



# **New Visions Charter High School for the Humanities (HUM)**

## **2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT**

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

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Magaly Hicks has served as the principal since August 1, 2014.

## SCHOOL OVERVIEW

The New Visions Charter High School for the Humanities (HUM) is a small school that opened in 2011 and served approximately 562 students in grades 9-12 in 2019-2020. HUM is academically rigorous, committed to parent and community outreach, and dedicated to serving high-need students. The school is part of the New Visions Charter High Schools' (NVCHS) network which is a network of secondary schools dedicated to supporting all students in meeting the highest academic standards. We shift classroom dynamics from one where students receive information to one where students find solutions to community-defined problems by using their imagination coupled with a mastery of content and skills. We challenge our students to present and defend their learning as part of preparing and supporting them to graduate ready for college, careers and a 21<sup>st</sup> century economy. Teaching and learning in HUM, as in all New Visions Charter High Schools, is built upon the Lincoln Center Education Capacities for Imaginative Thinking,<sup>1</sup> informed by challenge-based curricula that are aligned to the Common Core standards, applied to improving local communities and driven by student performance data.

### Student Population

Located in the Marble Hill community of the Bronx, HUM serves students from predominantly low-income families. As of BEDS day 2019, 562 students were enrolled in HUM. Of these students:

- 97% are Black or Latino
- 88% are economically disadvantaged
- 21% are students with disabilities
- 14% are English Language Learners

### Key Design Elements

Key design elements of the model include:

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

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<sup>1</sup> The Capacities of Imaginative Thinking are habits of mind that foster creativity, analysis and action.

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

- Community engagement as a distinguishing element of the model. This model aspires to honor who our students are and where they come from by creating opportunities for them to engage in and become members of and resources for their communities.
- Family engagement that emphasizes families as partners in education through a model that includes establishing Family School Alliances<sup>2</sup>; offering events for networking and celebration; providing information about graduation requirements and students' academic progress; and creating a culture that emphasizes college and career readiness.
- Student support services that address students' socio-emotional needs from college counseling to crisis management.
- Systematic development of each school's operational infrastructure to achieve efficiency and effectiveness.
- Leadership and adult learning model that emphasizes modeling of best practices, teaming, feedback and role clarity to ensure that staff are focused on continuous improvement and invested in excelling.

### Remote Learning Spring 2020

In March 2020 HUM swiftly shifted to remote learning in the wake of school closure due to the COVID-19 pandemic. All hands were on deck to support a smooth transition. Teachers began planning online lessons from Wednesday to Friday, prior to the start of school closure the following Monday. The counseling team created a student survey to assess students' technology needs. Utilizing the data collected, the operations team was able to distribute laptops to students and families who needed them. Teachers created Google folders for each content and printed work for students who needed extra help. Due to these prompt actions, we were able to meet the needs of a majority of students prior to school closure, which helped them to be better prepared for remote learning.

Despite the global crisis and pandemic, we continued our goals to support our HUM family and scholars by creating a remote learning plan with the objective to monitor students' progress. The plan developed included: individualized instruction delivered via Zoom and Google Hangout; individualized intervention sessions through Zoom to support students in navigating new online platforms and their online coursework; and social emotional support.

In response to remote learning, we created portfolios for all of our students. These assessment portfolios collate authentic assessments and evaluations of student work throughout the trimester. The purpose of the portfolios was to store student work and track students' progress towards meeting proficiency and mastery, as well as providing evidence of student learning. Teachers curated student work throughout the trimester based on the identified Common Core Learning Standards, College Readiness Standards, and College Board Advanced Placement Standards. The portfolios provided evidence of student work that meets promotion and graduation requirements.

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

## ENROLLMENT SUMMARY

School Enrollment by Grade Level and School Year

School Year	9	10	11	12	Total
2015-16	189	166	79	74	508
2016-17	150	174	133	81	538
2017-18	133	137	150	120	540
2018-19	139	149	98	140	526
2019-20	174	143	121	124	562

## HIGH SCHOOL COHORTS

### ACCOUNTABILITY COHORT

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

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

Fourth-Year High School Accountability Cohorts

Fourth Year Cohort	Year Entered 9 <sup>th</sup> Grade Anywhere	Cohort Designation	Number of Students Enrolled on BEDS Day in October of the Cohort's Fourth Year	Number Leaving During the School Year	Number in Accountability Cohort as of June 30 <sup>th</sup>
2017-18	2014-15	2014	136	4	132
2018-19	2015-16	2015	149	3	146
2019-20	2016-17	2016	124	0	124

## 2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

### TOTAL COHORT FOR GRADUATION

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

#### Fourth Year Total Cohort for Graduation

Fourth Year Cohort	Year Entered 9 <sup>th</sup> Grade Anywhere	Cohort Designation	Number of Students Graduated or Enrolled on June 30 <sup>th</sup> of the Cohort's Fourth Year (a)	Number of Students No Longer at the School Who Had Been Enrolled for at Least One Day Prior to Leaving the School and Who Were <u>Not</u> Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2017-18	2014-15	2014	132	8	140
2018-19	2015-16	2015	146	0	146
2019-20	2016-17	2016	124	1	125

#### Fifth Year Total Cohort for Graduation

Fifth Year Cohort	Year Entered 9 <sup>th</sup> Grade Anywhere	Cohort Designation	Number of Students Graduated or Enrolled on June 30 <sup>th</sup> of the Cohort's Fifth Year (a)	Number of Students No Longer at the School Who Had Been Enrolled for at Least One Day Prior to Leaving the School and Who Were <u>Not</u> Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2017-18	2013-14	2013	2	89	91
2018-19	2014-15	2014	14	126	140
2019-20	2015-16	2015	1	145	146

## PROMOTION POLICY

Promotion Criteria	Credits in Core Content Areas (English, Math, Science, Social Studies)	Total Credits (Minimum)	Regents (Minimum)
9th to 10th	9 (3 Credits for each core content)	11	1
10th to 11th	21 (6 Credits for each core content)	22	2
11th to 12th	33 (9 Credits for each core content)	33	3

## GOAL 1: HIGH SCHOOL GRADUATION

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Students will meet all the New York State graduation requirements.

