

Application: New Visions Charter High School for Advanced Math and Science

Melissa Marcus - mmarcus@newvisions.org
Annual Reports

Summary

ID: 0000000006
Status: Annual Report Submission
Last submitted: Oct 29 2020 04:30 PM (EDT)

Entry 1 School Info and Cover Page

Completed Jul 15 2020

[Instructions](#)

Required of ALL Charter Schools

Each Annual Report begins with a completed School Information and Cover Page. The information is collected in a survey format within Annual Report portal. When entering information in the portal, some of the following items may not appear, depending on your authorizer and/or your responses to related items.

Entry 1 School Information and Cover Page

(New schools that were not open for instruction for the 2019-20 school year are not required to complete or submit an annual report this year).

Please be advised that you will need to complete this cover page (including signatures) before all of the other tasks assigned to you by your school's authorizer are visible on your task page. While completing this cover page task, please ensure that you select the correct authorizer **(as of June 30, 2020)** or you may not be assigned the correct tasks.

BASIC INFORMATION

a. SCHOOL NAME

(Select name from the drop down menu)

NEW VISIONS CHARTER HIGH SCHOOL FOR ADVANCED MATH AND SCIENCE 321000860999

a1. Popular School Name

AMS

b. CHARTER AUTHORIZER (As of June 30th, 2020)

Please select the correct authorizer as of June 30, 2020 or you may not be assigned the correct tasks.

SUNY BOARD OF TRUSTEES

c. DISTRICT / CSD OF LOCATION

CSD #10 - BRONX

d. DATE OF INITIAL CHARTER

12/2010

e. DATE FIRST OPENED FOR INSTRUCTION

8/2011

h. SCHOOL WEB ADDRESS (URL)

<http://www.newvisions.org/ams>

i. TOTAL MAX APPROVED ENROLLMENT FOR THE 2019-2020 SCHOOL YEAR (exclude Pre-K program enrollment)

566

j. TOTAL STUDENT ENROLLMENT ON JUNE 30, 2020 (exclude Pre-K program enrollment)

495

k. GRADES SERVED IN SCHOOL YEAR 2019-2020 (exclude Pre-K program students)

Check all that apply

Grades Served

9, 10, 11, 12

l1. DOES THE SCHOOL CONTRACT WITH A CHARTER OR EDUCATIONAL MANAGEMENT ORGANIZATION?

Yes

12. NAME OF CMO/EMO AND ADDRESS

NAME OF CMO/EMO	New Visions for Public Schools
PHYSICAL STREET ADDRESS	205 E. 42nd Street
CITY	New York
STATE	NY
ZIP CODE	10017
EMAIL ADDRESS	mmarcus@newvisions.org
CONTACT PERSON NAME	Melissa Marcus

FACILITIES INFORMATION

m. FACILITIES

Will the school maintain or operate multiple sites in 2020-2021?

	No, just one site.
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School Site 1 (Primary)

m1. SCHOOL SITES

Please provide information on Site 1 for the upcoming school year.

	Physical Address	Phone Number	District/CSD	Grades to be Served at Site for coming year (K-5, 6-9, etc.)	Receives Rental Assistance for Which Grades (If yes, enter the appropriate grades. If no, enter No).
Site 1	99 Terrace View Bronx, NY 10463	718-817-7683	NYC CSD 10	9-12	No

m1a. Please provide the contact information for Site 1.

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Robert Hiller			rhiller27@charter.newvisions.org
Operational Leader	Anton Pena			apena4@charter.newvisions.org
Compliance Contact	Matt Gill			mgill@newvisions.org
Complaint Contact	Matt Gill			mgill@newvisions.org
DASA Coordinator	Anton Pena			apena4@charter.newvisions.org
Phone Contact for After Hours Emergencies	Anton Pena			apena4@charter.newvisions.org

m1b. Is site 1 in public (co-located) space or in private space?

Co-located Space

m1c. Please list the terms of your current co-location.

	Date school will leave current co-location	Is school working with NYCDOE to expand into current space?	If so, list year expansion will occur.	Is school working with NYCDOE to move to separate space?	If so, list the proposed space and year planned for move	School at Full Capacity at Site
Site 1	No plans to leave current co-location space	No		No		Yes

IF LOCATED IN PRIVATE SPACE IN NYC OR IN DISTRICTS OUTSIDE NYC

m1d. Upload a current Certificate of Occupancy (COO) and the annual Fire Inspection Report for school site 1 if located in private space in NYC or located outside of NYC .

Certificate of Occupancy and Fire Inspection. Provide a copy of a current and non-expired certificate of occupancy (if outside NYC or in private space in NYC). For schools that are not in district space (NYC co-locations), provide a copy of a current and non-expired certificate of occupancy, and a copy of the current annual fire inspection results, which should be dated on or after July 1, 2020.

Site 1 Certificate of Occupancy (COO)

Site 1 Fire Inspection Report

CHARTER REVISIONS DURING THE 2019-2020 SCHOOL YEAR

n1. Were there any revisions to the school’s charter during the 2019-2020 school year? (Please include approved or pending material and non-material charter revisions).

No

PLEASE NOTE CHARTER SCHOOLS WILL NO LONGER SUBMIT FINANCIAL STATEMENTS, ANNUAL BUDGETS, AND RELATED FISCAL DATA VIA THE ANNUAL REPORT. HOWEVER, NYSED BOARD OF REGENTS WOULD LIKE TO KNOW IF YOUR SCHOOL'S BOARD OF TRUSTEES HAS APPROVED A BUDGET FOR THE 2020-2021 FISCAL YEAR.

o. Has your school's Board of Trustee's approved a budget for the 2020-2021 FY?

Yes

ATTESTATION

p. Individual Primarily Responsible for Submitting the Annual Report.

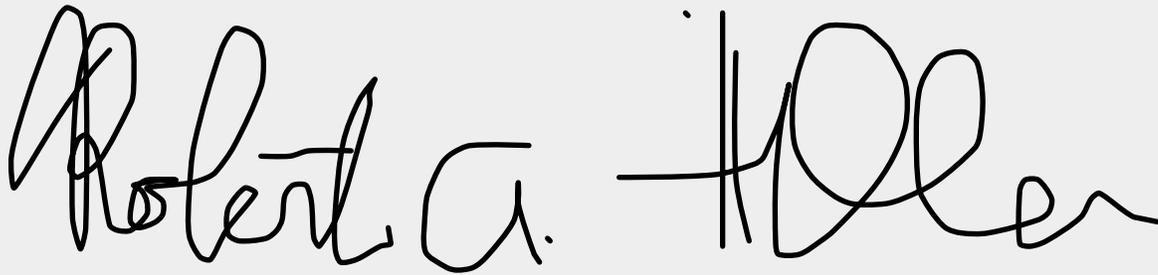
Name	Melissa Marcus
Position	Seniors Program Officer, Charter
Phone/Extension	646-486-6316
Email	mmarcus@newvisions.org

p. Our signatures (Executive Director/School Leader/Head of School and Board President) below attest that all of the information contained herein is truthful and accurate and that this charter school is in compliance with all aspects of its charter, and with all pertinent Federal, State, and local laws, regulations, and rules. We understand that if any information in any part of this report is found to have been deliberately misrepresented, that will constitute grounds for the revocation of our charter. Check **YES** if you agree and then use the mouse on your PC or the stylus on your mobile device to sign your name).

Responses Selected:

Yes

Signature, Head of Charter School

Handwritten signature of Robert A. Miller in black ink on a light gray background.

Signature, President of the Board of Trustees

Handwritten signature of Nancy Grossman in black ink on a light gray background.

Date

Jul 31 2020



Thank you.

Entry 2 NYS School Report Card

Completed Jul 15 2020

Instructions

SUNY-authorized charter schools only

Provide a direct web link to the most recent New York State School Report Card for the charter school (See <https://reportcards.nysed.gov/>) . This report captures school-level enrollment and demographic information, staff qualifications, electronic student records, and attendance rates, as prescribed by New York State statute (8 NYCRR 119.3).

Entry 2 NYS School Report Card Link

NEW VISIONS CHARTER HIGH SCHOOL FOR ADVANCED MATH AND SCIENCE 321000860999

NEW YORK STATE REPORT CARD

Provide a direct URL or web link to the most recent New York State School Report Card for the charter school (See <https://reportcards.nysed.gov/>).

(Charter schools completing year one will not yet have a School Report Card or link to one. Please type "URL is not available" in the space provided.)

https://data.nysed.gov/essa.php?instid=800000070185&year=2019&createreport=1&allchecked=1&OverallStatus=1§ion_1003=1&EMindicators=1&EMcomposite=1&EMelp=1&EMprogress=1&EMchronic=1&HSStatus=1&HSindicators=1&HScomposite=1&HSgradrate=1&HScompgrowth=1&HSelp=1&HSprogress=1&HSchronic=1&HScccr=1&HSpart=1®ents=1&cohort=1&nyseslat=1&naep=1&staffqual=1&gradrate=1&feddata=1

Entry 3 Progress Toward Goals

Incomplete Hidden from applicant

Instructions

Regents, NYCDOE, and Buffalo BOE-authorized charter schools

For the 2019-2020 school year, any academic or

organization goals that cannot be evaluated due to school closure resulting in a lack of data and changes in testing, surveying, and other usual practices should be reported as “N/A”.

Entry 3 Progress Toward Goals

PROGRESS TOWARD CHARTER GOALS

Board of Regents-authorized and NYCDOE-authorized charter schools only.

Complete the tables provided. List each goal and measure as contained in the school’s currently approved charter, and indicate whether the school has met or not met the goal. Please provide information for all goals no later than November 2, 2020.

1. ACADEMIC STUDENT PERFORMANCE GOALS

For the 2019-2020 school year, any academic goals that cannot be evaluated due to school closure resulting in a lack of data and changes in testing, surveying, and other usual practices should be reported as “N/A”.

2019-20 Progress Toward Attainment of Academic Goals

	Academic Student Performance Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	Goal - Met, Not Met or Unable to Assess	If not met, describe efforts the school will take to meet goal. If unable to assess goal, type N/A for Not Applicable
Academic Goal 1				
Academic Goal 2				
Academic Goal 3				
Academic Goal 4				
Academic Goal 5				
Academic Goal 6				
Academic Goal 7				
Academic Goal 8				
Academic Goal 9				
Academic Goal 10				

2. Do have more academic goals to add?

(No response)

2019-2020 Progress Toward Attainment of Academic Goals

	Academic Student Performance Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	Goal - Met, Not Met or Unable to Assess	2019-2020 progress toward attainment of goal Met/Not Met/Unable to Assess During Due to Closure
Academic Goal 11				
Academic Goal 12				
Academic Goal 13				
Academic Goal 14				
Academic Goal 15				
Academic Goal 16				
Academic Goal 17				
Academic Goal 18				
Academic Goal 19				
Academic Goal 20				

3. Do have more academic goals to add?

(No response)

2019-2020 Progress Toward Attainment of Academic Goals

	Academic Student Performance Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	Goal - Met, Not Met or Unable to Meet	If not met, describe efforts the school will take to meet goal. If unable to assess

				goal, type N/A for Not Applicable
Academic Goal 21				
Academic Goal 22				
Academic Goal 23				
Academic Goal 24				
Academic Goal 25				
Academic Goal 26				
Academic Goal 27				
Academic Goal 28				
Academic Goal 29				
Academic Goal 30				
Academic Goal 31				
Academic Goal 32				
Academic Goal 33				
Academic Goal 34				
Academic Goal 35				
Academic Goal 36				
Academic Goal 37				
Academic Goal 38				
Academic Goal 39				
Academic Goal 40				

4. ORGANIZATION GOALS

For the 2019-2020 school year, any organization goals that cannot be evaluated due to school closure resulting in a lack of data and changes in testing, surveying, and other usual practices should be reported as “N/A”.

2019-2020 Progress Toward Attainment of Organization Goals

	Organizational Goal	Measure Used to Evaluate Progress	Goal - Met, Not Met, or Unable to Assess	If not met, describe efforts the school will take to meet goal. If unable to assess goal, type N/A for Not Applicable
Org Goal 1				
Org Goal 2				
Org Goal 3				
Org Goal 4				
Org Goal 5				
Org Goal 6				
Org Goal 7				
Org Goal 8				
Org Goal 9				
Org Goal 10				
Org Goal 11				
Org Goal 12				
Org Goal 13				

Org Goal 14				
Org Goal 15				
Org Goal 16				
Org Goal 17				
Org Goal 18				
Org Goal 19				
Org Goal 20				

5. Do have more organizational goals to add?

(No response)

6. FINANCIAL GOALS

2019-2020 Progress Toward Attainment of Financial Goals

	Financial Goals	Measure Used to Evaluate Progress	Goal - Met, Not Met, or Partially Met	If not met, describe efforts the school will take to meet goal.
Financial Goal 1				
Financial Goal 2				
Financial Goal 3				
Financial Goal 4				
Financial Goal 5				

7. Do have more financial goals to add?

(No response)

2019-2020 Progress Toward Attainment of Financial Goals

	Financial Goals	Measure Used to Evaluate Progress	Goal - Met, Not Met, or Partially Met	If not met, describe efforts the school will take to meet goal.
	Financial Goal 6			
	Financial Goal 7			
	Financial Goal 8			
	Financial Goal 9			
	Financial Goal 10			

Thank you.

Entry 3 Accountability Plan Progress Reports

Completed Sep 15 2020

Instructions

SUNY-Authorized Charter Schools ONLY

SUNY-authorized charter schools must download an [Accountability Plan Progress Report template](#). After completing, schools must upload the document into the by September 15, 2020.

[2019-20-Accountability-Plan-Progress-Report-AMS_Final](#)

Filename: 2019 20 Accountability Plan Progress R wB2Hx65.pdf **Size:** 1.3 MB

Entry 7 Disclosure of Financial Interest Form

Completed Aug 3 2020

Instructions - Multiple Uploads Permitted

Required of ALL Charter Schools by August 3

Each member of the charter school's Board of Trustees who served on a charter school education corporation governing one or more charter schools for any period during the 2019-2020 school year must

complete a signed:

- **Regents, NYCDOE, and Buffalo BOE Authorized Schools:** [Disclosure of Financial Interest Form](#)
- **SUNY- Authorized Charter Schools:** [Trustee Financial Disclosure Form](#)

All completed forms must be collected and uploaded in .PDF format for each individual member. If a trustee is not able or available to complete the form by the deadline, the education corporation is responsible for doing so on behalf of the trustee. (Forms completed from past years will not be accepted).

Trustees serving on an education corporation that governs more than one school are not required to complete a separate disclosure for each school governed by the education corporation. In the Disclosure of Financial Interest Form, trustees must disclose information relevant to any of the schools served by the governing education corporation.

[AMS Board Financial Disclosure Forms Annual Report SY19-20](#)

Filename: AMS Board Financial Disclosure Forms A i7ncmh9.pdf **Size:** 5.1 MB

Entry 8 BOT Membership Table

Completed Jul 15 2020

Instructions

Required of All charter schools

ALL charter schools or education corporations governing multiple schools must complete the Board of Trustees Membership Table within the online portal. Please be sure to include and identify parents who are members of the Board of Trustees and indicate whether parents are voting or non-voting members.

Entry 8 BOT Table

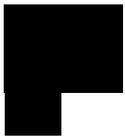
1. SUNY-AUTHORIZED charter schools are required to provide information for VOTING Trustees only.
2. REGENTS, NYCDOE, and BUFFALO BOE-AUTHORIZED charter schools are required to provide information for all --VOTING and NON-VOTING-- trustees.

