



New Visions Charter High School for the Humanities (HUM)

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

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2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

Magaly Hicks, Principal, Melissa Marcus, Senior Program Officer, Charter, and Triveni Gandhi, Data Analyst, New Visions for Public Schools prepared this 2017-18 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
Peter Cantillo	Member
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Magaly Hicks has served as the principal since August 1, 2014.

Mission

The New Visions Charter High School for the Humanities (HUM) is a small school that opened in 2011 with approximately 125 ninth grade students and served 542 students in grades 9-12 in 2017-18. 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 Thinking¹, 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. In the 2017-18 school year, 542 students were enrolled in HUM. Of these students:

- 86% are eligible for free or reduced price lunch
- 95% are Black or Latino
- 22% are students with disabilities
- 12% 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 for Imaginative Thinking, they practice applying their knowledge to real-world issues through challenge-based learning.
- On-going system of assessment and data tools to support academic achievement, literacy interventions and monitor special education and English Language Learner compliance.
- A small school that offers a trimester schedule as well as an extended day and extended year that provides students with more time and opportunities for remediation and acceleration as well as afterschool and Saturday clubs and classes to engage students and support their academic and socio-emotional needs.
- A Summer Bridge Program in August for all 9th and 10th grade students that sets academic and behavioral expectations and introduces them to challenge-based learning.

¹ The Capacities for 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.

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

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School Enrollment by Grade Level and School Year

School Year	9	10	11	12	Total
2013-14	119	97	104	0	335
2014-15	159	105	69	98	431
2015-16	187	165	80	72	504
2016-17	194	158	114	77	543
2017-18	134	159	133	116	542

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 2014 state Accountability Cohort consists of students who entered the 9th grade anywhere in the 2014-15 school year, were enrolled in the school on the state's annual enrollment-determination day (i.e., BEDS day) in the 2017-18 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: <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 anywhere 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
2015-16	2012-13	2012	85	2	83
2016-17	2013-14	2013	92	1	91
2017-18	2014-15	2014	136	4	132

TOTAL COHORT FOR GRADUATION

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

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Fourth Year Total Cohort for Graduation

Fourth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students 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)
2015-16	2012-13	2012	83	3	86
2016-17	2013-14	2013	91	0	91
2017-18	2014-15	2014	132	8	140

Fifth Year Total Cohort for Graduation

Fifth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students 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)
2015-16	2011-12	2011	2	103	105
2016-17	2012-13	2012	2	84	86
2017-18	2013-14	2013	2	89	91

GOAL 1: HIGH SCHOOL GRADUATION

GOAL 1: HIGH SCHOOL GRADUATION

Students will meet all the New York State graduation requirements.

Goal 1: Leading Indicator

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

Promotion Requirements

Grade 9 → Grade 10

A minimum of 12 credits + at least one passed Regents exam are required for promotion to tenth grade.

Grade 10 → Grade 11

A minimum of 24 credits + at least two passed Regents exams are required for promotion to eleventh grade.

Grade 11 → Grade 12

A minimum of 36 credits + at least three passed Regents exams are required for promotion to twelfth grade.

RESULTS AND EVALUATION

Ninety-five percent of students in the 2016 cohort and 94% of students in the 2017 cohort, earned the required number of credits to be promoted to the next grade level. HUM's first and second year cohorts met 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.

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Percent of Students in First and Second Year Cohorts
Earning the Required Number of Credits in 2017-18

Cohort Designation	Number in Cohort	Percent Promoted
2016	137	95%
2017	118	94%

ADDITIONAL EVIDENCE

Beginning August 2014, new leadership, policy changes to promotion criteria, implementation of a Professional Learning Community, 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 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.

HUMs Core belief and guiding principles became our motto:

HUM's Core belief is failure is not 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. In August of 2018, the 2016 cohort will have completed its second year.

RESULTS AND EVALUATION

Sixty-three percent of students in the 2016 cohort have passed at least three different Regents exams required for graduation, therefore not meeting this measure.