### Goal 1: Leading Indicator

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

### METHOD

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

### RESULTS AND EVALUATION

Ninety percent of students in the 2018 cohort and 92% of students in the 2019 cohort, earned the required number of credits to be promoted to the next grade level. HUM's first and second year cohorts met and exceeded this measure.

A new revised Promotion Policy and Professional Learning Community emerged during the summer of 2014, when the new leadership team entered Humanities. This resulted in the implementation of student goal setting, a graduation roadmap, and transparent tracking of progress to ensure Humanities' scholars met promotion criteria and demonstrated mastery of subjects. Programming for success, and making mindful decisions through case-conferencing with students, cohort

stakeholders and parents helped to make strategic programming decisions throughout the course of a student's high school career.

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

Cohort Designation	Number in Cohort during 2019-20	Percent promoted
2018	153	90%
2019	158	92%

### ADDITIONAL EVIDENCE

Beginning August 2014, new leadership policy changes to promotion criteria, implementation of a professional learning community in a caring environment, and a noticeable improvement in climate and culture led to HUM's 2014 and 2015 cohorts increase in promotion rates, and thereafter. A strong emphasis on teaching and learning, with daily content and data planning helped to lead to rigorous instruction, and analyzing data. An improvement in climate and culture led students to have higher expectations resulting in higher student achievement. Increased family engagement with parents as partners led to a united team working towards one goal: high student achievement. With ongoing support and a targeted intervention plan for all students we began seeing struggling students excel and other students accelerate. Students successes were celebrated by all.

HUM's core belief and guiding principle became our motto :

HUM's core belief is, failure is not an option: The belief that every child can succeed is non-negotiable. It is not your environment; it is you, the quality of your mind, the education of your soul, and the determination of your will that will decide your future and shape your life.

### Goal 1: Leading Indicator

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

### METHOD

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

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



## RESULTS AND EVALUATION

Ninety-three percent of students in the 2018 cohort have passed or were exempted from at least three different Regents exams required for graduation, therefore meeting this measure. It is notable that there was a 38 percentage point increase from the previous year.

Since 2017 we have incorporated courses with authentic applications, as well as authentic interdisciplinary projects. In math we have introduced a financial math course. In ELA, students participated in a journalism course and in science, students have taken forensic science. Further, with the addition of our Career and Technical Education program, students take courses in visual design, audio production, and video production. By design (being authentic and applied), these courses increase access to our at-risk students and students with IEPs. This has led to higher student achievement.

This increase is also due in part to our shifts in instruction to expand Tier I instructional strategies across all content areas. The goal was to provide appropriate scaffolds for students based on their learning needs, while ensuring that they were being appropriately challenged in their courses. In addition, there was a focus on test literacy to support students in demonstrating their learning through various assessment cycles and modes.

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

Cohort Designation	School Year	Number in Cohort	Percent Passing at Least Three Regents (including exemptions from June/August 2020)
2016	2017-18	137	63%
2017	2018-19	125	54%
2018	2019-20	153	93%

## ADDITIONAL EVIDENCE

In order to increase student performance on Regents exams, HUM developed a plan for programming students by need as well as providing an accelerated track for specific groups of students. This strategy included testing ninth and tenth graders in CC ELA. In addition, the content teams identified specific test preparation strategies to support students in responding to prompts appropriately and in developing persistence under testing conditions. In addition to these, HUM developed a plan which included:

- performance based assessments;
- professional development aligned to developing college level skills in reading, writing, listening, and speaking;
- mock Regents exams that simulate actual Regents exams;
- post January Regents program evaluation to place students in the best sections to ensure their success; and
- teacher teams utilizing the Looking at Student Work (LASW) protocols to examine student work and plan appropriate remediations and interventions.

**Goal 1: Absolute Measures**

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

**METHOD**

This measure examines students in two high school Graduation Cohorts: those who entered the 9<sup>th</sup> grade as members of the 2016 cohort and graduated four years later and those who entered as members of the 2015 cohort and graduated five years later. These data reflect August graduation rates. At a minimum, these students have passed or been exempted from five Regents exams required for high school graduation in ELA, mathematics,<sup>3</sup> science, U.S. History, and Global History or met the requirements for the 4+1 pathway to graduation.

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

**RESULTS AND EVALUATION**

One hundred percent of students in HUM's 2016 cohort graduated after four years and 99% of students in the 2015 cohort graduated after five years. The 2016 cohort's four-year graduation rate met and exceeded this measure by 25 percentage points, and the 2015 cohort's five year graduation rate met and exceeded this measure by four percentage points.

HUM continues to track both four-year graduates and non-graduates. While we provide individualized plans and an academic roadmap for each student, HUM graduates are carefully monitored and provided with an educational plan for success. Potential August graduates are provided with a tutor and instructional content teachers who work with them during summer school and provide intensive support for Regents preparation. Depending on the number of credit gaps and/or Regents needed to meet graduation requirements, students who have not graduated after four years are given a program to return to HUM as a fifth and sixth year student, or attend a neighboring YABC program. Scholars are monitored carefully by the guidance counselor until they meet graduation requirements. Long term absent students in our cohort are contacted often and home visits are made to discuss educational options.

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

Cohort Designation	School Year	Number in Cohort	Percent Graduating
2014	2017-18	140	90%
2015	2018-19	146	99%
2016	2019-20	125	100%

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

Cohort Designation	School Year	Number in Cohort	Percent Graduating
2013	2017-18	91	90%
2014	2018-19	140	90%
2015	2019-20	146	99%

<sup>3</sup> The state's guidance for the 4+1 graduation pathway can be found here:

<http://www.p12.nysed.gov/ciai/multiple-pathways/>.

## ADDITIONAL EVIDENCE

Despite our aggressive approach to tracking our students, it is difficult to get most of our fifth year students that have been discharged as LTA's to return. However, we continue to pursue at-risk scholars, and have been successful in the past in readmitting several students leading to graduation.

### Goal 1: Comparative Measure

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

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

### Goal 1: Absolute Measure

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

## METHOD

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

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

## RESULTS AND EVALUATION

One hundred percent of students in HUM's 2016 cohort who pursued an alternative graduation pathway, who had valid scores, passed an approved pathway assessment required for graduation. HUM's 2016 cohort met this measure and exceeded it by 25 percentage points.