NEW VISIONS CHARTER HIGH SCHOOL FOR ADVANCED MATH AND SCIENCE 321000860999

1. 2019-2020 Board Member Information (Enter info for each BOT member)

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	Trustee Name and Email Address	Position on the Board	Committee Affiliations	Voting Member Per By-Laws (Y/N)	Number of Terms Served	Start Date of Current Term (MM/DD/YYYY)	End Date of Current Term (MM/DD/YYYY)	Board Meetings Attended During 2019-2020
1	Peter Cantillo [REDACTED]	Trustee/Member	N/A	Yes	2	01/01/2019	12/31/2021	12
2	Nancy Grossman [REDACTED]	Chair	N/A	Yes	2	01/01/2020	12/31/2022	12
3	Fredrick Levy [REDACTED]	Trustee/Member	N/A	Yes	2	01/01/2020	12/31/2022	11
4	Carol "Lili" Lynton [REDACTED]	Trustee/Member	Finance	Yes	2	01/01/2019	12/31/2021	10
5	Matthew Marcin [REDACTED]	Treasurer	Finance	Yes	1	04/07/2020	12/31/2023	5 or less
6	Marsha Milan-Bethel [REDACTED]	Trustee/Member	N/A	Yes	1	10/15/2018	12/31/2021	6

								
7	Michael Nathan 	Trustee/Member	Finance	Yes	1	04/24/2017	12/31/2020	11
8	Musa Ali Shama mashama@newvisions.org	Secretary	N/A	Yes	1	04/04/2018	12/31/2021	12
9	Selina Urbina 	Trustee/Member	N/A	Yes	2	01/01/2020	12/31/2022	11

1a. Are there more than 9 members of the Board of Trustees?

Yes

1b. Current Board Member Information

	Trustee Name and Email Address	Position on the Board	Committee Affiliations	Voting Member Per By-Laws (Y/N)	Number of Terms Served	Start Date of Current Term (MM/DD/YYYY)	End Date of Current Term (MM/DD/YYYY)	Board Meetings Attended During 2019-2020
10	Selina Urbina [REDACTED]	Trustee/Member	N/A	Yes	2	01/01/2020	12/31/2022	11
11								
12								
13								
14								
15								

1c. Are there more than 15 members of the Board of Trustees?

No

2. INFORMATION ABOUT MEMBERS OF THE BOARD OF TRUSTEES

1. SUNY-AUTHORIZED charter schools provide response relative to VOTING Trustees only.
2. REGENTS, NYCDOE, and BUFFALO BOE-AUTHORIZED charter schools provide a response relative to all trustees.

a. Total Number of BOT Members on June 30, 2020	10
b.Total Number of Members Added During 2019-2020	1
c. Total Number of Members who Departed during 2019-2020	2
d.Total Number of members, as set in Bylaws, Resolution or Minutes	10

3. Number of Board meetings held during 2019-2020

13

4. Number of Board meetings scheduled for 2020-2021

12

Thank you.

Entry 9 Board Meeting Minutes

Incomplete Hidden from applicant

Instructions

Schools must upload a complete set of monthly board meeting minutes (July 2019-June 2020), which should match the number of meetings held during the 2019-2020 school year, as indicated in the above table. The minutes provided must be the final version approved by the school's Board of Trustees and may be uploaded individually or as one single combined file. Board meeting minutes must be submitted by August 3, 2020.

Entry 10 Enrollment & Retention

Completed Jul 23 2020

Instructions for submitting Enrollment and Retention Efforts

ALL charter schools must complete this section. Describe the efforts the charter school has made toward meeting targets in 2018-2019 to attract and retain enrollment of Students with Disabilities (SWDs), English Language Learners/Multilingual Learners (ELLs/MLLs), and students who are economically disadvantaged. In addition, describe the school's plans for meeting or making progress toward meeting its enrollment and retention targets in 2019-2020.

Entry 10 Enrollment and Retention of Special Populations

Instructions for Reporting Enrollment and Retention Strategies

Describe the efforts the charter school has made in 2019-2020 toward meeting targets to attract and retain enrollment of students with disabilities, English language learners/Multilingual learners, and students who are economically disadvantaged. In addition, describe the school's plans for meeting or making progress toward meeting its enrollment and retention targets in 2020-2021.

NEW VISIONS CHARTER HIGH SCHOOL FOR ADVANCED MATH AND SCIENCE 321000860999

Recruitment/Attraction Efforts Toward Meeting Targets

	Describe Recruitment Efforts in 2019-2020	Describe Recruitment Plans in 2020-2021
	AMS is committed to enrolling and retaining at-risk students, including students with disabilities, English Language Learners (ELLs), and economically disadvantaged students. AMS utilizes extensive recruitment and marketing strategies to reach as many families and constituents as possible.	

The recruitment process begins in September when the application becomes available for families to apply. This allows extensive time to build relationships with interested families prior to the lottery in April. Our comprehensive recruitment plan includes: participation in the citywide and borough based high school fairs hosted by the Department of Education in September and October; middle school outreach within and outside the district; direct mailing campaigns to over 19,000 eighth graders residing in the Bronx; community and street outreach; bus shelter ads; hosting of open houses; and participation in local community events such as fairs and presentations at local networks of community-based organizations and social service networks. In addition, we executed an extensive digital (Facebook/Instagram) campaign.

AMS has built relationships with feeder middle schools throughout CSD 10 and the surrounding districts to ensure that parent coordinators and/or school counselors have our information and application to share with their eighth grade families. These middle schools included TEP Charter School, Atmosphere Academy, Jonas Bronck Academy, Ichan Charter Schools, Opportunity Charter School, The St. Simon Stock School, MS 118 - G&T Pace Academy, PS/MS 3,

Economically Disadvantaged

PS/MS 15, MS 80, MS 95, MS 206, MS 254, PS/MS 20, PS/MS 280, PS/MS 279, PS/MS 315, MS 390, MS 391, MS 363, PS/IS 218-Dual Language Magnet School, MS 181, and MS 180. AMS has also built relationships with schools in Mt. Vernon such as Benjamin Turner Middle School and Emmanuel Children's Mission. In addition, the following schools have invited AMS to meet and greet events with families and/or class presentations: Opportunity Charter School which caters to the students with disabilities population, TEP Charter School, Mott Hall Charter, PS/MS 20, and MS 95. Additionally, AMS participated in high school fairs hosted by CSD 10 - Bronxwide Fair, MS 390, MS 254, Jonas Bronck Academy, the G&T program at MS 118, PS/MS 37, MS 45, and the Women's Housing and Economic Development Corporation (WHEDco), which allowed face to face interaction with bilingual staff from AMS. Targeted and specific efforts were made to connect with strategic community locations, such as the various NYPL branches (Kingsbridge, Bronx Library Center, Francis Martin) and community centers (Mosholu Montefiore Community Center, Kingsbridge Heights Community Center, Davidson Community Center). Lastly, AMS mails out a yearly Sibling Letter with two applications to its current families. This is to encourage younger siblings to apply and/or share the additional application

In 2020-21, AMS plans to execute the same recruitment efforts and strategies used last year, and will adjust as needed.

with a family or friend.

AMS also hosts information sessions and open houses to further inform families and the community about the school and the admissions process. All information sessions and open houses include the dissemination of recruitment materials and enrollment applications, a question and answer period, a school tour, and individual consultation with families who are interested in both Spanish and English. These are held at the school and are publicized widely through the dissemination of flyers and postcards to families as well as the school's web page

<http://www.newvisions.org/AMS>

which is hosted on the main network site. This year AMS hosted their first Virtual Open House on March 23, 2020 using Zoom. A total of 41 families joined the video call. The families seemed content with the process and most even expressed their gratitude for taking the time to do this for them during a pandemic. The recruitment team was so pleased with the outcome that we are thinking of adding video meetings as an option to "open house visits" for parents with busy schedules.

Additionally, our Student Ambassadors attend every student recruitment event (fairs, open houses, and other events) held, in an attempt to give prospective students and families

a genuine view of the life of an AMS student, while still providing essential information for anyone that is applying to high school. Student Ambassadors are trained early in the school year on all data points as well as the application and admissions process for our school. They are our strongest voices and have proven to be vital to the success of each recruitment season.

AMS also benefits from New Visions' extensive database of over 600 partner organizations that support families throughout the Bronx and NYC, including organizations that provide social services to high-need families such as those in the foster care and shelter systems. We connect with them via mailings and emails to promote AMS's application and recruitment process. Additionally, New Visions promotes the network through printed and digital advertisements (Facebook/Instagram) to drive families to the website and our application, which is available in dozens of languages via the Google Translate plug-in.

To ensure a large enough pool of ELL/MLL applicants, AMS will continue to execute additional efforts, along with help from the network, to reach as many families as possible. This will include specific outreach to middle schools with high ELL/MLL student populations and multiple mailings and email blasts to key

English Language Learners/Multilingual Learners

community based organizations and other organizations that typically support families in these special populations. Our website offers families the opportunity to apply online or download the application, which is available in English and Spanish. In addition, we partner with the NYC Charter Center around the Common Application, thus ensuring families that don't speak English or Spanish have access to our application. The Common Application is available in English, Spanish, Arabic, Urdu, Russian, Korean, Haitian Creole, French and Chinese and is widely promoted by the NYC Charter Center. The application is also available at the school and community outreach events and interested families are able to apply directly at the school or by calling the New Visions main network office to apply over the phone. In addition, the dedicated recruitment staff at AMS is bilingual in Spanish, which facilitates conversations with Spanish speaking families.

In 2020-21, AMS plans to execute the same recruitment efforts and strategies used last year, and will adjust as needed.

Throughout all of our outreach efforts, AMS makes sure to encourage families with students with disabilities to apply to our school and provides space to speak about their needs and supports. Particularly at our open houses, AMS makes sure to give families time for individual consultations for those who are interested in speaking with the principal or other staff. We also inform middle school staff that

Students with Disabilities	<p>we support students with disabilities and that they can be confident in referring students with IEPs. At the time of enrollment AMS ensures that every family with an IEP meets with the appropriate staff member to review the documents.</p>	<p>In 2020-21, AMS plans to execute the same recruitment efforts and strategies used last year, and will adjust as needed.</p>
	<p>In addition to the strategies mentioned above, AMS staff will continue to recruit at all middle schools, including those with high numbers of students with disabilities and will encourage families to apply. We will continue to ensure that special education staff or staff who can speak to the special education services we offer are available at open houses and other recruitment events to have meaningful conversations with families around their student's needs.</p>	
	<p>In recognition that high-needs students require additional outreach efforts, we will continue to establish relationships and connect with institutions and service providers whose mission is to advocate and serve students with special needs.</p>	

Retention Efforts Toward Meeting Targets

	Describe Retention Efforts in 2019-2020	Describe Retention Plans in 2020-2021
	AMS employs multiple strategies and designs specific	

programmatic elements to ensure the success and retention of targeted students. Part of our overall strategy is to ensure that all students, whether or not they have special needs, feel supported and thrive academically. This support starts from the moment that students have an accepted seat and is followed through as we begin to know more about our students.

At AMS we use a cohort model such that each cohort has an assistant principal, counselor, and dean that follows the cohort over the four years of high school. This model is intended to support the diverse needs of our students and to focus on the key factor in retaining students - relationships. At AMS we have used the following structures to support our students in building relationships with their peers and with our staff: new student and family orientation; week long summer bridge program for incoming students at the end of August; cohort based team building trips each year; numerous after school club opportunities; monthly cohort town hall meetings to celebrate and recognize students; community service events to support students in getting involved in their communities; and weekly young women's and young men's group.

We also know that in order to retain our students, we must help them thrive academically. At

Economically Disadvantaged

AMS we do this in various ways. We offer seven AP courses that students have open access to selecting. Our cohort model allows for our counselors to further support students with their unique needs. We hold weekly cohort team meetings to analyze student data and work closely with students and families to support their particular needs. Our National Honor Society has started a peer tutoring program to help support students that might be struggling academically. We have developed partnerships that afford a small percentage of our students internships. We hope to build on these partnerships so more students have access to these internship opportunities. Our students have the opportunity to be a peer facilitator junior and/or senior year. Peer facilitators work with a teacher to develop and implement discussion based experiences in our social studies classes once a month. Topics include race, colorism, sexual harassment, and other important topics related to current events.

AMS also connects economically disadvantaged students and their families with services (e.g. mental health, employment, social services, etc.) within and outside the school that can serve as valuable resources to meet their needs. Our school social workers provide individual and group therapy for students during the school day, as well as

AMS plans to utilize the same strategies to retain economically disadvantaged students in the coming year.

work with families for outside referrals for mental health and family therapy services. Targeted support for our most disadvantaged families is also provided through home visits, targeted interventions, family dinners, and parent/teacher conferences. Our social work and counseling teams work hand in hand to identify students and families who would benefit from additional resources, which include but are not limited to individual counseling for students, outside referrals for students and families, assistance with navigating public benefits and services, referrals and assistance with housing concerns, and individualized follow up from our student support services team for both students and families.

As a commitment to retaining ELL students, we work with families from the initial meeting at enrollment to ensure that families feel supported and comfortable and are aware of the services available for their students. Our bilingual staff members (including our recruitment and enrollment coordinator) assist our Spanish families with translation during these meetings. If our staff members do not speak the language of the family, we typically use the DOE translation service line. In addition, at the time of enrollment, we distribute the Home Language Survey (HLIS) to gather information on

English Language Learners/Multilingual Learners

the student, which then can be used to determine if a student should take the New York State Identification Test for English Language Learners (NYSITELL) and receive English as a New Language (ENL) services.

At AMS, ELLs/MLLs are provided with opportunities and academic supports to meet the same educational goals as our general education student population. School leaders are attentive to programming and assessment for these students by appropriately leveling ENL courses according to students' language proficiency levels (as determined by NYSESLAT scores, the statewide English proficiency assessment). Students receive co-taught instruction in at least two of their core classes. We leverage performance series reading data to effectively program students for reading intervention, specifically Just Words, Wilson, and our ENL Reading Lab. English Language Learners also benefit from network-based support in instruction, compliance, and in advocating for family involvement, which is not always the case at the high school level. Further, in partnership with New Visions, five of our teachers have received dual certification in ENL in order to better support our ELL population.

AMS plans to utilize the same strategies to retain English Language Learners in the coming year.

As a commitment to retaining students with disabilities, we work with families from the initial

Students with Disabilities	<p>meeting at enrollment to ensure that families feel supported and comfortable and are aware of the services available to their students. We develop a clear plan for communication with families from the moment students register. For students with disabilities, we make the appropriate introductions to staff that will be supporting these areas and set up a time to review each student's IEP, as well as provide any assessments if necessary.</p>	<p>AMS plans to utilize the same strategies to retain students with disabilities in the coming year.</p>
	<p>We have moved to a caseload management system, such that each special education teacher is responsible for 8-9 students over their four years. Students receive co-taught instruction in all of their core content classes. As mentioned above we leverage performance series reading data to effectively program students for reading interventions. In addition, we hold academic intervention during the eighth period where our students with learning needs get one on one support from one of our special education teachers. Lastly, our licensed social worker supports our students who need mandated counseling services.</p>	

Entry 12 Percent of Uncertified Teachers

Incomplete Hidden from applicant

Instructions

Required of Regents, NYCDOE, and Buffalo BOE Authorized Charter Schools ONLY

The table below reflects the information collected through the online portal for compliance with New

York State Education Law 2854(3)(a-1) for teaching staff qualifications. Uncertified teachers are those not certified pursuant to the State Certification Requirements established by the NYSED Commissioner of Education.

