 17.7 = 40.3 \\
 &\quad \quad \quad + (.5)*17.7 = 8.9 \\
 \text{PI} &= 132
 \end{aligned}$$

⁸ For more details on the score ranges used to determine Accountability Levels as distinguished from Performance Levels, see www.p12.nysed.gov/irs/sirs/documents/2017RegentsScoreRangesforAnnualandAccountabilityReporting.pdf

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ADDITIONAL EVIDENCE

N/A

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.

METHOD

The school compares the performance of students in their fourth year in the charter school Total Cohort to that of the respective Total Cohort of students in the school district of comparison. In order to meet or exceed Common Core expectations, a student must achieve Performance Level 4 or 5. Given that students may take the Regents exam up through the summer of their fourth year, the school presents most recently available school district results.

RESULTS AND EVALUATION

Forty percent of students in AMS's 2014 cohort scored at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core) compared to 53% of Community School District 10's 2013 cohort, therefore not meeting this measure. District data for the 2014 cohort was not available for comparison at the time of this report.

Percent Achieving Performance Level 4 or Higher on English Regents
of Fourth Year Total Cohorts by Charter School and School District

Cohort	Charter School		School District	
	Percent Level 4 or 5	Number in Cohort	Percent Level 4 or 5	Number in Cohort
2012	15%	102	38%	4,098
2013	46%	88	53%	3,858
2014	40%	102	TBD	TBD

ADDITIONAL EVIDENCE

N/A

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.

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METHOD

The school compares the performance of students in their fourth year in the charter school Total Cohort to that of the respective Total Cohort of students in the school district of comparison. In order to at least partially meet Common Core expectations, a student would need to pass the exam and score at Performance Level 3 or higher (i.e. scoring at least 65). Given that students may take the Regents exam up through the summer of their fourth year, the school presents most recently available school district results.

RESULTS AND EVALUATION

Eighty-two percent of students in AMS's 2014 cohort scored at or above Performance Level 3 on the Regents Exam in English Language Arts (Common Core) compared to 76% of Community School District 10's 2013 cohort. AMS met this measure with a pass rate six percentage points higher than that of Community School District 10's 2013 cohort. District data for the 2014 cohort was not available for comparison at the time of this report.

In comparison to our district schools, we continue to outperform them with respect to the percentage of students meeting Performance Level 3, but underperform with respect to the percentage of students meeting Performance Level 4. We believe our curriculum and instruction is meeting the basic graduation needs, but we still have work to do in developing our teachers' capacity in pushing our students to the college readiness level.

Percent Achieving Performance Level 3 or Higher on English Regents
of Fourth Year Total Cohorts by Charter School and School District

Cohort	Charter School		School District	
	Percent Level 3 or Higher	Number in Cohort	Percent Level 3 or Higher	Number in Cohort
2012	85%	102	74%	4,098
2013	93%	88	76%	3,858
2014	82%	102	TBD	TBD

ADDITIONAL EVIDENCE

N/A

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.

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 school district of comparison. Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available school district results.

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

RESULTS AND EVALUATION

The Performance Index in Regents English of AMS's 2014 cohort was 132. Data for the PI in Regents English of the district's 2014 cohort was not available for comparison at the time of this report, therefore this measure could not be assessed.

English Regents Performance Index (PI)
of Fourth-Year Accountability Cohorts by Charter School and School District

Cohort	Charter School		School District	
	PI	Cohort Size	PI	Cohort Size
2014	132	102	TBD	TBD

ADDITIONAL EVIDENCE

N/A

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

Thirty-six percent of students in the 2014 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). AMS's 2014 cohort fell short of meeting this measure by 14 percentage points.

A big focus for our ELA work in 2018-19 will be around writing. The department team will be analyzing the specific areas of need in writing and will be leveraging this information to support our students in developing the key writing skills necessary to move from Performance Level 3 to Level 4.