Since 2014, our primary focus has been teaching and learning, and looking for rigorous ways for students to experience authentic learning while gaining mastery across the four content areas, leading to high student achievement. Given our high number of students with IEPs and at-risk population, we started seeing a shift in students for the better. HUM worked on completing cycles of professional development and inquiry around instruction, assessment and student progress based on specific skills (standards driven), student work and instructional strategies for selected

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sub-groups. Teachers were motivated to develop action plans when noticing students had gaps in various areas: content knowledge, test taking skills, reading and writing, lacking stamina.

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

Cohort Designation	Number in Cohort	Percent Passing Three Regents
2014	140	59%
2015	154	74%
2016	137	63%

ADDITIONAL EVIDENCE

HUM leadership aggressively developed an action plan to support test prep strategies and mastery of content, including:

- In-class performance assessments - build stamina
- Align PD to inquiry, instruction and assessment - data analysis
- Organize Inquiry Teams by content/cohort
- Establish goals for PD and inquiry
- Create tools (by content team) for conducting test strategies, inquiry and planning instructional next steps
- Create a schedule for inter-visitations based on inquiry and professional development cycles
- Develop tools for inter-visitations

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 2014 cohort and graduated four years later and those who entered as members of the 2013 cohort and graduated five years later. These data reflect August graduation rates. At a minimum, these students have passed 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 below the graduation goal's first measure pertaining to annual grade-by-grade promotion or credit accumulation.

RESULTS AND EVALUATION

Ninety percent of students in HUM's 2014 cohort graduated after four years and 90% of students in the 2013 cohort graduated after five years. The 2014 cohort's graduation rate exceeded the measure by 15 percentage points, however the 2013 cohort's graduation rate after five years fell short of meeting this measure by five percentage points.

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

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

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

Cohort Designation	Number in Cohort	Percent Graduating
2012	86	86%
2013	91	90%
2014	140	90%

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

Cohort Designation	Number in Cohort	Percent Graduating
2011	105	85%
2012	86	90%
2013	91	90%

ADDITIONAL EVIDENCE

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

Goal 1: Comparative Measure

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

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 students may take Regents exams through the summer of their fourth year, district results for the current year are generally not available at this time.

RESULTS AND EVALUATION

HUM's 2014 cohort's graduation rate of 90% exceeded the Community School District 10's 2013 cohort graduation rate of 71% by 19 percentage points. District data for the 2014 cohort was not available for comparison at the time of this report.

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HUM's dedicated faculty are committed to the students they serve, and work towards meeting school goals that guide our plans to improve high school graduation and college readiness for all students. We continually self-assess to make informed decisions to improve results, instruction, and climate and culture.

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

Cohort Designation	Charter School		School District	
	Number in Cohort	Percent Graduating	Number in Cohort	Percent Graduating
2012	86	86%	4,098	69%
2013	91	90%	3,858	71%
2014	140	90%	TBD	TBD

ADDITIONAL EVIDENCE

HUM's graduating cohorts' performance continue to increase each year, with more students meeting CUNY College Readiness, passing Regents exams on their first attempt, and earning the maximum number of credits at the end of each trimester.

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.

RESULTS AND EVALUATION

Ninety-nine percent of students in HUM's 2014 cohort who pursued an alternative graduation pathway achieved a Regents equivalency score and passed an approved pathway assessment required for graduation. HUM's 2014 cohort met this measure and exceeds it by 24 percentage points.

At HUM we have leveraged the 4+1 opportunity to meet the unique needs of our students. As seen in the data there is significant increase in utilizing 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.

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Percentage of the 2014 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 Algebra	73	9	12%
CC Geometry	73	7	10%
CDOS	73	36	49%
Earth Science	73	15	21%
Geometry	73	2	3%
Integrated Algebra	73	1	1%
Living Environment	73	2	3%
Overall	73	72	99%

Pathway Exam Passing Rate by Fourth Year Accountability Cohort

Cohort Designation	Number in Cohort	Percent Passing a Pathway Exam
2012	86	30%
2013	91	57%
2014	140	51%

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 content areas. After 2-3 unsuccessful attempts at passing a Regents exam a case conference with the student and parent is scheduled to go over options, multiple pathways are then discussed and the appropriate exam scheduled.

