



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

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

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2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

The following individuals prepared this 2024-25 Accountability Plan Progress Report on behalf of the Board of Trustees for United Charter High School for Advanced Math and Science:

- Tina Wagenaar, Principal
- Melissa Marcus, Manager of Special Projects
- Sam Ross, Data Manager

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

SCHOOL OVERVIEW

The United Charter High School for Advanced Math and Science (AMS) is a small school that opened in 2011 and served students in grades 9-12 in 2024-2025.

MISSION

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

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

STUDENT POPULATION

Located in the Marble Hill community of the Bronx, AMS serves students from predominantly low-income families. As of BEDs day 2024, 416 students were enrolled in AMS. Of these students:

- 95% are Black or Latino
- 89% are economically disadvantaged
- 16% are students with disabilities
- 7% are English Language Learners/Multilingual Learners

KEY DESIGN ELEMENTS

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

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

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

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

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

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

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

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

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

ACADEMIC PROGRAM

Our key areas of focus for the school year remained joy, preparation, and innovation. We emphasized joy and belonging to ensure students felt comfortable building community, sharing their voices, and engaging in the classroom. To highlight joy, we captured weekly images of students in classes, hallways, and events, sharing them with stakeholders and displaying them on bulletin boards. Each month, we also recognized 1–2 students who went above and beyond expectations. These students were honored with a special lunch and invited to share advice with their peers, which we shared schoolwide and featured on a dedicated bulletin board.

This year, we also transitioned back to student uniforms and introduced personal phone-locking pouches. These changes fostered a stronger sense of community and encouraged more student-to-student interactions both in class and during downtime.

Finally, we continued to offer several college credit opportunities at AMS. Through partnerships with SUNY New Paltz, students in AP Statistics and AP Precalculus earned dual credit, while our collaboration with the University of Delaware provided credit through the College and Career Readiness course, aligned to the EntreX Entrepreneurial program.

ENROLLMENT SUMMARY

School Enrollment by Grade Level and School Year

School Year	9	10	11	12	UGS	Total
2022-23	124	127	112	96	1	460
2023-24	108	130	115	110	0	463
2024-25	91	99	126	100	0	416

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 2021 state Accountability Cohort consists of students who first entered the 9th grade anywhere in the 2021-22 school year, were enrolled in the school on the state's annual enrollment-determination day (BEDS day) in the 2024-25 school year, and either remained in the school for the rest of the year or left for an acceptable reason. (See New York State Education Department's SIRS Manual for more details about cohort eligibility and acceptable exit reasons: <http://www.p12.nysed.gov/irs/sirs/ht>)

Fourth-Year High School Accountability Cohorts

Fourth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Enrolled on BEDS Day in October of the Cohort's Fourth Year	Number Leaving During the School Year	Number in Accountability Cohort as of June 30th
2022-23	2019-20	2019	109	0	109
2023-24	2020-21	2020	120	0	120
2024-25	2021-22	2021	110	0	110

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TOTAL COHORT FOR GRADUATION

Students are also included in the Total Cohort for Graduation (referred to as the Graduation Cohort, Total Graduation Cohort, or Total Cohort interchangeably throughout this report) based on the school year they first enter the 9th grade at any school. The 2021 Total Cohort consists of all students, based on last enrollment record as of June 30, 2025, with a First Date of Entry into Grade 9 during the 2021-22 school year, regardless of their current grade level. The school may remove students from the Graduation Cohort if the school has discharged those students for an acceptable reason listed in the [SIRS manual](#), including but not limited to the following: if they transfer to another public or private diploma-granting program with documentation, transfer to home schooling by a parent or guardian, transfer to another district or school, transfer by court order, leave the U.S., or are deceased.

Fourth Year Total Cohort for Graduation

Fourth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Graduated or Still Enrolled on June 30 th of the Cohort's Fourth Year (a)	Number of Students Who Left the School but Were Not Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2022-23	2019-20	2019	107	2	109
2023-24	2020-21	2020	119	1	120
2024-25	2021-22	2021	107	3	110

Fifth Year Total Cohort for Graduation

Fifth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Graduated or Still Enrolled on June 30 th of the Cohort's Fifth Year (a)	Number of Students Who Left the School but Were Not Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2022-23	2018-19	2018	3	115	118
2023-24	2019-20	2019	5	104	109
2024-25	2020-21	2020	3	116	119

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PROMOTION POLICY

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

Course Sequencing

Content Area	9th	10th	11th	12th
Math	Algebra I	Geometry	Algebra II/Trig Statistics AP PreCalc	Statistics AP Stats AP PreCalc
ELA	ELA 9	ELA 10	ELA 11 Pre-AP English Literature	ELA 12 AP English Literature
Science	Biology Biology Lab	Earth and Space Science or Chemistry	Chemistry Computer Science AP Biology Anatomy	AP Biology Computer Science AP Computer Science A Anatomy
Social Studies	Global I	Global II	US History AP US History	Government Economics Civics
Foreign Language		Spanish I Native Language I		
Arts	Studio Art I Music I	Studio Art II Music II	AP Art	AP Art
Physical Education	Team Sports Personal Fitness Health	Team Sports Personal Fitness	Team Sports Personal Fitness	Team Sports Personal Fitness
Electives	Reading Lab	Reading Lab Particular Topics in Algebra Particular Topics in Living Environment	College & Career Readiness Reading Lab Psychology Model UN Natural Disasters Human Impact African American Studies through the Arts	Senior Interdisciplinary Course Reading Lab Psychology Model UN Natural Disasters Human Impact African American Studies through the Arts

Promotion Requirements

Grade 9 → Grade 10

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

Grade 10 → Grade 11

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

Grade 11 → Grade 12

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

Graduation Requirement

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

GOAL 1: HIGH SCHOOL GRADUATION

Students will meet all the New York State graduation requirements.

Graduation Goal Measure 1 - Leading Indicator

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

Percent of Students in First and Second Year Cohorts
Earning the Required Number of Credits in 2024-25

Cohort Designation	Number in Cohort during 2024-25	Percent Promoted
2023	105	80%
2024	81	83%

Graduation Goal Measure 2 - Leading Indicator

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

As a result of the Board of Regents' guidance regarding the cancellation of multiple administrations of the Regents exams through at least 2021-22, some second-year cohorts may have had student waivers for examinations. Report the percentage of students who either passed or were exempted from at least three exams. In August of 2025, the 2023 Cohort will have completed its second year.

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

Cohort Designation	School Year	Number in Cohort	Percent Passing at Least Three Regents (including exemptions)
2021	2022-23	118	85%
2022	2023-24	126	70%
2023	2024-25	105	49%

Graduation Goal Measures 3 & 4 - Absolute

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

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

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Percent of Students in the Total Graduation Cohort who have Graduated After Four Years¹

Cohort Designation	School Year	Number in Cohort	Number who Graduated	Percent Graduating
2019	2022-23	109	103	94.5%
2020	2023-24	120	112	93.3%
2021	2024-25	110	104	94.5%

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

Cohort Designation	School Year	Number in Cohort	Number who Graduated	Percent Graduating
2018	2022-23	118	116	98.3%
2019	2023-24	107	104	97.2%
2020	2024-25	119	113	95.0%

Graduation Goal Measure 5 - Comparative Measure

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

Percent of Students in the Total Graduation Cohort who Graduate in Four Years Compared to the District²

Cohort Designation	School Year	Charter School			School District	
		Number in Cohort	Number who Graduated	Percent Graduating	Number in Cohort	Percent Graduating
2019	2022-23	109	103	94.5%	3627	87%
2020	2023-24	120	112	93.3%	3544	87%
2021	2024-25	110	104	94.5%	TBD	TBD

¹ These data reflect August graduation rates.

