



New Visions Charter High School for the Humanities (HUM)

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Submitted to the SUNY Charter Schools Institute on:

August 16, 2021

By, Magaly Hicks, Principal and
Melissa Wass, Senior Program Officer, Charter

99 Terrace View Avenue,
Bronx, NY 10463

718-817-7686

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Magaly Hicks, Principal, Melissa Wass, Senior Program Officer, and Mei Guan, Lead Data Analyst prepared this 2020-21 Accountability Progress Report on behalf of the school's board of trustees:

| Trustee's Name | Board Position |
|---------------------|---|
| | Office (e.g. chair, treasurer, secretary) |
| Peter Cantillo | Member |
| Lisa Gibson | Member |
| Nancy Grossman | Chair |
| Fredrick Levy | Member |
| Eva Lopez | Member |
| Carol "Lili" Lynton | Member |
| Matthew Marcin | Treasurer |
| Marsha Milan-Bethel | Member |
| Michael Nathan | Member |
| Musa Ali Shama | Secretary |
| Selina Urbina | Member |
| Edna Vega | Member |

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

SCHOOL OVERVIEW

Mission

The New Visions Charter High School for the Humanities (HUM) is a small school that opened in 2011 and serves approximately 576 students in grades 9-12 in 2020-2021. 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 21st 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,¹ 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 2020, 576 students were enrolled in HUM. Of these students:

- 98% are Black or Latino
- 88% are economically disadvantaged
- 18% are students with disabilities
- 15% 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 after school 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.

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

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

Modalities of Instruction

We began school year 2020-21 with fully remote instruction and gradually transitioned to hybrid learning in April 2021. The remote schedule accommodated synchronous learning from Monday-Thursday and synchronous/asynchronous activities for students on Fridays. The schedule allowed for each content area to have an extended learning block two times a week along with a block for small group instruction. This change in schedule allowed teachers to support students who needed additional help.

Cohort teams worked diligently to make sure that all students had working laptops and internet access by providing laptops and hotspots to students who needed them. Teachers used multiple technology platforms to reinforce online engagement. They encouraged students to participate in class discussions through written chats, reactions on Zoom and other tools like nearpod, flipgrid, Google Forms, Go Formative, Canvas etc. As a practice, all teachers used Google Classroom for posting important announcements, classwork, assessment and providing both qualitative and quantitative feedback.

Social, Mental, and Emotional Health Supports

Our advisory program started in September 2020 where students met each Friday morning with their advisors. During school year 2020-21, we carefully matched the majority of the student groups

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

with teachers, operations staff, and school counselors and provided professional development and a curriculum to support the success of HUM advisory.

HUM advisory provides a space for students to focus on specific non-academic content, with a consistent and flexible class structure designed to foster community, build positive relationships as well as promote social and emotional learning. The important components that were addressed during advisory this school year included:

- Building self-esteem, awareness, and self management
- Identifying learning styles
- Healthy relationships
- Leadership skills
- Building character
- Developing positive communication
- Discussing postsecondary options
- Team building
- Reviewing academics/goals setting
- Conflict resolution
- Activism
- Social justice
- Empowerment
- Dealing with stress
- Relaxation strategies
- Test-taking/study skills
- Mind, body, and spirit
- Relationship building skills
- Responsible decision making skills

In addition to our advisory program, the HUM counseling team also facilitated individual sessions, small group sessions and at-risk counseling sessions as needed.

SEL Coaching & Support:

We utilized an outside resource, Carlos Malave, to support our new program with lessons and professional learning support for our teachers and students. We implemented his “Restorative Power” curriculum to guide our lesson planning and tailored it to the needs of our students. Mr. Malave participated in our professional development sessions and cohort meetings each month to coach and support our SEL teams in implementing the advisory program. Teachers and counselors shared best practices for SEL strategies during our professional development sessions.

Our PD framework included multiple sessions on sharing best SEL practices for everyday classroom instruction. Teachers incorporated these strategies in their own classrooms and witnessed growth in student engagement and overall motivation. We used an SEL check-in practice called “mood meters” where students identified how they were feeling and reflected on why they were feeling that way before beginning instruction for the day. Teachers and staff members were able to connect with students at the beginning of their classes which helped in a more effective instruction and learning session.

An additional layer of SEL support was implemented in the form of check-ins and a goal setting template for the Class of 2024. This was a part of our College Ready Network for School Improvement (CR-NSI) grant program through the Gates Foundation in our work with promoting college readiness with our ninth grade students. Our main focus this year was in promoting SEL with our focal students.

Our team of ninth grade teachers, school counselor, dean, and assistant principal developed a strategy to ensure that students received the support that they needed. They had weekly scheduled check-ins with their focal students to gauge the status of their mental health and their academics. The goal setting template was created for our students to support them with time management and was used during their check-ins. Students were making small actionable goals and reflecting on their ability to complete those goals in subsequent check-ins. The team has witnessed these students grow both socio-emotionally and academically with this support.

In addition, to continue building the community feel of the school, HUM prepared care packages filled with school gear, school supplies and snacks periodically for all students. The operations, counseling and dean teams also conducted home drop offs as needed as well as home visits where they were urgently required. As families experienced various tragedies and unplanned emergencies, Humanities activated its family support mechanism by connecting families to CBOs and fundraising in-house to provide support to families including groceries, household items, and clothing for families displaced by different disasters (home explosion, fire).