SUMMARY OF THE HIGH SCHOOL GRADUATION GOAL

HUM achieved four of six measures for the high school graduation goal in the 2017-18 school year.

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) 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.	Not Achieved
Absolute	Each year, 75 percent of students in the fourth year high school Total Graduation Cohort will graduate.	Achieved

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Absolute	Each year, 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.	Not 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 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 HUM students will be prepared for academic institutions of higher education.

Goal 2: Absolute Measure

Each year, 75 percent of graduating students will demonstrate their preparation for college by achieving 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;
- 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 measures, and the overall percentage achieving the measure.

RESULTS AND EVALUATION

Eighteen percent of HUM's 2014 cohort demonstrated their preparation for college by achieving at least one of the indicators listed above. HUM did not meet this measure.

Each student at HUM is scheduled for the SAT exam in the spring of the eleventh grade. 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 CollegeNow at Lehman College.

In addition, HUM has made great strides in communicating the benefits and importance of being college and career ready. To reinforce the goal, each cohort hosted an assembly highlighting the significance of these indicators.

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Percentage of the 2014 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	29	4	3%
Passing a College Level Course	2	2	2%
Achieving the College and Career Readiness Benchmark on the SAT	116	8	6%
Earning a Regents Diploma with Advanced Designation	126	6	5%
Achieving at Least Performance Level 4 on both the ELA and Math Regents Required for Graduation	126	7	6%
Overall	126	23	18%

ADDITIONAL EVIDENCE

The 2014 cohort had the highest SAT average in comparison to previous graduating classes. The average SAT reading score was 452 and math score was 444. Our students are making progress towards meeting the SAT college and career readiness benchmark which is defined as a reading score of 480 and math score of 530. There was considerable growth in our numbers. To assist every cohort in preparing for the SAT exam, HUM offers SAT prep through Kaplan in addition to our multi-talented teachers who provide prep support.

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.

METHOD

The state’s recently finalized ESSA plan includes a College, Career, and Civic Readiness Index that measures the rate of completion among the Total Cohort of a variety of indicators of readiness for the next step after high school. Indicators that are more rigorous and that are therefore more difficult to attain receive greater weight in the new CCCRI (e.g., attaining a Regents diploma and a score of 4 or higher on an IB exam). Conversely, some less rigorous indicators that were not included in the College and Career Readiness Index under the state’s NCLB accountability system are included in the CCCRI (e.g., completion of a high school equivalency program).⁴

⁴ For more detail about the weighting of college readiness methods for calculation of the CCCRI, see page 64 of the state’s finalized ESSA plan here: www.p12.nysed.gov/accountability/essa/documents/nys-essa-plan-final-1-16-2018.pdf

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To achieve this measure, the school must have a CCCRI value that equals or exceeds the 2017-18 CCCRI MIP for all students. The state will calculate and disseminate the MIP in the summer of 2018. The CCCRI is calculated by multiplying the number of students in the cohort demonstrating college and career readiness by the weighting for the method by which the student demonstrated college and career readiness, divided by the number of students in the cohort. The highest possible CCCRI is 200.

RESULTS AND EVALUATION

HUM's 2014 cohort achieved a College, Career, and Civic Readiness Index of 140. The Measure of Interim Progress set forth in the state's ESSA accountability system was not available at the time of this report, therefore this measure could not be assessed.

CCCRI Performance by Cohort Year				
Graduation Year	Cohort	Number of Students in Cohort	MIP	School CCCRI
2017-18	2014	140	TBD	140

ADDITIONAL EVIDENCE

N/A

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.

METHOD

The school compares the CCCRI of students from the fourth year in the charter school Total Cohort to that of the respective cohort of students in the school district of comparison.

RESULTS AND EVALUATION

HUM's 2014 cohort achieved a CCCRI of 140. District data for the 2014 cohort's CCCRI was not available for comparison at the time of this report, therefore this measure could not be assessed.

CCCRI of Fourth Year Total Cohort by Charter School and School District		
Cohort	Charter School	School District
2014	140	TBD

Goal 2: Absolute Measure

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

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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 fall following graduation.