Entry 12 Uncertified Teachers

School Name: NEW VISIONS CHARTER HIGH SCHOOL FOR ADVANCED MATH AND SCIENCE
321000860999

Instructions for Reporting Percent of Uncertified Teachers

Required of Regents, NYCDOE, and Buffalo BOE Authorized Charter Schools

The table below reflects the information collected through the online portal for compliance with New York State Education Law 2854(3)(a-1) for teaching staff qualifications. Uncertified teachers are those not certified pursuant to the State Certification Requirements established by the NYSED Commissioner of Education. Enter the relevant full-time equivalent (FTE) count of teachers in each column. For example, a school with 20 full-time teachers and 5 half-time teachers would have an FTE count of 22.5.

If more than one line applies to a teacher, please include in only one FTE uncertified category. Please do not include paraprofessionals, such as teacher aides.

CATEGORY A. 30% OR 5 UNCERTIFIED TEACHERS WHICHEVER IS LESS

	FTE Count
i. FTE count of uncertified teacher with at least three years of elementary, middle or secondary classroom teaching experience (as of June 30, 2020)	
ii. FTE count of uncertified teachers who are tenured or tenure track college faculty (as of June 30, 2020)	
iii. FTE count of uncertified teachers with two years of Teach for America experience (as of June 30, 2020)	
iv. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (as June 30, 2020)	
Total Category A: 5 or 30% whichever is less	0

CATEGORY B. PLUS FIVE UNCERTIFIED TEACHERS IN MATHEMATICS, SCIENCE, COMPUTER SCIENCE, TECHNOLOGY OR CAREER AND TECHNICAL EDUCATION.

	FTE Count
i. FTE count of uncertified teacher with at least three years of elementary, middle or secondary classroom teaching experience (as of June 30, 2020)	
ii. FTE count of uncertified teachers who are tenured or tenure track college faculty (as of June 30, 2020)	
iii. FTE count of uncertified teachers with two years of Teach for America experience (as of June 30, 2020)	
iv. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (as June 30, 2020)	
Total Category B: not to exceed 5	0

CATEGORY C: PLUS 5 ADDITIONAL UNCERTIFIED TEACHERS

	FTE Count
i. FTE count of uncertified teacher with at least three years of elementary, middle or secondary classroom teaching experience (as of June 30, 2020)	
ii. FTE count of uncertified teachers who are tenured or tenure track college faculty (as of June 30, 2020)	
iii. FTE count of uncertified teachers with two years of Teach for America experience (as of June 30, 2020)	
iv. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (as June 30, 2020)	
Total Category C: not to exceed 5	0

CATEGORY D: TOTAL FTE COUNT OF UNCATEGORIZED, UNCERTIFIED TEACHERS

(Include teachers who do not fit in one of these categories or if did fit would exceed the numerical limits for that category)

	FTE Count
Total Category D	

CATEGORY E: TOTAL FTE COUNT OF CERTIFIED TEACHERS

	FTE Count
Total Category E	

CATEGORY F: TOTAL FTE COUNT OF ALL TEACHERS

Please do not include paraprofessionals, such as teacher aides.

	FTE Count
Total Category F	



Thank you.

Entry 13 Organization Chart

Incomplete Hidden from applicant

[Instructions](#)

Required of Regents, NYCDOE, and Buffalo BOE Authorized Charter Schools ONLY

Upload the 2019-2020 **Organization Chart**. The organization chart should include position titles and reporting relationships. Employee names should not appear on the chart.

Entry 14 School Calendar

Completed Sep 14 2020

[Instructions for submitting School Calendar](#)

Required of ALL Charter Schools

Given these uncertain and changing times, charter schools may or may not have a school calendar ready to upload by the submission deadline this year of August 3, 2020. If the charter school has a tentative calendar based on available information and guidance at the time, please submit with the August 3rd submission. Charter schools will be able to upload an updated school calendar into the portal at any time but no later than **September 15, 2020**.

School calendars must meet the [minimum instructional requirements](#) adopted by the Board of Regents in 2018.

Board of Regents-authorized charter schools are required to submit school calendars that clearly indicate the start and end date of the instructional year AND the number of instructional hours and/or instructional days for each month.

[DRAFT NVCHS 2020-2021 TRIMESTER Calendar](#)

Filename: DRAFT NVCHS 2020 2021 TRIMESTER Calendar.pdf **Size:** 284.6 kB

Entry 15 Links to Critical Documents on School Website

Incomplete Hidden from applicant

Instructions

Required of Regents, NYCDOE, and Buffalo BOE Authorized Charter Schools ONLY

By law, each charter school is required to maintain certain notices and policies listed on its website. Please insert the link from the school's website for each of the items:

1. Most recently filed Annual Report (i.e., 2018-19 Annual Report);
2. Most recent board meeting notice, documents to be discussed at the meeting (if any), and webcast of Board meetings (if held virtually per Governor's Executive Order);
3. Link to New York State School Report Card;
4. Lottery Notice announcing date of lottery;
5. Authorizer-approved DASA Policy;
6. District-wide safety plan and Authorizer-approved Discipline Policy (as per August 29, 2019 [Emergency Response Plan Memo](#));
7. Authorizer-approved FOIL Policy; and
8. Subject matter list of FOIL records.
9. Link to School Reopening Plan

Form for Entry 15 Links to Critical Documents on School Website

School Name: New Visions Charter High School for Advanced Math and Science

Required of Regents, NYCDOE, and Buffalo BOE Authorized Charter Schools ONLY

By law, each charter school is required to maintain certain notices and policies listed on its website. Please insert the link from the school’s website for each of the items:

	Link to Documents
1. Most Recent Annual Report (i.e., 2018-19)	
2. Most Recent Board Meeting Notice and Related Agenda Item Documents	
2a. Webcast of Board Meetings (per Governor's Executive Order)	
3. Link to NYS School Report Card	
4. Most Recent Lottery Notice Announcing Lottery	
5. Authorizer-Approved DASA Policy	
6. District-wide Safety Plan	
6a. Authorizer-Approved Discipline Policy (as per August 29, 2019 Emergency Response Plan Memo)	
7. Authorizer-Approved FOIL Policy	
8. Subject matter list of FOIL records	
9. Link to School Reopening Plan	

Thank you.



Entry 16 COVID 19 Related Information

Completed Jul 21 2020

Instructions

Required of ALL charter schools

Please provide the number of students attending instruction on the last day instruction was provided within physical school facilities and the number of students participating in virtual programming on the last day such programming was offered for the 2019-2020 school year.

If applicable, please provide the name and publisher of all end of year assessments provided by grade level as well as the number of participating students. Board of Regents-authorized charter schools are

encouraged to refer to Appendix B of the [Remote Monitoring and Oversight Plan Spring 2020](#) remote for best practices regarding end of year assessments in a remote learning environment.

Entry 16 COVID 19 Related Information

School Name: New Visions Charter High School for Advanced Math and Science

TABLE 1: 2019-2020 Enrollment, Attendance and Participation Between March-June 2020

Please provide the number of students attending instruction on the last day instruction was provided within physical school facilities and the number of students participating in virtual programming on the last day such programming was offered for the 2019-2020 school year.

	Number of students enrolled in school on the last day instruction was provided within physical school facilities	Number of students attending instruction on the last day instruction was provided within physical school facilities	Number of students participating in virtual programming on the last day such programming was offered for the 2019-20 school year
	496	400	466

Table 2: 2019-2020 Assessments and Grade Participation

If applicable, please provide the name and publisher of all end of year assessments provided by grade level as well as the number of participating students. Board of Regents-authorized charter schools are encouraged to refer to Appendix B of the [Remote Monitoring and Oversight Plan Spring 2020](#) remote for best practices regarding end of year assessments in a remote learning environment.

Assessment Title	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Number of Participants

																ting Stud ents
AP Exa ms	✘	✘	✘	✘	✘	✘	✘	✘	✘	✘	✘	✓	✓	✓	78	
Trim este r 3 Aut hen tic Task s for Cor e Clas ses	✘	✘	✘	✘	✘	✘	✘	✘	✘	✘	✘	✓	✓	✓	✘	362
Seni or Co mm unit y Bas ed Proj ect	✘	✘	✘	✘	✘	✘	✘	✘	✘	✘	✘	✘	✘	✘	✓	90
	✘	✘	✘	✘	✘	✘	✘	✘	✘	✘	✘	✘	✘	✘		
	✘	✘	✘	✘	✘	✘	✘	✘	✘	✘	✘	✘	✘	✘		
	✘	✘	✘	✘	✘	✘	✘	✘	✘	✘	✘	✘	✘	✘		
	✘	✘	✘	✘	✘	✘	✘	✘	✘	✘	✘	✘	✘	✘		
	✘	✘	✘	✘	✘	✘	✘	✘	✘	✘	✘	✘	✘	✘		
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	✘	✘	✘	✘	✘	✘	✘	✘	✘	✘	✘	✘	✘	✘		
	✘	✘	✘	✘	✘	✘	✘	✘	✘	✘	✘	✘	✘	✘		



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

2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

Submitted to the SUNY Charter Schools Institute on:

September 15, 2020

By, Robert Hiller, Principal and
Melissa Marcus, Senior Program Officer, Charter

99 Terrace View Avenue,
Bronx, NY 10463

718-817-7683

2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

Robert Hiller, Principal, Melissa Marcus, Senior Program Officer, and Mei Guan, Lead Data Analyst prepared this 2019-20 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
Peter Cantillo	Member
Nancy Grossman	Chair
Fredrick Levy	Member
Carol "Lili" Lynton	Member
Matthew Marcin	Treasurer
Marsha Milan-Bethel	Member
Michael Nathan	Member
Musa Ali Shama	Secretary
Selina Urbina	Member
Edna Vega	Member

Robert Hiller has served as the principal since August 1, 2015.

SCHOOL OVERVIEW

Mission

The New Visions Charter High School for Advanced Math and Science (AMS) is a small school that opened in 2011 and served approximately 507 students in grades 9-12 in 2019-2020. AMS is academically rigorous, committed to parent and community outreach, and dedicated to serving high-need students. The school is part of the New Visions Charter High Schools' (NVCHS) network which is a network of secondary schools dedicated to supporting all students in meeting the highest academic standards. We shift classroom dynamics from one where students receive information to one where students find solutions to community-defined problems by using their imagination coupled with a mastery of content and skills. We challenge our students to present and defend their learning as part of preparing and supporting them to graduate ready for college, careers and a 21st century economy. Teaching and learning in AMS, as in all New Visions Charter High Schools, is built upon the Lincoln Center Education Capacities for Imaginative Thinking, informed by challenge-based curricula that are aligned to the Common Core Standards, applied to improving local communities and driven by student performance data.

Student Population

Located in the Marble Hill community of the Bronx, AMS serves students from predominantly low-income families. As of BEDs day 2019, 507 students were enrolled in AMS. Of these students:

- 93% are Black or Latino
- 81% are economically disadvantaged
- 13 % are students with disabilities
- 11% are English Language Learners

Key design elements of the model include:

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

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

advantage of *Upper House* which engages students in an array of experiences with a post-secondary focus.

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

Remote Learning Spring 2020

Transitioning to remote learning in March due to COVID-19 was an experience we have learned a great deal from. At the time of going remote, we did a great job of ensuring all of our students had access to technology. We loaned over 100 laptops and purchased four internet-enabled devices for students in need of a device and internet. We continued with our instructional priorities and decided to implement an asynchronous model focused on task-based instruction. During this time, teachers leveraged different technology tools such as Zoom and Screencastify to support student learning. Each operations team member was responsible for tracking and following up with students as it pertained to attendance. We had high engagement each day with students completing their learning tasks within their different classes, but we still struggled to support a sub-group of students (approximately 5%). Our instructional focus continued with our authentic task/assessment work that focused on the following standards across content areas: Using Evidence, Making Connections, and Creating Meaning. These assessments moved to a digital format, something we will build on for the upcoming school year.

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

ENROLLMENT SUMMARY

School Enrollment by Grade Level and School Year

School Year	9	10	11	12	Total
2015-16	149	131	84	90	454
2016-17	158	135	108	84	485
2017-18	144	136	118	104	502
2018-19	128	136	113	119	496
2019-20	139	138	125	105	507

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 2016 state Accountability Cohort consists of students who entered the 9th grade anywhere sometime during the 2016-17 school year, were enrolled in the school on the state’s annual enrollment-determination day (i.e., BEDS day) in the 2019-20 school year, and either remained in the school for the rest of the year or left for an acceptable reason. (See New York State Education Department’s SIRS Manual for more details about cohort eligibility and acceptable exit reasons: <http://www.p12.nysed.gov/irs/sirs/ht>)

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

Fourth-Year High School Accountability Cohorts

Fourth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Enrolled on BEDS Day in October of the Cohort’s Fourth Year	Number Leaving During the School Year	Number in Accountability Cohort as of June 30 th
2017-18	2014-15	2014	102	0	102
2018-19	2015-16	2015	115	1	114
2019-20	2016-17	2016	106	0	106

TOTAL COHORT FOR GRADUATION

Students are also included in the Total Cohort for Graduation (referred to as the Graduation Cohort, Total Graduation Cohort, or Total Cohort interchangeably throughout this report) based on the year they first enter the 9th grade. Students enrolled for at least one day in the school after entering the 9th grade are part of the school’s Graduation Cohort. The school may remove students from the Graduation Cohort if the school has discharged those students for an acceptable reason listed in the SIRS manual, including the following: if they transfer to another public or private diploma-granting program with documentation, transfer to homeschooling by a parent or guardian, transfer to another district or school, transfer by court order, leave the U.S., or are deceased.

Fourth Year Total Cohort for Graduation

Fourth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Graduated or Enrolled on June 30 th of the Cohort’s Fourth Year (a)	Number of Students No Longer at the School Who Had Been Enrolled for at Least One Day Prior to Leaving the School and Who Were <u>Not</u> Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2017-18	2014-15	2014	102	0	102
2018-19	2015-16	2015	114	0	114
2019-20	2016-17	2016	106	1	107

Fifth Year Total Cohort for Graduation

Fifth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Graduated or Enrolled on June 30 th of the Cohort’s Fifth Year (a)	Number of Students No Longer at the School Who Had Been Enrolled for at Least One Day Prior to Leaving the School and Who Were <u>Not</u> Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2017-18	2013-14	2013	9	79	88
2018-19	2014-15	2014	8	94	102
2019-20	2015-16	2015	6	108	114

PROMOTION POLICY

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

Course Sequencing

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

Promotion Requirements

Grade 9 → Grade 10

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

Grade 10 → Grade 11

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

Grade 11 → Grade 12

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

Graduation Requirement

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

COVID-19: we did not change any promotion criteria due to COVID-19, but we did give any student who failed a course during our trimester 3 an incomplete with the opportunity to demonstrate course mastery by the end of December 2020.

GOAL 1: HIGH SCHOOL GRADUATION

GOAL 1: HIGH SCHOOL GRADUATION

Students will meet all the New York State graduation requirements.

Goal 1: Leading Indicator

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

METHOD

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

RESULTS AND EVALUATION

Ninety-two percent of students in the 2018 cohort and 89% of students in the 2019 cohort, earned the required number of credits to be promoted to the next grade level. AMS's first and second year cohorts met and exceeded this measure.