ENROLLMENT SUMMARY

School Enrollment by Grade Level and School Year

| School Year | 9 | 10 | 11 | 12 | Total |
|-------------|-----|-----|-----|-----|-------|
| 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 |
| 2020-21 | 151 | 164 | 144 | 117 | 576 |

HIGH SCHOOL COHORTS

ACCOUNTABILITY COHORT

The state's Accountability Cohort consists specifically of students who are in their fourth year of high school after entering the 9th grade. For example, the 2017 state Accountability Cohort consists of students who entered the 9th grade anywhere sometime during the 2017-18 school year, were enrolled in the school on the state's annual enrollment-determination day (i.e., BEDS day) in the 2020-21 school year, and either remained in the school for the rest of the year or left for an acceptable reason. (See New York State Education Department's SIRS Manual for more details about cohort eligibility and acceptable exit reasons: <http://www.p12.nysed.gov/irs/sirs/ht>)

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

Fourth-Year High School Accountability Cohorts

| Fourth Year Cohort | Year Entered 9 th Grade Anywhere | Cohort Designation | Number of Students Enrolled on BEDS Day in October of the Cohort's Fourth Year | Number Leaving During the School Year | Number in Accountability Cohort as of June 30 th |
|--------------------|---|--------------------|--|---------------------------------------|---|
| 2018-19 | 2015-16 | 2015 | 149 | 3 | 146 |
| 2019-20 | 2016-17 | 2016 | 124 | 0 | 124 |
| 2020-21 | 2017-18 | 2017 | 113 | 0 | 113 |

TOTAL COHORT FOR GRADUATION

Students are also included in the Total Cohort for Graduation (referred to as the Graduation Cohort, Total Graduation Cohort, or Total Cohort interchangeably throughout this report) based on the year they first enter the 9th grade. Students enrolled for at least one day in the school after entering the 9th grade are part of the school's Graduation Cohort. The school may remove students from the Graduation Cohort if the school has discharged those students for an acceptable reason listed in the SIRS manual, including the following: if they transfer to another public or private diploma-granting

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

program with documentation, transfer to homeschooling by a parent or guardian, transfer to another district or school, transfer by court order, leave the U.S., or are deceased.

Fourth Year Total Cohort for Graduation

| Fourth Year Cohort | Year Entered 9 th Grade Anywhere | Cohort Designation | Number of Students Graduated or Enrolled on June 30 th of the Cohort's Fourth Year (a) | Number of Students No Longer at the School Who Had Been Enrolled for at Least One Day Prior to Leaving the School and Who Were <u>Not</u> Discharged for an Acceptable Reason (b) | Total Graduation Cohort (a) + (b) |
|--------------------|---|--------------------|--|--|-----------------------------------|
| 2018-19 | 2015-16 | 2015 | 146 | 0 | 146 |
| 2019-20 | 2016-17 | 2016 | 124 | 1 | 125 |
| 2020-21 | 2017-18 | 2017 | 113 | 1 | 114 |

Fifth Year Total Cohort for Graduation

| Fifth Year Cohort | Year Entered 9 th Grade Anywhere | Cohort Designation | Number of Students Graduated or Enrolled on June 30 th of the Cohort's Fifth Year (a) | Number of Students No Longer at the School Who Had Been Enrolled for at Least One Day Prior to Leaving the School and Who Were <u>Not</u> Discharged for an Acceptable Reason (b) | Total Graduation Cohort (a) + (b) |
|-------------------|---|--------------------|---|--|-----------------------------------|
| 2018-19 | 2014-15 | 2014 | 14 | 126 | 140 |
| 2019-20 | 2015-16 | 2015 | 1 | 145 | 146 |
| 2020-21 | 2016-17 | 2016 | 0 | 125 | 125 |

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

GOAL 1: HIGH SCHOOL GRADUATION

Students will meet all the New York State graduation requirements.

Goal 1: Leading Indicator

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

Eighty-seven percent of students in the 2019 cohort and 86% percent of students in the 2020 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 2020-21

| Cohort Designation | Number in Cohort during 2020-21 | Percent promoted |
|--------------------|---------------------------------|------------------|
| 2019 | 159 | 87% |
| 2020 | 142 | 86% |

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 multiple administrations of the Regents exams in 2019-20 and 2020-21, 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 2021, the 2019 cohort will have completed its second year.

RESULTS AND EVALUATION

Ninety-five percent of students in the 2019 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 two 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.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

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) |
|--------------------|-------------|------------------|---|
| 2017 | 2018-19 | 125 | 54% |
| 2018 | 2019-20 | 153 | 93% |
| 2019 | 2020-21 | 159 | 95% |

ADDITIONAL EVIDENCE

In order to increase student performance on Regents exams and prepare for the next administration post-covid restrictions, HUM continues its plan for programming students by need as well as providing acceleration for specific groups of students. This strategy includes testing ninth and tenth graders in CC ELA based on teacher recommendations. In addition, the content teams identify specific test preparation strategies to support students in responding to prompts appropriately and in developing persistence under testing conditions. HUM also developed a plan which includes:

- 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 (canceled in SY 2020-2021; will resume in SY 2021-2022);
- post January Regents program evaluation to place students in the best sections to ensure their success (canceled in SY 2020-2021; will resume in SY 2021-2022); 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 9th grade as members of the 2017 cohort and graduated four years later and those who entered as members of the 2016 cohort and graduated five years later. These data reflect August graduation rates. At a minimum, these students have passed or been exempted from five Regents exams required for high school graduation in ELA, mathematics, science, U.S. History, and Global History or met the requirements for the 4+1 pathway to graduation.³

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

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

RESULTS AND EVALUATION

Ninety-four percent of students in HUM's 2017 cohort graduated after four years and 100% of students in the 2016 cohort graduated after five years. The 2017 cohort's four-year graduation rate exceeded this measure by 19 percentage points and the 2016 cohort's five-year graduation rate exceeded this measure by five 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 instructional content teachers who work with them during summer school and provide intensive support for Regents preparation. This year, the plan remains the same, with our potential August cohort 2017 graduates, being placed in our summer academic program to complete the coursework required to earn the credits needed for August Regents exemptions or credits required for graduation.