At HUM we have leveraged the 4+1 opportunity to meet the unique needs of our students. As seen in the data 6% of students in cohort 2016, utilized this option and much of this can be attributed to developing more structures and routines around offering students the +1 opportunity. We have become more strategic in leveraging the CDOS for our students during their senior year as a way to

## 2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

support students who have not yet passed five Regents exams. We will continue to develop the systems and structures around the 4 +1 option.

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

Exam	Number of Graduation Cohort Members Tested (a)	Number Passing or Achieving Regents Equivalency (b)	Percentage Passing $=[(b)/(a)]*100$
CC Geometry	8	7	88%
CDOS	5	5	100%
Earth Science	1	0	63%
Living Environment	8	8	100%
Overall	8	8	100%

Pathway Exam Passing Rate by Fourth Year Accountability Cohort

Cohort Designation	School Year	Number in Cohort	Percent Passing a Pathway Exam
2014	2017-18	140	51%
2015	2018-19	146	28%
2016	2019-20	124	6%

### ADDITIONAL EVIDENCE

HUM programs students for courses that culminate in Regents and re-sits students if their first attempt was not successful. Cohort teams make programming recommendations for students who are struggling in a content area. After two to three unsuccessful attempts at passing a Regents exam a case conference with the student and parent is scheduled to go over options, and multiple pathways are then discussed and the appropriate exam scheduled.

### SUMMARY OF THE HIGH SCHOOL GRADUATION GOAL

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

Type	Measure	Outcome
Leading Indicator	Each year, 75 percent of students in first and second year high school Total Graduation Cohorts will earn at least ten credits (if 44 needed for graduation) or five credits (if 22 needed for graduation) each year.	Achieved
Leading Indicator	Each year, 75 percent of students in the high school Total Graduation Cohort will score at least 65 on at least three different New York State Regents exams required for graduation by the completion of their second year in the cohort.	Achieved

Absolute	Each year, 75 percent of students in the fourth year high school Total Graduation Cohort will graduate.	Achieved
Absolute	Each year, 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.	Achieved
Comparative	Each year, the percent of students in the high school Total Graduation Cohort graduating after the completion of their fourth year will exceed that of the Total Graduation Cohort from the school district of comparison.	N/A
Absolute	Each year, 75 percent of students in the high school Total Cohort pursuing an alternative graduation pathway will achieve a Regents equivalency score and pass an approved pathway assessment required for graduation by the end of their fourth year.	Achieved

### ACTION PLAN

HUM will continue to have high expectations for scholars, as failure is not an option. Cohort APs and deans review caseloads daily which includes analyzing live grades, attendance and in-class performance. Student progress is monitored frequently. Students' graduation road maps are updated at the time of progress reports and at the end of a trimester to ensure students are programmed for appropriate courses at their level. Cohort teachers across the content areas use an interdisciplinary approach to support targeted content with measures of interventions in place for struggling learners. Continuous transparent communication plays a huge role in our success.

## GOAL 2: COLLEGE PREPARATION

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

The postsecondary application process is truly embedded in the daily workings of HUM. To begin, each grade has a school counselor who is charged with postsecondary preparation and success of each student. The college application process is a byproduct of the holistic approach HUM takes to addressing the needs of the student. Grades 9th and 10th learn the nuances of how to do self career-exploration and identification working towards college application submission. All grades will take college trips as a way to create visual appeal and connectivity. By the end of the third year students will have done the following:

- Created a postsecondary plan
- Been on campus of 2 or 3 colleges
- Taken the SAT at least 1 times
- Offered college level courses
- Offered SAT prep
- Offered college/career exploration experiences

HUM has developed partnerships with the following college/career prep programs:

- Monroe College
- College Now
- First Workings
- Genesys Works
- Kaplan SAT PREP

### Goal 2: Absolute Measure

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

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

### METHOD

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

Program as part of their high school design do not report on the IB option. The school reports on the number of students who attempted to achieve each indicator, the number who succeeded, and the corresponding percentage. Additionally, the school should report on the overall number of students who graduated after four years, the number of those graduates who achieved any of the relevant indicators, and the overall percentage achieving any indicator.

HUM has partnered with College Now at Lehman College and Monroe College. College Now provides students with the opportunity as early as 10th grade to gain anywhere from 1-3 college credits by taking 1 course each semester. The offerings expand once the student has shown diligence and passed with a C or better. By the graduation, a student can amass 1-12 college level transferred credits. Humanities' partnership with Monroe College that was established in 2017 provides students with the opportunity to gain an Associates Degree. In 2020, two students will complete and receive an Associates Degree. For those students looking for rigorous college courses, Monroe can also provide for them as well.

## RESULTS AND EVALUATION

Thirty-three percent of HUM's 2016 cohort demonstrated their preparation for college by achieving at least one of the indicators listed above. Although HUM did not meet this measure, there was a 15 percentage point increase from the previous cohort.

Each student at HUM is scheduled for the SAT exam in the fall and spring of the eleventh grade. Preparation for the SAT/ACT are provided through in-house support and/or outsourced to various free or low cost programs. Students who have shown academic success by remaining on-track for graduation are provided opportunities to experience AP courses or college-level courses. Cohort teams recommend which students should be enrolled in AP courses or college-level courses including College Now at Lehman College.

The schedule of classes is uniquely based on the students academic needs. As the student begins to show academic and social promise they are informed of the opportunities available to them via college level courses, overnight trips, scholarships, internships etc. Conversely if a student is missing college level courses and the aforementioned opportunities then the Cohort team can make recommendations to the college/career adviser on other suitable and unique options for that student.