² Given that district results for the current year are generally not available at this time, for purposes of this report schools should include the district's 2023-24 results as a temporary placeholder for the district's 2024-25 results.

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Graduation Goal Measure 6 - Absolute Measure

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

Percentage of the 2021 Graduation Cohort Pathway Students Demonstrating Success by Exam Type³

Exam	Number of Graduation Cohort Members Tested (a)	Number Passing or Achieving Regents Equivalency (b)	Percentage Passing $=[(b)/(a)]*100$
CC Geometry Regents	7	1	14%
CC Trig Regents	2	1	50%
CDOS	3	3	100%
Chem Regents	1	0	0%
Earth Science Regents	12	6	50%
Overall	31	17	55%

Pathway Exam Passing Rate by Fourth Year Accountability Cohort

Cohort Designation	School Year	Number in Cohort Tested	Percent Passing a Pathway Exam
2019	2022-23	8	25%
2020	2023-24	18	83%
2021	2024-25	31	55%

SUMMARY OF THE HIGH SCHOOL GRADUATION GOAL

In school year 2024-25, AMS achieved four of the six measures in the high school graduation goal.

Type	Measure	Outcome
Leading Indicator	Each year, 75 percent of students in first and second year high school Total Graduation Cohorts will earn at least ten credits (if 44 needed for graduation) or five credits (if 22 needed for graduation) each year.	YES
Leading Indicator	Each year, 75 percent of students in the high school Total Graduation Cohort will score at least 65 on at least three different New York State Regents exams required for graduation by the completion of their second year in the cohort.	NO
Absolute	Each year, 75 percent of students in the fourth year high school Total Graduation Cohort will graduate.	YES

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

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Absolute	Each year, 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.	YES
Comparative	Each year, the percent of students in the high school Total Graduation Cohort graduating after the completion of their fourth year will exceed that of the Total Graduation Cohort from the school district of comparison.	YES
Absolute	Each year, 75 percent of students in the high school Total Cohort pursuing an alternative graduation pathway will achieve a Regents equivalency score and pass an approved pathway assessment required for graduation by the end of their fourth year.	NO

EVALUATION OF THE GRADUATION GOAL

Credit Accumulation

Eighty percent of students in Cohort 2023 and 84% of students in Cohort 2024, earned the required number of credits to be promoted to the next grade level. AMS's first and second-year cohorts met and exceeded this measure by five and eight percentage points respectively.

At AMS, we leverage the flexibility of our trimester programming to provide multiple opportunities for students to succeed in each course and meet credit requirements. In addition, our cohort model ensures targeted support through a dedicated Counselor, Assistant Principal, and Dean (CAD) for each grade level. We also utilize team structures, such as weekly department meetings, to analyze student data and identify strategies for improving outcomes.

Progress monitoring is a critical component of this work. Each trimester, students and families receive three progress reports—approximately every three weeks—offering timely updates on academic standing. These reports help students understand what is needed to improve their performance and allow key stakeholders to track progress and implement individualized support plans when necessary. Furthermore, after the second progress report, teachers and counselors proactively engage with students who are struggling and provide additional assistance through our office hours structure.

Passing Three Regents

Forty-nine percent of students in Cohort 2023 have passed at least three different Regents exams required for graduation, therefore not meeting this measure.

To address this challenge, AMS implemented a series of supports aimed at improving Regents outcomes:

- **Balanced Assessment Approach:** Each unit incorporates both authentic assessments and Regents-aligned assessments. Authentic assessments have helped increase the rigor of classroom instruction while Regents-aligned tasks ensure alignment to state standards.
- **Embedded Regents Preparation:** Throughout the school year, students receive ongoing Regents preparation during the instructional day, particularly in ELA, Living Environment, and Biology. Students who were unsuccessful on prior Regents exams but earned course credit are enrolled in targeted support sections to reinforce content knowledge and build test-taking strategies.
- **Strategic Timing of ELA Regents:** Students now sit for the ELA Regents exam in eleventh grade rather than tenth. This adjustment reduces testing burden during the second year and provides more time for skill development prior to the exam.

- **Enhanced Monitoring Structures:** We have strengthened our data systems and school structures to make informed decisions about student needs. Weekly department meetings are used to analyze assessment data and create actionable plans to support student progress.
- **Improved Communication and Coordination:** We have reinforced connections between CAD teams and grade-level teams to ensure clear communication regarding individual students' graduation requirements. Additionally, we maintain strong communication with students and families about the importance of sitting for their second math (Geometry) and second science (Earth Science or Chemistry) exams

Fourth-Year & Fifth-Year Graduation Rates

Ninety-four point five percent of students in AMS's 2021 Cohort graduated after four years and 95% of students in the 2020 Cohort graduated after five years, therefore meeting this measure. Cohort 2021's four-year graduation rate exceeded this measure by 20 percentage points.

We attribute these strong outcomes to several key practices:

- **Cohort Model:** Each cohort is supported by a dedicated Counselor, Assistant Principal, and Dean (CAD) who follow students throughout their four years, ensuring consistent guidance and monitoring.
- **Postsecondary Systems:** We have strengthened systems that provide clear visibility into students' postsecondary pathways—whether college enrollment or career readiness—allowing us to deliver targeted support for unique student needs.
- **Credit Recovery Opportunities:** Collaborating with the YABC program on our campus enables students to enroll in additional classes after school, helping those who have fallen behind earn credits and stay on track for graduation.
- **Fifth-Year Support:** Counselors serve as primary points of contact for students who do not graduate within four years, offering individualized support to ensure successful completion in the fifth year.
- **Team-Based Structures:** Weekly department and grade-level meetings allow us to analyze data, reflect on key focus areas—such as authentic tasks and standards-based grading—and make informed instructional adjustments.
- **Trimester Programming:** Our trimester schedule provides students with multiple opportunities to complete required coursework and meet graduation requirements.
- **Teacher Retention:** Maintaining strong retention of effective teachers has contributed significantly to instructional consistency and student success.

These strategies, combined with a culture of high expectations and targeted support, have allowed AMS to consistently meet graduation benchmarks and prepare students for their postsecondary pathways.

Comparative Graduation Rates

AMS's 2021 Cohort's graduation rate of 94.5% exceeded Community School District 10's 2020 Cohort's graduation rate of 87% by eight percentage points. District data for the 2021 Cohort was not available for comparison at the time of this report.

At AMS, we continue to surpass the district's four-year graduation rate. We attribute this success to the flexibility of our programming, a strong commitment to teaching and learning, and a robust cohort model that addresses the individual needs of each student. Additionally, our high staff retention rate has allowed us to build and refine systems and structures for student support over time, further strengthening our ability to drive consistent outcomes.

4+1 Pathway

Fifty-five percent of students in AMS's 2021 Cohort who pursued an alternative graduation pathway achieved a Regents equivalency score and passed an approved pathway assessment required for graduation, therefore not meeting this measure.

AMS's program is designed to provide students with multiple opportunities to meet graduation requirements by expanding access to Regents-level coursework beyond the five exams traditionally required. We offer additional courses such as Geometry, Earth and Space Science, Chemistry, and Algebra II. Students enrolled in these courses are scheduled to take the corresponding Regents exams, regardless of how many exams they have already accumulated.