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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 ⁹

Cohort Designation	Number in Cohort	Percent Achieving Level 4 on Common Core Exam (or Scoring at Least 75 on the Regents Comprehensive English Exam)
2012	59	7%
2013	59	37%
2014	76	36%

ADDITIONAL EVIDENCE

N/A

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

Eighty-three percent of students in the 2014 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 2014 cohort exceeded this measure by eight percentage points.

Similar to previous measures around Performance Level 3, AMS has been successful in meeting this measure. A factor in meeting this measure can be attributed to the ELA team adopting structures and routines in administering assessments and analyzing data.

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 ¹⁰

Cohort Designation	Number in Cohort	Percent Achieving Level 3 on Regents English Exam
2012	59	90%
2013	59	92%
2014	76	83%

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

¹⁰ Based on the highest score for each student on the English Regents exam

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ADDITIONAL EVIDENCE

N/A

SUMMARY OF THE HIGH SCHOOL ENGLISH LANGUAGE ARTS GOAL

AMS achieved three of eight measures for the high school English language arts goal in the 2017-18 school year. Data for two of the eight measures were not available at the time of this report and therefore could not be assessed.

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.	TBD
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.	Not Achieved
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.	Achieved
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. (Using 2016-17 school district results.)	TBD
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.	Achieved

ACTION PLAN

At AMS we have been successful in meeting the measures related to Performance Level 3, but have not yet been able to meet the measures for Performance Level 4 in ELA. As we move into the upcoming year, we will focus on the following: assessments, writing, standards based grading, and teacher development. As previously mentioned we will focus on a balanced assessment approach across our school community. In our weekly ELA team meetings, we will develop our teachers' capacity to plan meaningful and cognitively demanding tasks to support moving towards reaching our Performance Level 4 measures. We will be building on our On-Demand Writing work from last year and will implement this process in both ninth and tenth grade ELA and social studies classes. The On-Demand Writing assessment is skills based and will be administered in the fall and the spring of ninth and tenth grade in order to assess and monitor our students' progress in their ability to effectively communicate through writing. This upcoming year we have identified specific standards we will be focusing on across content in which our students will receive feedback twice each trimester. All four grades will focus on using evidence and reasoning to support claims. In addition, the ninth and tenth grade will focus on the Lincoln Center capacity of making connections and the eleventh and twelfth grade will focus on the Lincoln Center capacity of creating meaning. Lastly, we will leverage our department and teacher effectiveness structures to further develop our ELA teachers' capacity to implement meaningful teaching and learning experiences for all of our students. With our newly developed teacher effectiveness model, our teachers will have the opportunity to select from eight Professional Learning Community options. Each team will culminate with a team action research project. The eight options are: *Writing Strategies, Universal Design for Learning, Facilitating Whole Class Discussions, Feedback Loops/Monitoring Routines, Group Learning Routines, Fostering Curiosity and Inquiry, Authentic Assessments, and Culturally Responsive Teaching.*

GOAL 4: MATHEMATICS

GOAL 4: MATHEMATICS

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

BACKGROUND

At AMS our challenge based mathematics curriculum focuses on supporting our students in developing conceptual understanding of mathematics and fluency with mathematical procedures. Each trimester students have an opportunity to apply and transfer their learning of the content, skills, and dispositions to an authentic multi-day performance task, which is grounded in the big ideas of the trimester. Each unit is embedded with rich tasks to push students to think deeply, collaborate with their peers, and effectively communicate their thinking in discussion and writing. Typically, students follow the sequence: algebra I, geometry, algebra II/trig, and then they may choose between AP calculus, AP statistics, or statistics. Our math teachers met weekly as a department. During these meetings the team analyzed student work, engaged in collaborative planning experiences such as lesson and unit study, and discussed readings about math education. In addition, teachers met once a month in cross content teacher effectiveness teams, which focused on discussion based teaching for the 2017-18 school year. There were a total of six small cross content teams facilitated by teacher leaders and/or assistant principals.

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 school scores Regents on a scale from 0 to 100. 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.¹¹ 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.

RESULTS AND EVALUATION

Eighteen percent of students in AMS's 2014 cohort scored at or above Performance Level 4 on a Regents mathematics exam. AMS's 2014 cohort fell short of meeting this measure by 47 percentage points.