Students in cohort 2017 who do not meet the requirements for graduation after August 2021, and depending on the number of credit gaps and/or Regents needed to meet graduation requirements, will be given a program to attend a YABC program on our campus. 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 |
|--------------------|-------------|------------------|--------------------|
| 2015 | 2018-19 | 146 | 99% |
| 2016 | 2019-20 | 125 | 100% |
| 2017 | 2020-21 | 114 | 94% |

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

| Cohort Designation | School Year | Number in Cohort | Percent Graduating |
|--------------------|-------------|------------------|--------------------|
| 2014 | 2018-19 | 140 | 90% |
| 2015 | 2019-20 | 146 | 99% |
| 2016 | 2020-21 | 125 | 100% |

ADDITIONAL EVIDENCE

Despite our aggressive approach to monitoring 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. This process will continue for our current cohorts.

Goal 1: Comparative Measure

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

METHOD

The school compares the graduation rate of students completing their fourth year in the charter school's Total Graduation Cohort to that of the respective cohort of students in the school district of comparison. Given that district results for the current year are generally not available at this time, for purposes of this report schools should include the district's 2019-20 results as a temporary placeholder for the district's 2020-21 results.

RESULTS AND EVALUATION

HUM's 2017 cohort's graduation rate of 94% exceeded Community School District 10's 2016 cohort graduation rate of 80% by 14 percentage points. District data for the 2017 cohort was not available for comparison at the time of this report.

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

| Cohort Designation | School Year | Charter School | | School District | |
|--------------------|-------------|------------------|--------------------|------------------|--------------------|
| | | Number in Cohort | Percent Graduating | Number in Cohort | Percent Graduating |
| 2015 | 2018-19 | 146 | 99% | 3955 | 78% |
| 2016 | 2019-20 | 125 | 100% | 4074 | 80% |
| 2017 | 2020-21 | 114 | 94% | TBD | TBD |

ADDITIONAL EVIDENCE

N/A

Goal 1: Absolute Measure

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

METHOD

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

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

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

RESULTS AND EVALUATION

One hundred percent of students in HUM's 2017 cohort who pursued an alternative graduation pathway (with valid scores) achieved a Regents equivalency score and passed an approved pathway assessment required for graduation. HUM's 2017 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 9% of students in cohort 2017, 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 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 2017 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 Regents | 7 | 5 | 71% |
| Earth Regents | 1 | 1 | 100% |
| Living Environment Regents | 10 | 7 | 70% |
| LOTE | 4 | 1 | 25% |
| Overall | 10 | 10 | 100% |

Pathway Exam Passing Rate by Fourth Year Accountability Cohort

| Cohort Designation | School Year | Number in Cohort | Percent Passing a Pathway Exam |
|--------------------|-------------|------------------|--------------------------------|
| 2015 | 2018-19 | 146 | 28% |
| 2016 | 2019-20 | 124 | 6% |
| 2017 | 2020-21 | 114 | 9% |

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 2020-21, HUM achieved six of the six measures in the high school graduation goal.

| Type | Measure | Outcome |
|-------------------|--|----------|
| Leading Indicator | Each year, 75 percent of students in first and second year high school Total Graduation Cohorts will earn at least ten credits (if 44 needed for graduation) or five credits (if 22 needed for graduation) each year. | 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. | Achieved |
| Absolute | Each year, 75 percent of students in the high school Total Cohort pursuing an alternative graduation pathway will achieve a Regents equivalency score and pass an approved pathway assessment required for graduation by the end of their fourth year. | Achieved |

ACTION PLAN

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

GOAL 2: COLLEGE PREPARATION

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. Ninth and tenth grade students learn the nuances of how to do self career-exploration and identification working towards college application submission. All grades take college trips as a way to create visual appeal and connectivity. By the end of their third year students have done the following:

- Created a postsecondary plan
- Been on campus of 2 or 3 colleges
- Taken the SAT at least 1 time
- 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
- CO-OP TECH

Goal 2: Absolute Measure

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

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

METHOD

Schools use any method listed here, or any combination thereof, to demonstrate that at least 75 percent of graduates are prepared to engage in rigorous college level coursework. The school should

select only those methods listed here that it uses to demonstrate the college readiness of its students and eliminate those that it will not. For instance, high schools that do not deliver an IB Program as part of their high school design do not report on the IB option. The school reports on the number of students who attempted to achieve each indicator, the number who succeeded, and the corresponding percentage. Additionally, the school should report on the overall number of students who graduated after four years, the number of those graduates who achieved any of the relevant indicators, and the overall percentage achieving any indicator.

RESULTS AND EVALUATION

At the time of this report 26% of HUM's 2017 cohort demonstrated their preparation for college by achieving at least one of the indicators listed above, therefore not meeting the goal of 75%. In addition, it should be noted that scores from AP exams taken this school year will not be released by the College Board until after the submission of this report.