These classes not only build content-specific skills but also strengthen test-taking strategies and familiarity with Regents-style questions and language. By broadening exposure and providing repeated opportunities for testing, our approach is intended to maximize students' chances of meeting or exceeding graduation requirements.

ADDITIONAL CONTEXT AND EVIDENCE**Credit Accumulation**

In recent years, we have consistently achieved strong results in student credit accumulation and grade-level promotion. Our cohort and trimester models have been key drivers of this success, providing multiple opportunities for students to meet promotion requirements. Additionally, for students who fall behind, we implement targeted interventions, including enrollment in the YABC program housed in our building. This offers students additional opportunities to earn credits during the school year, helping them get back on track for an on-time graduation.

Passing Three Regents

Now that exemptions and special appeals have concluded, we have refocused on integrating test-taking strategies into our classes on a regular basis. Our schedule includes dedicated opportunities for students to receive additional support in preparing for the Biology, Living Environment, and ELA Regents, including targeted classes for students retaking these exams. These offerings will continue in the upcoming school year, with all departments using data from in-class and end-of-year Regents assessments to guide instruction. Additionally, we have recommitted to creating cumulative final exams in all core subjects that closely mirror state or national assessments, ensuring students are well-prepared for high-stakes testing.

Fourth-Year & Fifth-Year Graduation Rates

We continue to consistently support our students in graduating within both four and five years. This success is largely due to robust teaming structures, including CAD teams, grade-level teams, department teams, and leadership teams. Additionally, strong staff retention has allowed us to build and refine these systems year over year, ensuring continuity and sustained support for students.

Comparative Graduation Rates

None.

4+1 Pathway

For students pursuing an alternative 4+1 Pathway, our CAD teams will provide targeted support in developing individualized plans and building the skills necessary to succeed on alternative pathway assessments. We will continue to enhance our progress monitoring structures to identify and support specific subgroups of students in this category. Additionally, engaging families throughout this process will be a key component of ensuring student success.

ACTION PLAN

As we move into the 2025-26 school year, we will:

- **Deepen Department-Level Analysis and Planning:** Continue focusing on analyzing Regents-aligned task performance and developing action plans based on documented strengths and areas for growth. We will dedicate meeting time to plan implementation, review data, and measure the effectiveness of interventions. These insights will also inform the planning of trimester culminating final exams.
- **Refine Authentic Learning Tasks:** Continue enhancing authentic tasks within each content area to increase rigor and promote critical thinking.
- **Expand Demonstrations of Learning (DOL):** Build on previous years' work by engaging the entire school community in the DOL process. All 9th–11th grade students will reflect on one to two artifacts demonstrating growth in at least one competency from our Profile of a Graduate and add these to their digital portfolios. These portfolios will serve as a foundation for their DOL in junior year.
- **Strengthen Positive Classroom Interactions:** Engage in ongoing inquiry to develop routines that foster positive interactions between students and between teachers and students.
- **Promote a Culture of Preparation:** Implement research-based strategies to improve retention and mastery, including retrieval practice, spacing, and interleaving. Additionally, provide students with guidance on effective study habits.
- **Leverage Common CAD Team Tools:** Use shared tools to track student progress and ensure all students receive support in meeting their unique postsecondary goals.
- **Enhance Postsecondary Planning and Visibility:** Build on the 2024–25 counseling meeting routines by making postsecondary milestones more visible across the school community. Utilize technology platforms, such as OTUS, to better organize and communicate these milestones to students starting in 9th grade.
- **Strengthen Family Engagement:** Expand communication and access through tools like the PowerSchool Parent Portal and digital platforms (Zoom, Google Meet). Reinstate Back-to-School Night within the first month of the year and actively reach out to families to create additional experiences aligned to their needs and interests.

GOAL 2: COLLEGE PREPARATION

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

To prepare all AMS students for higher education, we have focused on strengthening two of our Key Design Elements: Innovative and Responsive Teaching and Learning and Comprehensive Postsecondary Readiness.

Innovative and Responsive Teaching and Learning

Our school community has developed a set of standards aligned to six competencies: Critical Thinking, Creativity, Communication, Collaboration, Character, and Citizenship. Within each course, students engage in learning experiences assessed multiple times per trimester through authentic, performance-based tasks. These tasks are aligned to standards—some school-wide and others chosen by individual teachers. This approach allows students to develop the competencies essential for postsecondary success while giving our school insight into areas for growth.

Upper house students have additional opportunities to apply these skills through presentations in their College Career Readiness (CCR) class and Life class, strengthening their ability to both think creatively and communicate effectively to an audience.

- Juniors complete a Demonstration of Learning (DOL) project, presenting how they see themselves as learners and demonstrating mastery of the six competencies.
- Seniors participate in a Senior Civic Impact Project (SCIP), collaboratively addressing a real-world problem using design thinking. Groups present their projects to a panel in June and are evaluated with a rubric tied to the six competencies.

Through authentic tasks, school-wide standards, and structured presentation opportunities, AMS ensures students graduate with both strong content knowledge and the dispositions necessary for postsecondary life.

Comprehensive Postsecondary Readiness

AMS leverages a robust counseling model to support each student's postsecondary plans. Our model includes the following:

- **Personalized Planning:** Counselors meet with every student to complete the AMS Student Postsecondary Plan Profile, a living document capturing strengths, skills, reflections, and postsecondary goals.
- **Milestone Tracking:** Counselors monitor key postsecondary milestones for each student by grade level.
- **College Exposure:** Students participate in college trips and meet with college representatives throughout the year and summer.
- **Junior Year CCR Elective:** Students identify career aspirations, develop a postsecondary college or trade school list, draft college essays, and prepare for the SAT. All artifacts are compiled in individual portfolios.
- **Senior Year Support:** Twelfth-grade counselors guide students and families through completing applications (CUNY, SUNY, private colleges, trade schools) and financial aid forms (FAFSA and TAP). After students receive acceptances, counselors assist students in making informed decisions.
- **Bridge to College Program:** Graduating seniors receive support from a Bridge to College coach, helping them complete final steps before starting college, including housing, course selection,

entrance exams, and immunization records. Coaches also work with rising seniors over the summer on virtual college tours, essays, and other preparatory experiences. During the summer 2025, we offered two parent-student workshops covering college applications, financial aid, and scholarships. The workshops offered in both July and August

- **Alternative Pathways:** For students not pursuing college, AMS partners with Shared Lanes, a workforce training program that helps students explore and secure alternative career pathways.

College Partnerships and Dual Enrollment

AMS provides students with access to college-level coursework through several partnerships:

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

AMS has strengthened infrastructure for identifying eligible students, setting expectations, and providing ongoing support to help them balance high school and college-level course demands.

College Preparation Goal Measure 1 - Absolute

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

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

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

Percentage of the 2021 Total Cohort Graduates Demonstrating College Preparation by Indicator⁴

Indicator	Number of Graduates who Attempted the Indicator	Number who Achieved Indicator	Percentage of Graduates who Achieved Indicator
Passing an AP Exam	55	24	44%
Passing a College Level Course	29	26	90%
Achieving the College and Career Readiness Benchmark on the SAT	103	20	19%
Earning a Regents Diploma with Advanced Designation	104	5	5%
Achieving at least Performance Level 4 on both the ELA and Math Regents Required for Graduation	104	3	3%
Overall	104	49	47%

College Preparation Goal Measure 2 - Absolute

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

Schools are not required to report attainment of this measure for 2024-25. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information. The Institute may use these data for its evaluation of the school’s goal attainment when data become available.