At AMS we leverage our flexibility with our trimester programming to support students in meeting the credit requirements. The trimester programming has supported students in having multiple opportunities to be successful in each of their courses. On top of our trimester programming, we continue to leverage our cohort model to support our students in meeting the credit requirements to be promoted each year. Each cohort has an assistant principal, a counselor, and a dean to monitor and support students within the cohort. We have also leveraged our grade team structure, which meets twice a month to analyze student results and make informed decisions about the trends and individual needs of students within the cohort. Lastly, each trimester we give students and their families three progress reports, approximately every three weeks. These progress reports provide frequent and timely communication to students and their families, giving students an opportunity to understand what they must do in order to improve their standing in each class.

Percent of Students in First and Second Year Cohorts
Earning the Required Number of Credits in 2019-20

Cohort Designation	Number in Cohort during 2019-20	Percent promoted
2018	130	92%
2019	132	89%

ADDITIONAL EVIDENCE

Over the last few years we continue to improve our ability to support students in obtaining the necessary credit requirements to be promoted to the next grade level. These results can be attributed to a few things: 1. Stronger systems to manage the cohort through our cohort model of AP, counselor, and dean; 2. The support of New Visions data tools; 3. Greater consistency at the leadership level, which is critical to our cohort model; and 4. The use of our department and grade team structures to analyze data and make key decisions to best support our students.

Goal 1: Leading Indicator

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

METHOD

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

As a result of the Board of Regents' guidance regarding the cancellation of the June 2020 and August 2020 administrations of the Regents exams, for the most recent second year cohort schools should report the percentage of students who either passed or were exempted from at least three exams. In August of 2020, the 2018 cohort will have completed its second year.

RESULTS AND EVALUATION

Ninety-five percent of students in the 2018 cohort have passed or were exempted from at least three different Regents exams required for graduation. AMS met this measure and exceeded it by 20 percentage points.

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

- More consistency within the leadership team over the last few years. This has helped establish more coherence within and across content teams.
- ELA Regents Administration: students now sit for the ELA Regents exam during eleventh grade rather than in tenth grade, allowing students to prepare and focus on fewer Regents exams during their second year.
- Further development in our monitoring structures: We are starting to get to a place where we are better leveraging our data tools and the structures within the school to support making decisions about student needs.
- A balanced assessment approach where units have both authentic assessments and regents aligned assessments.
- Regents waivers due to students being successful in their courses.

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 from June/August 2020)
2016	2017-18	122	62%
2017	2018-19	133	70%
2018	2019-20	130	95%

ADDITIONAL EVIDENCE

N/A

Goal 1: Absolute Measures

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

METHOD

This measure examines students in two high school Graduation Cohorts: those who entered the 9 grade as members of the 2016 cohort and graduated four years later and those who entered as members of the 2015 cohort and graduated five years later. These data reflect August graduation rates. At a minimum, these students have passed or been exempted from five Regents exams required for high school graduation in ELA, mathematics, science, U.S. History, and Global History or met the requirements for the 4+1 pathway to graduation.

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

RESULTS AND EVALUATION

Ninety-six percent of students in AMS’s 2016 cohort graduated after four years and 96% of students in the 2015 cohort graduated after five years. The 2016 cohort’s four-year graduation rate exceeded this measure by 21 percentage points and the 2015 cohort’s five-year graduation rate exceeded this measure by one percentage point.

We continue to meet the four-year graduation rate benchmark each year and increased our four-year graduation rate this past school year by five percentage points. This increase can be attributed to a change in our cohort management structure, specifically with respect to more intentionally leveraging the data tools provided by New Visions. We also created a new position, specifically for our graduating cohort. This staff member monitors our students who are off-track and slightly-off track to graduate throughout the entire year. This new position has supported our school’s ability to better support our students’ unique needs to successfully graduate in four years.

Cohort 2015’s five-year graduation rate met the measure’s benchmark and we increased four percentage points from the previous year. This increase can be attributed to our stronger structures

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

to support our fifth-year students. As mentioned above, we created a role to support off-track students, and in this role, the person also supports non-graduating seniors. Additionally, we have partnered with YABC within our school to support students in doing dual enrollment.

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

Cohort Designation	School Year	Number in Cohort	Percent Graduating
2014	2017-18	102	85%
2015	2018-19	114	91%
2016	2019-20	107	96%

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

Cohort Designation	School Year	Number in Cohort	Percent Graduating
2013	2017-18	88	94%
2014	2018-19	102	92%
2015	2019-20	114	96%

ADDITIONAL EVIDENCE

As you can see in the data above, our four year graduation rate has increased each year over the last three years and our fifth year graduation rate has stayed fairly consistent each year. These trends can be contributed to a stronger cohort structure, and a more consistent staff. Over the last few years, we have done a much better job at being more intentional in our instructional focus areas and this has allowed us to sustain the work and retain our key staff members.

Goal 1: Comparative Measure
 Each year, the percent of students in the high school Total Graduation Cohort graduating after the completion of their fourth year will exceed that of the Total Graduation Cohort from the school district of comparison.

Due to the fact that the state does not finalize high school outcome data until later in the school year and data prior to 2019-20 are not suitable for comparison, the calculation of this measure is not required.

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

METHOD

The New York State Board of Regents approved regulations establishing alternative pathways to graduation for all students. Students may replace one of the required Social Studies Regents exams

with an approved alternative assessment. For more information about requirements and approved assessments refer to the NYSED resource online: <http://www.p12.nysed.gov/ciai/multiple-pathways/>. The school will document the names of the alternative assessments administered and success rate for students in the templates below.

As a result of the Board of Regents’ guidance regarding the cancellation of the June 2020 and August 2020 administrations of the Regents exams, students planning to take a pathway examination during those dates would be exempted from the requirement. For purposes of this measure, only report results for students with valid scores for any pathway exam.

RESULTS AND EVALUATION

Eighty-nine percent of students in AMS’s 2016 cohort who pursued an alternative graduation pathway (with valid scores) achieved a Regents equivalency score and passed an approved pathway assessment required for graduation. AMS’s 2016 cohort met this measure and exceeded it by 14 percentage points.

At AMS we have leveraged the 4+1 opportunity to meet the unique needs of our students. As seen in the data, this year we were more intentional with how we leveraged this opportunity for students. We believe this can be attributed to students being more successful in the more traditional pathway - students passing both social studies exams. Additionally, due to the Regents waivers, we have been successful in helping our students engage and master course content within their classes.

Percentage of the 2016 Graduation Cohort Pathway Students Demonstrating Success by Exam Type

Exam	Number of Graduation Cohort Members Tested (a)	Number Passing or Achieving Regents Equivalency (b)	Percentage Passing =[(b)/(a)]*100
CC Geometry	11	3	27%
CDOS	4	4	100%
Earth Science	13	12	92%
Living Environment	19	16	84%
Overall	19	17	89%

Pathway Exam Passing Rate by Fourth Year Accountability Cohort

Cohort Designation	School Year	Number in Cohort	Percent Passing a Pathway Exam
2014	2017-18	102	60%
2015	2018-19	114	35%
2016	2019-20	107	16%

ADDITIONAL EVIDENCE

As seen in the data above, we are doing well with our graduation requirement exams, and need to continue to support our students in excelling in the content based pathway exams such as, Geometry, Algebra II, Earth Science, and Chemistry. What can not be seen in this data is that there

has been some growth in our future graduation cohorts success in the pathway exams mentioned above.

SUMMARY OF THE HIGH SCHOOL GRADUATION GOAL

In school year 2019-20, AMS achieved five of the six measures in the high school graduation goal. One measure was not applicable for school year 2019-20.

Type	Measure	Outcome
Leading Indicator	Each year, 75 percent of students in first and second year high school Total Graduation Cohorts will earn at least ten credits (if 44 needed for graduation) or five credits (if 22 needed for graduation) each year.	Achieved
Leading Indicator	Each year, 75 percent of students in the high school Total Graduation Cohort will score at least 65 on at least three different New York State Regents exams required for graduation by the completion of their second year in the cohort.	Achieved
Absolute	Each year, 75 percent of students in the fourth year high school Total Graduation Cohort will graduate.	Achieved
Absolute	Each year, 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.	Achieved
Comparative	Each year, the percent of students in the high school Total Graduation Cohort graduating after the completion of their fourth year will exceed that of the Total Graduation Cohort from the school district of comparison.	N/A
Absolute	Each year, 75 percent of students in the high school Total Cohort pursuing an alternative graduation pathway will achieve a Regents equivalency score and pass an approved pathway assessment required for graduation by the end of their fourth year.	Achieved

ACTION PLAN

As we move into the 2020-21 school year, we will continue to build on our strong cohort structure to support our students in meeting graduation requirements. The Cohort (CAD team) structure will be further refined to meet weekly in order to continue to stay on top and support students in being successful in all of their classes. Additionally, we will leverage the data tools provided by New Visions in order to analyze and determine action steps for sub-groups of students. Finally, we will continue to build on our focus areas as a school:

- Further develop our Regents aligned assessments.
- Build on our department structures to analyze assessment data in order to make informed decisions about teaching and learning.
- Further develop our tier 2 and 3 supports - specifically as it pertains to our Regents prep and academic intervention supports.
- Use our common gradebook category language across all core content classes so we can leverage our PowerSchool tools to better identify students that might be successful on our more authentic assessments, but are not successful on our Regents aligned tasks. This will

help us better identify students in need of additional Regents support. Specifically, there will be a category labeled authentic tasks and a category labeled assessments. The assessments category will be Regents aligned assessments. Given that all teachers will have the same categories in their gradebooks, we will be able to more efficiently identify students' Regents preparation and support needs.

- Further refine our counselor push-in support model to help students develop effective organizational habits, time management habits, and study habits.

GOAL 2: COLLEGE PREPARATION

GOAL 2: COLLEGE PREPARATION

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

At AMS, we are fortunate to have a robust counseling team such that there is one counselor for each grade level, a social worker, and two counselors for the postsecondary process. One of the college counselors works specifically in the classroom during students 11th grade year, and the other postsecondary counselor works specifically with the senior students and families. Over the last few years we have developed a set of experiences that support students over their four years at AMS to be prepared academically, socially, and emotionally for life after high school. During the students' 9th and 10th grade years, our counselors push into classes at least 4-5 times during the year to engage students in the postsecondary process. In addition to these push-ins, all students have the opportunity to go on a college trip, which starts with one for 9th grade students, and two for 10th grade students. During students' junior year, they take an every-other-day course called CCR. In this course students do career exploration, SAT prep, and postsecondary research. By the end of the course, each student has completed their postsecondary plan in the form of a presentation and their first draft of their college essay. These artifacts will eventually be placed in the student's portfolio and the senior college counselor will work individually with the student and their family in supporting the student in finalizing their plans. Throughout this entire process, we have tremendous support from New Visions with data tools, professional learning, and summer college coaches. All of these structures, routines, and tools have allowed us to individually support our students in the postsecondary process.

Goal 2: Absolute Measure

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

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

METHOD

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

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

RESULTS AND EVALUATION

Twenty-five percent of AMS’s 2016 cohort demonstrated their preparation for college by achieving at least one of the indicators listed above, therefore not meeting the goal of 75%.

Though, we have not yet met this metric, we will continue to focus on a balanced assessment approach and support our students in achieving at least one of the college preparation indicators listed above. Additionally, for the 2020-2021 school year we will be offering a college level course through a partnership with The National Equity Lab. Supporting students in performing at Level 4 is an area we are focusing more energy on, as can be seen in the percent increase on Level 4 in math and Level 4 on ELA in the coming sections - though we have struggled for students to meet this level on both exams. Additionally, we have changed our Spanish program, which we hope supports more students in obtaining the Advanced Regents diploma. We believe that these data points are one way to assess a student's readiness for college, but by no means are these the sole indicators. We are confident in the experiences we offer our students to help them be well rounded and prepared for postsecondary life.

Percentage of the 2016 Total Cohort Graduates Demonstrating College Preparation by Indicator

Indicator	Number of Graduates who Attempted the Indicator	Number who Achieved Indicator	Percentage of Graduates who Achieved Indicator
Passing an AP Exam	49	13	27%
Passing a College Level Course	0	0	0%
Achieving the College and Career Readiness Benchmark on the SAT	101	14	14%
Earning a Regents Diploma with Advanced Designation	103	3	3%
Achieving at least Performance Level 4 on both the ELA and Math Regents Required for Graduation	103	16	16%
Overall	103	26	25%

ADDITIONAL EVIDENCE

Though there is a downward trend, we believe the teaching and learning framework we have been building capacity around will support our students in improving their performance at the Level 4 in the coming years. We have introduced the CWRA (college and word readiness assessment) as an external benchmark to push our school community on engaging our students in complex and rigorous tasks and experiences. This assessment was introduced to the class of 2022 and we will

continue to use it each year for all classes moving forward in order to understand our progress in supporting our students in developing these critical competencies.

Goal 2: Absolute Measure

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

Due to the state’s guidance regarding accountability determinations, the 2019-20 MIPs will be used for the 2020-21 school year and the calculation of this measure is not required.

Goal 2: Comparative Measure

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

Due to the fact that the state does not finalize high school outcome data until later in the school year and data prior to 2019-20 are not suitable for comparison, the calculation of this measure is not required.

Goal 2: Absolute Measure

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

METHOD

The ultimate measure of whether a college prep high school has lived up to its mission is whether students actually enroll and succeed in college. Schools track and report the percentage of fourth-year Total Cohort graduates who matriculate into a two or four-year college program in the school year following graduation. Schools should update and confirm data for Cohorts prior to 2019-20 and provide preliminary matriculation data for 2016 Cohort. It may be necessary for schools to provide updated data to the Institute when National Student Clearinghouse or other data sources become available later in the school year.

RESULTS AND EVALUATION

AMS collects matriculation data from the National Student Clearinghouse. Clearinghouse data for cohort 2016 was not available at the time of this report. This metric will be updated once the data becomes available. It is notable that both cohort 2014 and 2015 met this measure previously and there was a four percentage point increase from cohort 2014 to cohort 2015.

At AMS we have leveraged our robust counseling model to support our students in enrolling in college and having a clear postsecondary plan. Specifically, we have leveraged our College & Career Readiness (CCR) course during students’ eleventh grade year, and our twelfth grade college counselor. Additionally, we have developed a senior interdisciplinary course for students that meets on alternating days. This course is designed to support the senior project which focuses students on developing the needed skills to be successful post high school. Finally, we also have a staff member

who supports our alumni, so that students who graduate from AMS, can continue to leverage our school for support as needed.

Matriculation Rate of Graduates by Year

Cohort	Graduation Year	Number of Graduates (a)	Number Enrolled in 2 or 4-year Program in Following Year (b)	Matriculation Rate =[(b)/(a)]*100
2014	2017-18	87	72	83%
2015	2018-19	104	90	87%
2016	2019-20	103	TBD	TBD

ADDITIONAL EVIDENCE

N/A

SUMMARY OF THE COLLEGE PREPARATION GOAL

In school year 2019-20, AMS did not achieve the one measure, with data available, in the college preparation goal. Two measures are not applicable for the school year 2019-20 and data was not available for one measure at the time of this report.

