



## New York State Education Department

### ***2024-2025 Renewal Site Visit Report for BOR-Authorized Charter Schools under the 2019 Charter School Performance Framework***

#### **United Charter High School for Advanced Math and Science IV**

**Renewal Site Visit Dates: October 22-23, 2024**  
**Date of Final Draft Site Visit Report: February 28, 2025**  
**Date of Final Site Visit Report: March 12, 2025**

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## SCHOOL DESCRIPTION

### Charter School Summary<sup>1</sup>

<b>Name of Charter School</b>	United Charter High School for Advanced Math and Science IV (AMS IV)
<b>Board Chair</b>	Lior Evan
<b>District of Location</b>	New York City (NYC) Community School District (CSD) 27
<b>Initial Commencement of Instruction</b>	Fall 2015
<b>Charter Terms</b>	<ul style="list-style-type: none"> <li>Initial Term: September 9, 2015 – June 30, 2020</li> <li>First Renewal Term: July 1, 2020 – June 30, 2025</li> </ul>
<b>Current Term Authorized Grades/ Approved Enrollment</b>	Grades 9 – 12 / 566 students
<b>Proposed Renewal Term Authorized Grades/ Proposed Approved Enrollment</b>	Grades 9 - 12 / 500 students
<b>Comprehensive Management Service Provider</b>	None
<b>Facilities</b>	156-10 Baisley Blvd – Public Space
<b>Mission Statement</b>	<i>AMS IV is part of the United Charter High Schools (UCHS) network. UCHS provide all students, regardless of their previous academic history, the highest quality education in an atmosphere of respect, responsibility, and rigor. UCHS ensure that graduates have the skills and content knowledge necessary to succeed in post-secondary choices by engaging students, teachers, and administrators in learning experiences that allow risk-taking, embrace multiple attempts at learning, cultivate students' imaginative and creative abilities, and celebrate achievement. Through an intensive study of math and science concepts, students learn how to generate research questions, develop the skills necessary to answer those questions, create products that demonstrate understanding, and defend their knowledge publicly.</i>
<b>Key Design Elements</b>	<ul style="list-style-type: none"> <li>Innovative and Responsive Teaching and Learning</li> <li>Individualized Supports for Diverse Learners</li> <li>Holistic Social Emotional Supports</li> <li>Comprehensive Postsecondary Readiness</li> <li>Inclusive Family Engagement</li> <li>Civic &amp; Community Engagement</li> <li>Data-Driven Continuous Improvement</li> </ul>
<b>Requested Revisions</b> (Revisions are not approved unless approved by the Board of Regents)	None

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<sup>1</sup> The information in this section was provided by the NYS Education Department Charter School Office.

**Innovative and Noteworthy Programs: United Charter High School for Advanced Math and Science IV (AMS IV)** serves students in Grades 9 – 12. AMS IV students participate in innovative academic programs that provide cutting-edge partnerships rooted in civic engagement through the Academy of Information Technology (AOIT) in partnership with the National Academy Foundation (NAF). Each year a group of twenty ninth grade students join a four-year academy on cybersecurity with the goal of eleventh and twelfth grade students having the opportunity to earn micro-credentials. Additionally, in the 2022-2023 school year, AMS IV was accepted to participate in the Career Readiness and Modern Youth Apprenticeship (CRMYA) Pathway Pilot through the New York City Department of Education (NYCDOE), which integrates advanced training through college credit, industry credentials, and paid work in a career field of interest to offer work-based learning opportunities in the fields of business operations, finance, and technology.

### **Renewal Outcomes**

Pursuant to the Board of Regents Renewal Policy, the following are possible renewal outcomes:

- **Full-Term Renewal:** A school's charter may be renewed for the maximum term of five years. For a school to be eligible for a full-term renewal, during the current charter term the school must have compiled a strong and compelling record of meeting or exceeding Benchmark 1, and at the time of the renewal analysis, have met substantially all other performance benchmarks in the Framework.
- **Short-Term Renewal:** A school's charter may be renewed for a shorter term, typically of three years. As discussed above, the Regents will place an even greater emphasis on student performance for schools applying for their second or subsequent renewal, which is consistent with the greater time that a school has been in operation and the corresponding increase in the quantity and quality of student achievement data that the school has generated. In order for a school to be eligible for short-term renewal, a school must either:
  - (a) have compiled a mixed or limited record of meeting Benchmark 1, but at the time of the renewal analysis, have met substantially all of the other performance benchmarks in the Framework which will likely result in the school's being able to meet Benchmark 1 with the additional time that short-term renewal permits, **or**
  - (b) have compiled an overall record of meeting Benchmark 1 but falls far below meeting one or more of the other performance benchmarks in the Framework.
- **Non-Renewal:** A school's charter will not be renewed if the school does not apply for renewal or the school fails to meet the criteria for either full-term or short-term renewal. In the case of non-renewal, a school's charter will be terminated upon its expiration and the school will be required to comply with the Charter School Office's Closing Procedures to ensure an orderly closure by the end of the school year.

**Please Note:** The Regents may include additional terms, conditions, and/or requirements in a school's Full-Term or Short-Term Renewal charter to address specific situations or areas of concern. For example, a school may meet the standards for full-term renewal or short-term renewal based on its educational success. However, the school may be required to address organizational deficiencies that need to be corrected but do not prevent the Regents from making the required legal findings for renewal. A school

may also meet the standards for full-term renewal or short-term renewal of only a portion of its educational program (e.g., for the elementary school program, but not the middle school program). Such additional terms and/or requirements may include, but are not limited to, restrictions on the number of students and grades to be served by the school, additional student performance metrics, heightened reporting requirements, or specific corrective action.

## SCHOOL CHARACTERISTICS

### Current Grade Levels and Approved Enrollment

	<b>Year 1 2020 to 2021</b>	<b>Year 2 2021to 2022</b>	<b>Year 3 2022 to 2023</b>	<b>Year 4 2023 to 2024</b>	<b>Year 5 2024 to 2025</b>
<b>Grade Configuration</b>	Grades 9 - 12	Grades 9 - 12	Grades 9 - 12	Grades 9 - 12	Grades 9 - 12
<b>Total Approved Enrollment</b>	566	566	566	566	566

### Proposed Renewal Term Grade Levels and Proposed Enrollment Requested by the School<sup>2</sup>

	<b>Year 1 2025 to 2026</b>	<b>Year 2 2026 to 2027</b>	<b>Year 3 2027 to 2028</b>	<b>Year 4 2028 to 2029</b>	<b>Year 5 2029 to 2030</b>
<b>Grade Configuration</b>	Grades 9 - 12	Grades 9 - 12	Grades 9 - 12	Grades 9 - 12	Grades 9 - 12
<b>Total Proposed Enrollment</b>	500	500	500	500	500

## METHODOLOGY

### Purpose of the Renewal Report

The primary purpose of the renewal site visit to Board of Regents-authorized charter schools is to supplement and validate the information collected over the charter term by the New York State Education Department (NYSED) Charter School Office (CSO). This information is used to inform the action taken by the Board of Regents to approve, modify, or disapprove the charter school's request for renewal. In advance of action by the Board of Regents, the CSO prepares a renewal recommendation that is based on the school's performance in three broad areas:

1. The school's **academic success** and ability to operate in an educationally sound manner;
2. The school's **organizational viability** and ability to operate in a fiscally sound manner; and
3. The school's faithfulness to the terms of its charter and **adherence to applicable laws and regulations**.

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<sup>2</sup> This proposed chart was submitted by the United Charter High School for Advanced Math and Science IV in its renewal application. It is subject to change pending the final renewal recommendation and approval by the Board of Regents. This chart should not be used to determine the final approved grade levels or enrollment of the school in the subsequent renewal term.

In addition, NYSED, on behalf of the New York State Board of Regents, is a community-based authorizer committed to principles of equity and access for all students across New York State. Community-based authorizing is based on the principle that community stakeholder voice, and response to community need, is an integral component of charter school decision making at all levels. During the renewal visit, the CSO will look for evidence of community voice across the school from governance to the educational program, as well as a commitment to the principles of diversity, equity, and inclusion, in the school's policies and practices.

A two-day renewal site visit was conducted at AMS IV on October 22-23, 2024. The NYSED CSO site visit team conducted interviews with the board of trustees, school leadership team, students, teachers, parents, student support team (SST), diverse learner educator team, and student recruitment team.

The team conducted 20 classroom observations in Grades 9 - 12 and attended a grade-level assembly. The observations were approximately 20 minutes in length and conducted jointly with leadership staff. NYSED utilizes the CSO's Classroom Observation Worksheet as a lens for classroom observations. It is shared with the school prior to the site visit and can be found in the [2024-2025 Renewal SV Protocol](#).

To draft this report, the CSO site visit team reviewed school-specific documents and data such as the school's 2024-2025 renewal application, 2023-2024 annual report, surveys, data and fiscal dashboards, CSO site visit reports and memos, complaints, and corrective action plans.

## BENCHMARK ANALYSIS

The 2019 Performance Framework, which is part of the Oversight Plan included in the Charter Agreement for the school, outlines 10 Performance Framework benchmarks in three key areas of charter school performance:

- Educational Success
- Organizational Soundness
- Faithfulness to Charter and Law

Observational findings from the review of the renewal application, supporting data, and the site visit will be presented in alignment with the 2019 Performance Framework benchmarks and Indicators according to the rating scale below. A brief summary of the school's strengths will precede the benchmark analysis. Each benchmark will be rated; and the report narrative will provide evidence-based information relative to each indicator.

Level	Description
Meets	The school generally meets or exceeds the performance benchmark; few concerns are noted. May be a potential exemplar, if noted.
Approaches	The school does not meet the performance benchmark; a number of concerns are noted.
Falls Far Below	The school falls far below the performance benchmark; significant concerns are noted.