College Preparation Goal Measure 3 - Comparative

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

Schools are not required to report attainment of this measure for 2024-25. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information. The Institute may use these data for its evaluation of the school’s goal attainment when data become available.

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

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

College Preparation Goal Measure 4 - Absolute

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

Matriculation Rate of Graduates by Year⁵

Cohort	Graduation Year	Number of Graduates (a)	Number Enrolled in 2 or 4-year Program in Following Year (b)	Matriculation Rate $=[(b)/(a)]*100$
2019	2022-23	103	81	79%
2020	2023-24	112	88	79%
2021	2024-25	104	TBD	TBD

SUMMARY OF THE COLLEGE PREPARATION GOAL

In school year 2024-25, AMS did not achieve the one measure, with data available, in the college preparation goal. Two measures are not applicable for school year 2024-25 and data was not available for one measure at the time of this report.

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

EVALUATION OF THE COLLEGE PREPARATION GOAL

College Readiness Indicators

Forty-seven percent of AMS's 2021 Cohort demonstrated their preparation for college by achieving at least one of the indicators listed. Although this measure was not met, there was a three percentage point increase from the previous cohort.

Despite not meeting the benchmark, AMS remains committed to expanding opportunities for students to earn college credit while in high school. We continue to offer dual enrollment for AP Statistics and AP Calculus through our partnership with SUNY New Paltz, and we provide College Now opportunities at Lehman College for students who meet enrollment criteria. Additionally, juniors have the chance to earn college credits through their College and Career Readiness course, which will contribute to improved outcomes on this measure. Finally, our broad array of AP courses offers students further opportunities to accumulate college credits during the traditional school day.

⁵ Schools should update and confirm data for Cohorts who graduated prior to 2024-25 and provide preliminary matriculation data for 2021 Cohort. It may be necessary for schools to provide updated data to the Institute when National Student Clearinghouse or other data sources become available later in the school year.

Matriculation

AMS collects matriculation data from the National Student Clearinghouse. Clearinghouse data for Cohort 2021 was not available at the time of this report. This metric will be updated once the data becomes available.

According to AMS's postsecondary data, 98% of Cohort 2021 graduates were accepted to college, 52% of Cohort 2021 graduates committed to attending four-year colleges, while 38% committed to two-year colleges. Nearly 2% of graduates chose to join the military, and 4% committed to trade schools. Approximately 3% of the cohort remain undecided about their postsecondary plans.

ADDITIONAL CONTEXT AND EVIDENCE**College Readiness Indicators**

Although this measure remains below the benchmark, we saw an increase compared to the previous cohort, continuing a trend of steady growth in the percentage of graduates demonstrating college readiness. This progress reflects several strategic efforts.

We have strengthened communication with key stakeholders, including students and families, about our College Now partnership with Lehman College—an approach that has proven effective in increasing student participation. Additionally, we recognize that developing in-house dual enrollment partnerships remains the most impactful strategy for expanding the number of students who meet this benchmark.

Matriculation

None.

ACTION PLAN

We are committed to building on our progress in college readiness in the coming school year through the following actions:

- **Strengthen Partnerships and Dual Enrollment Opportunities:**
 - Continue refining our College Now partnership with Lehman College, including improving communication and implementing stronger tracking processes.
 - Maintain our partnership with SUNY New Paltz to offer AP Statistics and AP Precalculus as dual enrollment courses.
 - Continue our collaboration with the University of Delaware to provide a dual enrollment Entrepreneurship course within the College and Career Readiness (CCR) program, ensuring juniors have access to college-level coursework.
- **Enhance Data-Driven Decision-Making:**
 - Increase data analysis on college readiness as a leadership team and establish this metric as a primary goal for our school community.
- **Strengthen Postsecondary Planning:**
 - Improve our postsecondary meeting process to ensure every student has a strong, personalized plan aligned with their long-term goals.
 - Begin this planning in ninth grade through targeted small-group meetings held twice per trimester for each student.
- **Embed College and Career Readiness in School Culture:**
 - Continue building on our Demonstration of Learning (DOL) practice, incorporating lessons from previous years to make it a core component of our school identity.
 - Maintain cross-grade Tier 3 counseling groups focused on essential skills such as organization, time management, and study habits.

- Foster a culture of preparation by leveraging research-based teaching strategies to help students excel on AP exams and achieve Level 4 or higher on ELA and math Regents exams.

GOAL 3: ENGLISH LANGUAGE ARTS

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

BACKGROUND

The ELA department at AMS has continued to strengthen curriculum, instruction, assessment, and professional development. Weekly analysis of student work allows teachers to identify gaps and differentiate instruction across both department and content team settings. Core instruction emphasizes explicit reading comprehension strategies, such as making inferences and using background knowledge.

Reading Lab provides targeted intervention to close decoding and fluency gaps, while our Regents Prep course meets every other day to support upper-class students who have not yet passed the ELA Regents, reinforcing reading strategies, writing skills, and study habits. To better serve our growing English Language Learner population, two teachers earned TESOL or Bilingual certification, enhancing support in ELA 9 and 10.

In writing, the 2024–25 school year saw the expansion of our writing portfolio pilot from ELA 10 to all courses. Teachers conduct focused writing cycles with immediate rubric-based feedback, enabling students to reflect, revise, and set goals for Regents-aligned writing. Portfolios highlight areas for growth, strengthening conferences and supporting measurable progress. This work is further supported by interim writing assessments, Regents-aligned multiple-choice exams, and standards-based authentic tasks.

HIGH SCHOOL ELA

High School ELA Measure 1 - Absolute

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

METHOD

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

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

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

Percent Scoring at Least Level 4 on Regents English Common Core Exam by Fourth Year Accountability Cohort⁷

Cohort	Fourth Year	Number in Cohort (a)	Number exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2019	2022-23	109	92	2	12%
2020	2023-24	120	1	48	40%
2021	2024-45	110	0	53	48%

High School ELA Measure 2 - Absolute

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

METHOD

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

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

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2019	2022-23	109	92	7	41%
2020	2023-24	120	1	102	86%
2021	2024-25	110	0	95	86%

High School ELA Measure 3 - Absolute

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

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

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

Schools are not required to report attainment of this measure for 2024-25. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information. The Institute may use these data for its evaluation of the school's goal attainment when data become available.

High School ELA Measure 4 - Comparative

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

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 a Performance Level 4 or 5. Given that students may take Regents exams up through the summer of their fourth year, the school presents the most recently available school district results.

Percent Scoring at Least Level 4 or Higher on Regents Exam in English Language Arts
by Fourth Year Accountability Cohort by Charter School and School District

Cohort Designation	Charter School		School District	
	Percent Level 4 or 5	Number in Cohort	Percent Level 4 or 5	Number in Cohort
2019	12%	109	3627	17%
2010	40%	120	3544	51%
2021	48%	110	TBD	TBD

High School ELA Measure 5 - Comparative

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

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 must achieve a 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 the most recently available school district results.

Percent Scoring at Least Level 3 or Higher on Regents Exam in English Language Arts
by Fourth Year Accountability Cohort by Charter School and School District

Cohort Designation	Charter School		School District	
	Percent Level 3 or Higher	Number in Cohort	Percent Level 3 or Higher	Number in Cohort
2019	41%	109	3627	45%
2010	86%	120	3544	72%
2021	86%	110	TBD	TBD

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

High School ELA Measure 6 - Comparative

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

Schools are not required to report attainment of this measure for 2024-25. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information. The Institute may use these data for its evaluation of the school's goal attainment when data become available.