Type	Measure	Outcome
Absolute	Each year, 75 percent of graduating students will demonstrate their preparation for college by one or more possible indicators of college readiness.	Not Achieved
Absolute	Each year, the CCCRI for the school’s Total Cohort will exceed that year’s state MIP set forth in the state’s ESSA accountability system.	N/A
Comparative	Each year, the school’s CCCRI for the Total Cohort will exceed that of the district’s Total Cohort.	N/A
Absolute	Each year, 75 percent of graduating students will matriculate into a college or university in the year after graduation.	TBD

ACTION PLAN

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

- Increasing the number of students that participate in a College Now course.
- Partner with National Equity Lab to offer college level courses to subgroups of students.
- Balanced assessment approaches such that units regents align assessments and they have authentic tasks/assessments aligned to our focus standards of using evidence, making connections, creating meaning, and practicing persistence.

- Further develop our CCR counselor push-in model to support ninth and tenth grade students with understanding the importance of reaching these more rigorous standards.
- Further align our SAT prep, by leveraging College Board resources in our eleventh grade CCR course.
- Adjust our communication strategy around achieving college readiness indicators as defined by our accountability plan. Historically, we have communicated the importance of meeting the CUNY college readiness benchmark, which is lower than scoring at or above Performance Level 4 on the ELA Regents exam and a math Regents exam.
- Develop a re-testing system for students not meeting the Level 4 benchmark by January of their junior year.
- Create throwback tasks within all core content areas to support students in retaining key content and skills over the course of the year.

GOAL 3: ENGLISH LANGUAGE ARTS

HIGH SCHOOL ENGLISH LANGUAGE ARTS

Goal 3: Absolute Measure

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

METHOD

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

Due to the state's cancellation of June 2020 and August 2020 administrations of the Regents, some students in the 2016 Cohort who had not previously sat for the exam but were scheduled to sit for this exam in 2020 would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students achieving at least Level 4 among the students who sat for the exam.

RESULTS AND EVALUATION

Forty-eight percent of students in AMS's 2016 cohort scored at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core). Although AMS's 2016 cohort fell short of meeting this measure there was a six percentage point increase from the previous year. We believe that this increase can be attributed to a few key decisions we have made as a school community.

- Stronger communication of the Level 4 benchmark to students and families.
- More intentional timing of when students sit for the exam and resit when they do not meet the benchmark.
- More focused and coherent curriculum with an emphasis on writing skills.

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

Cohort	Fourth Year	Number in Cohort (a)	Number exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2014	2017-18	102	0	41	40%
2015	2018-19	114	0	48	42%
2016	2019-20	106	1	50	48%

ADDITIONAL EVIDENCE

As can be seen from the chart above, we are making progress each year. It should also be noted that 62% of cohort 2016 met the CUNY college readiness benchmark of 75 or higher on the ELA exam. As you can see there is a large percentage of students who are within four points (79 - 75) of scoring at Level 4.

Additionally, Forty-seven percent of students in cohort 2017 scored at Level 4 or above prior to school closure in March 2020. It is important to note that cohort 2017 is entering their fourth year with a higher percentage of students scoring at Level 4 than any previous cohort and they did not have an opportunity to sit for the exam again in June or August, which is a time where we typically see an increase in student scores.

Percent Achieving at Least Level 4 by Cohort and Year

Cohort Designation	2017-18		2018-19		2019-20	
	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4 ⁵
2016	121	13%	110	35%	106	48%
2017	120	1%	133	14%	120	47%
2018			126	1%	130	7%
2019					135	1%

Goal 3: Absolute Measure

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

METHOD

The school administered the Regents English exam that students must pass to graduate. The school scores Regents on a scale from 0 to 100. The State Education Department currently defines the cut off for passing and meeting the requirement for graduation as scoring at or above Performance

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

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

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.

Due to the state’s cancellation of June 2020 and August 2020 administrations of the Regents, some students in the 2016 Cohort who had not previously sat for the exam but were scheduled to sit for this exam in 2020 would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students achieving at least Level 3 among the students who sat for the exam.

RESULTS AND EVALUATION

Eighty-eight percent of students in AMS’s 2016 cohort (with valid scores) scored at or above Performance Level 3 on the Regents Exam in English Language Arts (Common Core). AMS’s 2016 cohort exceeded the measure by eight percentage points. In addition, it should be noted that a total of 14 students, one with no valid score and 13 who had previously sat for the exam, were scheduled to sit for this exam in June and earned Regents waivers. Therefore 100% of students in cohort 2016 met the ELA Regents requirement for graduation. The structures, teaching and learning, and data tools the ELA team leverages, supports our students in reaching the Level 3 requirements and exceeding the 80% benchmark.

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)
2014	2017-18	102	0	84	82%
2015	2018-19	114	0	104	91%
2016	2019-20	106	1	92	88%

ADDITIONAL EVIDENCE

Though we had a slight drop in students scoring at Level 3, we believe this drop is not significant enough for cause of concern, especially considering that students did NOT have the additional opportunity to sit for the exam in June.

As indicated in the table below, 85% of students in the 2017 cohort (with valid scores) scored at or above Performance Level 3 on the Regents Exam in English Language Arts (Common Core) prior to starting their fourth year. Further, an additional 23 students earned Regents exemption waivers. Therefore, 96% of students in cohort 2017 have met the ELA Regents requirement for graduation prior to the start of their fourth year.

Percent Achieving at Least Level 3 by Cohort and Year

Cohort Designation	2017-18		2018-19		2019-20	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing ⁶
2016	121	14%	110	75%	106	88%
2017	120	2%	133	21%	120	85%
2018			126	1%	130	7%
2019					135	2%

Percent Achieving at Least Level 3 / Exempted by Cohort

Cohort Designation	Number in Cohort	Total Number Exempted	Number Scoring at Least Level 3	Percent Scoring at Least Level 3/Exempted
2016	106	14	92	100%
2017	120	23	92	96%
2018	130	90	3	72%
2019	135	0	3	2%

Goal 3: Absolute Measure

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

Due to the state’s guidance regarding accountability determinations, the 2019-20 MIPs will be used for the 2020-21 school year and the calculation of this measure is not required.

Goal 3: Comparative Measure

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

Due to the fact that the state does not finalize high school outcome data until later in the school year and data prior to 2019-20 are not suitable for comparison, the calculation of this measure is not required.

Goal 3: Comparative Measure

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

⁶ Percent scoring at least Level 3 among students with valid score

Due to the fact that the state does not finalize high school outcome data until later in the school year and data prior to 2019-20 are not suitable for comparison, the calculation of this measure is not required.

Goal 3: Comparative Measure

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

Due to the fact that the state does not finalize high school outcome data until later in the school year and data prior to 2019-20 are not suitable for comparison, the calculation of this measure is not required.

Goal 3: Growth Measure

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

METHOD

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

RESULTS AND EVALUATION

Thirty-seven percent of students in the 2016 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). Although AMS’s 2016 cohort fell short of meeting this measure there was a five percentage point increase from last year.

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

Percent Achieving at Least Performance Level 4 on Common Core exam among Students Who Were Not Proficient in the 8 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)
2014	2017-18	76	0	27	36%
2015	2018-19	80	0	25	31%
2016	2019-20	64	1	23	37%

ADDITIONAL EVIDENCE

Though we are not meeting this benchmark, we did see an increase of six percentage points from the previous year. We will continue to analyze our results and refine our curriculum to support students in their literacy skills in order to meet the Level 4 benchmark.

Goal 3: Growth Measure

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

METHOD

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

RESULTS AND EVALUATION

Eighty-one percent of students in the 2016 cohort who were not proficient on their NYS 8th grade English language arts exam scored at or above Performance Level 3 on the Regents Exam in English Language Arts (Common Core). AMS’s 2016 cohort exceeded this measure by six percentage points.

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

Percent Achieving at Least Performance Level 3 on Common Core exam among Students Who Were Not Proficient in the 8 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)
2014	2017-18	76	0	63	83%
2015	2018-19	80	0	70	85%
2016	2019-20	64	1	51	81%

ADDITIONAL EVIDENCE

Though there was a slight decrease from the previous year, we believe this has to do with the fact that cohort 2016 did not have a chance to sit for the exam during the June 2020 administration. We will continue to support our students in meeting this benchmark.

SUMMARY OF THE HIGH SCHOOL ENGLISH LANGUAGE ARTS GOAL

In school year 2019-20, AMS achieved two of the eight measures in the English language arts goal. Four measures were not applicable for school year 2019-20.

Type	Measure	Outcome
Absolute	Each year, 65 percent of students in the high school Accountability Cohort will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	Not Achieved
Absolute	Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	Achieved
Absolute	Each year, the Performance Index (PI) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the state Measure of Interim Progress (MIP) set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the percentage of students in the Total Cohort meeting or exceeding Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students from the district meeting or exceeding Common Core expectations.	N/A
Comparative	Each year, the percentage of students in the Total Cohort partially meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.	N/A
Comparative	Each year, the Performance Index (PI) in Regents English of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.	N/A
Growth	Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade English language arts exam will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	Not Achieved
Growth	Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade English language arts exam will at least partially meet Common Core expectations (currently scoring at least Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	Achieved

ACTION PLAN

As evidenced by the results above, we consistently meet measures related to achieving Performance Level 3, but struggle to meet measures related to achieving Performance Level 4. In an effort to improve and move towards meeting Level 4 measures, the following action steps will be taken in the upcoming year:

- Continue to communicate and establish goals around the Level 4 benchmark - we will no longer use the CUNY benchmark in our communication to students.
- Continue our sit and resit timeline, where students sit for the first time in January of their junior year, and resit June of their junior year if they did not meet the Level 4 benchmark.
- Continue to refine our four-year ELA curriculum sequence that values a balanced approach to assessment, teaching, and learning. Specifically further aligning our Regents based assessments to better analyze our students successes and challenges.
- Building on our department structures in ELA to support the development of our teachers in effectively implementing reading and writing strategies within our curriculum.
- Continue to leverage the New Visions data tools to monitor and analyze our performance data in order to make informed decisions.
- Leverage Performance Series reading data and the New Visions skills based writing data to assess our students needs, as well as, make this data transparent to students and their families.

GOAL 4: MATHEMATICS

HIGH SCHOOL MATHEMATICS

Goal 4: Absolute Measure

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

METHOD

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

Due to the state's cancellation of June 2020 and August 2020 administrations of the Regents, some students in the 2016 Cohort who had not previously sat for any mathematics exam but were scheduled to sit for one in 2020 would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam requirement as well as the percentage of students achieving at least Level 4 among the students who sat for any exam.

RESULTS AND EVALUATION

Sixteen percent of students in AMS's 2016 cohort scored at or above Performance Level 4 on a Regents mathematics exam. Although AMS's 2016 cohort fell short of meeting this measure, there was a three percentage point increase from last year.

At AMS, we have struggled to meet the ambitious goal of 65% of students scoring at Performance Level 4 on a mathematics Regents. Although we are far from meeting this measure, we continue to make progress each year. As with ELA, our focus historically has been on achieving the math CUNY college readiness benchmark of 70. We plan to adjust our focus to support students in achieving Performance Level 4 moving forward. It is also important to note that an additional 29 students scored between a 76 and 79 (within 4 points of the Level 4 benchmark of 80), which is 27% of the cohort of 2016.

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)
2014	2017-18	102	0	9	9%
2015	2018-19	114	0	15	13%
2016	2019-20	106	0	17	16%

ADDITIONAL EVIDENCE

As indicated in the table below, cohorts 2017, 2018, and 2019 already have a higher percentage of students (with valid scores) scoring at Performance Level 4 on a math Regents than cohort 2016 had at the end of four years. Cohort 2017 is six percentage points higher than cohort 2016, and they did not have the opportunity to resit for the exam during the June or August 2020 administration. We believe that our more intentional communication around striving for Level 4, with a more balanced assessment approach in our math classes has supported this increase.

Percent Achieving at Least Level 4 by Cohort and Year

Cohort Designation	2017-18		2018-19		2019-20	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing ⁷
2016	121	14%	110	15%	106	16%
2017	120	15%	133	17%	120	22%
2018			126	15%	130	19%
2019					135	28%

Goal 4: Absolute Measure

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

METHOD

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

⁷ Percent scoring at least level 4 among students with valid scores

Due to the state’s cancellation of June 2020 and August 2020 administrations of the Regents, some students in the 2016 Cohort who had not previously sat for any mathematics exam but were scheduled to sit for one in 2020 would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam requirement as well as the percentage of students achieving at least Level 3 among the students who sat for any exam.

RESULTS AND EVALUATION

Eighty-seven percent of students in AMS’s 2016 cohort (with valid scores) scored at or above Performance Level 3 on a Regents mathematics exam. AMS’s 2016 cohort met this measure and exceeded it by seven percentage points. In addition, it should be noted that 14 students, who had previously sat for a math exam and were scheduled to resit for the exam in June, earned Regents waivers. Therefore 100% of students in cohort 2016 met the math Regents requirement for graduation.

At AMS we continue to successfully help our students score at or above Performance Level 3, as evidenced by the data below. The strong structures we have in place, support our students in making meaningful mathematical connections in their math courses. We have also developed strong structures within our math program to support students who do not successfully pass the Algebra I Regents exam on their first attempt. This support is a critical component in achieving and exceeding this measure’s benchmark of 80% of students scoring at or above Performance Level 3 as evidenced by cohort 2016’s outcomes.

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)
2014	2017-18	102	0	96	94%
2015	2018-19	114	0	105	93%
2016	2019-20	106	0	92	87%

ADDITIONAL EVIDENCE

It is evident that this is an area of strength for AMS as previous cohorts have met this measure. As indicated in the table below, 89% of students in the 2017 cohort (with valid scores) scored at or above Performance Level 3 on a Regents mathematics exam prior to starting their fourth year. Further, an additional 11 students earned Regents exemption waivers. Therefore, 98% of students in cohort 2017 have met the math Regents requirement for graduation prior to the start of their fourth year. Our math team will analyze end of year results and develop action plans to best support our students in continuing to meet this measure and move towards achieving Performance Level 4.

Cohort Designation	2017-18		2018-19		2019-20	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing ⁸
2016	121	81%	110	86%	106	87%
2017	120	61%	133	82%	120	89%
2018			126	61%	130	72%
2019					135	57%

Percent Achieving at Least Level 3 / Exempted by Cohort				
Cohort Designation	Number in Cohort	Total Number Exempted	Number Scoring at Least Level 3	Percent Scoring at Least Level 3/Exempted
2016	106	14	92	100%
2017	120	11	107	98%
2018	130	32	93	96%
2019	135	87	33	89%

Goal 4: Absolute Measure

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

Due to the state’s guidance regarding accountability determinations, the 2019-20 MIPs will be used for the 2020-21 school year and the calculation of this measure is not required.

Goal 4: Comparative Measure

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

Due to the fact that the state does not finalize high school outcome data until later in the school year and data prior to 2019-20 are not suitable for comparison, the calculation of this measure is not required.

Goal 4: Comparative Measure

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

⁸ Percent scoring at least level 3 among students with valid score

Due to the fact that the state does not finalize high school outcome data until later in the school year and data prior to 2019-20 are not suitable for comparison, the calculation of this measure is not required.

Goal 4: Comparative Measure

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

Due to the fact that the state does not finalize high school outcome data until later in the school year and data prior to 2019-20 are not suitable for comparison, the calculation of this measure is not required.

Goal 4: Growth Measure

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

METHOD

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

RESULTS AND EVALUATION

Seven percent of students in AMS’s 2016 cohort who were not proficient on their NYS 8th grade mathematics exam scored at or above Performance Level 4 on a Regents mathematics exam, therefore not meeting this measure.