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

## 2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

Indicator	Number of Graduates who Attempted the Indicator	Number who Achieved Indicator	Percentage of Graduates who Achieved Indicator
Passing an AP Exam	25	7	28%
Passing a College Level Course	9	4	44%
Achieving the College and Career Readiness Benchmark on the SAT	125	22	18%
Earning a Regents Diploma with Advanced Designation	125	33	26%
Achieving at least Performance Level 4 on both the ELA and Math Regents Required for Graduation	125	14	11%
Overall	125	41	33%

### ADDITIONAL EVIDENCE

Based on preliminary data, students that complete a SAT/ACT prep program or practice on their own have shown to do considerably better than those that do not nationwide. With that being said, HUM is no different. Every year HUM offers SAT prep as a way to build confidence when it comes to standardized testing. Staff have also offered their skills and techniques needed to be successful on the SAT/ACT exam. Staff have run 2-3 day seminars where students meet after school for 90 mins to target MATH and ELA strategies for these exams. In addition, we have also found that those students who land on a campus for a visit have a higher probability of finishing and matriculating into college, thus the reason we are compelled to continue to make college campus visits a major piece of our culture and programming. With virtual learning there will be major changes in the way our students connect to and absorb information due to their separation from the classroom. All staff are committed to providing the BEST experience for students through this norm of virtual learning.

#### Goal 2: Absolute Measure

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

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

#### Goal 2: Comparative Measure

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



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

### Goal 2: Absolute Measure

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

### METHOD

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

### RESULTS AND EVALUATION

HUM collects matriculation data from the National Student Clearinghouse. Clearinghouse data for cohort 2016 was not available at the time of this report. This metric will be updated once the data becomes available. It is notable that cohort 2015 met this measure and there was an 18 percentage point increase from cohort 2014 to cohort 2015.

Currently HUM is participating in the New Visions College and Career Advising Initiative. An intentional program geared to increase college/career enrollment and persistence among graduating students. HUM uses the New Visions Data Portal to track critical college-going milestones that can predict college/career matriculation. In addition, we are establishing career readiness by creating partnerships with local business owners and programs that align with our focus through our progressive CTE structure and/or the collaboration between the school counseling team and the college and career counselor. Each entity works diligently to find engaging experiences that our students can make a part of their college application process or job interview. At every level the end goal of POSTSECONDARY MATRICULATION AND SUCCESS is at the forefront of the conversation.

Matriculation Rate of Graduates by Year

Cohort	Graduation Year	Number of Graduates (a)	Number Enrolled in 2 or 4-year Program in Following Year (b)	Matriculation Rate $=[(b)/(a)]*100$
2014	2017-18	126	74	59%
2015	2018-19	144	111	77%
2016	2019-20	125	TBD	TBD

## ADDITIONAL EVIDENCE

N/A

## SUMMARY OF THE COLLEGE PREPARATION GOAL

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

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

## ACTION PLAN

As stated in our mission, HUM will continue to challenge our students to present and defend their learning as part of preparing and supporting them to graduate ready for college, careers, and a 21<sup>st</sup> century economy. In the coming year HUM will leverage its successes and challenges to make necessary changes in the classroom. Education has changed drastically but the same dedication and focus still remains. Each sub-group of HUM will continue to meet regularly and improve their practice as education continues to evolve. Cohort meetings and individual AP/teacher meetings will continue to meet bi-weekly. Professional development will address the skills required to affect the student population during virtual learning.

In addition, HUM will continue to participate in the New Visions college advising pilot. With guidance the increase in college enrollment can be achieved by:

- Using the New Visions Data Portal to track critical college-going milestones;
- Meeting regularly to learn, plan, strategize and reflect;
- Encourage students to self-reflect and explore their passions and purpose; and
- Focusing our attention on six critical college enrollment milestones during six discrete cycles:
  - Completing a Postsecondary List (and determining financial eligibility for opportunity programs)
  - Applying to CUNY
  - Applying to SUNY and Other Colleges
  - Submitting FAFSA & TAP
  - Making a Postsecondary Choice
  - Completing and Documenting a Postsecondary Transition Plan.

## GOAL 3: ENGLISH LANGUAGE ARTS

### HIGH SCHOOL ENGLISH LANGUAGE ARTS

#### Goal 3: Absolute Measure

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

#### METHOD

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

**Due to the state's cancellation of June 2020 and August 2020 administrations of the Regents, some students in the 2016 Cohort who had not previously passed the exam but were scheduled to sit for this exam in June 2020 received a waiver from the graduation requirement and a score of 65. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students achieving at least Level 4 among the students who sat for the exam.**

#### RESULTS AND EVALUATION

Fifty-nine percent of students in HUM's 2016 cohort scored at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core). Although HUM's 2016 cohort fell short of meeting this measure there was a three percentage point increase from the previous year.

The ELA/ENL team reviewed the ELA Regents exam from June and August 2019 to identify the specific skills and content students were required to master or be proficient in to complete the exam successfully. The instructional plan for the 2019-2020 academic year was therefore focused on the skills and content identified through this process. The team also strategized to use targeted assessments to track students progress throughout trimesters 1 and 2 and adjusted instructional plans accordingly. There was greater emphasis on testing strategies for multiple choice questions, using annotation protocols effectively, time management on the exam, and strategies for understanding unfamiliar words. Teacher teams in ICT and standalone classes, also revamped the exploding analysis writing protocol to further support students in developing their writing skills.

Following the January 2020 administration of the ELA Regents exam, the team analyzed the texts, multiple choice questions, and reviewed students' exam scripts for the written response questions to ascertain how students performed based on the skills that were focused on during the first two trimesters. The analysis of this data also informed instructional and programming decisions for the remainder of trimester 2 and for trimester 3.

Students in cohort 2016 and 2017 were programmed based on the needs identified from the analysis of the January 2020 Regents results. This helped to ensure that students who were targeted to re-sit for the exam in June 2020, would receive adequate preparation.

Due to school closure in March, we did not administer Mock Regents exams. In addition, due to the cancellation of June and August 2020 Regents administration and the use of Regents waivers we do not have new Regents data sources to add to our planning for cohort 2017 and 2018. We plan to examine students' portfolio assignments and writing samples to help inform our instruction for the year ahead. We believe that we would have met the benchmark in June 2020, however, we did not get the opportunity to do so.

We plan to continue our focus on high leveraged skills in reading and writing to support cohorts 2017, 2018, and 2019 in building college and career ready skills. Our focus on Tier 1 instruction and embedding literacy and writing strategies across contents will continue to be a driving force in our instructional program.