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 2017 Total Cohort Graduates Demonstrating College Preparation by Indicator

| Indicator | Number of Graduates who Attempted the Indicator | Number who Achieved Indicator | Percentage of Graduates who Achieved Indicator |
|---|---|-------------------------------|--|
| Passing an AP Exam | 10 | 6 | 60% |
| Passing a College Level Course | 12 | 5 | 42% |
| Achieving the College and Career Readiness Benchmark on the SAT | 101 | 3 | 3% |
| Earning a Regents Diploma with Advanced Designation | 107 | 25 | 23% |
| Achieving at least Performance Level 4 on both the ELA and Math Regents Required for Graduation | 107 | 7 | 7% |
| Overall | 107 | 28 | 26% |

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 were major changes in the way our students connected to and absorbed information due to their separation from the classroom. All staff were committed to providing the BEST experiences for students through this new normal 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.

The calculation of this measure is not required for 2020-21.

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.

The calculation of this measure is not required for 2020-21.

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 2020-21 and provide preliminary matriculation data for 2017 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 2017 was not available at the time of this report. This metric will be updated once the data becomes available.

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

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

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 = $[(b)/(a)]*100$ |
|--------|-----------------|----------------------------|---|---|
| 2015 | 2018-19 | 144 | 112 | 78% |
| 2016 | 2019-20 | 125 | 84 | 67% |
| 2017 | 2020-21 | 107 | TBD | TBD |

ADDITIONAL EVIDENCE

N/A

SUMMARY OF THE COLLEGE PREPARATION GOAL

In school year 2020-21, HUM did not achieve the one measure, with data available, in the college preparation goal. Two measures are not applicable for the school year 2020-21 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 21st 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 multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students achieving at least Level 4 among the students who sat for the exam.

RESULTS AND EVALUATION

Fifty percent of students in HUM's 2017 cohort scored at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core), therefore not achieving this measure.

Due to the continued closure of physical school buildings in SY 2020-2021 and the cancellation of the Regents exams in January and August, no Mock Regents were held. In addition, while the June 2021 administration was open with CC ELA, CC Algebra, Living Environment and Earth Science being offered, only two students opted to sit for Algebra and Living Environment. As a result of the cancellation and opt-in/opt-out choices for parents/students, we do not have Regents data to add to our planning for our 2018 and 2019 cohorts. Our teams will instead use the high-leveraged CC ELA based tasks students completed during the SY 2020-2021.

We plan to continue our focus on high leveraged skills in reading and writing to support cohorts 2018, 2019 and 2020 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. Our strategy during remote learning was to scale back the volume and drill deeper into the high-leveraged college and career ready skills that students need.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

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

| Cohort | Fourth Year | Number in Cohort (a) | Number exempted with No Valid Score (b) | Number Scoring at Least Level 4 (c) | Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b) |
|--------|-------------|----------------------|---|-------------------------------------|--|
| 2015 | 2018-19 | 146 | 0 | 82 | 56% |
| 2016 | 2019-20 | 124 | 0 | 73 | 59% |
| 2017 | 2020-21 | 113 | 0 | 57 | 50% |

ADDITIONAL EVIDENCE

Our team started the year with a clear focus on preparing students to resit for the ELA Regents exam in January and June 2021 to achieve Level 4 or score of 79+ (the CUNY college readiness benchmark is 75) for cohorts 2017, 2018 and 2019. Due to the cancellation of January and August 2021 Regents administrations and the opt-out option for June 2021 Regents administration, we do not have Regents data for the analysis. We are hoping to have that data demonstrating we have exceeded the benchmarks by January and June 2022 for all targeted cohorts.

Percent Achieving at Least Level 4 by Cohort and Year

| Cohort Designation | 2018-19 | | 2019-20 | | 2020-21 | |
|--------------------|------------------|-----------------|------------------|-----------------|------------------|------------------------------|
| | Number in Cohort | Percent Level 4 | Number in Cohort | Percent Level 4 | Number in Cohort | Percent Level 4 ⁵ |
| 2017 | 125 | 13% | 119 | 50% | 113 | 50% |
| 2018 | 136 | 3% | 153 | 5% | 139 | 23% |
| 2019 | | | 166 | 0% | 156 | 0% |
| 2020 | | | | | 144 | 0% |

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 multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort who had not previously sat for the exam but were

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

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

scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students achieving at least Level 3 among the students who sat for the exam.

RESULTS AND EVALUATION

Eighty-seven percent of students in HUM's 2017 cohort (with valid scores) scored at or above Performance Level 3 on the Regents Exam in English Language Arts (Common Core). HUM's 2017 cohort exceeded the measure by seven percentage points. In addition, it should be noted that 15 students, who had previously sat for the exam, earned Regents waivers. Therefore 100% of students in cohort 2017 met the ELA Regents requirement for graduation.

HUM continued to program students for college readiness in the 2020-2021 school year with the expectation that the Regents administrations would be held as scheduled. This was not to be and as our instructional program remained primarily remote, we were not able to gather additional data for the CC ELA Regents CUNY college readiness benchmarks. While the exemptions offered us the 100% graduation requirement, it did not allow us to improve our percentage of students scoring at the CUNY college readiness benchmark.