**New York State Education Department  
2019 Charter School Performance Framework Rating<sup>3</sup>**

2019 Performance Benchmark		Level
Educational Success	<b>Benchmark 1: Student Performance:</b> The school has met or exceeded achievement indicators for academic proficiency, trends toward proficiency, similar schools, college and career readiness, and high school graduation, if applicable. Proficiency at the elementary/middle school level shall be defined as achieving a performance level of 3 or higher on Grade 3-8 state assessments in ELA, math, and science. At the high school level, passing shall be defined as obtaining a Regents exam score of 65 or higher.	<b>Meets</b>
	<b>Benchmark 2: Teaching and Learning:</b> School leaders have systems in place designed to cultivate shared accountability and high expectations and that lead to students' well-being, improved academic outcomes, and educational success. The school implements research-based practices and has rigorous and coherent curriculum and assessments that are aligned to New York State Learning Standards for all students. Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn so that all students experience consistent high levels of engagement, thinking and achievement.	<b>Meets</b>
	<b>Benchmark 3: Culture, Climate, and Student and Family Engagement:</b> The school has systems in place to support students' social and emotional health and to provide for a positive, safe, and respectful learning environment that prepares all students for college and career. Families, community members and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being. Families and students are satisfied with the school's academics and the overall leadership and management of the school.	<b>Meets</b>
Organizational Soundness	<b>Benchmark 4: Financial Condition:</b> The school is in sound and stable financial condition as evidenced by performance on key financial indicators.	<b>Meets</b>
	<b>Benchmark 5: Financial Management:</b> The school operates in a fiscally sound manner with realistic budgets pursuant to a long-range financial plan, appropriate internal controls and procedures, and in accordance with state law and generally accepted accounting practices.	<b>Meets</b>
	<b>Benchmark 6: Board Oversight and Governance:</b> The board of trustees provides competent stewardship and oversight of the school while maintaining policies, establishing performance goals, and implementing systems to ensure academic success, organizational viability, board effectiveness and faithfulness to the terms of its charter.	<b>Meets</b>
	<b>Benchmark 7: Organizational Capacity:</b> The school has established a well-functioning organizational structure, clearly delineated roles for staff, management, and board members. The school has systems and protocols that allow for the successful implementation, evaluation, and improvement of its academic program and operations.	<b>Meets</b>
Faithfulness to Charter & Law	<b>Benchmark 8: Mission and Key Design Elements:</b> The school is faithful to its mission and has implemented the key design elements included in its charter.	<b>Meets</b>
	<b>Benchmark 9: Enrollment, Recruitment, and Retention:</b> The school is meeting or making annual progress toward meeting the enrollment plan outlined in its charter and its enrollment and retention targets for students with disabilities, English language learners, and students who are eligible applicants for the free and reduced priced lunch program; or has demonstrated that it has made extensive good faith efforts to attract, recruit, and retain such students. High schools are meeting persistence rates commensurate with the NYSED target.	<b>Approaches</b>
	<b>Benchmark 10: Legal Compliance:</b> The school complies with applicable laws, regulations, and the provisions of its charter.	<b>Meets</b>

<sup>3</sup> Charter schools authorized or renewed beginning in the 2019-2020 school year and thereafter use the [2019 Charter School Performance Framework](#), and all other charter schools use the [2015 Charter School Performance Framework](#) until renewal. Refer to the appropriate framework for the applicable benchmark standards.

## Summary of Findings

- AMS IV is in year ten of operation and serves students in Grades 9 - 12. During its current charter term, the school is rated in the following manner: nine “Meets” and one “Approaches.” A summary of those ratings is provided below.
- **Strengths:** AMS IV offers an inclusive learning environment that supports the whole child through a comprehensive academic program, incorporating work-based learning, college and career readiness opportunities, and advisory sessions that promote restorative practices and social-emotional learning. Additionally, the school leadership provides high-quality instructional coaching tailored to the developmental needs of both students and educators. Furthermore, a strong culture of community support is evident through active family and school engagement, effective communication, and a shared commitment to student success.
- **Challenges:** At the time of the renewal site visit, AMS IV was under-enrolled with 75 percent of its contracted enrollment of 566 students. According to 2023-2024 enrollment data, AMS IV enrolls -14 percentage points fewer English language learners (ELL) than the district of location (DOL), NYC CSD 27, and -9 percentage points fewer than NYC CSD 29, an additional district for comparison.



### **Benchmark 1: Student Performances**

*The school has met or exceeded achievement indicators for academic proficiency, trends toward proficiency, similar schools, college and career readiness, and high school graduation, if applicable. Proficiency at the elementary/middle school level shall be defined as achieving a performance level of 3 or higher on Grade 3-8 state assessments in ELA, math, and science. At the high school level, passing shall be defined as obtaining a Regents exam score of 65 or higher.*

#### **Finding: Meets**

#### **Summative Evidence for Benchmark 1:**

Over this charter term, the trajectory for this benchmark has remained consistent as “Meets.”

According to the Regents cohort testing outcomes for All Students, the AMS IV 2020 Cohort outperformed the State in math and science, with 98 and 100 percent of students passing, respectively. The school had a negative differential to the State in English language arts (ELA), Global History, and U.S. History by -4, -4, and -23 percentage points, respectively. The students with disabilities (SWD) subgroup outperformed the State by +39 percentage points in math and +29 percentage points in science. The economically disadvantaged (ED) subgroup showed the highest overall achievement, outperforming the State by +4 percentage points in ELA, +8 percentage points in Global History, +18 percentage points in math, and +17 percentage points in science. Throughout the charter term, AMS IV’s four-, five-, and six-year graduation rates surpassed NYS. Most notable are the AMS IV graduation rates for SWD in the 2020 cohort, which were +25 percentage points above NYS.

***See Attachment 1 for data tables and additional academic information.***

## Benchmark 2: Teaching and Learning

*School leaders have systems in place designed to cultivate shared accountability and high expectations and that lead to students' well-being, improved academic outcomes, and educational success. The school implements research-based practices and has rigorous and coherent curriculum and assessments that are aligned to the New York State Learning Standards (NYSLs) for all students. Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn so that all students experience consistent high levels of engagement, thinking and achievement.*

### Finding: Meets

<u>Element</u>	<u>Indicators</u>
1. Curriculum	<ul style="list-style-type: none"><li>a. The school has a documented curriculum that is aligned to current New York State learning standards.</li><li>b. The curriculum is aligned horizontally across classrooms at the same grade level and vertically between grades.</li><li>c. The curriculum and corresponding materials are differentiated to provide opportunities for all students to master grade-level skills and concepts, including students with disabilities, English language learners/multi-lingual learners, economically disadvantaged students, and other subgroups.</li><li>d. The curriculum is systematically reviewed and revised.</li></ul>
2. Instruction	<ul style="list-style-type: none"><li>a. The school staff has a shared understanding of high-quality instruction that supports all learners and observed instructional practices align to this understanding.</li><li>b. Instructional delivery fosters engagement with all students.</li><li>c. The school differentiates instruction to ensure equity and access for all students.</li><li>d. The school provides staff with professional development opportunities that promote best practices and improves all students' success, including sub-groups.</li></ul>
3. Assessment and Program Evaluation	<ul style="list-style-type: none"><li>a. The school uses a system of formative, diagnostic, and summative assessments.</li><li>b. The school uses qualitative and quantitative data to inform instruction and improve student outcomes.</li><li>c. The school uses qualitative and quantitative data to evaluate the quality and effectiveness of the academic program and modifies the program accordingly for both individual students as well as subgroups.</li><li>d. The school uses multiple measures to assess student progress toward State learning standards.</li></ul>
4. Supports for Diverse Learners	<ul style="list-style-type: none"><li>a. The school follows the NYSED approved identification process for students with disabilities and English language learners/multi-lingual learners.</li><li>b. The school provides supports to meet the academic needs for all students including, but not limited to: students with disabilities; English language</li></ul>

Element

Indicators

learners/multi-lingual learners; and economically disadvantaged students.  
c. The school has systems to monitor the progress of individual students and to facilitate communication between interventionists and classroom teachers regarding the needs of individual students.

**Academic Program for High School:**

- HS:
  - The New Visions curriculum, a high-quality curriculum aligned to the New York State Learning Standards along with supplemental resources.
  - *Project Lead the Way* (PLTW) for computer science and cyber security
  - *College Board* for advanced placement (AP) precalculus and seminar
  - Students have access to Academy of Information Technology (AOIT) through a National Academy Foundation (NAF).
  - *Carnegie Mellon Robotics*

**Academic Program for Students with Disabilities (SWD) and English Language Learners (ELL):**

- SWD:
  - Response to Intervention; *Wilson Language Intervention* program, *Wilson Just Words*, and *Read 180* provide tiered literacy interventions.
  - *easyCBM*
- ELL:
  - The academic program includes resources listed above as well as specialized instruction for ELL.

**Summative Evidence for Benchmark 2:**

Over this charter term, the trajectory for this benchmark has remained consistent as “Meets.”

1. Element: ***Curriculum:***

- **Indicator a:** According to the renewal application, AMS IV utilizes the New Visions curriculum along with school-developed curriculum aligned to the New York State Learning Standards (NYSLS). During the site visit, the teacher focus group confirmed these resources and teachers indicated that there was flexibility to supplement the curriculum as needed. Teachers referenced several curricula options based on their subject areas as listed above. Students in a focus group expressed their satisfaction with the AOIT program that provides hands-on learning with career preparation in partnership with the NAF. Students also described their appreciation for the opportunity to participate in advanced placement (AP) classes.
- **Indicator b:** During the site visit, the teacher focus group indicated teachers work together to ensure there is vertical alignment in subject areas. Math teachers in a focus group specifically described their work vertically aligning math curriculum to ensure prerequisite skills are mastered. The renewal application stated, and the school leadership focus group confirmed, AMS IV provides several opportunities for teachers to collaborate and plan for alignment within team meetings, co-planning meetings, and grade-level team meetings.

- **Indicator c:** The school's renewal application states that teachers review school level student data and reference the information to build curricula using the Understanding by Design (UBD) framework. During the site visit, school leaders in a focus group described common planning time and professional learning time when teachers meet with school instructional leaders to review lesson plans and ensure materials are differentiated as needed. In the diverse learner educators focus group, interviewed teachers noted that students' special education case managers create a summary of students' Individualized Education Program (IEP) goals, which is shared with all teachers on PowerSchool. Teachers use these summaries to differentiate materials.
- **Indicator d:** The renewal application emphasized the presence of schoolwide systems for evaluating and updating the curriculum. Both school leadership and teacher focus groups highlighted numerous opportunities for collaboration with instructional leadership teams on a weekly and monthly basis to review plans and curriculum. Furthermore, teachers in the focus group outlined a process for annually reviewing course curricula.

## 2. Element: **Instruction:**

- **Indicator a:** Data from the 2024 New York City (NYC) School Survey: Students revealed a 58 percent favorable rating for academic press, which encompasses perceptions of academic challenge, preparation, high expectations, critical thinking, and focused learning engagement. In response to these findings, the school leadership team has proactively prioritized critical thinking for the 2024-2025 school year, aiming to integrate it across all courses. The leadership team is currently implementing a "Critical Thinking Look Fors Rubric" to guide classroom observations, emphasizing the rigor of learning experiences. Additionally, the leadership focus group is in the process of evaluating a culturally responsive higher education rubric, which will be introduced to support teachers in integrating culturally responsive practices into their lessons.
- **Indicator b:** Classroom observations conducted by the CSO site visit team indicated that instructional delivery effectively promotes engagement with all students. The renewal application highlighted that learning experiences offered multiple entry points for diverse learners, a finding supported by the site visit observations, which included the use of media, song, movement, hands-on activities, games, and group work. Furthermore, the student focus group shared how courses were engaging, citing examples such as debate opportunities in U.S. History, team-building activities and student-led discussions in the AP Seminar, and collaborative problem-solving activities in Algebra II.
- **Indicator c:** The renewal application identified that teachers use data to create flexible groups to support differentiated instruction for students who need additional support and for students who meet or exceed learning expectations. During the site visit, the school leadership in a focus group confirmed this and described how common planning with the instructional leadership team is used to identify grouping needs and plan for interventions. SST focus group members described facilitating an understanding of IEP goals and using a shared drive for planning documents and differentiation resources. During the site visit classroom observations, the CSO team noted the use of differentiation strategies such as scaffolded graphic organizers, word banks, vocabulary and word walls, translated text, and text with differentiated Lexile levels.
- **Indicator d:** According to the renewal application, teachers at AMS IV are provided with weekly professional development facilitated by the instructional leadership team. This team, comprised of teachers, assistant principals, the data specialist, and the principal, provide guidance for developing common assessments, analyzing data, reviewing lesson plans and student work, and using assessment data. School leadership, in a focus group, described the use of school goals, assessment data, and observations to determine topics for professional learning. The SST focus group confirmed this and noted differentiated professional development, including instructional

coaching choice menus, monthly literacy focused sessions, and the ability to attend webinars from external organizations.