A big area of growth for our math team is supporting students in scoring at or above Performance Level 4, who are coming in from 8th grade below proficiency. It is evident that this is a big hurdle for our students, which makes sense as our students sit for the algebra I exam at the end of 9th grades, only one year from their 8th grade score. It is extremely challenging to go from below proficiency to a Level 4 in one year. We will continue to analyze our math results to determine the best way to support students in meeting this benchmark.

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)
2014	2017-18	71	0	4	6%
2015	2018-19	79	0	4	5%
2016	2019-20	72	0	5	7%

ADDITIONAL EVIDENCE

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

Goal 4: Growth Measure

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

METHOD

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

RESULTS AND EVALUATION

Eighty-three percent of students in AMS’s 2016 cohort who were not proficient on their NYS 8th grade mathematics exam (with valid scores) scored at or above Performance Level 3 on a Regents mathematics exam. AMS’s 2016 cohort met this measure and exceeded it by eight percentage points.

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

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)
2014	2017-18	71	0	67	94%
2015	2018-19	79	0	71	90%
2016	2019-20	72	0	60	83%

ADDITIONAL EVIDENCE

Though there is a slight downward trend, we do not believe the dip from cohort 2015 to cohort 2106 is completely reflective of the cohort, as this cohort did not have a chance to sit for the June 2020 Administration. We will continue to analyze our results and support our students in meeting this benchmark.

SUMMARY OF THE HIGH SCHOOL MATHEMATICS GOAL

In school year 2019-20, AMS achieved two of the eight measures in the high school mathematics goal. Four measures were not applicable for school year 2019-20

Type	Measure	Outcome
Absolute	Each year, 65 percent of students in the high school Accountability Cohort will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	Not Achieved
Absolute	Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	Achieved
Absolute	Each year, the Performance Index (PI) in mathematics of students completing their fourth year in the Accountability Cohort will meet the state Measure of Interim Progress (MIP) set forth in the state’s ESSA accountability system.	N/A
Comparative	Each year, the percentage of students in the Total Cohort meeting or exceeding Common Core expectations on a Regents mathematics exam will exceed the percentage of comparable students from the district meeting or exceeding Common Core expectations.	N/A
Comparative	Each year, the percentage of students in the Total Cohort partially meeting Common Core expectations on a Regents mathematics exam will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.	N/A
Comparative	Each year, the Performance Index (PI) in Regents mathematics of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.	N/A
Growth	Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade mathematics	Not Achieved

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.

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 least Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.

Achieved

ACTION PLAN

As evidenced by the results above, we consistently meet measures related to achieving Performance Level 3, but struggle to meet measures related to achieving Performance Level 4. In an effort to improve and move towards meeting Level 4 measures, the following action steps will be taken in the upcoming year:

- Continue with our communication strategy of working towards achieving the Level 4 benchmark and no longer communicate the CUNY benchmark.
- Based on the change in communication, we will be changing our re-sitting policy from CUNY college readiness to the Level 4 benchmark. Students who have not scored at Level 4 will be programmed to retake the Algebra I Regents during the January administration of their third year.
- Continue to refine our four-year math curriculum sequence that values a balanced approach to assessment, teaching, and learning. Specifically, further aligning our Regents based assessments to better analyze our students successes and challenges.
- Building on our department structures in math to support the development of our teachers in effectively implementing strategies that help students make sense of contextual problems, such as annotation, drawing diagrams, creating tables, using simpler cases, etc.
- Continuing to leverage the New Visions data tools to monitor and analyze our performance data in order to make informed decisions.
- Further refining our throwback tasks interleaving strategy such that it better connects with what we are seeing in our performance results.

GOAL 5: SCIENCE

HIGH SCHOOL SCIENCE

Goal 5: Absolute Measure

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

METHOD

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

Due to the state's cancellation of June 2020 and August 2020 administrations of the Regents, some students in the 2016 Cohort who had not previously sat for the exam but were scheduled to sit for this exam in 2020 would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students passing among the students who sat for the exam.

RESULTS AND EVALUATION

Eighty-eight percent of students in AMS's 2016 cohort (with valid scores) scored at least 65 on a Regents science exam. AMS's 2016 cohort met this measure and exceeded it by 13 percentage points. In addition, it should be noted that 12 students who had previously sat for a science exam and were scheduled to resit for an exam in June earned Regents waivers. Therefore 99% of students in cohort 2016 met the science Regents requirement for graduation.

At AMS all freshmen are programmed for both a living environment class and a living environment lab, which continues to be effective in supporting our students in meeting this measure. Though we continue to meet this metric, we have seen a decrease in the percent of students passing at 65 or above over the last few years. This decrease reflects an increased percent of SPED students utilizing the safety net option. In response, our special education and ELL team are working to further develop supports for our tier 2 and 3 students. Additionally, cohort 2016 did not have a chance to resit for the June 2020 exam.

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)
2014	2017-18	102	0	98	96%
2015	2018-19	114	0	101	89%
2016	2019-20	106	0	93	88%

ADDITIONAL EVIDENCE

Our results across the different cohorts show consistency in how our students perform in science. It is evident that this is an area of strength for AMS as previous cohorts have met this measure and 83% of students in cohort 2017 (with valid scores) scored at least 65 on a Regents science exam prior to entering their fourth year. Much of this can be attributed to our ninth grade program as well as strong team structures to support analyzing student work and making informed decisions around teaching and learning.

Cohort Designation	2017-18		2018-19		2019-20	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing ⁹
2016	121	79%	110	85%	106	88%
2017	120	80%	133	80%	120	83%
2018			126	67%	130	74%
2019					135	16%

Cohort Designation	Number in Cohort	Percent Passing / Exempted by Cohort		
		Total Number Exempted	Number Passing	Percent Passing/Exempted
2016	106	12	93	99%
2017	120	20	99	99%
2018	130	29	96	96%
2019	135	98	21	88%

Goal 5: Comparative Measure

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

Due to the fact that the state does not finalize high school outcome data until later in the school year and data prior to 2019-20 are not suitable for comparison, the calculation of this measure is not required.

ADDITIONAL EVIDENCE

N/A

⁹ Percent passing among students with valid score

GOAL 6: SOCIAL STUDIES

HIGH SCHOOL SOCIAL STUDIES

Goal 6: Social Studies

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

Goal 6: Absolute Measure

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

METHOD

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

Due to the state’s cancellation of June 2020 and August 2020 administrations of the Regents, some students in the 2016 Cohort who had not previously sat for the exam but were scheduled to sit for this exam in 2020 would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students passing among the students who sat for the exam.

RESULTS EVALUATION

Seventy-six percent of students in AMS’s 2016 cohort (with valid scores) scored at least 65 on the NYS Regents U.S. History exam, therefore meeting this measure. In addition, it should be noted that 19 students, who were scheduled to sit or resit for this exam in June, earned Regents waivers. Therefore 92% of students in cohort 2016 met the U.S. Regents requirement for graduation. This increase can be attributed to a more consistent team within our social studies department and our increased focus on reading and writing strategies across our humanities departments.

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)
2014	2017-18	102	0	68	67%
2015	2018-19	114	0	83	73%
2016	2019-20	106	3	78	76%

ADDITIONAL EVIDENCE

As can be seen in the table above we have seen a trend of increasing the percentage of students passing the U.S. History exam. We believe that adding a department head to supervise this team has helped strengthen the focus of this team. Like our other departments, the social studies team has worked on a balanced assessment approach and has leveraged their team time to analyze results and develop action steps to further support students. It should also be noted that cohort 2016 did not have the opportunity to resit for the June 2020 exam.

Further, as indicated in the table below, 92% of students in the 2017 cohort met their U.S. History Regents requirement for graduation with 106 students earning Regents exemptions, prior to starting their fourth year.

Cohort Designation	2017-18		2018-19		2019-20	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing ¹⁰
2016	121	4%	110	65%	106	76%
2017	120	3%	133	4%	120	25%
2018			126	11%	130	12%
2019					135	7%

Cohort Designation	Number in Cohort	Percent Passing / Exempted by Cohort		
		Total Number Exempted	Number Passing	Percent Passing/Exempted
2016	106	19	78	92%
2017	120	106	4	92%
2018	130	1	15	12%
2019	135	0	9	7%

Goal 6: Comparative Measure

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

Due to the fact that the state does not finalize high school outcome data until later in the school year and data prior to 2019-20 are not suitable for comparison, the calculation of this measure is not required.

Goal 6: Absolute Measure

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

¹⁰ Percent passing among students with valid score

METHOD

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

Due to the state’s cancellation of June 2020 and August 2020 administrations of the Regents, some students in the 2016 Cohort who had not previously sat for the exam but were scheduled to sit for this exam in 2020 would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students passing among the students who sat for the exam.

RESULTS EVALUATION

Sixty-five percent of students in AMS’s 2016 cohort (with valid scores) scored at least 65 on the NYS Regents Global History exam. AMS’s 2016 cohort fell short of meeting this measure by ten percentage points. However, it should be noted that 26 students, who had previously sat for the exam and were scheduled to resit for this exam in June, earned Regents waivers. Therefore, 90% of students in cohort 2016 met the Global History Regents requirement for graduation. We believe part of this drop in percent of students scoring at least a 65 has to do with the fact that cohort 2016 did not have another opportunity to sit for the exam in June.

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)
2014	2017-18	102	0	69	68%
2015	2018-19	114	0	84	74%
2016	2019-20	106	0	69	65%

ADDITIONAL EVIDENCE

As indicated in the data table below, the 2017 cohort’s passage rate has already surpassed the 2016 cohort’s passage rate, after only one administration of the exam. Eighty-one percent of students in the 2017 cohort (with valid scores) scored at least 65 on the NYS Regents Global History exam prior to starting their fourth year. Further, an additional 23 students earned Regents exemption waivers. Therefore, 99% of students in cohort 2017 have met the Global History Regents requirement for graduation prior to the start of their fourth year.

As previously noted, our more consistent staffing within the social studies team, our department structures, and our focus on reading and writing across content areas has helped our students be successful on the Global History Regents exam.

Cohort Designation	2017-18		2018-19		2019-20	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing ¹¹
2016	121	49%	110	62%	106	65%
2017	120	0%	133	71%	120	81%
2018			126	0%	130	10%
2019					135	0%

Percent Passing / Exempted by Cohort

Cohort Designation	Number in Cohort	Total Number Exempted	Number Passing	Percent Passing/Exempted
2016	106	26	69	90%
2017	120	23	96	99%
2018	130	120	1	93%
2019	135	0	0	0%

Goal 6: Comparative Measure

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

Due to the fact that the state does not finalize high school outcome data until later in the school year and data prior to 2019-20 are not suitable for comparison, the calculation of this measure is not required.

ADDITIONAL EVIDENCE

N/A

¹¹ Percent passing among students with valid score

GOAL 7: ESSA

Goal 7: Absolute Measure

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

METHOD

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

RESULTS AND EVALUATION

AMS was in good standing for the 2019-20 school year and therefore continues to meet this measure. This is the school’s sixth year with a fourth year accountability cohort.

ADDITIONAL EVIDENCE

AMS completed its fourth year of its current accountability period and has been in good standing for all four years.

Year	Status
2017-18	Good Standing
2018-19	Good Standing
2019-20	Good Standing



DISCLOSURE OF FINANCIAL INTEREST
BY A NOT-FOR-PROFIT CHARTER SCHOOL
EDUCATION CORPORATION TRUSTEE

- 1. Name of education corporation: Advanced Math + Science
- 2. Trustee's name (print): Peter Centillo
- 3. Position(s) on board, if any: (e.g., chair, treasurer, committee chair, etc.): Trustee



8. Is Trustee an employee of the education corporation? ___ Yes. No. If you checked yes, please provide a description of the position you hold, your salary and your start date.

9. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members have held or engaged in with the education corporation during the prior school year. If there has been no such financial interest or transaction, please write "None." Please note that if you answered yes to Question 8, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/ Transaction	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Identity of Person Holding Interest or Engaging in Transaction (e.g., you and/or immediate family member (name))
	<u>None</u>		

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10. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or your immediate family member(s) had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the education corporation that is doing business with the education corporation through a management or services agreement, you need not list every transaction between such entity and the education corporation that is pursuant to such agreement; rather, please identify only the name of the entity, your position in the entity as well as the relationship between such entity and the education corporation. If there was no financial interest, please write "None."

Entity Conducting Business with the Education Corporation	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee and/or Immediate Family Holding an Interest in the Entity Conducting Business with the Education Corporation and the Nature of the Interest	Steps Taken to Avoid Conflict of Interest
None				



Signature

6/30/20

Date

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FILING FOR SCHOOL YEAR: _____
DATE RECEIVED: _____

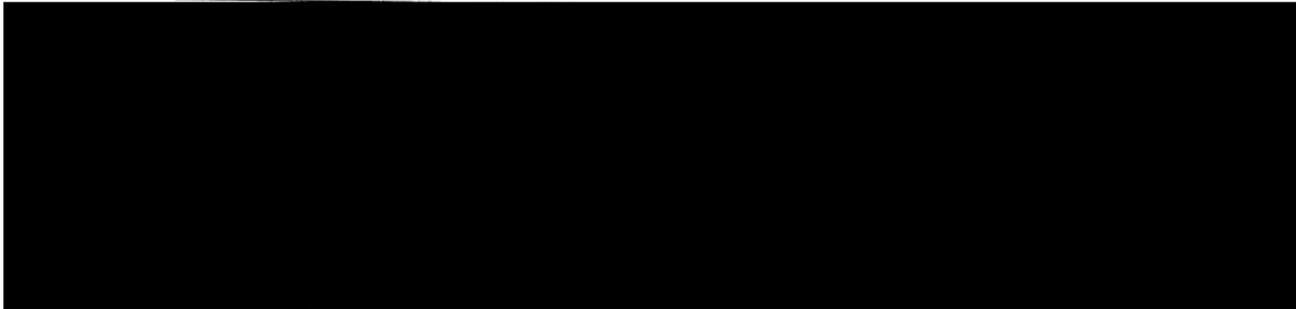
**DISCLOSURE OF FINANCIAL INTEREST
BY A NOT-FOR-PROFIT CHARTER SCHOOL
EDUCATION CORPORATION TRUSTEE**

1. Name of education corporation: NEW VISIONS AMS

2. Trustee's name (print): NANCY GRASSMAN

3. Position(s) on board, if any: (e.g., chair, treasurer, committee chair, etc.): _____

CHAIRPERSON



8. Is Trustee an employee of the education corporation? ___ Yes. X No. If you checked yes, please provide a description of the position you hold, your salary and your start date.

9. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members have held or engaged in with the education corporation during the prior school year. If there has been no such financial interest or transaction, please write "None." Please note that if you answered yes to Question 8, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Identity of Person Holding Interest or Engaging in Transaction (e.g., you and/or immediate family member (name))
	<u>NONE</u>		<u>→</u>

10. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or your immediate family member(s) had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the education corporation that is doing business with the education corporation through a management or services agreement, you need not list every transaction between such entity and the education corporation that is pursuant to such agreement; rather, please identify only the name of the entity, your position in the entity as well as the relationship between such entity and the education corporation. If there was no financial interest, please write "None."