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

| Cohort Designation | Fourth Year | Number in Cohort (a) | Number Exempted with No Valid Score (b) | Number Scoring at Least Level 3 (c) | Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b) |
|--------------------|-------------|----------------------|---|-------------------------------------|--|
| 2015 | 2018-19 | 146 | 0 | 144 | 99% |
| 2016 | 2019-20 | 124 | 0 | 116 | 94% |
| 2017 | 2020-21 | 113 | 0 | 98 | 87% |

ADDITIONAL EVIDENCE

School year 2020-2021 brought unique challenges, however, we continued our focus on providing supports for our students during remote instruction to facilitate their learning and prepare them to meet and exceed this benchmark. We added an additional section of Read 180 and Wilson Reading to strengthen our literacy intervention program. We administered the Performance Series assessment and used that along with the WIST data to place students in the appropriate interventions. The data from the administration of the DORA reading assessment was used to support students in meeting proficiency or mastering specific skills in reading and writing.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Percent Achieving at Least Level 3 by Cohort and Year

| Cohort Designation | 2018-19 | | 2019-20 | | 2020-21 | |
|--------------------|------------------|-----------------|------------------|-----------------|------------------|------------------------------|
| | Number in Cohort | Percent Passing | Number in Cohort | Percent Passing | Number in Cohort | Percent Passing ⁶ |
| 2017 | 125 | 25% | 119 | 86% | 113 | 87% |
| 2018 | 136 | 10% | 153 | 10% | 139 | 48% |
| 2019 | | | 166 | 0% | 156 | 0% |
| 2020 | | | | | 144 | 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 |
|--------------------|------------------|-----------------------|---------------------------------|---|
| 2017 | 113 | 15 | 98 | 100% |
| 2018 | 139 | 109 | 15 | 89% |
| 2019 | 156 | 142 | 0 | 91% |
| 2020 | 144 | 18 | 0 | 13% |

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.

The calculation of this measure is not required for 2020-21.

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.

The calculation of this measure is not required for 2020-21.

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.

The calculation of this measure is not required for 2020-21.

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.

The calculation of this measure is not required for 2020-21.

⁶ Percent scoring at least Level 4 among students with valid score

Goal 3: Growth Measure

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

METHOD

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

RESULTS AND EVALUATION

Thirty-nine percent of students in the 2017 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 not meeting this measure.

Unfortunately cohort 2017 only had one opportunity to sit for the ELA Regents to score a Level 4 due to COVID 19 therefore leading to the lower percentage meeting the benchmark. Previous cohorts had multiple opportunities to do so. 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. The goal was to scale back and dig deeper into high-leveraged college and career ready skills such as reading and analyzing informational texts.

Throughout remote instruction, our teachers across the ELA and social studies classes continued to emphasize close reading, annotation, and text-based evidence supported claims/theses to foster these college and career readiness skills.

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

| Cohort Designation | Fourth Year | Number in Cohort not Proficient in 8 th Grade (a) | Number Exempted with No Valid Score (b) | Number Scoring at Least Level 4 (c) | Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b) |
|--------------------|-------------|--|---|-------------------------------------|--|
| 2015 | 2018-19 | 108 | 0 | 60 | 56% |
| 2016 | 2019-20 | 84 | 0 | 43 | 51% |
| 2017 | 2020-21 | 74 | 0 | 29 | 39% |

ADDITIONAL EVIDENCE

Throughout remote instruction HUM's focus on reading and writing for analysis and literacy instruction across the content areas was intensified as we identified the critical skills to focus on given the constraints and limitations of remote learning. The gains we have identified in cohorts 2019 and 2020 through the Performance Series data are indications that we are on a path to progress. Students in both cohorts have made significant progress across all Lexile levels. This is a

testament to the implementation of the programs in each of our literacy Intervention courses - Wilson Reading, Read 180 and Just Words. Although remote instruction provided numerous challenges for teachers and students, it also provided opportunities for engaging students using various technological tools including Zoom's chat and reactions features.

Goal 3: Growth Measure

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

METHOD

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

RESULTS AND EVALUATION

Eighty-one percent of students in the 2017 cohort who were not proficient on their NYS 8th grade English language arts exam scored at or above Performance Level 3 on the Regents Exam in English Language Arts (Common Core). HUM's 2017 cohort exceeded this measure by six 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 in cohort 2017 multiple opportunities to develop various skills related to the Common Core ELA standards. In addition, students demonstrated growth over time as a small number of them sat for the ELA Regents exam in 9th grade, 10th grade and again in January 2020 of their 11th grade year. Following each administration of the ELA Regents exam, teachers completed an item analysis and identified skill gaps. After the January 2020 administration, the item analysis was used to design instruction to support the bridging of those skill gaps and help students to meet and master the standards. This is a systematic approach to designing instruction for our ELA courses from 10th to 12th grade as well as for the students in the 9th grade who take the Regents in June of their 9th grade year.

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

| Cohort Designation | Fourth Year | Number in Cohort not Proficient in 8 th Grade (a) | Number Exempted with No Valid Score (b) | Number Scoring at Least Level 3 (c) | Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b) |
|--------------------|-------------|--|---|-------------------------------------|--|
| 2015 | 2018-19 | 108 | 0 | 106 | 98% |
| 2016 | 2019-20 | 84 | 0 | 77 | 92% |
| 2017 | 2020-21 | 74 | 0 | 60 | 81% |

ADDITIONAL EVIDENCE

The consistent approaches to reading and writing instruction, and embedding literacy instruction across the curriculum, continued 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 as students developed skills in mindfulness and identifying areas in which they needed more support and how to advocate for that support.

SUMMARY OF THE HIGH SCHOOL ENGLISH LANGUAGE ARTS GOAL

In school year 2020-21, HUM achieved two of the eight measures in the English language arts goal. Four measures were not applicable for school year 2020-21.

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

ACTION PLAN

HUM will continue the expansion of 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 with these interventions. We are also hoping to add Math-180 to our list of offerings.

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 will also provide data to teachers on what areas students need the most support. All of our students with disabilities will also be tested using the DORA assessment once again. The reports will 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 various 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. The school-wide use of the Google Classroom suite will continue to be a requirement for our instructional program, giving students access to their learning materials when needed.

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 multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort who had not previously sat for any mathematics exam but were scheduled to sit for one during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number

f 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

Seven percent of students in HUM's 2017 cohort scored at or above Performance Level 4 on a Regents mathematics exam, therefore not meeting this measure.