High School ELA Measure 7 - Growth

Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 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.

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

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2019	2022-23	49	39	0	0%
2020	2023-24	No data available due to the cancellation of 8th grade proficiency testing during the pandemic.			
2021	2024-25	12	0	2	17%

High School ELA Measure 8 - Growth

Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 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.

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

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

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2019	2022-23	49	39	2	20%
2020	2023-24	No data available due to the cancellation of 8th grade proficiency testing during the pandemic.			
2021	2024-25	12	0	11	92%

SUMMARY OF THE HIGH SCHOOL ENGLISH LANGUAGE ARTS GOAL

In school year 2024-25, AMS met three of the six measures with data available in the English language arts goal. Two measures were not applicable for school year 2024-25.

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

	English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	
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EVALUATION OF HIGH SCHOOL ELA GOAL

ELA Regents - Performance Level 4

Forty-eight percent of students in AMS's 2021 Cohort scored at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core). Although Cohort 2021 did not meet this measure there was an eight percentage point increase from last year.

The improvement from Cohort 2020 to 2021 can be attributed to both the increased number of students testing—yielding a more representative score—and a renewed focus on Regents readiness throughout our multi-year curriculum. This includes iterative Regents-aligned assessments at the conclusion of each unit, providing students with six or more formative and summative opportunities to practice each section of the exam before sitting in January of their junior year.

To close the gap and meet this metric in future years, we will continue to emphasize both proficiency and the exam skills needed for a timed assessment, including endurance and time management. Analysis of the scores indicates that many students who did not reach Performance Level 4 struggled to complete the final section—the Text-Analysis Response essay—within the standard three-hour sitting.

To improve outcomes for future cohorts, the ELA department will focus on:

- Department-wide lesson study to strengthen sequenced instruction of discrete writing skills.
- Weekly student-work analysis and monthly data dives to guide instruction across both department and content teams.
- Reinforcing cross-content annotation skills to support metacognitive reading strategies.
- Maintaining a balanced assessment approach that integrates authentic tasks with cumulative Regents-based assessments in each unit.
- Analyzing performance on assessments, including writing skills and multiple-choice subcategories, to inform curricular adjustments.
- Developing an assessment arc from ELA 9 through ELA 11 that emphasizes timed writing, with progressively shorter windows as the Regents Exam approaches.
- Expanding feedback routines to include self-assessment and actionable, concise teacher feedback through writing portfolios.
- Conducting teacher inquiry work with students currently below the Level 4 benchmark to identify learning breakdowns and craft targeted interventions.
- Strengthening communication with students and families regarding the Level 4 benchmark.
- Implementing a school-wide approach to cross-content standards and competencies to reinforce aligned skills.

ELA Regents - Performance Level 3

Eighty-six percent of students in AMS's 2021 Cohort scored at or above Performance Level 3 on the Regents Exam in English Language Arts (Common Core), therefore meeting this measure.

The ELA team's instructional structures, teaching practices, and data tools continue to support students in meeting or exceeding Performance Level 3. In addition to our renewed focus on Regents-ready writing and structured literacy, programmatic changes in students' first two years of high school have strengthened support for our most at-need subgroups. Notably, in 2023–24 we reintroduced an ELL Reading Lab section to serve our growing population of English Language Learners and added a daily Reading Lab section for 9th- and 10th-grade students with Lexile levels below 800, providing targeted interventions to improve foundational reading skills.

ELA Regents - Performance Level 4 Comparative

Forty-eight percent of students in AMS's 2021 Cohort scored at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core) compared to 51% of Community School District 10's 2020 Cohort's, therefore not meeting this measure. District data for the 2021 Cohort was not available for comparison at the time of this report.

ELA Regents - Performance Level 3 Comparative

Eighty-six percent of students in AMS's 2021 Cohort scored at or above Performance Level 3 on the Regents Exam in English Language Arts (Common Core), compared to 72% of Community School District 10's 2020 Cohort's, therefore meeting this measure. District data for the 2021 Cohort was not available for comparison at the time of this report.

ELA Regents - Performance Level 4 Growth

Seventeen percent of students in AMS's 2021 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), falling short of this measure.

While we did not meet the Performance Level 4 Growth metric this year, the upward trend in student performance is encouraging. These results should be interpreted in the context of limited baseline data, as many students lacked 8th-grade ELA scores due to the pandemic. Notably, 17% of Cohort 2021 students met this benchmark, compared with 0% of Cohort 2019, the last cohort with available 8th-grade ELA scores.

This trend highlights the importance of supporting students who have made sufficient growth since 8th grade to exit intervention programs but may still require targeted support in core classrooms to achieve Performance Level 4.

ELA Regents - Performance Level 3 Growth

Ninety-two percent of students in AMS's 2021 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), therefore meeting this measure and exceeding it by 17 percentage points.

Meeting and exceeding this measure can be attributed not only to strong core instruction but also to targeted interventions that support specific student populations in reading and language development throughout their four years at AMS. By assessing incoming 9th-grade students during onboarding, we are able to place those most in need into Reading Lab or MLL Lab from the very first day, providing differentiated daily support for students requiring the greatest growth.

Our Regents Prep course further supports seniors by reinforcing test-taking strategies in small-group settings, specifically addressing timing challenges on the Text Analysis Response essay and difficulties with multiple-choice questions—two of the most common barriers for struggling readers and students with cognitive differences.

ADDITIONAL CONTEXT AND EVIDENCE

To maintain and improve outcomes in future years, we will continue to provide intentional support for students approaching a Level 4 during their senior year, ensuring they receive tiered support in their core classes even after exiting intervention programs. To support this transition, our Reading Lab instructor will collaborate in the ICT space with a General Education ELA teacher and lead professional learning sessions with the ELA team during the 2025–26 school year.

ACTION PLAN

To support future cohorts in meeting ambitious benchmarks—particularly Performance Level 4—we will:

- **Communicate clear goals:** Continue to inform students and families about Level 4 benchmarks and expectations, including for students retaking the exam in June of their junior year, even if they have already reached Performance Level 3 in January.
- **Maintain and refine exam timelines:**
 - January of junior year: first attempt
 - June of junior year: second attempt
 - Additional opportunities based on data: August, January, and June of senior year
- **Targeted support through Regents Prep:** Strategically program students who have not yet met or exceeded Performance Level 3 by senior year to receive individualized, targeted support in ELA Regents Prep.
- **Expand cross-department literacy support:** Leverage TESOL- and Bilingual-certified instructors to share strategies and facilitate professional learning across departments, particularly to support multilingual learners.
- **Balanced assessment approach:** Ensure each unit includes both an authentic task and a cumulative Regents-aligned assessment.
- **Strengthen writing instruction:** Engage in ongoing professional learning, including lesson study, to ensure writing instruction is discrete, accurate, and interactive.
- **Data-driven literacy support:** Use reading assessment data across all content areas to guide instruction, cultivate student reading skills, and implement a tiered literacy development approach.
- **Enhance standards-based feedback:** Refine feedback practices to provide actionable guidance and promote student self-reflection through writing portfolios.
- **Cross-content writing integration:** Apply writing standards across disciplines to strengthen students' ability to communicate ideas effectively in writing.