3. Element: ***Assessment and Program Evaluation:***

- **Indicator a:** The renewal application cited the use of several diagnostic, formative, and summative assessments at AMS IV. At the beginning of each school year all students complete a diagnostic assessment to identify specific areas of emphasis for each student. According to the renewal application and confirmed in leadership and SST focus groups, formative assessments are used throughout the year to monitor student learning and plan for interventions and enrichments. These include curriculum-based assessments, progress monitoring platforms such as *STAR Reading* and *easyCBM*, and mock Regents exams. Following mock Regents exams, students analyze their scores and complete a grade reflection sheet to identify strengths and areas for growth. Scores from assessments are available to students and families in PowerSchool. School leaders and teachers in focus groups described multiple forms of summative assessments including unit tests, project-based learning assessments, and presentations.
- **Indicator b:** According to the renewal application, teachers utilize data from benchmark and progress monitoring assessments to identify students in need of intensive literacy support and to inform their instructional practices. Additionally, teachers use daily formative assessments to provide feedback to students and enhance teaching effectiveness. The SST focus group highlighted the use of the New York State English as a Second Language Achievement Test (NYSESLAT), learning style inventories, STAR diagnostics, and collaborative meetings between teachers and interventionists to guide instruction and improve student outcomes. School leadership also discussed the implementation of the MasteryConnect and Otus assessment platforms during the 2023-2024 school year, which serve as tools for both students and teachers to track student progress toward mastery of learning standards. The renewal application notes that these platforms offer a streamlined experience for creating, distributing, and analyzing assessments.
- **Indicator c:** The renewal application highlights the use of the Otus platform, along with annual reviews of the instructional framework and curriculum, as key methods for evaluating the quality and effectiveness of the academic program. During the site visit, the teacher focus group shared that grade-level teams participate in the Looking at Student Work (LASW) Protocol to assess both qualitative and quantitative data.
- **Indicator d:** The school utilizes multiple measures to assess student progress toward State learning standards. According to the renewal application and confirmed in leadership, SST, and teacher focus groups, these include *Star Reading*, Word Identification and Spelling Test (WIST), *easyCBM*, formative assessments, OTUS, mock Regents exams, and conversations with students.

4. Element: ***Supports for Diverse Learners:***

- **Indicator a:** The renewal application stated and teachers in a focus group confirmed that the school has systems in place to identify SWD and ELL students. If a student is not making progress toward mastering learning standards, teachers meet with the diverse learners assistant principal to develop a progress monitoring tracker to document interventions. If progress is not made, the diverse learners team meets with members of the Committee on Special Education (CSE), the student, and family to determine if an evaluation is needed. In the 2024-2025 school year, AMS IV implemented “kid talks,” which are staff meetings to discuss academic, behavior, and social-emotional needs of specific students. For identification of ELL students, the school begins with the Home Language Questionnaire at the time of enrollment, completes a student interview

within ten days of enrollment, and determines the need to administer the New York State Identification Test for English Language Learners (NYSITELL).

- **Indicator b:** The renewal application indicates that AMS IV implements the Response to Intervention (RtI) framework to differentiate instruction and provide support to all students. As highlighted in the diverse learner educators focus group, the school utilizes the *Wilson Language Intervention* program, *Wilson Just Words*, and *Read 180* to deliver tiered literacy interventions. According to the renewal application and observations by the CSO team, AMS IV also employs an integrated co-teaching model to support SWD. In these classrooms, special education and general education teachers collaborate on daily lessons. During the site visit, the CSO team met with the school's diverse learners team, led by the assistant principal of diverse learners and the special education coordinator. This team collaborates with families, counselors, the social worker, and the deans to implement supports outlined in students' IEPs as well as social-emotional interventions. Furthermore, teachers in the focus group discussed a summer bridge program for Algebra I, Geometry, and Living Environment, designed to help students develop the skills needed for success in these courses. While some teachers mentioned using online platforms like IXL for math practice, they noted the need for a more structured approach to math intervention.
- **Indicator c:** According to the renewal application and confirmed with the SST and school leadership focus groups, AMS IV has processes in place to monitor the progress of individual students. These include weekly meetings between the content teacher and special education and ENL teachers and use of the New Visions Data Portal. During conversation, the diverse learners assistant principal was knowledgeable of ELL and SWD student needs and noted specific students who tested out of ELL services due to comprehensive support from the school.

### Benchmark 3: Culture, Climate, and Student and Family Engagement

*The school has systems in place to support students' social and emotional health and to provide for a positive, safe and respectful learning environment that prepares all students for college and career. Families, community members and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being. Families and students are satisfied with the school's academics and the overall leadership and management of the school.*

#### Finding: Meets

<u>Element</u>	<u>Indicators</u>
1. Measures of Culture, Climate, and Student Engagement	<p>a. The school has processes and procedures in place to address chronic absenteeism for all students and sub-groups such that all students are fully engaged within the school community and have access to the educational program. Given the increased autonomy to engage students, chronic absenteeism rates are expected to be equal to or less than those of the district of location. In New York City, the district of location is the community school district. Charter schools that have a mission or key design element to serve students in a particular school district will also be compared to that school district. In addition, charter schools with more than 40% of enrolled students residing in districts other than the district of location, or the school district they are mandated to serve, will also be compared to the next highest district where students reside. <sup>4</sup></p> <p>b. The school has processes and procedures in place to address out of school suspension rates for all students and sub-groups such that all students are fully engaged within the school community and have access to the educational program. Given the increased autonomy to engage students, out of school suspension rates are expected to be equal to or less than those of the district of location. In New York City, the district of location is the community school district. Charter schools that have a mission or key design element to serve students in a particular school district will also be compared to that school district. In addition, charter schools with more than 40% of enrolled students residing in districts other than the district of location, or the school district they are mandated to serve, will also be compared to the next highest district where students reside. <sup>5</sup></p> <p>c. The school has an NYSED approved process in place to measure and evaluate school climate and culture.</p>
	<p>a. The school has a clear approach to behavioral management, including a written discipline policy that is applicable to all students, includes a policy that addresses</p>

<sup>4</sup> See <https://www.regents.nysed.gov/common/regents/files/P-12%20New%20York%20State%20Safe%20Schools%20Task%20Force%20Recommendations%20Status%20Update%20.pdf>.

<sup>5</sup> Student Suspension rate is determined by dividing the number of students who were suspended from school (not including in-school suspensions) for one full day or longer anytime during the school year by the Basic Educational Data System (BEDS) day enrollments for that school year. A student is counted only once, regardless of whether the student was suspended one or more times during the school year. Data Source: L2RPT Report SIRS-351: Student Attendance Summary Report - [http://www.p12.nysed.gov/irs/level2reports/documents/SIRS\\_351-360-361-370AttendanceAbsenceandDayCalRptGuiderev3.6.18.pdf](http://www.p12.nysed.gov/irs/level2reports/documents/SIRS_351-360-361-370AttendanceAbsenceandDayCalRptGuiderev3.6.18.pdf).

<u>Element</u>	<u>Indicators</u>
2. <i>Behavior Management and Safety</i>	<p>a school's stance toward in and out of school suspensions, and is implemented throughout the school by all school staff with fidelity.</p> <p>b. The school uses a tiered approach to behavioral interventions that support student social-emotional development.</p> <p>c. The school appears safe and all school constituents are able to articulate how the school community maintains a safe environment.</p> <p>d. The school has systems in place to ensure that the environment is free from bullying, harassment, and discrimination in accordance with the Dignity for All Students Act (DASA). The school has a DASA Coordinator that staff can identify.</p> <p>e. Classroom environments are conducive to learning and generally free from disruption.</p>
3. <i>Family Engagement and Communication</i>	<p>a. The school communicates with families in their preferred language to discuss students' strengths, progress, and needs and engages them as part of the school community.</p> <p>b. The school uses multiple methods of family engagement for all communication with all parents, in their preferred language, regardless of the disability status or language ability of their children.</p> <p>c. The school assesses family satisfaction using strategies such as surveys, feedback sessions, community forums, or participation logs, and considers results when making schoolwide decisions.</p> <p>d. The school has a systematic and transparent process for responding to family or community concerns.</p> <p>e. The school shares NYSED school report card data with parents and the broader school community to promote transparency and accountability.</p> <p>f. The school shares its New York State exam participation rate compared to the district of location.</p>
4. <i>Social-Emotional and Mental Health Supports</i>	<p>a. The school has systems, programs, and curriculum in place to support the social-emotional and mental health needs of all students.</p> <p>b. School leaders collect and use data to track the social-emotional needs of all students, including students in subgroups.</p> <p>c. School leaders collect and use data regarding the impact of programs designed to support the social and emotional health of all students.</p> <p>d. The school provides staff with professional development opportunities to support the social-emotional and mental health of students in a culturally responsive manner.</p> <p>e. The school has processes and procedures in place to address the learning and social-emotional needs of McKinney-Vento eligible students such that all students are fully engaged within the school community and have access to the</p>



	educational program. The school has a McKinney-Vento Coordinator that staff can identify.
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### Summative Evidence for Benchmark 3:

Over this charter term, the trajectory for this benchmark has remained consistent as “Meets.”

#### 1. Element: ***Measures of Culture, Climate, and Student Engagement:***

- **Indicator a:** AMS IV has a proactive approach to attendance and absenteeism. According to the renewal application and described during the SST focus group, AMS IV has an attendance team, which consists of the attendance coordinator, assistant director of school operations, the assistant principal of culture and climate, all grade-level counselors, and the social worker. This team meets biweekly to review attendance data and determine supports to improve attendance of individual students. If a student is absent, the attendance coordinator calls home following the start of the first class period. The school’s NYC School Survey: Families showcased 90 percent favorable responses for outreach to parents, which confirmed the evidence of the proactive approach discussed during the site visit.
- **Indicator b:** The renewal application and the SST focus group indicated that AMS IV utilizes a restorative approach to discipline to address the out-of-school suspension rates and out of school suspension is only used as a last resort. The school leadership and teacher focus groups highlighted one-on-one restorative conversations, mediation, and restorative circles paired with authentic consequences that take place prior to formal steps toward suspension. The school’s code of conduct clearly describes the level of infractions that may result in out-of-school suspension and lists this as a possible disciplinary response in addition to support interventions.
- **Indicator c:** The renewal application outlined the use of the NYC School Survey, school-developed surveys, and behavior tracking tools, along with counseling and suspension data, to assess and evaluate the school’s climate and culture. The results are shared with staff, and the data is reviewed at leadership and operational team meetings. During the site visit, the school leadership team discussed their approach to addressing unfavorable responses on the NYC School Survey. In response, the leadership developed targeted surveys to gain deeper insights into the reasons behind the negative feedback. Additionally, the board focus group highlighted that the principal has fostered an inclusive culture that encourages mutual support among students and teachers, strengthening the sense of community within the school.