¹¹ Students in the 2014 and 2015 high school Accountability Cohorts may have taken the non-Common Core mathematics exams. As such, for 2017-18 and 2018-19, the Institute will continue to count any student who achieved at least a scale score of 80 (the previous target for college and career readiness) on that exam as having met the target for this measure.

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Though we continue to fall short of meeting this measure, cohort 2014's performance was consistent with the previous cohort. We will continue to look closely at where our students have been successful and where they have struggled with respect to their math performance. Our math department team will make strategic decisions on how to support our students in achieving Performance Level 4 on a math Regents.

Percent Scoring at Least Level 4 on a Regents Mathematics Common Core Exam
by Fourth Year Accountability Cohort¹²

Cohort Designation	Number in Cohort	Percent Scoring at Least Level 4
2012	99	6%
2013	87	18%
2014	102	18%

ADDITIONAL EVIDENCE

The data in the table below shows an increase in Performance Level 4 attainment by cohort 2015 at the end of their third year in comparison to cohort 2014. This shows that the structures and routines utilized by our math team are helping students perform at a higher level. Routines around our throwback assessments (assessments that are intentionally embedded in the curriculum that assesses previously learned concepts and skills) and cumulative regents-aligned assessments have benefited our students in their ability to demonstrate their understanding of mathematics.

Percent Achieving at Least Level 4 by Cohort and Year

Cohort Designation	2015-16		2016-17		2017-18	
	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4
2014	102	13%	102	18%	102	18%
2015	119	27%	119	28%	119	29%
2016			122	16%	122	17%
2017					119	15%

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 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 mathematics

¹² Based on the highest score for each student on a mathematics Regents exam

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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.

RESULTS AND EVALUATION

Ninety-four percent of students in AMS's 2014 cohort scored at or above Performance Level 3 on a Regents mathematics exam. AMS's 2014 cohort met this measure and exceeded it by 14 percentage points.

At AMS we continue to improve our ability to help our students score at or above Performance Level 3. We have strong structures in place to support our students in making meaningful mathematical connections in their math courses. We also have developed strong structures within our math program to support students who do not successfully pass the Algebra I Regents exam on their first attempt. This support is a critical component in achieving and exceeding this measure's benchmark of 80% of students scoring at or above Performance Level 3 as seen in our cohort 2014 data.

Percent Scoring at Least Level 3 on a Regents Mathematics Common Core Exam
by Fourth Year Accountability Cohort¹³

Cohort Designation	Number in Cohort	Percent Scoring at Least Level 3 on a Regents Mathematics Exam
2012	99	71%
2013	87	92%
2014	102	94%

ADDITIONAL EVIDENCE

It is evident that this is an area of strength for AMS as previous cohorts have met this measure and cohorts 2015 and 2016 have already met this measure prior to the completion 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.

Percent Achieving at Least Level 3 by Cohort and Year

Cohort Designation	2015-16		2016-17		2017-18	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2014	102	64%	102	83%	102	94%
2015	119	50%	119	77%	119	90%
2016			122	70%	122	81%
2017					119	61%

¹³ Based on the highest score for each student on a mathematics Regents exam

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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.

METHOD

The state's finalized and approved ESSA plan in 2018 includes a revised calculation of the high school Performance Index. In it, schools now receive additional credit for students scoring at Accountability Level 4.¹⁴ To achieve this measure, all tested students in the Accountability Cohort must have a PI that equals or exceeds the state's 2017-18 mathematics MIP for all students. The state plans to calculate and disseminate the MIP in summer 2018.

The Performance Index is calculated as such: (percent of students scoring at Accountability Level 2) + 2*(percent of students scoring at Accountability Level 3) + 2.5*(percent of students scoring at Accountability Level 4). Thus, the highest possible PI is 250. The basis for the percent of students is the school's fourth year Total Cohort for Graduation. Regents Common Core mathematics exams are scored on a scale from 0 to 100; 0 to 64 is Accountability Level 1, 65 to 79 is Accountability Level 2 (65 to 77 for Algebra II); 80 to 84 is Accountability Level 3 (78 to 84 for Algebra II), and 85 to 100 is Accountability Level 4.