GOAL 4: MATHEMATICS

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

BACKGROUND

This year we continued to reflect on previous work to strengthen the math curriculum, instruction, assessment, and professional development at AMS. Three years ago, we began incorporating the teaching methods outlined in *Building Thinking Classrooms in Mathematics* by Peter Liljedahl. During the first half of the 2024–2025 school year, much of our department meetings and lesson study focused on refining teacher practices that support group tasks. Teachers contributed by developing lesson components aligned with their individual goals, such as how to respond to student questions, foster student autonomy, and use hints and extensions to differentiate tasks.

From this work, we recognized that further improvement was needed in promoting student autonomy and ensuring students were held accountable to the expectations established at the start of tasks. To address these areas, we adapted strategies some teachers had learned through professional development with Dr. Rhonda Bondie—specifically, the use of “Must Haves” and “Amazings” criteria to frame and monitor tasks. Our master teacher launched this effort by planning a Geometry lesson and sharing video recordings and resources during department professional development. This became the foundation for our second lesson study of the year. By year’s end, all teachers had planned and implemented at least one lesson using these techniques. However, we recognize that ongoing work is needed before these practices become consistent routines in classrooms.

We also continued to leverage final exams as part of our ongoing Regents data analysis and made instructional modifications in response. Over the past year, we identified the need to increase the frequency of Regents prep routines and incorporate more looping within the curriculum. Additionally, the final exam analysis protocol—originally developed and piloted by the Math department—was adopted schoolwide, extending its impact beyond our department.

HIGH SCHOOL MATHEMATICS

High School Math Measure 1 - Absolute

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

METHOD

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

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

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

Cohort	Fourth Year	Number in Cohort (a)	Number exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2019	2022-23	109	14	16	17%
2020	2023-24	120	79	3	7%
2021	2024-25	110	13	4	4%

High School Math Measure 2 - Absolute

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

METHOD

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

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

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2019	2022-23	109	14	62	65%
2020	2023-24	120	79	38	93%
2021	2024-25	110	13	64	66%

High School Math Measure 3 - Absolute

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

Schools are not required to report attainment of this measure for 2024-25. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information. The Institute may use these data for its evaluation of the school's goal attainment when data become available.

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

High School Math Measure 4 - Comparative

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

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 a Performance Level 4 or 5. Given that students may take Regents exams up through the summer of their fourth year, the school presents the most recently available school district results.

Percent Scoring at Least Level 4 or Higher on a Regents Mathematics Exam
by Fourth Year Total Cohort by Charter School and School District

Cohort Designation	Charter School		School District	
	Percent Level 4 or 5	Number in Cohort	Percent Level 4 or 5	Number in Cohort
2019	17%	109	3627	27%
2010	7%	120	3544	25%
2021	4%	110	TBD	TBD

High School Math Measure 5 - Comparative

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

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 must achieve a 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 the most recently available school district results.

Percent Scoring at Least Level 3 or Higher on a Regents Mathematics Exam
by Fourth Year Total Cohort by Charter School and School District

Cohort Designation	Charter School		School District	
	Percent Level 3 or Higher	Number in Cohort	Percent Level 3 or Higher	Number in Cohort
2019	65%	109	3627	45%
2010	93%	120	3544	45%
2021	66%	110	TBD	TBD

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

High School Math Measure 6 - Comparative

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

Schools are not required to report attainment of this measure for 2024-25. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information. The Institute may use these data for its evaluation of the school's goal attainment when data become available.

High School Math Measure 7 - Growth

Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 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 meet the mathematics requirement for the college and career readiness standard.

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

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2019	2022-23	43	10	0	0%
2020	2023-24	No data available due to the cancellation of 8th grade proficiency testing during the pandemic.			
2021	2024-25	18	0	0	0%

High School Math Measure 8 - Growth

Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 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

METHOD

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

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

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

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2019	2022-23	43	10	14	42%
2020	2023-24	No data available due to the cancellation of 8th grade proficiency testing during the pandemic.			
2021	2024-25	18	0	10	56%

SUMMARY OF THE HIGH SCHOOL MATHEMATICS GOAL

In school year 2024-2025, AMS met one of the six measures with data available in the high school mathematics goal. Two measures were not applicable for school year 2024-25.

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

EVALUATION OF THE HIGH SCHOOL MATHEMATICS GOAL

Math Regents - Performance Level 4

Four percent of students in AMS's 2021 Cohort scored at or above Performance Level 4 on a Regents mathematics exam, therefore not meeting this measure.

At AMS, we continue to work toward the ambitious goal of having 65% of students score at Performance Level 4 on a mathematics Regents exam. While we are not yet close to meeting this benchmark, we have begun implementing steps to move in the right direction. One ongoing challenge has been establishing consistency in routines, particularly ensuring that students regularly update their unit organizers and consolidate their learning as part of daily classroom practice. The especially low percentage of Cohort 2021 students scoring at or above Performance Level 4 can largely be attributed to the reliance on Special Appeals during their first two years of high school, which reduced the number of students needing to retest for higher scores. Interruptions to their middle school learning also contributed to this outcome.

Math Regents - Performance Level 3

Sixty-six percent of students in AMS's 2021 Cohort scored at or above Performance Level 3 on a Regents mathematics exam, therefore not meeting this measure.

Before the pandemic, we consistently met this benchmark; however, in recent years we have fallen short, largely because students were able to meet their Regents requirements through Special Appeals. In previous years, our success in reaching the benchmark was driven by several key practices:

- A balanced approach to assessment;
- Strong department team structures that used student work and data to inform instructional decisions; and
- Intentional opportunities for students to retake exams when they did not pass on the first attempt.

Because our graduating seniors benefited from Special Appeals during their first two years of high school, we made a strategic decision to focus on Regents requirements earned during 11th and 12th grade.

Math Regents - Performance Level 4 Comparative

Four percent of students in AMS's 2021 Cohort scored at or above Performance Level 4 on a Regents mathematics exam compared to 25% of Community School District 10's 2020 Cohort's, therefore not meeting this measure. District data for the 2021 Cohort was not available for comparison at the time of this report.

Math Regents - Performance Level 3 Comparative

Sixty-six percent of students in AMS's 2021 Cohort scored at or above Performance Level 3 on a Regents mathematics exam compared to 45% of Community School District 10's 2020 Cohort's, therefore meeting this measure. District data for the 2021 Cohort was not available for comparison at the time of this report.

Math Regents - Performance Level 4 Growth

Zero percent of students in AMS's 2021 cohort who were not proficient on their NYS 8th grade mathematics exam scored at or above Performance Level 4 on a mathematics exam, therefore not meeting this measure.

In addition to the factors noted above, the cohort did not have access to math support classes during their first two years. A *Particular Topics of Algebra* class was reintroduced only in their senior year, as we had strategically allocated staffing to other priority areas earlier on.

Math Regents - Performance Level 3 Growth

Fifty-six percent of students in AMS's 2021 cohort who were not proficient on their NYS 8th grade mathematics exam scored at or above Performance Level 3 on a mathematics exam, therefore not meeting this measure.

ADDITIONAL CONTEXT AND EVIDENCE

None.

ACTION PLAN

To continue progressing toward the Level 4 benchmark, we will:

- Refine our balanced assessment approach by integrating authentic tasks with cumulative Regents-aligned unit assessments.
- Use our department team structure to analyze student work and adjust instructional practices, drawing primarily from June Regents results and Regents-aligned final exams, while accounting for changes in content standards and updated exam formats.
- Strengthen feedback routines by incorporating more opportunities for self-assessment and providing concise, actionable teacher feedback.
- Leverage school-wide standards to promote deeper learning across classrooms.
- Enhance communication with students and families about the Level 4 benchmark and its importance.
- Require students who score below 50 on their first Algebra I attempt to repeat the course, ensuring daily re-engagement with essential concepts.