#### 2. Element: ***Behavior Management and Safety:***

- **Indicator a:** According to the renewal application and the school leadership focus group, the five core values of Perseverance, Respect, Integrity, Determination, and Excellence (PRIDE) are key expectations for students and families. The school follows a restorative approach to discipline and conflict mediation, and this was confirmed during the student focus group during which students shared the steps they have participated in to resolve conflict. The school’s discipline policy, which can be found on the website, clearly addresses the school’s stance toward behavior infractions at all levels. During the SST focus group, support staff highlighted that the deans play a key role in ensuring consistency in the implementation of restorative practices and behavioral responses by collaborating closely with teachers, students, and families.
- **Indicator b:** As outlined in the renewal application and confirmed through teacher, SST, and leadership focus groups, the school has developed a “ladder of referral,” which is an internal

document created as a resource for teachers when handling disciplinary actions and referrals. The document incorporates AMS IV's core values, code of conduct, and current research. All stakeholders receive training and support for the effective implementation of this tool. During the teacher focus group, educators discussed the application of this tool, and the training and support provided by the dean team.

- **Indicator c:** During the site visit, the CSO site visit team observed a safe and secure environment. Students in a focus group expressed that they feel safe at school. Furthermore, participants in a parent focus group affirmed that the school remains safe, even within the co-located space, due to the presence of numerous staff members monitoring students throughout the building.
- **Indicator d:** The renewal application identifies the assistant director of school operations as the Dignity for All Students (DASA) coordinator. The school's discipline policy, which is shared annually with staff, students, and families, is available on the school website, confirms this role and provides contact information along with procedures for reporting and addressing bullying or harassment. While the SST focus group described DASA training for all support staff and the support they offer in managing incidents, both the SST and teacher focus groups were unable to identify the DASA coordinator. The school leadership team identified various ways in which the school provides a learning environment that is free from bullying, including an open door policy with support personnel and advisory sessions. The student focus group confirmed these options and shared they feel very comfortable to go to a staff member if they experience bullying or have a conflict that needs to be resolved.
- **Indicator e:** During the site visit, the CSO team observed classrooms that were free from disruption and conducive to learning. Students moved through hallways in an orderly manner, while staff actively monitored and interacted with students to facilitate timely transitions. Upon entering classrooms, students demonstrated respect and adhered to established routines, such as "do now" activities.

### 3. Element: ***Family Engagement and Communication:***

- **Indicator a:** The renewal application, supported by input from school leadership, teachers, and SST focus groups, identified several effective strategies for communicating with families in their preferred language to discuss student progress. These included hosting progress report card nights and student-led conferences during the academic year. Additionally, advisors conduct weekly outreach to the families of their advisees to share updates on academic progress and utilize digital platforms, such as PowerSchool, to offer real-time access to student records and school communications.
- **Indicator b:** School leadership described a proactive approach to family communication. At the start of each academic year, the principal distributes a welcome letter and school calendar in both English and Spanish. Additionally, digital platforms such as School Messenger, the school website, and social media channels are utilized to share important information, with translation options available in multiple languages.
- **Indicator c:** The renewal application provides evidence that the school administers the NYC School Survey annually to evaluate family satisfaction. Data from the 2024 survey, which included 47 responses, revealed a 90 percent satisfaction rate regarding family outreach efforts. During the site visit, school leadership detailed their analysis of the survey results and described how the findings are integrated into the decision-making process.
- **Indicator d:** The parent focus group reported that contacting staff members regarding concerns was straightforward, with text, phone calls, or email being the primary means of communication. The renewal application and parents in a focus group described the Family School Alliance as a

platform for families to express concerns or provide feedback. The group expressed that the information on the school website can be cumbersome to navigate. The operations team and social media specialist acknowledged these challenges and confirmed that updates to the website are underway.

- **Indicator e:** The renewal application indicated schoolwide data is disseminated through PowerSchool, family engagement nights, and monthly grade-level assemblies with students. Review of the school's board meeting minutes indicated that NYS school report card data is shared at board meetings monthly.
- **Indicator f:** The renewal application notes that since Regents exams are required for graduation and participation rates are high, the participation rates are not a focal point when sharing data. No information for participation rates is available on the school website.

4. Element: ***Social-Emotional and Mental Health Supports:***

- **Indicator a:** AMS IV has established multiple systems to address the social-emotional and mental health needs of all students. According to the renewal application and school leadership focus groups, the advisory period serves as a key mechanism for delivering social-emotional support, setting and reflecting on goals, monitoring progress, and developing post-secondary plans. Advisors implement a structured curriculum tailored to meet the developmental needs of students at each grade level. Additionally, the school employs counselors, a social worker, and collaborates with on-campus partners, including the Child Center of NY and Northwell's Cohen Children's Medical Center, to provide comprehensive physical and mental health services. During a student focus group, participants highlighted the school deans as a valuable resource and noted involvement in peer mediation and reflective conversations facilitated during the advisory period.
- **Indicator b:** According to the renewal application and confirmed during leadership and SST focus groups, grade-level teams track their cohort groups' progress and meet weekly to discuss areas of concern. The grade-level counselor schedules regular follow up meetings with students to develop a personalized success plan and the school uses pre- and post-assessments of the Collaborative for Academic, Social, and Emotional Learning (CASEL) competencies for students receiving counseling to determine if students' needs have been met. Grade-level teams, including counselors, also hold weekly meetings utilizing "kid talks" to discuss students' academic and social-emotional needs and share best practices for support.
- **Indicator c:** During the site visit, the SST and school leadership team explained that the school counselor and the assistant principal for culture analyze the student pre- and post-assessment data, as well as culture and climate survey results. This review is conducted to evaluate the effectiveness of social-emotional programs and to identify opportunities for improving counseling and other support services.
- **Indicator d:** The renewal application and SST focus group confirmed that the counseling team delivers professional development at the start of the school year and during meetings throughout the year, focusing on strategies to identify and address students' social-emotional and mental health needs. Additionally, the deans provide training and refresher sessions to enhance teachers' skills in conflict resolution, de-escalation, culturally responsive teaching, and restorative practices. Teachers in a focus group also highlighted the introduction of an adult social-emotional series aimed at supporting their own social-emotional well-being.
- **Indicator e:** According to the renewal application and confirmed on site during the SST focus group, the social worker is the designated McKinney-Vento coordinator and works with the SST and operational team to support families with housing or food insecurities. The McKinney-Vento coordinator informs staff of the protocols to follow if they learn of a family in need of support.

#### **Benchmark 4: Financial Condition**

*The school is in sound and stable financial condition as evidenced by performance on key financial indicators.*

#### **Finding: Meets**

Over this charter term, the trajectory for this benchmark has remained consistent as “Meets.”

#### **Summative Evidence for Benchmark 4:**

See the school’s fiscal dashboard attached to the end of this report (Charter School Fiscal Accountability Summary). The fiscal dashboard provides detailed information regarding the school’s compliance with Benchmark 4 of the Charter School Performance Framework. Unless otherwise indicated, financial data is derived from the school’s annual independently audited financial statements which can be found on the NYSED website at <https://www.nysed.gov/charter-schools/charter-schools-directory>.

- Financial Composite Score
- Working Capital
- Debt to Asset
- Cash Position
- Total Margin

#### **Financial Condition**

United Charter High School for Advanced Math and Science IV is part of the United Charter Schools education corporation. United Charter Schools appears to be in good financial condition as evidenced by performance on key indicators derived from the school’s independently audited financial statements.

#### **Overall Financial Outlook**

A financial composite score is an overall measure of financial health based on a weighting of primary reserves, equity, and net income. A charter school with a score between 1.50 and 3.00 is generally considered to be in good financial health. A score between 1.00 and 1.40 is considered adequate. United Charter Schools’ 2023-2024 composite score is 1.82.

**Composite Scores  
2019-2020 to 2023-2024**

<b><i>Year</i></b>	<b><i>Composite Score</i></b>
2019-2020	3.00
2020-2021	2.30
2021-2022	3.00
2022-2023	2.43
2023-2024	1.82

### **Benchmark 5: Financial Management**

*The school operates in a fiscally sound manner with realistic budgets pursuant to a long-range financial plan, appropriate internal controls and procedures, and in accordance with state law and generally accepted accounting practices.*

#### **Finding: Meets**

Over this charter term, the trajectory for this benchmark has remained consistent as “Meets.”

Renewal is based on evidence that the following indicators are generally present:

1. The school has financial professionals assigned to manage school finances.
2. The school has an accurate and functional accounting system that includes monthly budgets.
3. The school sets budget objectives and regularly analyzes its budget, including detailed assumptions within the budget, in relation to those objectives.
4. The school has allocated budget surpluses in a manner that is fiscally sound and directly attends to the social and academic needs of the students attending the school.
5. The school has and follows a written set of fiscal policies.
6. The school has complied with State and federal financial reporting requirements.
7. The school has and is maintaining appropriate internal controls and procedures.
8. The school has procedures in place to ensure that programmatic and independent fiscal audits occur at least once annually, with such audits being comparable in scope to those required of other public schools. Audits will be undertaken by auditing firms with experience working with New York State charter schools and are peer reviewed.
9. The school follows generally accepted accounting principles as evidenced by independent financial audits with an unqualified audit opinion, a limited number of findings that are quickly corrected, and the absence of a going concern disclosure.

#### **Summative Evidence for Benchmark 5:**

NYSED CSO reviewed United Charter Schools’ 2023-2024 audited financial statements to determine whether the independent auditor observed sufficient internal controls over financial reporting. The auditor did not identify deficiencies in internal controls that could be considered material weaknesses.

### Benchmark 6: Board Oversight and Governance

*The board of trustees provides competent stewardship and oversight of the school while maintaining policies, establishing performance goals, and implementing systems to ensure academic success, organizational viability, board effectiveness and faithfulness to the terms of its charter.*

#### Finding: Meets

<u>Element</u>	<u>Indicators</u>
1. <i>Board Oversight and Governance</i>	<ul style="list-style-type: none"><li>a. The board utilizes an annual written performance-based evaluation process for evaluating school leadership, itself, and providers.</li><li>b. The board recruits and selects board members with a diverse set of skills and expertise that meet the needs of the school and represent the community in which the school serves.</li><li>c. The board demonstrates active oversight of the charter school's management, comprehensive service provider(s), if applicable, fiscal operations, and progress toward meeting academic and other school goals through written evaluation processes.</li><li>d. The board engages in strategic and continuous improvement planning by setting priorities and goals that are aligned with the school's mission and charter.</li><li>e. The board regularly updates school policies when needed and receives NYSED approval prior to applicable policy implementation.</li><li>f. The board engages in ongoing professional development.</li><li>g. The board demonstrates full awareness of its governance role, its legal obligations to the school and stakeholders, and requirements of the school's charter.</li><li>h. The board is familiar with NYSED Charter School Performance Framework standards and has a plan to ensure that the school meets these standards.</li></ul>

#### Summative Evidence for Benchmark 6:

Over this charter term, the trajectory for this benchmark has remained consistent as "Meets."

##### 1. Element: **Board Oversight and Governance:**

- **Indicator a:** The board focus group identified that during the 2023-2024 school year, AMS IV lacked a formal leadership evaluation process due to the transition from New Visions charter management to self-management, as well as subsequent staff changes. For the 2024-2025 school year, leadership will be evaluated based on their annual goals and school performance data. A new leadership evaluation tool is currently being developed, with a draft that includes key indicators such as capacity building and professional development, goal setting and improvement, refining practices and sustaining change, fostering a culture of thinking and learning, cultivating positive relationships, and ensuring effective organizational processes. The proposed use of this

tool will involve site observations with principals, as well as opportunities for self-assessment and reflection during the mid-year and end-of-year review periods. Due to the transition process, the board focus group did not conduct a self-evaluation in the previous year but is now working to implement an evaluation tool and process that aligns with the needs of a self-managed network.