Entity Conducting Business with the Education Corporation	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee and/or Immediate Family Holding an Interest in the Entity Conducting Business with the Education Corporation and the Nature of the Interest	Steps Taken to Avoid Conflict of Interest
NONE				

Nancy Grossman
 Signature

June 26, 2020
 Date

Disclosure of Financial Interest by a Current or Proposed Charter School Education Corporation Trustee

Trustee Name:

Dr. Deborah D. Jenkins

Name of Charter School Education Corporation (for an unmerged school, this is the Charter School Name):

New Vision's Charter HS-AMS

1. List all positions held on the education corporation board (e.g., president, treasurer, parent representative).

Trustee

2. Is the trustee an employee of any school operated by the Education Corporation?
 Yes No

If Yes, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

3. Is the trustee an employee or agent of the management company or institutional partner of the charter school(s) governed by the Education Corporation?

Yes No

If Yes, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

4. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) governed by the Education Corporation during the time you have served on the board, and in the six-month period prior to such service. If there has been no such financial interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-4 above, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself
<p align="center"><i>Please write "None" if applicable. Do not leave this space blank.</i></p> <p align="center"><u>NONE</u></p>			

5.0 Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) governed by the Education Corporation and in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school(s) that is/are doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, write **None**.

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps Taken to Avoid Conflict of Interest
			<p><i>Do not leave this space blank.</i></p>	

Please note that this document is considered a public record and as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information





Charter Schools Institute
The State University of New York

FOR INSTITUTE USE ONLY
FILING FOR SCHOOL YEAR: _____
DATE RECEIVED: _____

**DISCLOSURE OF FINANCIAL INTEREST
BY A NOT-FOR-PROFIT CHARTER SCHOOL
EDUCATION CORPORATION TRUSTEE**

1. Name of education corporation: Advance Math + Science
2. Trustee's name (print): Fredrick J Levy
3. Position(s) on board, if any: (e.g., chair, treasurer, committee chair, etc.): _____
Board Member



8. Is Trustee an employee of the education corporation? Yes No If you checked yes, please provide a description of the position you hold, your salary and your start date.

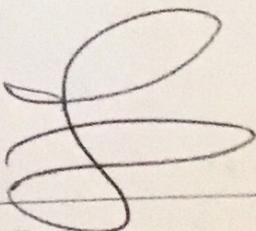
9. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members have held or engaged in with the education corporation during the prior school year. If there has been no such financial interest or transaction, please write "None." Please note that if you answered yes to Question 8, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Identity of Person Holding Interest or Engaging in Transaction (e.g., you and/or immediate family member (name))
	<u>None</u>		

10. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-

profit organization, or other organization or group of people doing business with the education corporation and in which such entity, during the preceding school year (July 1 – June 30), you and/or your immediate family member(s) had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the education corporation that is doing business with the education corporation through a management or services agreement, you need not list every transaction between such entity and the education corporation that is pursuant to such agreement; rather, please identify only the name of the entity, your position in the entity as well as the relationship between such entity and the education corporation. If there was no financial interest, please write "None."

Entity Conducting Business with the Education Corporation	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee and/or Immediate Family Holding an Interest in the Entity Conducting Business with the Education Corporation and the Nature of the Interest	Steps Taken to Avoid Conflict of Interest
NONE				



 Signature

6/28/20
 Date



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FILING FOR SCHOOL YEAR: _____
DATE RECEIVED: _____

DISCLOSURE OF FINANCIAL INTEREST
BY A NOT-FOR-PROFIT CHARTER SCHOOL
EDUCATION CORPORATION TRUSTEE

1. Name of education corporation: New Visions Charter High School for Advanced Math and Science

2. Trustee's name (print): Carol Lynton

3. Position(s) on board, if any: (e.g., chair, treasurer, committee chair, etc.): _____



8. Is Trustee an employee of the education corporation? ___ Yes. x No. If you checked yes, please provide a description of the position you hold, your salary and your start date.

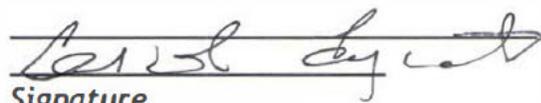
9. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members have held or engaged in with the education corporation during the prior school year. If there has been no such financial interest or transaction, please write "None." Please note that if you answered yes to Question 8, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Identity of Person Holding Interest or Engaging in Transaction (e.g., you and/or immediate family member (name))
	None		

10. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 - June 30), you and/or your immediate family member(s) had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the education corporation that is doing business with the education corporation through a management or services agreement, you need not list every transaction between such entity and the education corporation that is pursuant to such agreement; rather, please identify only the name of the entity, your position in the entity as well as the relationship between such entity and the education corporation. If there was no financial interest, please *write "None."*

Entity Conducting Business with the Education Corporation	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee and/or Immediate Family Holding an Interest in the Entity Conducting Business with the Education Corporation and the Nature of the Interest	Steps Taken to Avoid Conflict of Interest

None				
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Signature

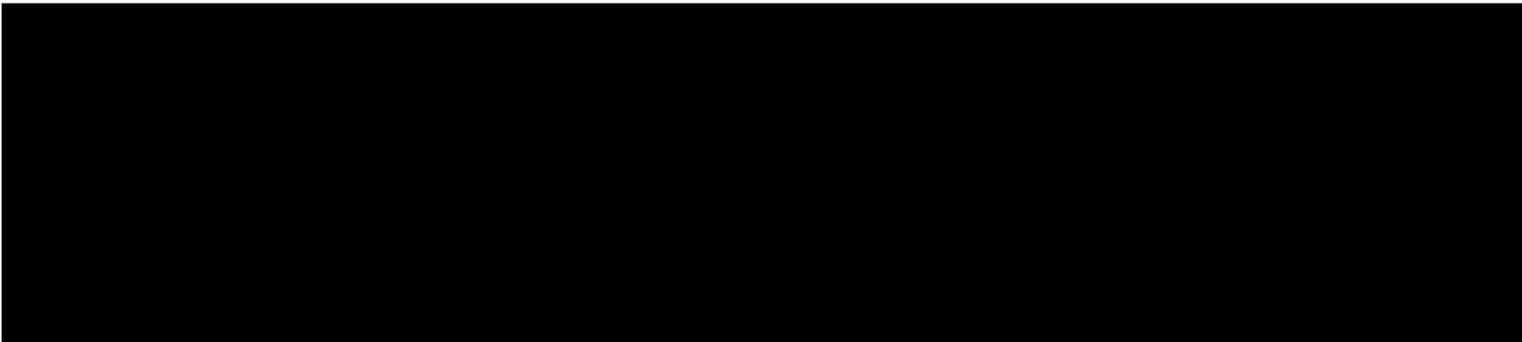
Date 6/16/20

Form Revised November 16, 2015



**DISCLOSURE OF FINANCIAL INTEREST
BY A NOT-FOR-PROFIT CHARTER SCHOOL
EDUCATION CORPORATION TRUSTEE**

- Name of education corporation: New Visions Charter High School AMS
- Trustee's name (print): Matthew Marcin
- Position(s) on board, if any: (e.g., chair, treasurer, committee chair, etc.): Treasurer



8. Is Trustee an employee of the education corporation? ___ Yes. No. If you checked yes, please provide a description of the position you hold, your salary and your start date.

9. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members have held or engaged in with the education corporation during the prior school year. If there has been no such financial interest or transaction, please write "None." Please note that if you answered yes to Question 8, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Identity of Person Holding Interest or Engaging in Transaction (e.g., you and/or immediate family member (name))
	None		

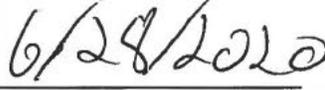
Please write "None" if applicable. Do not leave this space blank.

10. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or your immediate family member(s) had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the education corporation that is doing business with the education corporation through a management or services agreement, you need not list every transaction between such entity and the education corporation that is pursuant to such agreement; rather, please identify only the name of the entity, your position in the entity as well as the relationship between such entity and the education corporation. If there was no financial interest, please write "None."

Entity Conducting Business with the Education Corporation	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee and/or Immediate Family Holding an Interest in the Entity Conducting Business with the Education Corporation and the Nature of the Interest	Steps Taken to Avoid Conflict of Interest
<p><i>Please write "None" if applicable. Do not leave this space blank.</i></p>				



Signature



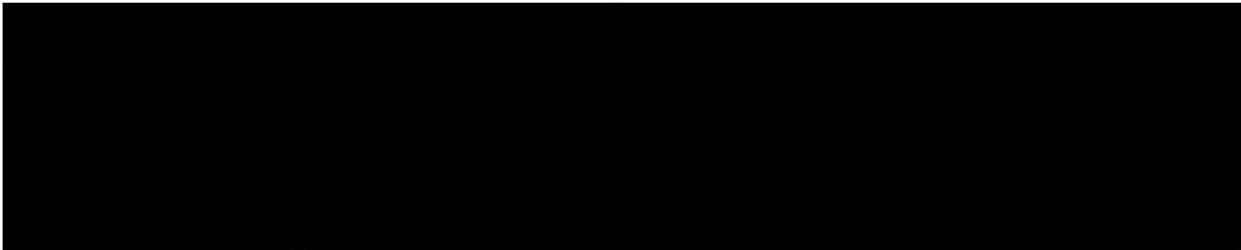
Date



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DATE RECEIVED:	_____

**DISCLOSURE OF FINANCIAL INTEREST
BY A NOT-FOR-PROFIT CHARTER SCHOOL
EDUCATION CORPORATION TRUSTEE**

1. Name of education corporation: New Visions Charter High School for Advanced Math and Science
2. Trustee's name (print): Marsha Milan-Bethel
3. Position(s) on board, if any: (e.g., chair, treasurer, committee chair, etc.): N/A



8. Is Trustee an employee of the education corporation? ___ Yes. No. If you checked yes, please provide a description of the position you hold, your salary and your start date.

9. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members have held or engaged in with the education corporation during the prior school year. If there has been no such financial interest or transaction, please write "None." Please note that if you answered yes to Question 8, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Identity of Person Holding Interest or Engaging in Transaction (e.g., you and/or immediate family member (name))
<p align="center">NONE</p> <p align="center"><i>Please write "None" if applicable. Do not leave this space blank.</i></p>			

10. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or your immediate family member(s) had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the education corporation that is doing business with the education corporation through a management or services agreement, you need not list every transaction between such entity and the education corporation that is pursuant to such agreement; rather, please identify only the name of the entity, your position in the entity as well as the relationship between such entity and the education corporation. If there was no financial interest, please write "None."

Entity Conducting Business with the Education Corporation	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee and/or Immediate Family Holding an Interest in the Entity Conducting Business with the Education Corporation and the Nature of the Interest	Steps Taken to Avoid Conflict of Interest
<p>NONE</p> <p><i>Please write "None" if applicable. Do not leave this space blank.</i></p>				

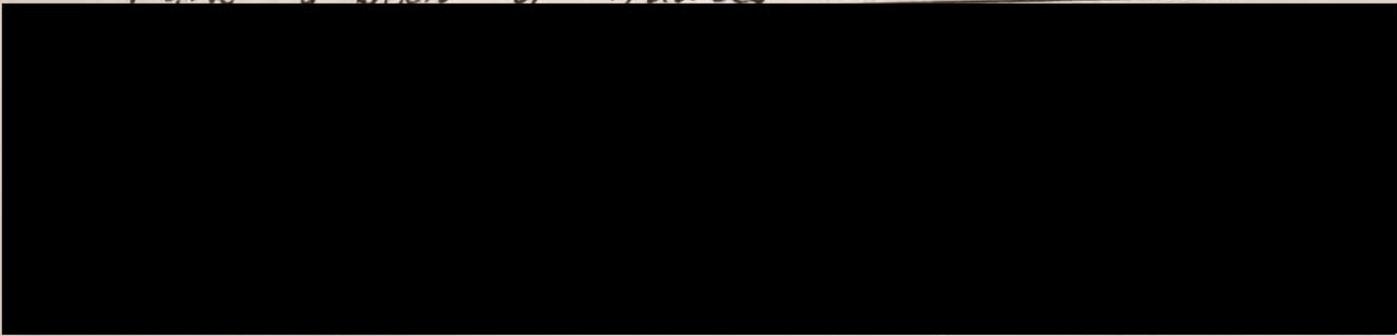
Michael Bethel
Signature

July 31, 2020
Date



**DISCLOSURE OF FINANCIAL INTEREST
BY A NOT-FOR-PROFIT CHARTER SCHOOL
EDUCATION CORPORATION TRUSTEE**

- Name of education corporation: New Visions Charter High School Advanced Math + Sciences
- Trustee's name (print): Michael D Nathan
- Position(s) on board, if any: (e.g., chair, treasurer, committee chair, etc.): _____
Member of Board of Trustees



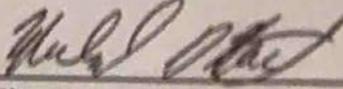
8. Is Trustee an employee of the education corporation? ___ Yes. No. If you checked yes, please provide a description of the position you hold, your salary and your start date.

9. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members have held or engaged in with the education corporation during the prior school year. If there has been no such financial interest or transaction, please write "None." Please note that if you answered yes to Question 8, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Identity of Person Holding Interest or Engaging in Transaction (e.g., you and/or immediate family member (name))
<p style="text-align: center;"><i>None</i></p> <p style="text-align: center;"><i>Please write "None" if applicable. Do not leave this space blank.</i></p>			

10. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or your immediate family member(s) had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the education corporation that is doing business with the education corporation through a management or services agreement, you need not list every transaction between such entity and the education corporation that is pursuant to such agreement; rather, please identify only the name of the entity, your position in the entity as well as the relationship between such entity and the education corporation. If there was no financial interest, please write "None."

Entity Conducting Business with the Education Corporation	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee and/or Immediate Family Holding an Interest in the Entity Conducting Business with the Education Corporation and the Nature of the Interest	Steps Taken to Avoid Conflict of Interest
Please write "None" if applicable. Do not leave this space blank.				


Signature

6/29/20
Date

Disclosure of Financial Interest by a Current or Proposed Charter School Education Corporation Trustee

Trustee Name:

Musa Ali Shama

Name of Charter School Education Corporation (for an unmerged school, this is the Charter School Name):

New Visions Charter High School for Advanced Math and Science

1. List all positions held on the education corporation board (e.g., president, treasurer, parent representative). Secretary

2. Is the trustee an employee of any school operated by the Education Corporation?
 Yes No
 If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

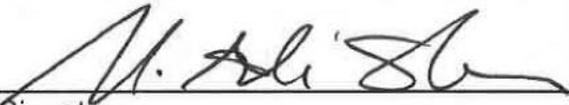
3. Is the trustee an employee or agent of the management company or institutional partner of the charter school(s) governed by the Education Corporation?
 Yes No
 If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date. **Position: Superintendent of Charter Schools** Responsibilities included support and supervision of New Visions Charter High School principals.
Started: August 15, 2017 Salary: \$200K

4. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) governed by the Education Corporation during the time you have served on the board, and in the six-month period prior to such service. If there has been no such financial interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-4 above, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself
<i>Please write "NONE" if applicable. Do not leave this space blank.</i>			

5. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) governed by the Education Corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school(s) that is/are doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, write **None**.