Percent Scoring at Least Level 4 on Regents English Common Core Exam  
by Fourth Year Accountability Cohort<sup>4</sup>

Cohort	Fourth Year	Number in Cohort (a)	Number exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2014	2017-18	132	0	66	50%
2015	2018-19	146	0	82	56%
2016	2019-20	124	0	73	59%

## ADDITIONAL EVIDENCE

Our team started the year with a clear focus on preparing students to resit for the ELA Regents exam in January 2020 to achieve Level 4 or score of 79+ (the CUNY college readiness benchmark is 75). We therefore continued to make progress in the number of students who achieved Level 4 on the CC ELA Regents exam. Teacher teams planned goal-setting conversations with students geared towards explaining the meaning of each score point (75+ and 79+). Following the goal setting sessions, students identified the areas they had achieved success in and the areas in which they were experiencing challenges. The instructional plan was guided by these points and students were able to monitor their own progress towards success. In cohort 2017, 64.8% of students have achieved the CUNY benchmark for college readiness in ELA (75+), while 75.2% of cohort 2016 students have met that benchmark. Cohort 2018 is already at 7.1% at the end of year two.

In order to achieve further success, we focused on students using the rubric to think about their writing choices, purpose, audience, and writing conventions. Some students in the 2019 cohort were scheduled to sit for the exam in June 2020 and as such received the waiver and score of 65 offered by NYSED. Some students in cohort 2018 were also recommended to sit for the exam in January 2020 and did so successfully. The skills are scaffolded up each year, therefore as students demonstrate mastery of skills, additional skills are incorporated. The focus on postsecondary skills

<sup>4</sup> Based on the highest score for each student on the English Regents exam

## 2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

for success has significantly aided this process. It is also notable that cohort 2016 ended their fourth year with a higher percentage of students scoring at Level 4 (59%) than cohort 2015 did at the end of their fourth year (56%). Cohort 2017 is already at 50%, an increase from 13% the previous year. We were expecting to meet the benchmark by August 2020, for Cohort 2017, however, due to the cancellation of Regents in June and August 2020, we were unable to assess the effectiveness of our instructional plans for this cohort.

Percent Achieving at Least Level 4 by Cohort and Year

Cohort Designation	2017-18		2018-19		2019-20	
	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4 <sup>5</sup>
2016	136	16%	131	54%	124	59%
2017	114	6%	125	13%	119	50%
2018			136	3%	153	5%
2019					166	0%

College Readiness Data by Cohort

Cohort	2011	2012	2013	2014	2015	2016	2017	2018	2019
ELA	27%	29%	43%	58.6%	72.8%	75.2%	64.8%	7.1%	

### Goal 3: Absolute Measure

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

### METHOD

The school administered the Regents English exam that students must pass to graduate. The school scores Regents on a scale from 0 to 100. The State Education Department currently defines the cut off for passing and meeting the requirement for graduation as scoring at or above Performance Level 3 (partially meeting Common Core expectations) on the Regents Exam in English Language Arts (Common Core). This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 3 by the completion of their fourth year in the cohort.

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

<sup>5</sup> Percent scoring at least Level 4 among students with valid score

## RESULTS AND EVALUATION

Ninety-four percent of students in HUM's 2016 cohort (with valid) scored at or above Performance Level 3 on the Regents Exam in English Language Arts (Common Core). HUM's 2016 cohort met this measure and exceeded it by 14 percentage points. In addition, it should be noted that eight students, who had previously sat for the exam and were scheduled to resit for this exam in June, earned Regents waivers. Therefore 100% of students in cohort 2016 met the ELA Regents requirement for graduation.

HUM continues to program students for college readiness and our instructional program is geared towards this end. Based on students' scores on the ELA Regents administered in January 2019 and 2020, their programs were adjusted to ensure they were in ELA sections with a specific focus on the skills they needed to develop in order to meet the benchmark. Students who were unsuccessful in these administrations were programmed with that focus in mind as well.

Within each class, teachers used groupings based on skills to support their instructional strategies. We also revamped our focus on reading analytically, flipping strategies for writing to support reading, along with having students analyze their own writing using student-created versions of the rubrics. In addition, our ramped up annotation protocols focusing on decoding the author's meaning in the texts, updated exploding analysis tools among other interventions, helped us meet this measure. We continued to emphasize vocabulary instruction and reading and writing across content areas to reinforce the skills students needed to succeed on all exams.

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

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2014	2017-18	132	0	124	94%
2015	2018-19	146	0	144	99%
2016	2019-20	124	0	116	94%

## ADDITIONAL EVIDENCE

School year 2019-2020 brought unique challenges, However, the team continued to use student performance data on school based and state exams to drive our programming and instructional decisions. We recognized the need for additional literacy intervention programs and a targeted approach to reading comprehension across content areas. Therefore, using the student performance data we have from various sources, including DORA reading assessment, past Regents exams and school summative assessments, teachers across all content areas focused on using annotation strategies and protocols to decode texts and help support student comprehension.

We continued to build upon our cross content focus on literacy, reading, and writing to support students' growth. In addition, scaffolding our supports for students who struggle with reading, writing, and test-taking in an effort to ensure they meet their academic and developmental goals, were a critical part of our Tier 1 instructional focus.

## 2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

We also continued to expand our focus on providing SEL supports across cohorts 2017, 2018 and 2019. This continued to yield visible results in students' socio-emotional responses to their academic work as their persistence levels increased. Students were willing to identify the areas where they were successful, while at the same time identifying the areas that were challenging and in which they needed support.

As indicated in the table below, 86% of students in the 2017 cohort (with valid scores) scored at or above Performance Level 3 on the Regents Exam in English Language Arts (Common Core) prior to starting their fourth year. Further, an additional 18 students earned Regents exemption waivers. Therefore, 100% of students in cohort 2017 have met the ELA Regents requirement for graduation prior to the start of their fourth year.