Looking ahead, our smaller math team means we will not be able to offer *Particular Topics of Algebra* this year. Instead, we will provide individualized support plans for the few rising seniors who still need a math Regents exam to graduate. These plans will include weekly sessions with math teachers in the weeks leading up to the January exams. By the following school year, we expect to be fully staffed and able to offer *Particular Topics* once again.

GOAL 5: SCIENCE

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

BACKGROUND

At AMS, we continually reflect on past work to strengthen our science curriculum, instruction, assessment, and professional development. During the 2024–25 school year, the department focused on authentic task analysis, traditional assessment review, developing more student-driven tasks, and engaging in lesson study.

A significant portion of our time was dedicated to aligning our planning with the themes of Joy, Innovation, and Preparation through lesson study. Teachers were paired with colleagues outside their content area to collaboratively plan a specific portion of a lesson, experimenting with strategies that were new to them. These lessons were then observed in practice, followed by discussions on takeaways and the implications of the collected data. This approach allowed teachers to leverage the expertise of colleagues they don't normally collaborate with, try new strategies, and learn from one another's implementations.

Our work remains focused on supporting students taking Biology, Earth and Space Science, and Chemistry Regents. In line with this goal, we emphasized explicit instruction in vocabulary acquisition, retention, and application. Additionally, we developed activities to help students practice and refine test-taking strategies tailored to the types of questions they encounter on Regents exams.

HIGH SCHOOL SCIENCE

High School Science Measure 1 - Absolute

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

METHOD

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

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

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2019	2022-23	109	65	21	48%
2020	2023-24	120	85	31	89%
2021	2024-25	110	23	68	78%

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High School Science Measure 2 - Comparative

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

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.

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

Cohort Designation	Charter School		School District	
	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort
2019	48%	109	3627	71%
2020	89%	120	3544	38%
2021	78%	110	TBD	TBD

SUMMARY OF THE HIGH SCHOOL SCIENCE GOAL

In school year 2024-2025, AMS met both measures in the high school science goal.

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

EVALUATION OF THE HIGH SCHOOL SCIENCE GOAL

Science Regents

Seventy-eight percent of students in AMS's 2021 Cohort scored at least 65 on a Regents science exam, therefore meeting this measure and exceeding it by three percentage points.

This success can be attributed to the academic program's structure, which provides students with an additional lab class every other day alongside their Living Environment course. This extra lab time offers more hands-on experience and greater familiarity with the material assessed in Part D of the Regents exam.

Science Regents - Comparative

Seventy-eight percent of students in AMS's 2021 Cohort scored at least 65 on a Regents science exam compared to 38% of Community School District 10's 2020 Cohort's, therefore meeting this measure. District data for the 2021 Cohort was not available for comparison at the time of this report.

ADDITIONAL CONTEXT AND EVIDENCE

Science Regents

Looking forward, students in Cohorts 2023 and 2024 who have not yet earned a passing score on a science exam will continue to have additional opportunities, including access to three different classes that culminate in a Regents exam. Students who have not passed the Living Environment or Biology exam will receive targeted support through a Regents preparatory class designed to review content and strengthen test-taking skills, enabling them to retest in both January and June if needed.

The department will dedicate significant time to analyzing trends in student performance on both Regents tasks and in-class Regents-aligned assessments, with the goal of more effectively identifying gaps in skills and content knowledge.

Science Regents - Comparative

None.

ACTION PLAN

To achieve our high school science goals in the upcoming year, we will:

- Refine our balanced assessment approach, ensuring each unit integrates authentic tasks alongside cumulative Regents-aligned assessments.
- Continue offering an additional support course for students preparing to retake the Living Environment and Biology Regents.
- Analyze newly released Regents exams to identify shifts in vocabulary and strengthen department-wide strategies for vocabulary acquisition and application in both assessments and authentic tasks.
- Use our department team structure to regularly analyze student work and adjust instructional practices accordingly.
- Further develop feedback routines that promote student self-assessment and provide concise, actionable teacher feedback.
- Align instruction with our school-wide standards to deepen student learning.
- Continue to review Regents and Regents-aligned data to evaluate the effectiveness of our support structures in building student skills and expanding access to the science curriculum.
- Leverage students' second and third years as opportunities to prepare for and retake exams they have not yet passed.

GOAL 6: SOCIAL STUDIES

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

BACKGROUND

During the 2024–25 academic year, the 9th–12th grade social studies curriculum emphasized student-centered instruction, using research-based protocols and routines to strengthen analytical and empathic thinking. The program was designed to prepare 10th and 11th graders for the Regents exams while equipping 12th graders with the knowledge and skills for civic engagement.

The department met regularly to analyze student data and evaluate the impact of instructional strategies on reading comprehension, writing, and exam readiness. Teachers collaborated in department and content teams to identify, refine, and consistently apply effective practices across classrooms. Final exam data was used to develop targeted action plans that addressed specific content gaps and question types. For example, U.S. History teams focused on primary source analysis, document-based questions, and constitutional concepts, while Global History teams emphasized political cartoon interpretation, text comprehension, and the integration of geography.

Teachers also provided targeted feedback aligned with AMS content standards through both formative and summative assessments. Collaborative strategies, such as peer review of constructed responses and team-based Regents preparation activities, further supported student learning.

Assessment design balanced Regents-aligned tasks with project-based evaluations, allowing students to track progress toward AMS standards while gaining consistent exposure to Regents-style questions. This model also prepared students for capstone projects, including the 11th-grade Demonstration of Learning Presentations and the 12th-grade Senior Civic Impact Projects.

Instruction integrated Global and U.S. History Regents frameworks as lenses for analyzing diverse materials, such as primary sources, images, maps, and statistical data. Differentiated strategies—such as vocabulary supports, graphic organizers, annotation protocols, and game-based review activities—were implemented to address specific needs identified through data analysis.

Together, these approaches ensured that students developed both the academic skills required for Regents success and the critical thinking abilities necessary for meaningful, project-based learning that connects classroom study to civic participation in the real world.

Social Studies Measure 1 - Absolute

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

METHOD

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

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

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

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2019	2022-23	109	83	9	35%
2020	2023-24	120	15	84	80%
2021	2024-25	110	16	58	62%

Social Studies Measure 2 - Comparative

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

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, school presents the most recently available district results.

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

Cohort Designation	Charter School		School District	
	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort
2019	35%	109	3627	22%
2020	80%	120	3544	52%
2021	62%	110	TBD	TBD

Social Studies Measure 3 - Absolute

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

METHOD

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

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

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

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2019	2022-23	109	104	2	40%
2020	2023-24	120	2	90	76%
2021	2024-25	110	0	82	75%

Social Studies Measure 4 - Comparative

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

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, school presents the most recently available district results.

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

Cohort Designation	Charter School		School District	
	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort
2019	40%	109	3627	18%
2020	76%	120	3544	67%
2021	75%	110	TBD	TBD

SUMMARY OF THE SOCIAL STUDIES GOAL

In school year 2024-2025, AMS achieved three out of the four measures in the high school social studies goal.

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

EVALUATION OF THE SOCIAL STUDIES GOAL

U.S. History Regents

Sixty-two percent of students in AMS's 2021 Cohort scored at least 65 on the NYS Regents U.S. History exam, therefore not meeting this measure.