RESULTS AND EVALUATION

The Performance Index on the Regents mathematics exam of AMS's 2014 cohort was 114. The Measure of Interim Progress set forth in the state's ESSA accountability system was not available at the time of this report, therefore this measure could not be assessed.

Mathematics Performance Index (PI) for the 2014 High School Accountability Cohort				
Number in Cohort	Percent of Students at Each Accountability Level			
	Level 1	Level 2	Level 3	Level 4
102	5.9%	74.5%	18.6%	1%

PI	=	74.5	+	18.6	+	1	=	94.1
				18.6	+	1	=	19.6
					+	(.5)*1	=	.5
						PI	=	114

ADDITIONAL EVIDENCE

N/A

¹⁴ For more details on the score ranges used to determine Accountability Levels as distinguished from Performance Levels, see www.p12.nysed.gov/irs/sirs/documents/2017RegentsScoreRangesforAnnualandAccountabilityReporting.pdf

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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.

METHOD

The school compares the performance of students in their fourth year in the charter school Total Cohort to that of the respective Total Cohort of students in the school district of comparison. In order to meet or exceed Common Core expectations, a student must achieve Performance Level 4 or 5. Given that students may take Regents exams up through the summer of their fourth year, the school presents most recently available school district results.

RESULTS AND EVALUATION

Eighteen percent of students in AMS's 2014 cohort scored at or above Performance Level 4 on a Regents mathematics exam compared to 27% of Community School District 10's 2013 cohort, therefore not meeting the measure. District data for the 2014 cohort was not available for comparison at the time of this report.

Percent Achieving Performance Level 4 or Higher on a Mathematics Regents
of Fourth Year Total Cohorts by Charter School and School District

Cohort	Charter School		School District	
	Percent Level 4 or 5	Number in Cohort	Percent Level 4 or 5	Number in Cohort
2012	6%	102	25%	4,098
2013	18%	88	27%	3,858
2014	18%	102	TBD	TBD

ADDITIONAL EVIDENCE

N/A

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.

METHOD

The school compares the performance of students in their fourth year in the charter school Total Cohort to that of the respective Total Cohort of students in the school district of comparison. In order to at least partially meet Common Core expectations, a student would need to pass the exam and score at Performance Level 3 or higher (i.e. scoring at least 65). Given that students may take Regents exams up through the summer of their fourth year, the school presents most recently available school district results.

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

RESULTS AND EVALUATION

Ninety-four percent of students in AMS's 2014 cohort scored at or above Performance Level 3 on a Regents mathematics exam compared to 76% of Community School District 10's 2013 cohort, therefore meeting this measure. District data for the 2014 cohort was not available for comparison at the time of this report.

Percent Achieving Performance Level 3 or Higher on a Mathematics Regents
of Fourth Year Total Cohorts by Charter School and School District

Cohort	Charter School		School District	
	Percent Level 3 or Higher	Number in Cohort	Percent Level 3 or Higher	Number in Cohort
2012	70%	102	79%	4,098
2013	91%	88	76%	3,858
2014	94%	102	TBD	TBD

ADDITIONAL EVIDENCE

N/A

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.

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 school district of comparison. Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available school district results.

RESULTS AND EVALUATION

The Performance Index in Regents mathematics of AMS's 2014 cohort was 114. Data for the PI in Regents mathematics of the district's 2014 cohort was not available for comparison at the time of this report, therefore this measure could not be assessed.

Mathematics Regents Performance Index (PI)
of Fourth Year Accountability Cohorts by Charter School and School District

Cohort	Charter School		School District	
	PI	Cohort Size	PI	Cohort Size
2014	114	102	TBD	TBD

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ADDITIONAL EVIDENCE

N/A

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

Eleven percent of students in AMS's 2014 cohort who were not proficient on their NYS 8th grade mathematics exam scored at or above Performance Level 4 on a Regents mathematics exam. AMS's 2014 cohort fell short of meeting this measure by 39 percentage points.