- **Indicator b:** The renewal application referenced seven members with expertise in education, literacy, law, finance, accounting, and real estate. The board is interested in adding new members with counseling/social work and marketing expertise to assist with student recruitment. The board of the United Charter High Schools is working to combine members with the boards of United Charter High School for Advanced Math and Science II and United Charter High School for the Humanities II.
- **Indicator c:** During the site visit, the board focus group emphasized their commitment to developing processes that will enable efficient and effective management of a shared mission across a seven-school network, while allowing each school to highlight its unique programs. The board currently contracts with New Visions for finance, technology, technical support, and internet security services, while it builds capacity for self-management. The board focus group has identified the goal of fully transitioning away from reliance on New Visions.
- **Indicator d:** The board focus group noted that the transition to a self-managed network has led to a renewed set of goals and a shared perspective among the principals across schools. During the focus group discussion, board members described new initiatives aimed at defining the portrait of a United Charter School graduate. Additionally, they emphasized the importance of enhancing public relations, brand marketing, and community outreach efforts to foster stronger engagement, which could ultimately lead to increased student recruitment.
- **Indicator e:** As outlined in the renewal application and confirmed through a review of board meeting minutes, the board updates school policies when needed and receives NYSED approval prior to implementation. During the 2023-2024 school year the board submitted revision requests for its mission, key design elements (KDE), and policies to reflect the change in management.
- **Indicator f:** The renewal application referenced that the board had not engaged in ongoing professional development related to the school; however, during the site visit, the board focus group identified professional learning and development with counsel during the process of the merger application and decoupling from New Visions Charter management. The board continues to engage in development around network management.
- **Indicator g:** During the site visit, it was evident the board shared a full awareness of its role in governance, and members referenced the growth curve they have experienced with legal obligation and compliance throughout the transition to a self-managed network.
- **Indicator h:** The renewal application indicated that new members receive an orientation that provides a review of the NYSED Charter School Performance Framework, and members rely on the monthly reports from the principal to align decision making and strategic initiatives for the school to the performance framework.

### Benchmark 7: Organizational Capacity

*The school has established a well-functioning organizational structure, clearly delineated roles for staff, management, and board members. The school has systems and protocols that allow for the successful implementation, evaluation, and improvement of its academic program and operations.*

#### Finding: Meets

<u>Element</u>	<u>Indicators</u>
1. <i>School Leadership</i>	<p>a. The school has an effective school leadership team that communicates a clearly defined mission and set of goals to staff and the school community.</p> <p>b. The school has clear and well-established communication systems and decision-making processes in place to ensure effective communication across the school.</p> <p>c. The school successfully recruits, hires, and retains key personnel that meets the needs of all students and subgroups, and makes decisions – when warranted – to remove ineffective staff members.</p> <p>d. School leadership is familiar with NYSED Charter School Performance Framework standards and has a plan to ensure that the school meets these standards.</p>
2. <i>Professional Climate</i>	<p>a. Roles and responsibilities for leaders, staff, management, and the board of trustees are clearly defined and adhered to.</p> <p>b. The school ensures that staff has the requisite skills, expertise, and professional development necessary to meet all students' needs, including students in subgroups.</p> <p>c. The school is fully staffed with personnel who are able to meet all operational needs, including finance, human resources, and communications.</p> <p>d. The school has established procedures for effective collaboration among teachers.</p> <p>e. The school has systems to monitor and maintain organizational and instructional quality through a formal evaluation process for teacher and other staff.</p> <p>f. The school has mechanisms to solicit teacher and staff feedback and to gauge their satisfaction.</p>
	<p>a. Changes in the school's charter management or comprehensive service provider contract comply with required charter amendment procedures.</p>



Element

Indicators

3. *Contractual Relationships (if applicable)*

- b. The school monitors the efficacy of contracted service providers or partners and has established an effective working relationship.

**Summative Evidence for Benchmark 7:**

Over this charter term, the trajectory for this benchmark has remained consistent as “Meets.”

1. Element: ***School Leadership:***

- **Indicator a:** The AMS IV renewal application states the school has an effective leadership team, which consists of a cabinet of leaders including the principal, associate director of school operations, associate director of business operations, and assistant principals for humanities, culture and climate, STEAM, and diverse learners. Leadership focus group conversations confirmed this and added that the team meets weekly to discuss progress and develop action plans. During the site visit, the CSO team observed products from leadership activities and staff bulletin boards which were clearly based on the Performance Framework benchmarks and the school’s mission and KDE, indicating communication of a clearly defined set of goals to staff and the school community.
- **Indicator b:** The renewal application and school leadership focus group highlighted the use of various communication channels, including the staff intranet, internal Google website, and shared documents. Classroom observations revealed that AMS IV TV, hosted by student government members, serves as a communication platform for both students and staff. Furthermore, the renewal application and teacher focus group identified PowerSchool and Google Classroom as key tools for facilitating communication between the school and families.
- **Indicator c:** During the site visit, the school leadership focus group reported a staff retention rate of 82 percent. The board focus group noted that the principal has fostered a positive and supportive learning community, which has contributed to high staff retention. As mentioned in the renewal application and confirmed in the teacher focus group, the school emphasizes staff development and recognizes leadership potential, which plays a significant role in staff retention.
- **Indicator d:** The renewal application identified cabinet meetings as a space when the school leadership team addresses and reviews the Performance Framework indicators. During the site visit, KDE were evident across bulletin boards that supported the familiarity of the Framework standards.

2. Element: ***Professional Climate:***

- **Indicator a:** The renewal application clearly defines the roles and responsibilities for leaders, staff, management, and the board. During focus group conversations with leadership, SST, and teachers, participants were able to clearly describe their roles and responsibilities and were knowledgeable regarding their area of expertise.
- **Indicator b:** During focus group discussions, teachers and school leaders outlined a system of instructional coaching and professional learning designed to ensure that staff possess the necessary skills and expertise to meet the needs of all students. The renewal application states that surveys, teacher feedback, student data, and observations are used to identify the focus

areas for coaching and professional learning. In post-observation debriefs during the site visit, instructional leaders demonstrated a strong understanding of current instructional goals for the observed teachers, as well as familiarity with lesson plans and pacing in each classroom. The renewal application also emphasizes that the first step in staffing is to hire highly qualified individuals, ensuring that certification and fingerprint clearance requirements are met for all prospective employees.

- **Indicator c:** During the site visit, the leadership focus group noted that the school is fully staffed, with the exception of an upcoming vacancy in the ELA teacher position due to an anticipated retirement, as well as a vacancy for the ninth grade assistant principal role.
- **Indicator d:** The teacher focus group shared that under the New Visions network, there was greater collaboration among teachers across schools, and these collaborative sessions could be used for Continuing Teacher and Leader Education (CTLE) credit. However, with the transition to self-management, this level of collaboration has diminished. Despite this, teachers and teams are actively working to establish a system for collaboration between content area teachers. The renewal application outlined the collaborative opportunities currently available at AMS IV, including common planning time, weekly meetings with instructional leaders, and grade-level team meetings.
- **Indicator e:** According to the renewal application, AMS IV utilizes the New Visions Charter High School Teacher Development Framework combined with TeachBoost, to provide a system for observations, feedback, and coaching aimed at improving the instructional practice of all teachers. This framework incorporates twelve components from the Danielson Framework for Teaching. Teachers, as well as operations staff, set annual goals that are revisited during coaching conversations. Leadership and teacher focus groups described two to three formal and informal observations each year.
- **Indicator f:** AMS IV leverages the NYC School Survey as a key tool for collecting valuable feedback from teachers and staff while assessing overall satisfaction within the school community. During the site visit, school leadership provided insight into their structured approach for analyzing survey data and implementing responsive measures. To address concerns identified in the survey results, the school took a proactive step by developing in-house surveys. These additional surveys were designed to gain a more comprehensive understanding of the underlying factors contributing to less favorable responses, enabling leadership to make informed decisions and implement targeted improvements to enhance staff satisfaction and overall workplace morale.

3. Element: ***Contractual Relationships:***

- **Indicator a:** During the charter term, AMS IV, as part of the New Visions Charter Schools Education Corporation, requested a revision to move from the external management of New Visions for Public Schools to self-management under the name of United Charter High Schools. This revision along with all other related revision requests were submitted and approved by the CSO.
- **Indicator b:** The renewal application identified that contractual relationships are evaluated to the extent that the contractor has fulfilled requirements, and during the site visit, the operations team confirmed that the evaluations are based on services rendered.

## Benchmark 8: Mission and Key Design Elements

*The school is faithful to its mission and has implemented the key design elements included in its charter.*

### Finding: Meets

<u>Element</u>	<u>Indicators</u>
1. <i>Mission and Key Design Elements</i>	<p>a. School stakeholders share a common and consistent understanding of the school's mission and key design elements outlined in the charter, including in public-facing materials.</p> <p>b. The school has fully implemented the key design elements in the approved charter and in any subsequently approved revisions.</p>

### Summative Evidence for Benchmark 8:

Over this charter term, the trajectory for this benchmark has remained consistent as "Meets."

#### 1. Element: **Mission and Key Design Elements:**

- **Indicator a:** The school stakeholders, including the board, network administration, building leadership, teachers, and students, share an understanding of the school's KDE. During site visit focus group conversations with teachers, and school leadership, stakeholders referred to the school's KDE when describing programming, social-emotional learning, and postsecondary readiness. During the site visit, the CSO team observed products from staff meetings and school bulletin boards based on the school's KDE, indicating a common and consistent understanding. Although the mission of the school is evident throughout its programming, public-facing materials such as the school's website do not clearly communicate the NYSED-approved mission.
- **Indicator b:** The school has seven approved KDE and evidence for each is listed below:
  - **Innovative and Responsive Teaching and Learning:** This KDE is fully implemented at AMS IV. During the site visit, the CSO team observed high-quality teaching, preparation and planning, and student engagement with class time maximized for learning. Teacher, leadership, and SST focus groups described the use of assessment and student data to respond to the individual academic and social-emotional needs of students.
  - **Individualized Supports for Diverse Learners:** This KDE is fully implemented at AMS IV and was evident during classroom observations that reflected inclusive teaching through small-group instruction, skilled co-teaching, and scaffolded instruction. The CSO team observed differentiated curriculum materials and instruction for diverse learners.
  - **Holistic Social Emotional Supports:** This KDE is fully implemented at AMS IV. During classroom observations, it was evident the school utilized the advisory period with specialized curriculum that integrates social-emotional learning and restorative practices. Additionally, the board focus group confirmed the principal has cultivated a learning community that focuses on the whole child.
  - **Comprehensive Postsecondary Readiness:** This KDE is fully implemented at AMS IV. CSO observation of the college and career readiness course displayed evidence that students are proactively engaged in planning for their future and exploring post-secondary pathways. These skills are also integrated into the advisory curriculum.