Percent Achieving at Least Level 3 by Cohort and Year

Cohort Designation	2017-18		2018-19		2019-20	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing <sup>6</sup>
2016	136	29%	131	92%	124	94%
2017	114	12%	125	25%	119	86%
2018			136	10%	153	10%
2019					166	0%

Percent Achieving at Least Level 3 / Exempted by Cohort

Cohort Designation	Number in Cohort	Total Number Exempted	Number Scoring at Least Level 3	Percent Scoring at Least Level 3/Exempted
2016	124	8	116	100%
2017	119	18	101	100%
2018	153	1	15	10%
2019	166	19	0	11%

### Goal 3: Absolute Measure

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

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

### Goal 3: Comparative Measure

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

<sup>6</sup> Percent scoring at least Level 3 among students with valid score

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

## Goal 3: Comparative Measure

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

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

## Goal 3: Comparative Measure

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

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

## Goal 3: Growth Measure

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

## METHOD

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

## RESULTS AND EVALUATION

Fifty-one percent of students in the 2016 cohort who were not proficient on their NYS 8th grade English language arts exam scored at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core), therefore meeting this measure.

Although we were able to meet this benchmark with 51% of our students in this sub-group, we are aware that more work is needed to deepen supports for our students who come to us performing below the state standards.



## 2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

This year (2019-2020) we expanded our literacy interventions to include Read 180, and three additional sections of Wilson. In addition, we expanded our training of staff in these interventions in order to empower teachers to support students who are struggling with specific skills, but do not meet the criteria for one of our intervention programs.

We continued to embed the literacy supports into instruction in ELA classes and across math, science, and social studies classrooms. This has translated into greater success for our students as we seek to support them in meeting and mastering college ready reading and writing skills.

Our teachers in the 9th and 10th grades in ELA and social studies have continued to emphasize discussion through student-led facilitations and group presentations to foster these college and career readiness skills. In grades 11 and 12, teachers increased their focus on socratic-style discussions and group presentations to help students make additional progress towards mastering these skills.

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

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 <sup>th</sup> Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2014	2017-18	106	0	47	44%
2015	2018-19	108	0	60	56%
2016	2019-20	84	0	43	51%

### ADDITIONAL EVIDENCE

As HUM's focus shifted to reading and writing for analysis and literacy instruction across the content areas, student achievement increased as they approached their fourth year. Cohort 2017 is already on track to meeting this measure as a result of the instructional shifts implemented over the past three years. Cohort 2018 has already shown the benefits of these shifts with 10% of them already meeting the measure.

### Goal 3: Growth Measure

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

### METHOD

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

## RESULTS AND EVALUATION

Ninety-two percent of students in the 2016 cohort who were not proficient on their NYS 8th grade English language arts exams (with valid scores) scored at or above Performance Level 3 on the Regents Exam in English Language Arts (Common Core). HUM's 2016 cohort met this measure and exceeded it by 17 percentage points.

The shift in instruction to embed literacy, reading, and writing across content areas and ramp up our reading and writing strategies provided students multiple opportunities to develop various skills related to the Common Core ELA standards. In addition, students demonstrated growth over time as some of them sat for the ELA Regents exam multiple times in order to achieve a passing score. Following each administration of the ELA Regents exam, teachers completed an item analysis and identified skill gaps. These were then used to design instruction to support the bridging of those skill gaps and helping students to meet and master the standards. This is a systematic approach to designing instruction for our ELA courses from 10th to 12th grade.

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

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 <sup>th</sup> Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2014	2017-18	106	0	99	93%
2015	2018-19	108	0	106	98%
2016	2019-20	84	0	77	92%

## ADDITIONAL EVIDENCE

The consistent approaches to reading and writing instruction, and embedding literacy instruction across the curriculum, helped to support the increases across each cohort year for students who were not proficient in the eighth grade. The increased addition of SEL supports across these cohorts, also helped to support this data.

## SUMMARY OF THE HIGH SCHOOL ENGLISH LANGUAGE ARTS GOAL

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

Type	Measure	Outcome
Absolute	Each year, 65 percent of students in the high school Accountability Cohort will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	Not Achieved
Absolute	Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	Achieved

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

## ACTION PLAN

HUM will expand its focus for ELA instruction on the specific college and career readiness reading, writing, listening, and speaking skills that will ensure that our students are:

1. prepared for each new grade level while in school; and
2. prepared for their postsecondary pursuits.

This means specific attention will be paid to scaffolding skills in areas including reading comprehension, analysis, citing sources, using context to support ideas and applying their knowledge to new circumstances.

Additionally, literacy intervention supports through programs such as Wilson, Just Words, and Read 180 will be expanded to support our growing population of students who are reading and writing below grade level. The number of sections that we offer will be increased to provide more students the supports offered by these interventions.

We will continue to provide bilingual support for our ELLs across content areas of social studies, science, math, and ELA. Assessments such as the DORA-Spanish and DORA-English will also provide data to teachers on what areas students need the most support in. All of our students with disabilities will also be tested using the DORA assessment. The reports provided by the DORA

assessment are student and teacher friendly and give students explicit information on what areas they need to work on and what areas they are successful in.

As a school, our focus on Tier 1 instruction across content areas, as well as on ensuring teachers receive the training and support needed to design instruction for our sub-groups most in need of support will help us to meet and exceed our goal of preparing students for postsecondary success. Increasing the SEL supports for our students by embedding these into instructional practices is also an integral part of our instructional shift.

## GOAL 4: MATHEMATICS

### HIGH SCHOOL MATHEMATICS

#### Goal 4: Absolute Measure

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

#### METHOD

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

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

#### RESULTS AND EVALUATION

Eleven percent of students in HUM's 2016 cohort scored at or above Performance Level 4 on a Regents mathematics exam, therefore not meeting this measure. Although this measure was not met, there was a five percentage point increase from the previous year.

Over the past four years, incoming students have entered HUM deficient in mathematical foundational skills. These gaps contribute greatly to our students' inability to achieve the Performance Level 4 benchmark. In order to address these skill gaps we introduced Algebra skills classes as a math intervention during SY 2019-20 for the first time for the students who scored 2 or below on their middle school math standardized exams. The curriculum for the skills class was designed to support the student learning in the core Algebra classes on a daily basis.

## 2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

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

Cohort	Fourth Year	Number in Cohort (a)	Number exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2014	2017-18	132	0	8	6%
2015	2018-19	146	0	9	6%
2016	2019-20	124	0	14	11%

### ADDITIONAL EVIDENCE

Mathematics teachers use the item analysis from the Regents exams every year, to review their learning targets. Teachers focused on reviewing the pacing guide based on student work inquiry. In addition, teachers provide extra support through after school activities like Boot Camp (Extended Office Hours) and Saturday school to help students with Regents preparation. Department teachers met weekly to look at instructional strategies that worked and should be continued for next year. Moving forward, we will continue to examine the data to create a more effective learning experience for the students.