An area of work at AMS in the coming year, will focus on developing our teachers' capacity to support our students in attaining high performance levels on mathematics Regents exams.

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 ¹⁵

Cohort Designation	Number in Cohort	Percent Achieving Level 4 on Common Core Exam
2012	32	0%
2013	60	12%
2014	71	11%

ADDITIONAL EVIDENCE

As seen in the data, our performance has been consistent the last two years.

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.

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

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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 mathematics requirement for graduation.

RESULTS AND EVALUATION

Ninety-four percent of students in AMS's 2014 cohort who were not proficient on their NYS 8th grade mathematics exam scored at or above Performance Level 3 on a Regents mathematics exam. AMS's 2014 cohort met this measure and exceeded it by 19 percentage points.

Similar to previous data trends, we continue to surpass our growth measure of having 75% of students who were not proficient on their 8th grade mathematics exam score at or above Performance Level 3 on a Regents mathematics exam. Consistent systems and structures support both our first time algebra test takers as well as students who were not successful during their first attempt. Some of these routines include assessment and curriculum development, and programming students who fail on their first attempt for double math. These structures and routines continue to be proven effective in helping our students achieve Performance Level 3.

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 ¹⁶

Cohort Designation	Number in Cohort	Percent Achieving Level 3
2012	32	66%
2013	60	88%
2014	71	94%

ADDITIONAL EVIDENCE

N/A

SUMMARY OF THE HIGH SCHOOL MATHEMATICS GOAL

AMS achieved three of eight measures for the high school mathematics goals in the 2017-18 school year. Data for two of the eight measures were not available at the time of this report and therefore could not be assessed.

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

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

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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.	TBD
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.	Not Achieved
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.	Achieved
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. (Using 2016-17 school district results.)	TBD
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

At AMS, we have been successful in meeting the measures related to Performance Level 3, but have not yet been able to meet our measures related to achieving Performance Level 4 on mathematics Regents exams. As we move into the upcoming year, we will be focusing on the following: assessments, standards based grading, and teacher development. As previously mentioned we will focus on a balanced assessment approach across our school community. In our weekly math team meetings, we will develop our teachers' capacity to plan meaningful and cognitively demanding tasks to support moving towards our students achieving Performance Level 4. This upcoming year we have identified specific standards we will be focusing on across content in which our students receive feedback twice each trimester. All four grades will focus on using evidence and reasoning to support claims. In addition, the ninth and tenth grade will focus on the Lincoln Center capacity of making connections and the eleventh and twelfth grade will focus on the Lincoln Center capacity of creating meaning. Lastly, we will leverage our department and teacher effectiveness structures to further develop our math teachers' capacity to implement meaningful teaching and learning experiences for all of our students. With our newly developed teacher effectiveness model, our teachers will have the opportunity to select from eight Professional Learning Community (PLC) options. Each team will culminate with a team action research project. The eight options are: *Writing Strategies, Universal Design for Learning, Facilitating Whole Class Discussions, Feedback Loops/Monitoring Routines, Group Learning Routines, Fostering Curiosity and Inquiry, Authentic Assessments, and Culturally Responsive Teaching.*

GOAL 5: SCIENCE

GOAL 5: SCIENCE

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

BACKGROUND

At AMS our challenge based science curriculum focuses on students' ability to observe, question, create hypotheses and experiments, collect and analyze data, and draw conclusions. Each trimester students have an opportunity to apply their learning to an authentic, multi-day performance task. These challenges drive the underlying skills, dispositions, and big ideas of the content throughout the trimester. AMS offers living environment, earth science, chemistry, computer science, physics, anatomy, and AP biology courses. Our science teachers met weekly as a department. During these meetings the team analyzed student work, engaged in collaborative planning experiences such as lesson and unit study, and discussed readings about science education. In addition, teachers met once a month in cross content teacher effectiveness teams, which focused on discussion based teaching for the 2017-18 school year. There were a total of six small cross content teams facilitated by teacher leaders and/or assistant principals.