For the school year 2020-21, we reviewed Algebra 1, Geometry, Algebra 2 and Calculus curriculum to adapt to the remote schedule. Since teachers taught synchronous lessons two to three times a week, we identified high leverage topics that are required for foundational understanding in mathematics, based on assessments, Regents analysis and teacher recommendations. Teachers were able to use resources like Khan Academy, Delta Math, Go Formative, Nearpod and Google Classroom to meet the needs of their students in the remote setting. Students also received support from teachers during intervention blocks twice a week and office hours.

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) |
|--------|-------------|----------------------|---|-------------------------------------|--|
| 2015 | 2018-19 | 146 | 0 | 9 | 6% |
| 2016 | 2019-20 | 124 | 0 | 14 | 11% |
| 2017 | 2020-21 | 113 | 0 | 8 | 7% |

ADDITIONAL EVIDENCE

Moving forward, students will be programmed based on their performance from the previous years. Math teachers made specific support recommendations for the next year based on assessments, academic performance and Regents exemptions. Rising seniors will be programmed for Math electives, Algebra 2 or AP/Pre-AP Calc for SY 2021-22. Rising Juniors will be programmed to pursue higher math courses like Algebra 2, AP/Pre-AP Calculus. Freshmen and Sophomores along with the Juniors will be encouraged to take the January Regents to meet the college readiness benchmark for Algebra 1 and/or Geometry.

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.

Percent Achieving at Least Level 4 by Cohort and Year

| Cohort Designation | 2018-19 | | 2019-20 | | 2020-21 | |
|--------------------|------------------|-----------------|------------------|-----------------|------------------|------------------------------|
| | Number in Cohort | Percent Level 4 | Number in Cohort | Percent Level 4 | Number in Cohort | Percent Level 4 ⁷ |
| 2017 | 125 | 6% | 119 | 7% | 113 | 7% |
| 2018 | 136 | 5% | 153 | 8% | 139 | 9% |
| 2019 | | | 166 | 18% | 156 | 6% |
| 2020 | | | | | 144 | 0% |

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 multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort who had not previously sat for any mathematics exam but were scheduled to sit for one during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted

⁷ Percent scoring at least Level 4 among students with valid score

from the exam requirement as well as the percentage of students achieving at least Level 3 among the students who sat for any exam.

RESULTS AND EVALUATION

Eighty-two percent of students in HUM's 2017 cohort (with valid scores) scored at or above Performance Level 3 on a Regents mathematics exam. HUM's 2017 cohort met this measure and exceeded it by two percentage points. In addition, it should be noted that 20 students, who had previously sat for the exam, earned Regents waivers. Therefore 100% of students in cohort 2017 have met the math Regents requirement for graduation.

The department goal for SY 2020-21 was to design lessons and assessments to adapt to Remote/Hybrid Learning using available technology platforms. Teachers used regents analysis from previous years to identify the skills that could be taught effectively to meet the needs of remote learning. Teachers met department and content teams to consistently brainstorm best strategies to address the needs of the students and to identify areas that need more attention. Teachers also used office hours and intervention periods to provide additional support to SWD/ MLL students.

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) |
|--------------------|-------------|----------------------|---|-------------------------------------|--|
| 2015 | 2018-19 | 146 | 0 | 135 | 92% |
| 2016 | 2019-20 | 124 | 0 | 111 | 90% |
| 2017 | 2020-21 | 113 | 0 | 93 | 82% |

ADDITIONAL EVIDENCE

As indicated in the table below, 79% of students in the 2018 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 32 students earned Regents exemption waivers. Therefore, 99% of students in cohort 2018 have met the math Regents requirement for graduation prior to the start of their fourth year.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Percent Achieving at Least Level 3 by Cohort and Year

| Cohort Designation | 2018-19 | | 2019-20 | | 2020-21 | |
|--------------------|------------------|-----------------|------------------|-----------------|------------------|------------------------------|
| | Number in Cohort | Percent Passing | Number in Cohort | Percent Passing | Number in Cohort | Percent Passing ⁸ |
| 2017 | 125 | 79% | 119 | 82% | 113 | 82% |
| 2018 | 136 | 43% | 153 | 76% | 139 | 79% |
| 2019 | | | 166 | 50% | 156 | 64% |
| 2020 | | | | | 144 | 3% |

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 |
|--------------------|------------------|-----------------------|---------------------------------|---|
| 2017 | 113 | 20 | 93 | 100% |
| 2018 | 139 | 32 | 106 | 99% |
| 2019 | 156 | 125 | 27 | 97% |
| 2020 | 144 | 113 | 1 | 79% |

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.

The calculation of this measure is not required for 2020-21.

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.

The calculation of this measure is not required for 2020-21.

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.

The calculation of this measure is not required for 2020-21.

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.

The calculation of this measure is not required for 2020-21.

⁸ Percent scoring at least Level 4 among students with valid score

Goal 4: Growth Measure

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

METHOD

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

RESULTS AND EVALUATION

Two percent of students in HUM's 2017 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.

We need to identify, acknowledge, and address the skill gaps created during remote learning. We will program students purposefully in order to make sure that ALL students are set up for success. We plan to continue the use of technology, Google Classroom that has proved effective for engagement, formative assessment and also keeping assignments organized. Students will receive extra support during class, office hours and Saturday School Academy to 'catch-up' on the skills and content that they might have missed during remote learning.