- **Inclusive Family Engagement:** This KDE is fully implemented at AMS IV. During the site visit, teacher, school leadership, parent, and SST focus groups shared evidence of positive family engagement through active communication, family nights, student-led conferences, and school events that promote and foster an inclusive learning environment.
- **Civic & Community Engagement:** This KDE is fully implemented at AMS IV and is exemplified through the school's partnership with the NAF for the AOIT. This collaboration provides students with valuable workforce experiences, enabling them to explore career pathways while engaging in industry-based curricula and work-based learning opportunities. The significance of these opportunities was underscored by the board focus group, which recognized them as a distinguishing feature of AMS IV among the United Charter High Schools. Furthermore, the student focus group expressed enthusiasm for the AOIT courses and learning experiences, emphasizing their meaningful impact on personal and academic growth. During the site visit, school leadership also highlighted service projects conducted collaboratively by AMS IV students and their peers from other co-located schools, further enriching the educational experience.
- **Data-Driven Continuous Improvement:** This KDE is fully implemented at AMS IV. School leadership and teacher focus groups frequently emphasized the focus of content and grade-level teams on data analysis and targeted goal setting during planning sessions. During the site visit, the CSO team observed an advisory assembly during which grade-level instructional leaders shared academic data with students, celebrated achievements, highlighted areas of growth, and shared strategies for improvement.

### Benchmark 9: Enrollment, Recruitment, and Retention

*The school is meeting or making annual progress toward meeting the enrollment plan outlined in its charter and its enrollment and retention targets for students with disabilities, English language learners, and students who are eligible applicants for the free and reduced priced lunch program; or has demonstrated that it has made extensive good faith efforts to attract, recruit, and retain such students. High schools are meeting persistence rates commensurate with the NYSED target.*

#### Finding: Approaches

<u>Element</u>	<u>Indicators</u>
1. <i>Targets are met</i>	a. The school maintains sufficient enrollment demand for the school to meet or come close to meeting the enrollment plan outlined in the charter.
2. <i>Targets are not met</i>	a. The school is making regular and significant annual progress toward meeting the targets. b. The school has implemented extensive recruitment strategies and program services to attract and retain students with disabilities, English language learners, and students who are eligible for free and reduced priced lunch. Strategies include, but are not limited to: outreach to parents and families in the surrounding communities, widely publicizing the lottery for such school, efforts to academically support these students, and enrollment policy revisions, such as employing a weighted lottery or enrollment preference, to increase the proportion of enrolled students from the three priority populations. c. The school has implemented a systematic process for evaluating recruitment and outreach strategies and program services for each of the three categories of students, and makes strategic improvements as needed.

#### Summative Evidence for Benchmark 9:

Over this charter term, the trajectory for this benchmark has remained consistent as “Approaches” due to the school’s overall enrollment not meeting the 85 percent threshold for contracted enrollment and under-enrolling ELL students.

##### 1. Element: **Target are met:**

- **Indicator a:** According to 2023-2024 enrollment data, AMS IV was -1 percentage point below NYC CSD 27 in SWD enrollment and -3 percentage points below NYC CSD 27 in enrollment of ED students. When compared to NYC CSD 29, an additional district for comparison, AMS IV was equal to NYC CSD 29 for enrollment of SWD and -1 percentage point below NYC CSD for enrollment of ED students.

##### 2. Element: **Targets are not met:**

- **Indicator a:** According to 2023-2024 enrollment data, AMS IV is currently at 75 percent of its contracted enrollment. The school has an approved revision request to reduce its contracted enrollment to 500 students beginning in the 2025-2026 school year, which would bring their actual enrollment within the 85 percent threshold for overall contracted enrollment. In addition, the school has continued to under-enroll ELL students throughout the renewal term, with the

proportion of ELLs enrolled at AMS IV decreasing from 7 percent of students in 2019-2020 to only 3 percent in 2023-2024. For the 2023-2024 school year, ELL enrollment at AMS IV was -14 percentage points below ELL enrollment in NYC CSD 27 and -9 percentage points below ELL enrollment in NYC CSD 29 .

- **Indicator b:** The renewal application outlines various strategies employed by AMS IV to recruit and retain students from diverse subgroups. The school has developed a comprehensive student and family recruitment plan and utilizes SchoolMint as its application and enrollment management system. Recruitment efforts commence in September and include middle school outreach, direct mail campaigns targeting eighth grade students in both English and Spanish, in-person and virtual information sessions, open houses, local newspaper advertisements, and engagement through social media platforms. During a focus group discussion, members of the recruitment team highlighted the effectiveness of leveraging current students' families and word-of-mouth referrals as key recruitment strategies. Additionally, the team described the efforts of their dedicated recruitment "street team," which actively engages with the community to promote upcoming events and open house opportunities. To enhance student enrollment through the lottery system, the school has introduced the "Golden Ticket" event. Families selected through the lottery receive a golden ticket via email or USPS, inviting them to an exclusive information session where they can meet teachers, complete the registration process, and learn more about AMS IV's commitment to serving diverse learners. To ensure accessibility, the school provides translators fluent in Spanish and Haitian Creole during these events.
- **Indicator c:** As outlined in the renewal application and corroborated through focus group discussions with the recruitment team, AMS IV leverages data from SchoolMint to track progress toward recruitment goals and assess the impact of outreach efforts on application trends. Additionally, the recruitment team employs a family outreach specialist responsible for overseeing the enrollment and recruitment process, while also ensuring progress toward meeting subgroup enrollment targets.

***See Attachment 1 for data tables and additional information.***

## Benchmark 10: Legal Compliance

*The school complies with applicable laws, regulations, and the provisions of its charter.*

### Finding: Meets

<u>Element</u>	<u>Indicators</u>
1. <i>Legal Compliance</i>	<ul style="list-style-type: none"><li>a. The school has compiled a record of substantial compliance with applicable State and federal laws and regulations and the provisions of its charter including, but not limited to: those related to student admissions and enrollment; FOIL and Open Meetings Law; protecting the rights of students and employees; addressing complaints; financial management and oversight; governance and reporting; and health, safety, civil rights, and student assessment requirements.</li><li>b. The school has undertaken appropriate corrective action when required, and/or as requested by the Board of Regents and/or the NYSED Charter School Office and has implemented necessary safeguards to maintain compliance with all legal requirements.</li><li>c. The school has a plan to ensure that teachers are certified in accordance with applicable laws and regulations.</li><li>d. The school has sought Board of Regents and/or the NYSED Charter School Office approval for material and non-material revisions.</li><li>e. The school maintains sufficient enrollment demand for the school to meet the expectations detailed in the enrollment plan outlined in the charter and within the parameters set forth in the charter agreement.</li><li>f. The school seeks guidance from its legal counsel when updating documents and handling issues that arise.</li></ul>

### Summative Evidence for Benchmark 10:

Over this charter term, the trajectory for this benchmark has remained consistent as “Meets.”

#### 1. Element: **Legal Compliance:**

- **Indicator a:** At the time of the site visit and according to CSO records, the school has compiled a record of compliance with all applicable State and federal laws and regulations and the provisions of its charter.
- **Indicator b:** The school does not have any requirements for corrective action at this time and has implemented the necessary safeguards to maintain compliance with all legal requirements.
- **Indicator c:** AMS has 37 teachers of which 22 are certified and 15 are uncertified. The renewal application indicated that the previous New Visions charter management organization (CMO) facilitated periodic reminders for uncertified teachers, but with the new transition, the school engages internally with teachers to encourage certification.

- **Indicator d:** The school has sought Board of Regents or CSO approval for material and non-material revisions, including the removal of its contract with the New Visions CMO, name change, and the subsequent updating of policies to reflect these changes.
- **Indicator e:** Although AMS IV utilizes comprehensive recruitment and marketing strategies, the school currently does not meet its enrollment obligation as described in benchmark nine and was at 75 percent of its contracted enrollment of 566 students in the 2023-2024 school year. The school has an approved revision request to reduce its contracted enrollment to 500 students beginning in the 2025-2026 school year.
- **Indicator f:** As stated in the renewal application, AMS IV and its board of trustees engage with legal counsel to support school operations, labor relations, and board governance. All policies or resolutions are agreed upon in collaboration with the board and legal counsel.



# 2025 NYSED Charter School Information Dashboard

## Overview

### Charter School Selection

UNITED CHARTER HIGH SCHOOL FOR ADVANCED MATH AND SCIENCE IV

### BEDS Code

342700861054

### 2023-2024 Enrollment

427

### ESEA Accountability Designation (2023-2024):

This school is designated as a school in need of **Local Support and Improvement** under current New York State criteria as defined by the Elementary and Secondary Education Act.

### Charter School Information

School District of Location:	NYC CSD 27
Total Public School Enrollment of Resident Students attending Charter Schools:	9%
Additional School District: (if applicable)*	NYC CSD 29
Total Public School Enrollment of Resident Students attending Charter Schools:	12%
Grades Served:	9-12
Address:	156-10 BAISLEY BLVD, JAMAICA, NY, 11434
Website:	www.newvisions.org/ams4
RIC:	NEW YORK CITY
Regents Region:	NEW YORK CITY - QUEENS
Regent:	Judith Chin
Active Date:	7/1/2015
Authorizer:	REGENTS
CEO:	MR. CLAUBENTZ DIEUJUSTE
CEO Phone:	646-483-2284
CEO Email:	cdieujuste30@charter.newvisions.org
BOT President:	MR. LIOR EVAN
BOT President Phone:	212-645-5110
BOT President Email:	liorevan@gmail.com
Institution ID:	800000075842

\*An additional district may be used for comparison if a school is chartered to serve a school district other than the one in which they are located or if 40% of their students are residents of a district other than the district in which they are located.

### BoR Charter School Office Information

Regional Liaison:	Jennifer Marshall
Performance Framework:	2019
Current Term:	07/01/20 - 06/30/25
2020-2021	Check-in
2021-2022	Check-in
2022-2023	Midterm
2023-2024	Check-in
2024-2025	Renewal

Benchmark Rating	Year of Rating
BM1	
BM2	
BM3	
BM4	
BM5	
BM6	
BM7	
BM8	
BM9	
BM10	