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.

RESULTS AND EVALUATION

Ninety-six percent of students in AMS's 2014 cohort scored at least 65 on a Regents science exam. AMS's 2014 cohort met this measure and exceeds it by 21 percentage points.

At AMS all freshmen are programed for both a living environment class and a living environment lab, which continues to be effective in supporting our students in meeting this measure.

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Science Regents Passing Rate with a Score of 65 by Fourth Year Accountability Cohort¹⁷

Cohort Designation	Number in Cohort	Percent Passing with a Score of 65
2012	99	94%
2013	87	98%
2014	102	96%

ADDITIONAL EVIDENCE

Our results across the different cohorts show consistency in how our students are performing in science. It is evident that this is an area of strength for AMS as previous cohorts have met this measure and cohorts 2015, 2016 and 2017 have already met this measure prior to the completion of their fourth year. Much of this can be attributed to our ninth grade program as well as strong team structures to support analyzing student work and making informed decisions around teaching and learning.

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

Cohort Designation	2015-16		2016-17		2017-18	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2014	102	82%	102	85%	102	96%
2015	119	66%	119	79%	119	90%
2016			122	65%	122	85%
2017					119	82%

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.

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 school district of comparison. Given that students may take Regents exams up through the summer of their fourth year, the school presents most recently available district results.

RESULTS AND EVALUATION

Ninety-six percent of students in AMS's 2014 cohort scored at least 65 on a Regents science exam compared to 72% of Community School District 10's 2013 cohort. AMS met this measure with a pass rate 24 percentage points higher than that of Community School District 10's 2013 cohort. District data for the 2014 cohort was not available for comparison at the time of this report.

¹⁷ Based on the highest score for each student on any science Regents exam

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

Cohort	Charter School		School District	
	Percent Passing	Cohort Size	Percent Passing	Cohort Size
2012	92%	102	73%	4,098
2013	97%	88	72%	3,858
2014	96%	102	TBD	TBD

ADDITIONAL EVIDENCE

N/A

GOAL 6: 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.

BACKGROUND

Our challenge based social studies curriculum asks students to apply their learning to new and authentic situations. Each trimester students have an opportunity to apply their learning to an authentic, multi-day performance task. These trimester challenges drive the skills, dispositions, and big content ideas within the trimester. Within each unit there are rich experiences that ask students to engage in thinking, collaboration, and to effectively communicate their thoughts in discussion and writing. Our social studies curriculum is part of the New Visions On-Demand Writing initiative. Students are assessed twice during the year on their ability to write in a social studies context. Our students typically follow the sequence: global history I, global history II, U.S. history or AP U.S. history, government & economics. Our social studies teachers met weekly as a department. During these meetings the team analyzed student work, engaged in collaborative planning experiences such as lesson and unit study, and discussed readings about social studies education. In addition, teachers met once a month in cross content teacher effectiveness teams, which focused on discussion based teaching for the 2017-18 school year. There were a total of six small cross content teams facilitated by teacher leaders and/or assistant principals.

HIGH SCHOOL 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.

RESULTS AND EVALUATION

Sixty-seven percent of students in AMS's 2014 cohort scored at least 65 on the NYS Regents U.S. History exam. AMS's 2014 cohort fell short of meeting this measure by eight percentage points.

One factor contributing to the decrease of social studies Regents pass rates at AMS can be attributed to our challenge retaining social studies teachers. Over the course of the last few years we have had multiple social studies teachers leave during the year due to a variety of reasons: exploring different career paths, health issues, etc. With these staff shortages we have not been

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able to give our students the rich and meaningful experiences necessary to support them in developing the content knowledge and skills needed to be successful with social studies.

U.S. History Regents Passing Rate with a Score of 65
by Fourth Year Accountability Cohort¹⁸

Cohort Designation	Number in Cohort	Percent Passing with a Score of 65
2012	99	81%
2013	87	76%
2014	102	67%

ADDITIONAL EVIDENCE

Although AMS has had staffing challenges over the last couple of years, cohort 2015 is entering their senior year with a higher percentage of students passing the U.S. History Regents than cohort 2014 began their senior year with. This is an indicator that AMS is moving towards achieving this measure once again. The school has retained the U.S. history teacher which will also contribute to meeting this measure.