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

| Cohort Designation | Fourth Year | Number in Cohort not Proficient in 8 th Grade (a) | Number Exempted with No Valid Score (b) | Number Scoring at Least Level 4 (c) | Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b) |
|--------------------|-------------|--|---|-------------------------------------|--|
| 2015 | 2018-19 | 117 | 0 | 2 | 2% |
| 2016 | 2019-20 | 81 | 0 | 3 | 4% |
| 2017 | 2020-21 | 85 | 0 | 2 | 2% |

ADDITIONAL EVIDENCE

All rising 10th and 11th graders will be programmed to take the Algebra 1/Geometry Regents exams in June for college readiness and Regents Exemptions (in case they did not meet them through the exemptions criteria). Rising seniors will be programmed to meet college readiness goals by preparing them to sit for the SAT/ Math Regents.

Goal 4: Growth Measure

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

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-one percent of students in the 2017 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 2017 cohort met this measure and exceeded it by six percentage points.

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

| Cohort Designation | Fourth Year | Number in Cohort not Proficient in 8 th Grade (a) | Number Exempted with No Valid Score (b) | Number Scoring at Least Level 3 (c) | Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b) |
|--------------------|-------------|--|---|-------------------------------------|--|
| 2015 | 2018-19 | 117 | 0 | 106 | 91% |
| 2016 | 2019-20 | 81 | 0 | 70 | 86% |
| 2017 | 2020-21 | 85 | 0 | 69 | 81% |

ADDITIONAL EVIDENCE

N/A

SUMMARY OF THE HIGH SCHOOL MATHEMATICS GOAL

In school year 2020-21, HUM achieved two of the eight measures in the high school mathematics goal. Four measures were not applicable for school year 2020-21.

| 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 | N/A |

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

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

ACTION PLAN

It is essential to acknowledge that Remote learning has interrupted teaching and learning and has resulted in creation of skill gaps. To bridge these gaps, identified through baseline data and other assessments that will be implemented, teachers will work on building the foundational skills required for all the respective Math courses through several spiral review instructional strategies. As a department we will continue to meet and analyze student work to identify instructional strategies that help in creating effective teaching strategies.

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 multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students passing among the students who sat for the exam.

RESULTS AND EVALUATION

Seventy-two percent of students in HUM's 2017 cohort (with valid scores) scored at least 65 on a Regents science exam. Although HUM's 2017 cohort did not meet this measure it should be noted that 33 students, two with no valid scores and 31 who had previously sat for a science exam, earned Regents waivers. Therefore 100% of students in cohort 2017 met the science Regents requirement for graduation.

During this past year HUM's major focuses were student engagement and social emotional support as a way to enhance our Tier 1 instruction, minimize the learning lost due to the pandemic, and maintain our coherent instructional model of supporting student learning and mastery of content. We focused on delivering instruction that highlighted literacy, specifically 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

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

comprehension of all science content areas, this included: Living Environment, Earth Science, Chemistry, Anatomy, and Physiology and AP Biology. We look forward to offering a few honors and Pre AP courses and additional AP courses in the coming year, specifically AP Environmental Science, Pre AP Chemistry and/or Pre AP Bio and Forensics and Physics.

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) |
|--------------------|-------------|----------------------|---|---------------------------------------|---|
| 2015 | 2018-19 | 146 | 0 | 135 | 92% |
| 2016 | 2019-20 | 124 | 0 | 105 | 85% |
| 2017 | 2020-21 | 113 | 2 | 80 | 72% |

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. Though Regents exams have been waived due to the pandemic, we have identified a number of skills and performance tasks necessary to demonstrate evidence of learning mastery of content and skills. In addition one tenth grade student whose instruction was entirely remote instruction sat for the LE regents exam and scored a 78. Though a very small sample size, this also indicates that the skill base support that we have in place has garnered a measure of success.

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

| Cohort Designation | 2018-19 | | 2019-20 | | 2020-21 | |
|--------------------|------------------|-----------------|------------------|-----------------|------------------|------------------------------|
| | Number in Cohort | Percent Passing | Number in Cohort | Percent Passing | Number in Cohort | Percent Passing ⁹ |
| 2017 | 125 | 63% | 119 | 72% | 113 | 72% |
| 2018 | 136 | 53% | 153 | 62% | 139 | 65% |
| 2019 | | | 166 | 39% | 156 | 56% |
| 2020 | | | | | 144 | 14% |

Percent Passing / Exempted by Cohort

| Cohort Designation | Number in Cohort | Total Number Exempted | Number Passing | Percent Passing/Exempted |
|--------------------|------------------|-----------------------|----------------|--------------------------|
| 2017 | 113 | 33 | 80 | 100% |
| 2018 | 139 | 53 | 84 | 99% |
| 2019 | 156 | 133 | 20 | 98% |
| 2020 | 144 | 122 | 3 | 87% |

⁹ Percent scoring at least Level 4 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.

The calculation of this measure is not required for 2020-21.

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 social studies.

Goal 6: Absolute Measure

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

METHOD

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

Due to the state's cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students passing among the students who sat for the exam.

RESULTS AND EVALUATION

Seventy-eight percent of students in HUM's 2017 cohort (with valid scores) scored at least 65 on the NYS Regents U.S. History exam, therefore meeting this measure. In addition, it should be noted that a total of 98 students, 95 with no valid score and three who previously sat for the exam, earned Regents waivers. Therefore 99% of students in cohort 2017 met the U.S. Regents requirement for graduation.

As noted previously, teachers will continue our focus on literacy across content areas by targeting high leveraged skills in reading and writing to support cohorts 2018, 2019 and 2020 in building college and career ready skills. Our emphasis on Tier 1 instruction and embedding literacy and writing strategies across contents will continue to be a driving force in our instructional program. An aspect of our strategy during remote learning was scaling back the volume and drilling deeper into the high-leveraged college and career ready skills that prepare students for post secondary success.