# 2024 NYSED Charter School Information Dashboard

## Regents Outcomes

### Charter School

#### UNITED CHARTER HIGH SCHOOL FOR ADVANCED MATH AND SCIENCE IV

### Regents Testing Outcomes – Aggregate and Subgroup Annual Regents Outcomes:

#### Annual Regents Outcomes

		All Students				SWD				ELL				ED			
		Total Charter Tested	United CHS for Advanced Math and Science IV	NYS	Differential to NYS	Total Charter Tested	United CHS for Advanced Math and Science IV	NYS	Differential to NYS	Total Charter Tested	United CHS for Advanced Math and Science IV	NYS	Differential to NYS	Total Charter Tested	United CHS for Advanced Math and Science IV	NYS	Differential to NYS
Algebra I	2023-2024	57	63%	53%	+10	15	40%	33%	+7	.	.	.	.	45	60%	44%	+16
Algebra I (Common Core)	2019-2020	210	96%	93%	+3	57	98%	90%	+8	22	100%	90%	+10	157	96%	92%	+4
	2020-2021	88	100%	97%	+3	22	100%	96%	+4	5	100%	98%	+2	77	100%	97%	+3
	2021-2022	12	100%	63%	+37	.	.	.	.	.	.	.	.	8	100%	56%	+44
	2022-2023	100	38%	57%	-19	24	17%	35%	-18	7	29%	40%	-11	81	40%	50%	-10
	2023-2024	30	7%	31%	-24	10	.	17%	-17	.	.	.	.	23	4%	28%	-24
Algebra II (Common Core)	2019-2020	113	97%	99%	-2	.	.	.	.	.	.	.	.	77	99%	99%	0
	2020-2021	87	100%	100%	0	7	100%	100%	0	5	100%	100%	0	68	100%	100%	0
	2022-2023	95	11%	64%	-53	16	6%	32%	-26	.	.	.	.	64	11%	48%	-37
	2023-2024	92	35%	74%	-39	10	10%	44%	-34	.	.	.	.	64	34%	61%	-27
English Language Arts (Common Core)	2019-2020	139	96%	96%	0	35	94%	91%	+3	14	93%	89%	+4	101	95%	94%	+1
	2020-2021	120	100%	99%	+1	18	100%	98%	+2	10	100%	98%	+2	89	100%	99%	+1
	2021-2022	9	100%	84%	+16	5	100%	63%	+37	.	.	.	.	8	100%	78%	+22
	2022-2023	135	68%	77%	-9	27	44%	52%	-8	6	33%	40%	-7	92	67%	69%	-2
	2023-2024	106	66%	78%	-12	22	36%	57%	-21	6	83%	42%	+41	80	63%	71%	-8
Geometry (Common Core)	2019-2020	181	98%	98%	0	24	92%	97%	-5	9	100%	97%	+3	139	99%	97%	+2
	2020-2021	154	100%	100%	0	29	100%	100%	0	12	100%	100%	0	120	100%	100%	0
	2022-2023	133	13%	53%	-40	26	.	23%	-23	5	40%	25%	+15	99	9%	39%	-30
	2023-2024	150	19%	57%	-38	23	4%	27%	-23	5	20%	30%	-10	114	15%	43%	-28
Global History	2019-2020	162	98%	98%	0	36	100%	95%	+5	11	100%	95%	+5	121	99%	97%	+2
	2020-2021	127	100%	100%	0	23	100%	100%	0	9	100%	100%	0	97	100%	100%	0
	2022-2023	134	51%	74%	-23	27	15%	44%	-29	7	29%	48%	-19	96	50%	64%	-14
	2023-2024	109	47%	77%	-30	21	10%	50%	-40	7	43%	54%	-11	85	45%	68%	-23
Global History Transition	2019-2020	11	18%	84%	-66	.	.	.	.	.	.	.	.	8	25%	80%	-55
Living Environment	2019-2020	177	92%	96%	-4	49	90%	93%	-3	17	94%	94%	0	128	92%	95%	-3
	2020-2021	112	100%	98%	+2	29	100%	97%	+3	11	100%	98%	+2	98	100%	98%	+2
	2021-2022	11	100%	76%	+24	.	.	.	.	.	.	.	.	9	100%	67%	+33
	2022-2023	97	49%	63%	-14	20	15%	36%	-21	7	29%	35%	-6	81	48%	52%	-4
	2023-2024	84	33%	59%	-26	25	8%	33%	-25	8	25%	32%	-7	67	27%	47%	-20
Physical Setting / Chemistry	2019-2020	126	100%	98%	+2	7	100%	98%	+2	.	.	.	.	90	100%	98%	+2
	2020-2021	92	100%	100%	0	18	100%	100%	0	6	100%	100%	0	69	100%	100%	0
	2022-2023	68	6%	65%	-59	11	9%	33%	-24	.	.	.	.	48	4%	50%	-46
	2023-2024	79	9%	65%	-56	12	.	34%	-34	.	.	.	.	55	9%	51%	-42
Physical Setting / Earth Science	2019-2020	91	96%	97%	-1	20	100%	95%	+5	.	.	.	.	63	95%	96%	-1
	2020-2021	89	100%	98%	+2	13	100%	98%	+2	.	.	.	.	68	100%	98%	+2
	2022-2023	136	21%	60%	-39	26	4%	37%	-33	6	17%	31%	-14	97	21%	49%	-28
	2023-2024	136	32%	62%	-30	20	5%	39%	-34	5	20%	35%	-15	101	29%	51%	-22
Physical Setting / Physics	2020-2021	44	100%	100%	0	.	.	.	.	.	.	.	.	33	100%	100%	0
	2022-2023	19	.	68%	-68	.	.	.	.	.	.	.	.	17	.	55%	-55
	2023-2024	17	12%	74%	-62	.	.	.	.	.	.	.	.	12	8%	63%	-55
US History and Government	2019-2020	177	86%	97%	-11	28	71%	93%	-22	11	73%	92%	-19	117	87%	95%	-8
	2020-2021	89	100%	100%	0	15	100%	100%	0	5	100%	100%	0	66	100%	100%	0
	2021-2022	103	100%	100%	0	17	100%	100%	0	8	100%	100%	0	77	100%	100%	0
	2022-2023	90	51%	82%	-31	15	27%	60%	-33	.	.	.	.	69	49%	74%	-25
	2023-2024	112	57%	79%	-22	21	29%	56%	-27	.	.	.	.	78	55%	71%	-16

\*See NOTES (1), (2), (3), (4), and (7).

# 2024 NYSED Charter School Information Dashboard

## Benchmark 1 - Indicator 3: High School Outcomes

### Charter School

UNITED CHARTER HIGH SCHOOL FOR ADVANCED MATH AND SCIENCE IV

### 3.a.i. and 3.a.ii. High School Outcomes – Aggregate and Subgroup Total Cohort Regents Testing Outcomes:

#### Aggregate and Subgroup 4-Year Cohort Regents Testing Outcomes

		All Students				SWD				ELL				ED			
		Charter Total Cohort	United CHS for Advanced Math and Science IV	NYS	Differential to NYS	Charter Total Cohort	United CHS for Advanced Math and Science IV	NYS	Differential to NYS	Charter Total Cohort	United CHS for Advanced Math and Science IV	NYS	Differential to NYS	Charter Total Cohort	United CHS for Advanced Math and Science IV	NYS	Differential to NYS
ELA	2016	116	100%	88%	+12	17	100%	66%	+34	.	.	.	.	83	100%	84%	+16
	2017	124	98%	89%	+9	20	85%	69%	+16	6	100%	75%	+25	78	99%	86%	+13
	2018	96	98%	87%	+11	13	92%	71%	+21	.	.	.	.	72	97%	83%	+14
	2019	102	99%	81%	+18	18	94%	56%	+38	6	100%	54%	+46	81	99%	75%	+24
	2020	105	76%	80%	-4	17	41%	52%	-11	.	.	.	.	77	78%	74%	+4
Global History	2016	116	98%	84%	+14	17	94%	60%	+34	.	.	.	.	83	99%	80%	+19
	2017	124	94%	87%	+7	20	80%	66%	+14	6	100%	69%	+31	78	96%	84%	+12
	2018	96	98%	86%	+12	13	92%	72%	+20	.	.	.	.	72	97%	83%	+14
	2019	102	99%	82%	+17	18	94%	68%	+26	6	100%	63%	+37	81	99%	79%	+20
	2020	105	70%	74%	-4	17	24%	45%	-21	.	.	.	.	77	73%	65%	+8
Math	2016	116	100%	88%	+12	17	100%	64%	+36	.	.	.	.	83	100%	85%	+15
	2017	124	98%	90%	+8	20	90%	69%	+21	6	100%	79%	+21	78	99%	88%	+11
	2018	96	99%	91%	+8	13	92%	76%	+16	.	.	.	.	72	99%	89%	+10
	2019	102	99%	90%	+9	18	94%	74%	+20	6	100%	73%	+27	81	99%	87%	+12
	2020	105	98%	84%	+14	17	100%	61%	+39	.	.	.	.	77	97%	79%	+18
Science	2016	116	100%	87%	+13	17	100%	64%	+36	.	.	.	.	83	100%	83%	+17
	2017	124	98%	90%	+8	20	85%	70%	+15	6	100%	74%	+26	78	99%	87%	+12
	2018	96	99%	91%	+8	13	92%	77%	+15	.	.	.	.	72	99%	88%	+11
	2019	102	99%	90%	+9	18	94%	77%	+17	6	100%	70%	+30	81	99%	88%	+11
	2020	105	100%	87%	+13	17	100%	71%	+29	.	.	.	.	77	100%	83%	+17
US History	2016	116	90%	84%	+6	17	94%	61%	+33	.	.	.	.	83	89%	79%	+10
	2017	124	90%	85%	+5	20	60%	66%	-6	6	83%	67%	+16	78	91%	81%	+10
	2018	96	94%	84%	+10	13	77%	69%	+8	.	.	.	.	72	93%	80%	+13
	2019	102	97%	80%	+17	18	94%	64%	+30	6	100%	64%	+36	81	96%	76%	+20
	2020	105	51%	74%	-23	17	35%	47%	-12	.	.	.	.	77	52%	66%	-14

\*See NOTES (1), (2), (3), (4), and (7).

# 2024 NYSED Charter School Information Dashboard

## Benchmark 1 - Indicator 3: High School Outcomes

### 3.b.i. and 3.b.ii. Graduation Outcomes – Aggregate and Subgroup Cohort Graduation Rates:

High School Graduation Rates by Cohort

		All Students				SWD				ELL				ED			
		Charter Total Cohort	United CHS for Advanced Math and Science IV	NYS	Differential to NYS	Charter Total Cohort	United CHS for Advanced Math and Science IV	NYS	Differential to NYS	Charter Total Cohort	United CHS for Advanced Math and Science IV	NYS	Differential to NYS	Charter Total Cohort	United CHS for Advanced Math and Science IV	NYS	Differential to NYS
2016 Cohort	4 Year	116	97%	85%	+12	17	88%	63%	+25	.	.	.	.	83	96%	80%	+16
	5 Year	115	100%	88%	+12	16	100%	69%	+31	.	.	.	.	81	100%	83%	+17
	6 Year	115	100%	89%	+11	16	100%	72%	+28	.	.	.	.	81	100%	85%	+15
2017 Cohort	4 Year	124	96%	86%	+10	20	80%	65%	+15	6	100%	70%	+30	78	96%	81%	+15
	5 Year	122	98%	89%	+9	18	89%	72%	+17	6	100%	75%	+25	77	97%	85%	+12
	6 Year	122	98%	90%	+8	18	89%	73%	+16	6	100%	76%	+24	77	97%	86%	+11
2018 Cohort	4 Year	96	98%	87%	+11	13	92%	69%	+23	.	.	.	.	72	97%	82%	+15
	5 Year	96	98%	89%	+9	13	92%	74%	+18	.	.	.	.	72	97%	85%	+12
	6 Year	96	98%	90%	+8	13	92%	75%	+17	.	.	.	.	72	97%	86%	+11
2019 Cohort	4 Year	102	98%	86%	+12	18	94%	69%	+25	6	100%	68%	+32	81	98%	82%	+16
	5 Year	102	98%	89%	+9	18	94%	73%	+21	6	100%	72%	+28	81	98%	85%	+13
2020 Cohort	4 Year	105	95%	86%	+9	17	94%	69%	+25	.	.	.	.	77	94%	81%	+13

\*See NOTES (2) and (3).

### 3.b.iii. and 3.b.iv. Graduation Outcomes – Aggregate and Subgroup Cohort On-Track to Graduate:

Third Year On-Track to Graduate – Target = 75%

United CHS for Advanced Math and Science IV	All Students			SWD			ELL			ED		
	Charter Total Cohort	Total On-Track	On-Track	Charter Total Cohort	Total On-Track	On-Track	Charter Total Cohort	Total On-Track	On-Track	Charter Total Cohort	Total On-Track	On-Track
2017	125	121	97%	20	17	85%	6	6	100%	82	80	98%
2018	100	97	97%	14	13	93%	8	7	88%	75	72	96%
2019	108	105	97%	18	17	94%	7	7	100%	79	77	97%
2020	106	89	84%	19	12	63%	.	.	.	82	72	88%
2021	105	69	66%	15	5	33%	.	.	.	75	47	63%

\*See NOTES (2), (3), and (9).