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

Cohort Designation	2015-16		2016-17		2017-18	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2014	102	0%	102	50%	102	67%
2015	119	1%	119	1%	119	63%
2016			122	0%	122	4%
2017					119	3%

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.

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 school district of comparison. Given that students may take the Regents exam up through the summer of their fourth year, school presents the most recently available district results.

RESULTS AND EVALUATION

Six-seven percent of students in AMS's 2014 cohort scored at least 65 on the NYS Regents U.S. History exam compared to 70% of Community School District 10's 2013 cohort. AMS's 2014 cohort's pass rate was three percentage points lower than Community School District 10's 2013 cohort,

¹⁸ Based on the highest score for each student on the U.S. History Regents exam

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therefore not meeting this measure. District data for the 2014 cohort was not available for comparison at the time of this report.

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

Cohort	Charter School		School District	
	Percent Passing	Cohort Size	Percent Passing	Cohort Size
2012	79%	102	71%	4,098
2013	75%	88	70%	3,858
2014	67%	102	TBD	TBD

ADDITIONAL EVIDENCE

N/A

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.

RESULTS AND EVALUATION

Sixty-eight percent of students in AMS's 2014 cohort scored at least 65 on the NYS Regents Global History exam. AMS's 2014 cohort fell short of meeting this measure by seven percentage points.

One factor contributing to the decrease of social studies Regents pass rates at AMS can be attributed to our challenge retaining social studies teachers. Over the course of the last few years we have had multiple social studies teachers leave during the year due to a variety of reasons: exploring different career paths, health issues, etc. With these staff shortages we have not been able to give our students the rich and meaningful experiences necessary to support them in developing the content knowledge and skills needed to be successful with social studies. An additional reason for the decrease has to do with the increased systems and structures AMS has developed for the 4+1 option.

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Global History Regents Passing Rate with a Score of 65 by Fourth Year Accountability Cohort¹⁹

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2012	99	84%
2013	87	82%
102	102	68%

ADDITIONAL EVIDENCE

In analyzing the trends between cohorts, it is evident we are still struggling with our social studies performance results, though a highlight is the increase in cohort 2015 from 54% to 71%, which is also higher than where cohort 2014 ended. This increase is a result of our programming an every-other day course to support students who have yet to pass the Global Regents exam. This every-other day course is a small group and focuses on the key literacy and content needed for students to be successful on the exam.

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

Cohort Designation	2015-16		2016-17		2017-18	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2014	102	40%	102	57%	102	68%
2015	119	0%	119	54%	119	71%
2016			122	0%	122	49%
2017					119	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.

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 school district of comparison. Given that students may take the Regents exam up through the summer of their fourth year, the school presents most recently available district results.

RESULTS AND EVALUATION

Sixty-eight percent of students in AMS's 2014 cohort scored at least 65 on the NYS Regents Global History exam compared to 66% percent of Community School District 10's 2013 cohort. AMS's pass rate exceeded Community School District 10's 2013 cohort by two percentage points. District data for the 2014 cohort was not available for comparison at the time of this report.

¹⁹ Based on the highest score for each student on the Global History Regents exam

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

Cohort	Charter School		School District	
	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort
2012	82%	102	67%	4,098
2013	81%	88	66%	3,858
2014	68%	102	TBD	TBD

ADDITIONAL EVIDENCE

N/A

GOAL 7: ESSA

GOAL 7: ESSA

The school will make Adequate Yearly Progress.

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 2017-18 school year and therefore meets this measure. This is the school's fourth year with a fourth year accountability cohort.

ADDITIONAL EVIDENCE

AMS completed its second year of their current Accountability Period and were in good standing for both years.

Accountability Status by Year

Year	Status
2015-16	Good Standing
2016-17	Good Standing
2017-18	Good Standing