While our school continues to increase our familiarity with the revised U.S. History Regents exam framework, the Cohort 2021's pass rate decreased eighteen percentage points compared to the previous year indicating room for improvement. The primary factor contributing to this decrease was the delayed implementation of targeted Regents action plans, which were not initiated until Trimester 2 rather than at the beginning of the academic year. This timing issue prevented students from receiving the full benefit of systemic exam preparation strategies throughout the entire school year. Additionally, while teachers utilized exam data analysis to identify content gaps in areas such as constitutional concepts, primary source analysis, and document-based questions, the late start of targeted support efforts limited their effectiveness in addressing these foundational skills.

Moving forward, professional learning arcs will be adjusted to address these growth areas. Regents data analysis will take place in August and be used to inform the revision and finalizing of curriculum to ensure that targeted, evidenced-based preparation begins immediately at the start of the academic year. The U.S. history content team will be required to implement daily regents-aligned question practice to check for understanding on lesson content throughout instruction. Additionally, the U.S. content team will place increased focus on short essay questions and civic literacy essay responses through expanded in-class writing assignments that include both timed and untimed practice opportunities. These proactive measures, combined with our continued integration of exam preparation from 9th-12th grades, and year round exposure to Regents-style questions across all grade levels, aim to provide students with the sustained preparation necessary for improved performance on future assessments.

U.S. History Regents - Comparative

Sixty-two percent of students in AMS's 2021 Cohort scored at least 65 on the NYS Regents U.S. History exam compared to 52% of Community School District 10's 2020 Cohort's, therefore meeting this measure. District data for the 2021 Cohort was not available for comparison at the time of this report.

Global History Regents

Seventy-five percent of students in AMS's 2021 Cohort scored at least 65 on the NYS Regents Global History exam, therefore meeting this measure.

Our success on the Global History Regents exam can be attributed to several key factors implemented across the 9th and 10th grade Global History curricula.

A major contributor was improved teacher retention in both Global 9 and Global 10 content teams. This stability fostered consistent instructional practices within each team and greater alignment between the two courses, particularly in the integration of Regents-style practice. Beginning in Global 9, students were regularly introduced to Regents-style questions through quizzes, tests, and daily entry and exit tasks, building sustained familiarity with exam expectations. This foundation was reinforced in Global 10, where Regents-aligned practice was embedded into daily lessons, with focused preparation beginning in March for the June exam.

Both grade levels emphasized consistent practice with constructed response questions and the enduring issues essay. Teachers used shared protocols and tools during writing workshops, creating continuity across courses and strengthening students' analytical and writing skills. In addition, both content teams balanced Regents preparation with project-based assessments, ensuring that students developed not only test readiness but also the critical thinking and civic skills necessary for broader success.

This comprehensive, aligned approach has proven effective in preparing students for the rigor of the Global History Regents while simultaneously supporting their civic readiness.

Global History Regents - Comparative

Seventy-five percent of students in AMS's 2021 Cohort scored at least 65 on the NYS Regents Global History exam compared to 67% of Community School District 10's 2020 Cohort's, therefore meeting this measure. District data for the 2021 Cohort was not available for comparison at the time of this report.

ADDITIONAL CONTEXT AND EVIDENCE

U.S. History Regents

At AMS, we continue to leverage our department team structures to strengthen instructional practices and improve student outcomes. In response to an eighteen percent decline in U.S. History Regents performance, these structures will be refined to support earlier and more targeted preparation. Regents analysis will now begin in August, ensuring that instructional planning addresses identified gaps from the start of the year. The U.S. History content team will also integrate daily Regents-style practice questions into entry and exit tasks, providing ongoing checks for understanding and consistent exposure to exam formats.

To address specific areas of need, we will expand our focus on annotation and writing practice to include both timed and untimed short essays and civic literacy essays. Targeted instruction will also reinforce primary source analysis and constitutional concepts, reflecting priority growth areas identified in Regents exam data.

Alongside Regents preparation, we will continue to embed project-based assessments that deepen content knowledge and strengthen civic mindsets. Department-wide collaboration will remain a core practice, with teachers engaging in lesson studies, grade book reviews, and exam data analysis to share strategies, observe one another's instruction, and design targeted interventions for skill and content gaps.

Our participation in the NYS Seal of Civic Readiness program has further advanced student performance on the Senior Civic Impact Project, offering measurable evidence of growth in civic engagement skills.

Through this comprehensive approach, AMS ensures that students are equipped not only for success on the Regents exams but also for meaningful academic and civic achievement beyond the classroom.

Global History Regents

At AMS, we continue to leverage our department team structures to enhance teaching practices and student outcomes in Global History, building on the success of seventy-five percent of students passing the Regents exam with a score of at least 65. Our approach begins with comprehensive Regents data analysis in August, allowing targeted instructional preparation from the start of the academic year. Daily Regents-aligned practice questions, integrated into entry and exit tasks, provide consistent exposure to exam formats while assessing content comprehension.

Collaboration within the social studies department has been strengthened to support ongoing skill development. Students receive targeted practice with constructed response questions and enduring issues essays, along with focused instruction on political cartoon interpretation and document analysis. Lesson studies allow teachers to observe and learn from each other's strategies, while periodic gradebook analysis ensures student progress is monitored and support is adjusted as needed.

We consistently employ evidence-based learning protocols to facilitate student-centered instruction, balancing project-based assessments with traditional Regents-aligned evaluations to maintain engaging and effective learning environments. Participation in the NYS Seal of Civic Readiness program has further enhanced student performance on the Senior Civic Impact Project, providing measurable evidence of growth in civic engagement skills.

This comprehensive, data-informed approach equips AMS students not only for success on the Regents exams but also with the critical thinking, analytical, and civic skills necessary for future academic and civic endeavors.

ACTION PLAN

To continue progress toward meeting our benchmark, we will:

- Refine our balanced assessment approach by combining project-based assessments each trimester with Regents-aligned unit assessments, as well as timed and untimed in-class Regents writing opportunities.
- Expand our lesson study and gradebook analysis protocols to identify and refine best instructional practices, while providing targeted support based on students' needs.
- Align project-based assessments with school-wide standards and enhance feedback routines, including self-assessment and concise, actionable teacher feedback.
- Conduct Regents data analysis in August and mock Regents analysis in March to ensure targeted preparation begins at the start of the academic year and address growth areas, particularly in U.S. History, where performance fell short of our target by eighteen percent.
- Integrate Regents-aligned questions consistently into daily entry and exit tasks, with emphasis on areas identified for growth through data analysis.
- Expand and refine research and presentation opportunities to support students in completing 11th-grade Demonstration of Learning Portfolio Presentations, 12th-grade Senior Civic Impact Projects, and earning the Seal of Civic Readiness upon graduation.

This comprehensive approach is designed to enhance students' performance on culminating social studies Regents exams, deepen content understanding, and ensure teaching practices remain effective, responsive, and student-centered.

GOAL 7: ESSA

ESSA Measure 1

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

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

Accountability Status by Year

Year	Status
2022-23	Local Support and Improvement (formerly Good Standing)
2023-24	Local Support and Improvement (formerly Good Standing)
2024-25	Local Support and Improvement (formerly Good Standing)

ADDITIONAL CONTEXT AND EVIDENCE

AMS's ESSA status for school year 2024-25 is Local Support and Improvement (formerly Good Standing) and therefore continues to meet this measure. AMS completed its fifth year of its current accountability period and has been in good standing each year.