# 2024 NYSED Charter School Information Dashboard

## Benchmark 9 - Indicator 1: Enrollment and Retention

### Charter School

UNITED CHARTER HIGH SCHOOL FOR ADVANCED MATH AND SCIENCE IV

#### 1.a.i. Aggregate Enrollment:

Aggregate Enrollment: Reported vs Contracted - Target = 100%

United CHS for Advanced Math and Science IV	Contracted Enrollment	Reported Enrollment	Percent of Contracted Enrollment
2019-2020	566	494	87%
2020-2021	566	474	84%
2021-2022	566	478	84%
2022-2023	566	425	75%
2023-2024	566	427	75%

#### 1.a.ii. Subgroup Enrollment:

Subgroup Enrollment: Students with Disabilities, English Language Learners, and Economically Disadvantaged

	SWD			ELL			ED		
	United CHS for Advanced Math and Science IV	NYC CSD 27	Differential to District	United CHS for Advanced Math and Science IV	NYC CSD 27	Differential to District	United CHS for Advanced Math and Science IV	NYC CSD 27	Differential to District
2019-2020	16%	17%	-1	7%	15%	-8	74%	76%	-2
2020-2021	17%	18%	-1	7%	15%	-8	77%	78%	-1
2021-2022	16%	19%	-3	6%	15%	-9	74%	76%	-2
2022-2023	18%	19%	-1	5%	16%	-11	78%	77%	+1
2023-2024	18%	19%	-1	3%	17%	-14	77%	80%	-3

\*See NOTES (2) and (6).

# 2024 NYSED Charter School Information Dashboard

## Benchmark 9 - Indicator 1: Enrollment and Retention

### 1.a.ii. Subgroup Enrollment:

#### Subgroup Enrollment: Students with Disabilities, English Language Learners, and Economically Disadvantaged

	SWD			ELL			ED		
	United CHS for Advanced Math and Science IV	NYC CSD 29	Differential to District	United CHS for Advanced Math and Science IV	NYC CSD 29	Differential to District	United CHS for Advanced Math and Science IV	NYC CSD 29	Differential to District
2019-2020	16%	16%	0	7%	11%	-4	74%	76%	-2
2020-2021	17%	17%	0	7%	10%	-3	77%	77%	0
2021-2022	16%	18%	-2	6%	11%	-5	74%	76%	-2
2022-2023	18%	18%	0	5%	11%	-6	78%	75%	+3
2023-2024	18%	18%	0	3%	12%	-9	77%	78%	-1

\*See NOTES (2) and (6).

### 1.b.i. and 1.b.ii. Retention:

#### Retention - Aggregate and Subgroups

	All Students			SWD			ELL			ED		
	United CHS for Advanced Math and Science IV	NYC CSD 27	Differential to District	United CHS for Advanced Math and Science IV	NYC CSD 27	Differential to District	United CHS for Advanced Math and Science IV	NYC CSD 27	Differential to District	United CHS for Advanced Math and Science IV	NYC CSD 27	Differential to District
2019-2020	89%	85%	+4	80%	83%	-3	91%	78%	+13	89%	84%	+5
2020-2021	88%	88%	0	86%	84%	+2	74%	83%	-9	86%	89%	-3
2021-2022	88%	86%	+2	86%	81%	+5	87%	80%	+7	88%	87%	+1
2022-2023	84%	86%	-2	88%	85%	+3	69%	82%	-13	84%	86%	-2
2023-2024	89%	87%	+2	87%	85%	+2	71%	83%	-12	88%	86%	+2

\*See NOTES (2) and (6).

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## Benchmark 9 - Indicator 1: Enrollment and Retention

### 1.b.i. and 1.b.ii. Retention:

#### Retention - Aggregate and Subgroups

	All Students			SWD			ELL			ED		
	United CHS for Advanced Math and Science IV	NYC CSD 29	Differential to District	United CHS for Advanced Math and Science IV	NYC CSD 29	Differential to District	United CHS for Advanced Math and Science IV	NYC CSD 29	Differential to District	United CHS for Advanced Math and Science IV	NYC CSD 29	Differential to District
2019-2020	89%	81%	+8	80%	72%	+8	91%	74%	+17	89%	81%	+8
2020-2021	88%	88%	0	86%	84%	+2	74%	87%	-13	86%	88%	-2
2021-2022	88%	82%	+6	86%	69%	+17	87%	83%	+4	88%	84%	+4
2022-2023	84%	83%	+1	88%	80%	+8	69%	78%	-9	84%	83%	+1
2023-2024	89%	83%	+6	87%	79%	+8	71%	74%	-3	88%	82%	+6

\*See NOTES (2) and (6).

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## Notes

- (1) Data in the table above represents tested students who scored proficiently on the NYSTP ELA, math, or science assessments or on the Regents math or science exams.
- (2) For the students with disabilities and the English language learners subgroups, both current and former members of the subgroups have been combined.
- (3) Pursuant to NYSED business rules, the data was suppressed for subgroups containing <5 students and the subgroup category may not be included for the metric.
- (4) Data in the table above represents students who passed the Annual Regents or equivalents (score of 65 or better).
- (5) The 4- and 5-year graduation rates reported are as of August. The 6-year graduation rates are as of June.
- (6) Data in the table above represents a comparison between those grades served in the charter school to only those same grades in the district.
- (7) A "." in any table indicates that the data was suppressed, no student sat for the exam, or the exam was not given.
- (8) Data in the table above represents tested students who either maintained a proficient score from one year to the next or students whose proficiency level increased from one year to the next (a proficient score is level 3 or 4).
- (9) Data in the table above represents students within their respective subgroups who have passed three out of the five Annual Regents and Regents Common Core Examinations (score of 65 or better) or equivalents.
- (10) Data in the table above represents the percentage of students from the original 9th grade cohort who persisted within the same school to a 4-year graduation (includes August graduates).
- (11) Data in the table above is a comparison of the differentials of the 3-8 assessments and the 4-year graduation rate for the school and other schools with the same grade structure and similar subgroup enrollment pattern. The notation +/- 5, indicates the highest level of similarity.
- (12) Data in the table above represents students who passed their Regents ELA exam with a score equal to or higher than 75 and also passed at least one of their Regents math exams with a score equal to or higher than 80.
- (13) Schools are considered 'similar' for the purpose of this comparison when they serve the same grade band as the school in question. The degree of similarity is determined by comparison of the percentage of each subgroup's enrollment (students with disabilities, English language learners, and economically disadvantaged students). An assignment of +/- 5 (7.5, or 10) indicates that the schools' subgroup enrollments are within 5 (7.5, or 10) percentage points for each subgroup.





## Charter School Fiscal Accountability Summary

### UNITED CHARTER HIGH SCHOOL FOR ADVANCED MATH AND SCIENCE III

Grades Served  
Maximum Chartered Grades Served  
Chartered Enrollment  
Maximum Chartered Enrollment  
Actual Enrollment

2019 20	2020 21	2021 22	2022 23	2023 24
9-12	9-12	9-12	9-12	9-12
9-12	9-12	9-12	9-12	9-12
460	475	500	500	500
500	500	500	500	500
360	319	294	407	316

#### Total Current Assets

#### Non-Current Assets

Property, Building and Equipment, net

Restricted Cash

Security Deposits

Other Non-Current Assets

Total Non-Current Assets

Total Assets

#### LIABILITIES AND NET ASSETS

#### Current Liabilities

Accounts Payable and Accrued Expenses

Accrued Payroll and Payroll Taxes

Due to Related Parties

Refundable Advances

Other Current Liabilities

Total Current Liabilities

Long-Term Liabilities

Total Net Assets

Total Liabilities and Net Assets

Operating Revenue

State and Local Per Pupil Revenue - Reg. Ed

State and Local Per Pupil Revenue - SPED

State and Local Per Pupil Facilities Revenue

Federal Grants

State and City Grants

Other Operating Income

Total Operating Revenue

Total Program Services

Supporting Services

Net Assets - Beginning of Year

Net Assets - End of Year

Revenue & Expense Breakdown

Revenue - Per Pupil

Total Revenue

Expenses - Per Pupil

Meets Standard

Meets Standard

Meets Standard

Meets Standard

Meets Standard

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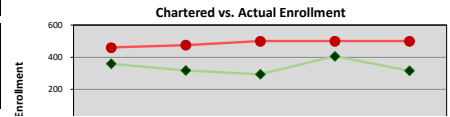
Meets Standard

Meets Standard

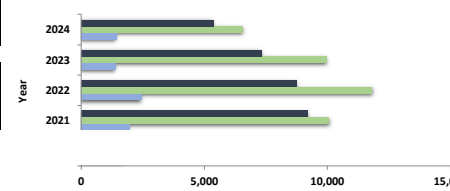
Meets Standard

Meets Standard

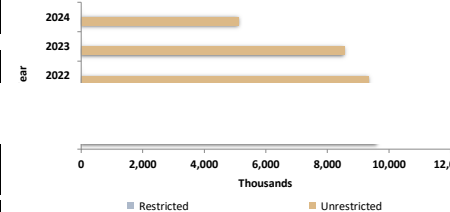
Meets Standard



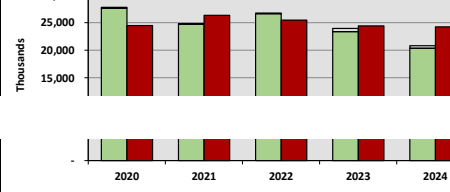
#### Cash, Assets and Liabilities



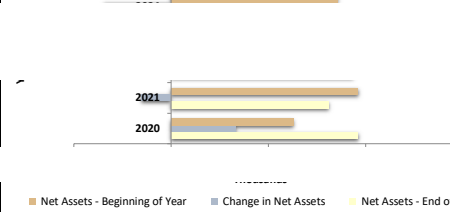
#### Net Assets



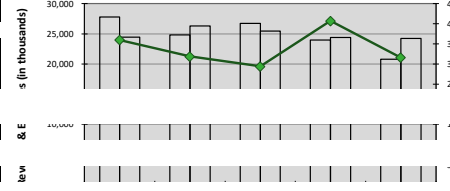
#### Revenue & Expenses



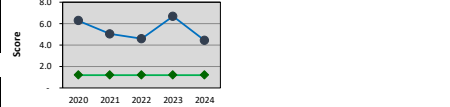
#### Change in Net Assets



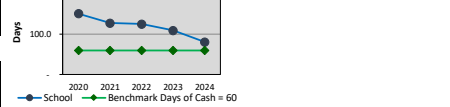
#### Enrollment vs. Revenue & Expenses



#### Working Capital



#### Days of Cash



## AUDITED FINANCIALS

## STATEMENT OF FINANCIAL POSITION

## STATEMENT OF ACTIVITIES

## FISCAL ANALYSIS

## RATIOS, BENCHMARKS and FINDINGS

#### WORKING CAPITAL

Debt to Asset Ratio

BENCHMARK and FINDING:

Ratio should be equal to or less than 1.0

CASH POSITION

TOTAL MARGIN

Meets Standard

Meets Standard

Meets Standard

Meets Standard

Meets Standard

Meets Standard

Meets Standard

Meets Standard

Meets Standard

Meets Standard

Meets Standard

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