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) |
|--------------------|-------------|----------------------|---|---------------------------------------|---|
| 2015 | 2018-19 | 146 | 0 | 131 | 90% |
| 2016 | 2019-20 | 124 | 3 | 106 | 88% |
| 2017 | 2020-21 | 113 | 95 | 14 | 78% |

ADDITIONAL EVIDENCE

As indicated in the table below, 76% of students in the 2018 cohort met their U.S. History Regents requirement for graduation with 100 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 | 2018-19 | | 2019-20 | | 2020-21 | |
|--------------------|------------------|-----------------|------------------|-----------------|------------------|-------------------------------|
| | Number in Cohort | Percent Passing | Number in Cohort | Percent Passing | Number in Cohort | Percent Passing ¹⁰ |
| 2017 | 125 | 10% | 119 | 27% | 113 | 78% |
| 2018 | 136 | 4% | 153 | 3% | 139 | 12% |
| 2019 | | | 166 | 4% | 156 | 5% |
| 2020 | | | | | 144 | 0% |

| Percent Passing / Exempted by Cohort | | | | |
|--------------------------------------|------------------|-----------------------|----------------|--------------------------|
| Cohort Designation | Number in Cohort | Total Number Exempted | Number Passing | Percent Passing/Exempted |
| 2017 | 113 | 98 | 14 | 99% |
| 2018 | 139 | 100 | 5 | 76% |
| 2019 | 156 | 3 | 7 | 6% |
| 2020 | 144 | 15 | 0 | 10% |

¹⁰ Percent scoring at least Level 4 among students with valid score

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.

The calculation of this measure is not required for 2020-21.

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 multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students passing among the students who sat for the exam.

RESULTS AND EVALUATION

Seventy-seven percent of students in HUM's 2017 cohort (with valid scores) scored at least 65 on the NYS Regents Global History exam, therefore meeting this measure. In addition, it should be noted that 22 students, two with no valid score and 20 who had previously sat for the exam, earned Regents waivers. Therefore, 96% of students in cohort 2017 met the Global History Regents requirement for graduation.

As noted previously, teachers will continue our focus on literacy across content areas by targeting high leveraged skills in reading and writing to support cohorts 2018, 2019 and 2020 in building college and career ready skills. Our emphasis on Tier 1 instruction and embedding literacy and writing strategies across contents will continue to be a driving force in our instructional program. An aspect of our strategy during remote learning was scaling back the volume and drilling deeper into the high-leveraged college and career ready skills that prepare students for post secondary success.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

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

| Cohort Designation | Fourth Year | Number in Cohort (a) | Number Exempted with No Valid Score (b) | Number Passing with at Least a 65 (c) | Percent Passing Among Students with Valid Score (c)/(a-b) |
|--------------------|-------------|----------------------|---|---------------------------------------|---|
| 2015 | 2018-19 | 146 | 0 | 100 | 68% |
| 2016 | 2019-20 | 124 | 0 | 97 | 78% |
| 2017 | 2020-21 | 113 | 2 | 86 | 77% |

ADDITIONAL EVIDENCE

As indicated in the table below, 99% of students in the 2018 cohort met their Global History Regents requirement for graduation with 136 students earning Regent exemptions, prior to starting their fourth year.

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

| Cohort Designation | 2018-19 | | 2019-20 | | 2020-21 | |
|--------------------|------------------|-----------------|------------------|-----------------|------------------|-------------------------------|
| | Number in Cohort | Percent Passing | Number in Cohort | Percent Passing | Number in Cohort | Percent Passing ¹¹ |
| 2017 | 125 | 66% | 119 | 76% | 113 | 77% |
| 2018 | 136 | 0% | 153 | 17% | 139 | 67% |
| 2019 | | | 166 | 0% | 156 | 0% |
| 2020 | | | | | 144 | 0% |

| Percent Passing / Exempted by Cohort | | | | |
|--------------------------------------|------------------|-----------------------|----------------|--------------------------|
| Cohort Designation | Number in Cohort | Total Number Exempted | Number Passing | Percent Passing/Exempted |
| 2017 | 113 | 22 | 86 | 96% |
| 2018 | 139 | 136 | 2 | 99% |
| 2019 | 156 | 131 | 0 | 84% |
| 2020 | 144 | 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.

The calculation of this measure is not required for 2020-21

ADDITIONAL EVIDENCE

Throughout remote instruction, we continued to embed the literacy supports into instruction across all content areas especially in 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. The goal was to scale back and dig deeper into high-leveraged college and career ready skills such as reading and analyzing informational texts.

¹¹ Percent scoring at least Level 4 among students with valid score

As stated in previous sections, teachers across the ELA and social studies classes have continued to employ close reading and annotation strategies as well as text-based claims and historical reasoning to foster college and career readiness skills.

GOAL 7: ESSA

Due to COVID-19 and the subsequent changes to the state's testing, accountability, and federal reporting requirements, the 2020-21 school accountability statuses are the same as those assigned for the 2019-20 school year. The 2019-20 accountability statuses were based on 2018-19 exam results. Assigned accountability designations and further context can be found [here](#).

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 2020-21 school year and therefore continues to meet this measure.

ADDITIONAL EVIDENCE

HUM completed its first year of its current accountability period and was in good standing every year in the previous accountability period.

Accountability Status by Year

| Year | Status |
|---------|---------------|
| 2018-19 | Good Standing |
| 2019-20 | Good Standing |
| 2020-21 | Good Standing |