In addition, as indicated in the table below, the number of cohort 2019 students passing with Level 4 scores is more than twice as compared to the previous year. The College Readiness data by Cohort also indicates the overall increase in Math College Readiness in particular, for the recent graduating classes (66% and 64% respectively). cohort 2019, had 24 students who entered high school with College Readiness scores.

### Percent Achieving at Least Level 4 by Cohort and Year

Cohort Designation	2017-18		2018-19		2019-20	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2016	136	10%	131	11%	124	11%
2017	114	5%	125	6%	119	7%
2018			136	5%	153	8%
2019					166	18%

### College Readiness Data by Cohort

Cohort	2011	2012	2013	2014	2015	2016	2017	2018	2019
Math	15%	14%	18%	51.4%	66%	64%	60.7%	55.5%	15.1%

**Goal 4: Absolute Measure**

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

**METHOD**

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

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

**RESULTS AND EVALUATION**

Ninety percent of students in HUM's 2016 cohort (with valid scores) scored at or above Performance Level 3 on a Regents mathematics exam. HUM's 2016 cohort met this measure and exceeded it by ten percentage points. In addition, it should be noted that 12 students, who had previously sat for the exam and were scheduled to resit for this exam in June, earned Regents waivers. Therefore 99% of students in cohort 2016 have met the math Regents requirement for graduation.

The department goals for teachers are focused on key instructional strategies such as annotation, checks for understanding, and assessments. The Regents prep classes are more focused on key skills aligned to better prepare students for the Regents exam. Department meetings are more focused on inquiry by looking at student work and making informed instructional decisions.

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

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score $(c)/(a-b)$
2014	2017-18	132	0	114	86%
2015	2018-19	146	0	135	92%
2016	2019-20	124	0	111	90%

**ADDITIONAL EVIDENCE**

As indicated in the table below, 82% of students in the 2017 cohort (with valid scores) scored at or above Performance Level 3 on a Regents mathematics exam prior to starting their fourth year. Further, an additional 22 students earned Regents exemption waivers. Therefore, 100% of students

## 2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

in cohort 2017 have met the math Regents requirement for graduation prior to the start of their fourth year.

Percent Achieving at Least Level 3 by Cohort and Year

Cohort Designation	2017-18		2018-19		2019-20	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing <sup>7</sup>
2016	136	69%	131	88%	124	90%
2017	114	60%	125	79%	119	82%
2018			136	43%	153	76%
2019					166	50%

Percent Achieving at Least Level 3 / Exempted by Cohort

Cohort Designation	Number in Cohort	Total Number Exempted	Number Scoring at Least Level 3	Percent Scoring at Least Level 3/Exempted
2016	124	12	111	99%
2017	119	22	97	100%
2018	153	36	114	98%
2019	166	121	28	90%

### Goal 4: Absolute Measure

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

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

### Goal 4: Comparative Measure

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

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

### Goal 4: Comparative Measure

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

<sup>7</sup> Percent scoring at least Level 3 among students with valid score



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

#### Goal 4: Comparative Measure

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

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

#### Goal 4: Growth Measure

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

### METHOD

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

### RESULTS AND EVALUATION

Four percent of students in the 2016 cohort who were not proficient on their NYS 8th grade mathematics exam scored at or above Performance Level 4 on a Regents mathematics exam, therefore not meeting this measure. There was a slight increase from last year.

The constant challenge we face at HUM is the lack of foundational math skills students enter high school with. We attempted to address these gaps for SY 2019 -2020 by placing students in Algebra Skills class from the very beginning as it better prepared them and enabled them to be more successful in their Algebra I classes.

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

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 <sup>th</sup> Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2014	2017-18	103	0	1	1%
2015	2018-19	117	0	2	2%
2016	2019-20	81	0	3	4%

### ADDITIONAL EVIDENCE

All department teachers will begin the school year by administering a baseline exam in all content areas. This assessment will help teachers in identifying the skill gaps in student understanding and help create learning experiences to address them.

#### Goal 4: Growth Measure

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

### METHOD

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

### RESULTS AND EVALUATION

Eighty-six percent of students in the 2016 cohort who were not proficient on their NYS 8th grade mathematics exam scored at or above Performance Level 3 on a Regents mathematics exam. HUM's 2016 cohort met this measure and exceeded it by 11 percentage points.

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

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 <sup>th</sup> Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2014	2017-18	103	0	85	83%
2015	2018-19	117	0	106	91%
2016	2019-20	81	0	70	86%

### ADDITIONAL EVIDENCE

N/A

## SUMMARY OF THE HIGH SCHOOL MATHEMATICS GOAL

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

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

## ACTION PLAN

Moving forward we plan to focus on programming students based on their needs and abandon a one size fits all approach. Incoming freshmen will be programmed using a baseline assessment administered during the first week of online learning that will assess the depth and understanding of their foundational skills and will determine their mathematics course sequence. Students entering with skills above grade level will be programmed for an accelerated course sequence. We will continue to strengthen and adjust our department wide goals focusing on formative assessments and backwards planning. Looking at student work will continue to drive our instructional decision making. We also plan to adjust our norms and routines to create an efficient and effective classroom structure in order to facilitate a rigorous remote learning environment.

## GOAL 5: SCIENCE

### HIGH SCHOOL SCIENCE

#### Goal 5: Absolute Measure

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

#### METHOD

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

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

#### RESULTS AND EVALUATION

Eighty-five percent of students in HUM's 2016 cohort (with valid scores) scored at least 65 on a Regents science exam. HUM's 2016 cohort met this measure and exceeded it by ten percentage points. In addition, it should be noted that 18 students, who had previously sat for a science exam and were scheduled to resit for an exam in June, earned Regents waivers. Therefore 99% of students in cohort 2016 met the science Regents requirement for graduation.