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps Taken to Avoid Conflict of Interest
<p>NONE <i>Please write "None" if applicable. Do not leave this space blank.</i></p>				

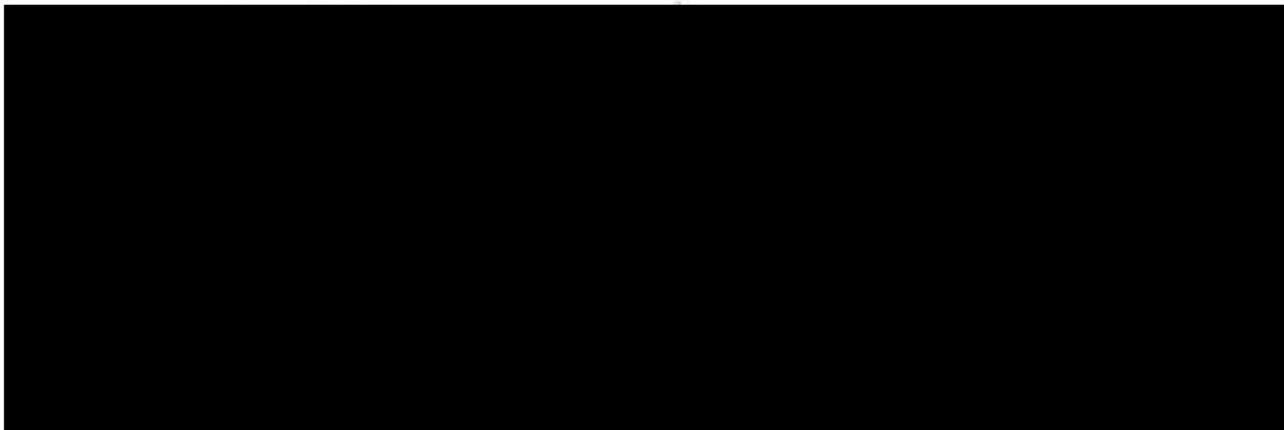


 Signature

07/31/2020

 Date

Please note that this document is considered a public record and as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information

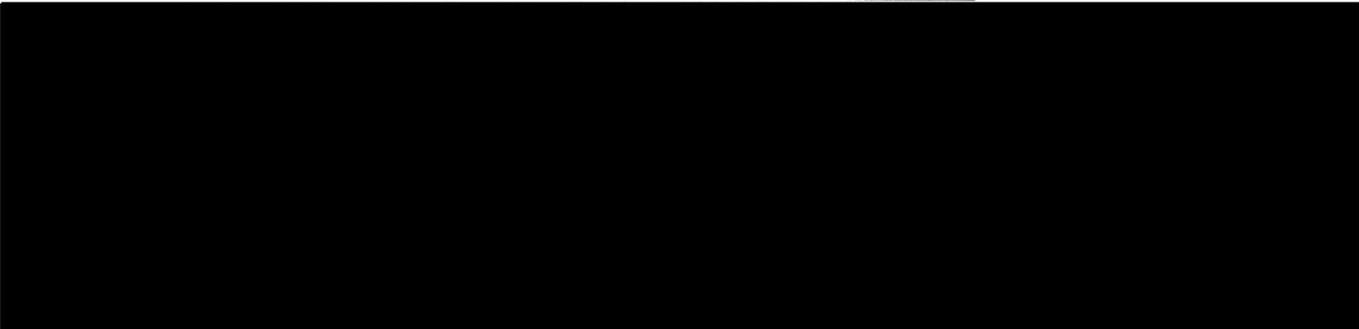




FOR INSTITUTE USE ONLY
FILING FOR SCHOOL YEAR: _____
DATE RECEIVED: _____

**DISCLOSURE OF FINANCIAL INTEREST
BY A NOT-FOR-PROFIT CHARTER SCHOOL
EDUCATION CORPORATION TRUSTEE**

1. Name of education corporation: The New Visions Charter High School for Advanced Math and Science
2. Trustee's name (print): Selina M. Urbina
3. Position(s) on board, if any: (e.g., chair, treasurer, committee chair, etc.):
Board Member



8. Is Trustee an employee of the education corporation? ___ Yes. No. If you checked yes, please provide a description of the position you hold, your salary and your start date.

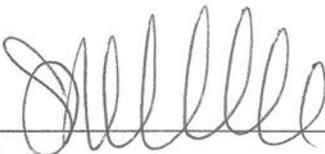
9. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members have held or engaged in with the education corporation during the prior school year. If there has been no such financial interest or transaction, please write "None." Please note that if you answered yes to Question 8, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Identity of Person Holding Interest or Engaging in Transaction (e.g., you and/or immediate family member (name))
	None.		

10. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-

profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or your immediate family member(s) had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the education corporation that is doing business with the education corporation through a management or services agreement, you need not list every transaction between such entity and the education corporation that is pursuant to such agreement; rather, please identify only the name of the entity, your position in the entity as well as the relationship between such entity and the education corporation. If there was no financial interest, please write "None."

Entity Conducting Business with the Education Corporation	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee and/or Immediate Family Holding an Interest in the Entity Conducting Business with the Education Corporation and the Nature of the Interest	Steps Taken to Avoid Conflict of Interest
	None			



 Signature

6/30/2020

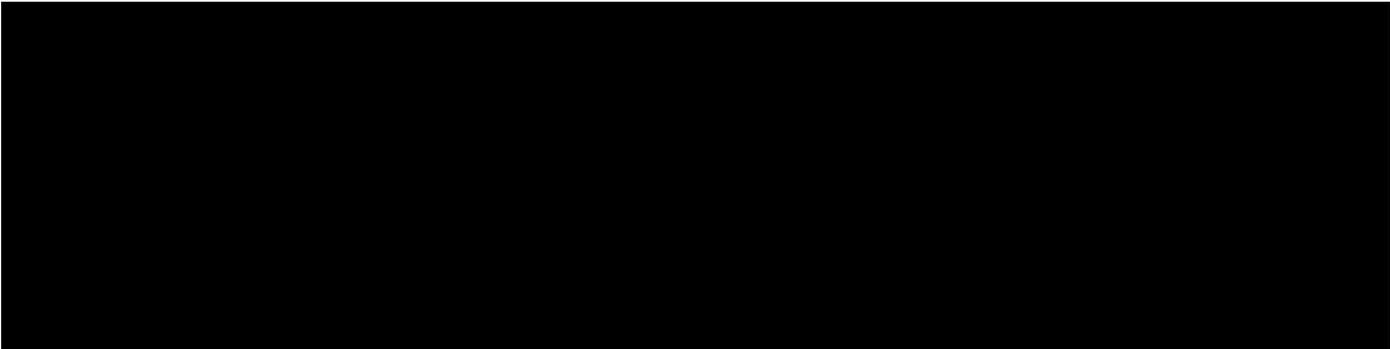
 Date



FOR INSTITUTE USE ONLY
FILING FOR SCHOOL YEAR: _____
DATE RECEIVED: _____

**DISCLOSURE OF FINANCIAL INTEREST
BY A NOT-FOR-PROFIT CHARTER SCHOOL
EDUCATION CORPORATION TRUSTEE**

- Name of education corporation: New Visions Charter High School for Advanced Math and Science
- Trustee's name (print): Edna R. Vega
- Position(s) on board, if any: (e.g., chair, treasurer, committee chair, etc.): Director



8. Is Trustee an employee of the education corporation? Yes. No. If you checked yes, please provide a description of the position you hold, your salary and your start date.

9. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members have held or engaged in with the education corporation during the prior school year. If there has been no such financial interest or transaction, please *write "None."* Please note that if you answered yes to Question 8, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/ Transaction	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Identity of Person Holding Interest or Engaging in Transaction (e.g., you and/or immediate family member (name))

NONE			
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10. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or your immediate family member(s) had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the education corporation that is doing business with the education corporation through a management or services agreement, you need not list every transaction between such entity and the education corporation that is pursuant to such agreement; rather, please identify only the name of the entity, your position in the entity as well as the relationship between such entity and the education corporation. If there was no financial interest, please *write "None."*

Entity Conducting Business with the Education Corporation	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee and/or Immediate Family Holding an Interest in the Entity Conducting Business with the Education Corporation and the Nature of the Interest	Steps Taken to Avoid Conflict of Interest
NONE				

Edna R. Uepp

Signature

Date

Form Revised November 16, 2015

New Visions Charter High Schools

2020-2021 School Calendar - Trimesters

School Start Date

Thursday, September 10th

180 Days Required by NYSED (September-June instructional days, Regents days, and PD days total 181 days)

September – June:

- 164 instructional/attendance days
- 13 Regents days (including rating days)
- 4 professional development days (September 8th, September 9th, February 1st, June 3rd)
- Last day of school is June 25th

Trimester Instructional Days

- Trimester 1: 54 instructional days
- Trimester 2: 56 instructional days
- Trimester 3: 54 instructional days

Assessment Dates & Windows

Fall PSAT/SAT: October 2020

Spring PSAT/SAT: March 2021

NYSITELL: August 2020 – September 2020

Fall Performance Series Reading: July 2020 – November 2020

Winter Performance Series Reading (optional): December 2020 – February 2021 & Spring Performance Series Reading: March 2021 – May 2021

NYSESLAT Speaking: April 2021 – May 2021 / NYSESLAT LRW: May 2021 – May 2021

*Due to cancellation of the 2020 NYSESLAT, administer the NV ELL Assessment: August 2020 - November 2020 as this aligns to NYSED guidance

Fall On-Demand Writing: August 2020 – October 2020 / Spring On-Demand Writing: March 2021 – April 2021

AP Exams: May 2021 – May 2021

Spring Mock Regents: March 2021 – May 2021

STAR Math Fall (AIMs only): July 2020 – November 2020 / STAR Math Spring (AIMs only): March 2021 – May 2021

Purple numbers in right corner indicate instructional days: 181 total (164 attendance days from September to June + 13 Regents days + 4 PD days). Note: NYSED requires 180 days per year. For credit purposes NYSED indicates 108 hours for unit (two credits) for full year=54 hours (or 3,240 minutes) = 1 credit per semester. New Visions Charter High School students earn 1 credit (3,240 minutes) per trimester.

July 2020

New Visions Charter High Schools

July 2020						
New Visions Charter High Schools						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2	3 Holiday (July 4 th Observed)	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	1

Revised 9/5/20

Purple numbers in right corner indicate instructional days: 181 total (164 attendance days from September to June + 13 Regents days + 4 PD days). Note: NYSED requires 180 days per year. For credit purposes NYSED indicates 108 hours for unit (two credits) for full year=54 hours (or 3,240 minutes) = 1 credit per semester. New Visions Charter High School students earn 1 credit (3,240 minutes) per trimester.

August 2020

New Visions Charter High Schools

Sun	Mon	Tue	Wed	Thu	Fri	Sat
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17 New Teacher Report Date: ALL SCHOOLS New Staff Onboarding	18 New Staff Onboarding	19 New Staff Onboarding	20 New Staff Onboarding	21	22
23	24 Returning Teacher Report Date: ALL SCHOOLS	25	26	27	28	29
30	31					

Revised 9/5/20

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September 2020

New Visions Charter High Schools

Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2	3	4	5
6	7 Labor Day – No School	8 No School for Students Professional Development Day	9 No School for Students Professional Development Day	10 First Day of School	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28 Yom Kippur – No School	29	30			

Revised 9/5/20

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October 2020

New Visions Charter High Schools

Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1	2	3
				15	16	
4	5	6	7 BEDS Day	8	9	10
	17	18	19	20	21	
11	12 Columbus Day – No School	13	14	15	16 Progress Reports (T1)	17
	22	23	24	25		
18	19	20	21	22	23	24
	26	27	28	29	30	
25	26	27	28	29	30	31
	31	32	33	34	35	

Revised 9/5/20

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November 2020

New Visions Charter High Schools

Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3 Election Day – No School (Presidential Election) 36	4	5 37	6 38	7 39
8	9	10	11 Veteran’s Day – No School 41	12 42	13 43	14
15	16	17 44	18 45	19 46	20 47	21 48
22	23	24 49	25 50	26 Thanksgiving – No School 51	27 Day After Thanksgiving – No School	28
29	30 52					

Revised 9/5/20

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December 2020

New Visions Charter High Schools

Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2 End of Trimester #1	3 Beginning of Trimester #2	4	5
			53	54	1	2
6	7	8	9	10	11	12
		3	4	5	6	7
13	14	15	16	17	18 Report Cards (T1)	19
		8	9	10	11	12
20	21	22	23	24 Winter Break No School	25 Winter Break No School	26
		13	14	15		
27	28 Winter Break No School	29 Winter Break No School	30 Winter Break No School	31 Winter Break No School		

Revised 9/5/20

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January 2021

New Visions Charter High Schools

Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1 Winter Break No School	2
3	4	5	6	7	8	9
		16	17	18	19	20
10	11	12	13	14	15	16
		21	22	23	24	25
17	18 Martin Luther King Jr. Day – No School	19 Progress Reports (T2)	20	21	22	23
		26	27	28	29	
24	25	26 Regents - TBD	27 Regents - TBD	28 Regents - TBD	29 Regents Rating Day	30
		30				

Revised 9/5/20

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February 2021

New Visions Charter High Schools

Sun	Mon	Tue	Wed	Thu	Fri	Sat
31	1 No School for Students Regents Scoring (if needed) Professional Development Day	2	3	4	5	6
			31	32	33	34
7	8	9	10	11	12 Lunar New Year – No School	13
	35	36	37	38		
14	15 President’s Day – No School	16 Mid-Winter Break – No School	17 Mid-Winter Break – No School	18 Mid-Winter Break – No School	19 Mid-Winter Break – No School	20
21	22	23	24	25	26	27
	39	40	41	42	43	

Revised 9/5/20

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March 2021

New Visions Charter High Schools

Sun	Mon	Tue	Wed	Thu	Fri	Sat
28	1	2	3	4	5	6
	44	45	46	47	48	
7	8	9	10	11	12	13
	49	50	51	52	53	
14	15	16	17	18	19	20
	54	55	End of Trimester #2	Beginning of Trimester #3	1	2
			56			
21	22	23	24	25	26	27
			Report Cards (T2)			
	3	4	5	6	7	
28	29	30	31			
	Spring Break – No School	Spring Break – No School	Spring Break – No School			

Revised 9/5/20

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April 2021

New Visions Charter High Schools

Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1 Spring Break – No School	2 Spring Break – No School	3
4	5	6	7	8	9	10
		8	9	10	11	12
11	12	13	14	15	16	17
		13	14	15	16	17
18	19	20	21	22	23	24
		18	19	20	21	22
25	26	27	28	29	30 Progress Reports (T3)	1
		23	24	25	26	27

Revised 9/5/20

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May 2021

New Visions Charter High Schools

Sun	Mon	Tue	Wed	Thu	Fri	Sat
2	3	4	5	6	7	8
		28	29	30	31	32
9	10	11	12	13 Eid al-Fitr – No School	14	15
		33	34	35		36
16	17	18	19	20	21	22
		37	38	39	40	41
23	24	25	26	27	28	29
		42	43	44	45	46
30	31 Memorial Day – No School					

Revised 9/5/20

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June 2021

New Visions Charter High Schools

Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2 Regents - TBD	3 No School for Students Professional Development Day	4	5
			47		48	
6	7	8	9	10	11	12
		49	50	51	52	53
13	14	15 Regents - TBD	16 Regents - TBD	17 Regents - TBD	18 Juneteenth – No School	19
		54				
20	21 Regents - TBD	22 Regents - TBD	23 Regents - TBD	24 Regents - TBD	25 Regents Rating Day Last Day of School for Students Report Cards (T3)	26
27	28	29	30 Last Day of School for Teachers			

Revised 9/5/20

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