During this past year HUM focused on Tier 1 instruction and developing coherent instruction to support student learning and mastery of content, specifically literacy. Our main focus was reading and writing. This included text analysis, decoding of text, annotating abstract concepts with the purpose of supporting written responses with scientific evidence, comprehension of scientific charts, maps, and reference tables. We used Regents based questioning and station models as a tool to ground our work in relevant text, vocabulary and practical tactile applications. HUM science teachers also targeted assignments, homework and projects to reinforce the use of scientific inquiry (Observe, Question, Guess, Predict, Test). This practice is aligned to New Visions model of the 5E's protocol, of Engage, Explore, Explain, Elaborate, and Evaluate as a method to support the analysis of texts, tasks, and exercise. The science department has also continued to highlight the use of scientific vocabulary, science reference tables, charts and laboratory experiments to increase proficiency and comprehension all science content areas, this included: Living Environment, Earth Science, Chemistry, Anatomy, and Physiology.

## 2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

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

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2014	2017-18	132	0	120	91%
2015	2018-19	146	0	135	92%
2016	2019-20	124	0	105	85%

### ADDITIONAL EVIDENCE

It is evident that this is an area of strength and growth for HUM as previous cohorts continue to meet proficiency levels and increase scores on Regents exams, specifically short responses and analysis of scientific text, charts, and diagrams. This has been measured throughout HUM's last six years and administration of all Regents exams. Since January of 2015 there has been a gradual increase in student literacy ability on science exams.

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

Cohort Designation	2017-18		2018-19		2019-20	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing <sup>8</sup>
2016	136	64%	131	82%	124	85%
2017	114	19%	125	63%	119	72%
2018			136	53%	153	62%
2019					166	39%

Percent Passing / Exempted by Cohort

Cohort Designation	Number in Cohort	Total Number Exempted	Number Passing	Percent Passing/Exempted
2016	124	18	105	99%
2017	119	34	84	99%
2018	153	53	91	94%
2019	166	127	21	89%

<sup>8</sup> Percent passing among students with valid score

### Goal 5: Comparative Measure

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

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

### ADDITIONAL EVIDENCE

N/A

## GOAL 6: SOCIAL STUDIES

### HIGH SCHOOL SOCIAL STUDIES

#### Goal 6: Social Studies

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

#### Goal 6: Absolute Measure

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

#### METHOD

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

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

#### RESULTS EVALUATION

Eighty-eight percent of students in HUM's 2016 cohort (with valid scores) scored at least 65 on the NYS Regents U.S. History exam. HUM's 2016 cohort met this measure and exceeded it by 13 percentage points. In addition, it should be noted that 13 students, who were scheduled to sit or resit for this exam in June, earned Regents waivers. Therefore, 96% of students in cohort 2016 met the U.S. Regents requirement for graduation.

During this past school year we continued to examine item analysis from the previous administration of the Regents exam to guide inquiry and inform our instruction. Students are exposed early and often to Regents based questioning and teacher designed instructional activities to build proficiency in academic writing. In addition, students were programmed for office hours, Saturday school, and Regents bootcamp to receive additional academic support.

## 2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

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

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2014	2017-18	132	0	110	83%
2015	2018-19	146	0	131	90%
2016	2019-20	124	3	106	88%

### ADDITIONAL EVIDENCE

As indicated in the table below, 71% of students in the 2017 cohort met their U.S. History Regents requirement for graduation with 70 students earning Regent exemptions, prior to starting their fourth year.

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

Cohort Designation	2017-18		2018-19		2019-20	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing <sup>9</sup>
2016	136	26%	131	74%	124	88%
2017	114	1%	125	10%	119	27%
2018			136	4%	153	3%
2019					166	4%

### Percent Passing / Exempted by Cohort

Cohort Designation	Number in Cohort	Total Number Exempted	Number Passing	Percent Passing/Exempted
2016	124	13	106	96%
2017	119	70	14	71%
2018	153	1	5	4%
2019	166	0	7	4%

### Goal 6: Comparative Measure

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

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

<sup>9</sup> Percent passing among students with valid score



**Goal 6: Absolute Measure**

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

**METHOD**

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

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

**RESULTS EVALUATION**

Seventy-eight percent of students in HUM's 2016 cohort scored at least 65 on the NYS Regents Global History exam, therefore meeting this measure. Cohort 2016's passage rate is ten percentage point higher than cohort 2015. In addition, it should be noted that 21 students, who had previously sat for the exam and were scheduled to resit for this exam in June, earned Regents waivers. Therefore, 95% of students in cohort 2016 met the Global History Regents requirement for graduation.

During this past school year we continued to examine item analysis from the previous administration of the Regents exam to guide inquiry and inform our instruction. As a department, we focused on literacy, specifically improving student reading comprehension. Teachers shared best practices around reading strategies and developed a common annotation tool for student use. We also focused on skills based instruction around writing for our 9th and 10th grade students. Teachers employed strategies gleaned from skills based writing inquiry cycles. In addition, students were programmed for office hours, Saturday school, and Regents bootcamp to receive additional academic support.

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

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2014	2017-18	132	0	91	69%
2015	2018-19	146	0	100	68%
2016	2019-20	124	0	97	78%

## ADDITIONAL EVIDENCE

Seventy-six percent of students in the 2017 cohort have already scored at least 65 on the Global History Regents, prior to entering their fourth year.

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

Cohort Designation	2017-18		2018-19		2019-20	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing <sup>10</sup>
2016	136	66%	131	76%	124	78%
2017	114	11%	125	66%	119	76%
2018			136	0%	153	17%
2019					166	0%

Percent Passing / Exempted by Cohort				
Cohort Designation	Number in Cohort	Total Number Exempted	Number Passing	Percent Passing/Exempted
2016	124	21	97	95%
2017	119	22	90	94%
2018	153	141	2	93%
2019	166	0	0	0%

## Goal 6: Comparative Measure

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

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

## ADDITIONAL EVIDENCE

N/A

<sup>10</sup> Percent passing among students with valid score

## GOAL 7: ESSA

### Goal 7: Absolute Measure

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

### METHOD

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

### RESULTS AND EVALUATION

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

### ADDITIONAL EVIDENCE

HUM completed its fourth year of their current Accountability Period and were in good standing for all four years.

Accountability Status by Year

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