RESULTS AND EVALUATION

HUM collects matriculation data from the National Student Clearinghouse. Clearinghouse data for the 2014 cohort was not available at the time of this report. The 2013 cohort had a matriculation rate of 59%, falling short of meeting this measure by 16 percentage points.

In the coming year HUM will be participating in the New Visions college advising pilot to increase college enrollment and persistence among graduating students. College advisors will use the New Visions Data Portal to track critical college-going milestones of their assigned cohort.

Matriculation Rate of Graduates by Year

Cohort	Number of Graduates (a)	Number Enrolled in 2 or 4-year Program in Fall (b)	Matriculation Rate $=[(b)/(a)]*100$
2012	74	42	57%
2013	82	48	59%
2014	126	TBD	TBD

SUMMARY OF THE COLLEGE PREPARATION GOAL

HUM did not achieve any of the measures for the college preparation goal in the 2017-18 school year. Data for two of the four measures were not available at the time of this report and therefore could not be assessed.

Type	Measures	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.	TBD
Comparative	Each year, the school's CCCRI for the Total Cohort will exceed that of the district's Total Cohort.	TBD
Absolute	Each year, 75 percent of graduating students will matriculate into a college or university in the year after graduation.	Not Achieved

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 the New Visions Data Portal to identify students on track for an Advanced Regents diploma and strategically program them to meet the

requirements. Guidance teams will conduct individual meetings with teachers and students respectively to gauge academic progression and stamina. School counselors will meet regularly with teachers to discuss student capabilities and success for matriculating into higher level courses.

In addition, HUM will be participating in the New Visions college advising pilot in the coming year. Our goal is to increase the college enrollment and persistence rate for future cohorts as compared to previous cohorts. This will be achieved by:

- Using the New Visions Data Portal to track critical college-going milestones
- Meeting regularly to learn, plan, strategize and reflect
- Focusing our attention on six critical college enrollment milestones during six discrete cycles:
 - Completing a post-secondary list (and determining financial eligibility for opportunity programs)
 - Applying to CUNY
 - Applying to SUNY and other colleges
 - Submitting FAFSA & TAP
 - Making a post-secondary choice
 - Completing and documenting a post-secondary transition plan

GOAL 3: ENGLISH LANGUAGE ARTS

GOAL 3: ENGLISH LANGUAGE ARTS

HUM students will become proficient readers and writers of the English language.

BACKGROUND

HUM uses the ELA curriculum framework provided by our network, New Visions, to guide our instruction. This is enhanced by teacher developed unit and lesson plans, as well as assessments designed to measure skills identified for that grade level. Instruction focuses on standards based skills in reading, writing and discussion to support students' development of college and career ready skills. Our ninth grade team implemented the On-Demand Writing initiative introduced by our network this year and flipped the strategies to support the development of reading comprehension skills. Teachers received professional development and support around this initiative. In addition, professional development around reading and writing for analysis, annotating and fluency in reading was also provided across all grade levels. In terms of staffing, we added a new twelfth grade ELA teacher and two new SpEd ELA teachers.

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 a 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 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).⁵ 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.

RESULTS AND EVALUATION

Fifty percent of students in HUM's 2014 cohort scored at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core). Although HUM's 2014 cohort fell short of meeting this measure by 15 percentage points, they made considerable progress compared to the previous two cohorts.

After reviewing the data from assessments including Performance Series, mock ELA Regents and the ELA Regents, we identified gaps in students' skills in reading for understanding and analysis, in addition to gaps in students' writing for analysis. To address these gaps we implemented a plan

⁵ Students in the 2014 and 2015 high school Accountability Cohorts may have taken the Regents Comprehensive English exam. As such, for 2017-18 and 2018-19, the Institute will continue to count any student who achieved at least a scale score of 75 (the previous target for college and career readiness) on that exam as having met the target for this measure.

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which included programming students strategically to receive additional support as they prepared for the ELA Regents exam in our extended office hours and Saturday school programs. Instructionally, we modified the Exploring Analysis framework to support students writing skills and we ramped up our interventions for reading for understanding and meaning by embedding various strategies across all content areas. These strategies included annotation protocols, vocabulary instruction and our “Read-Read Revolution” strategy to target fluency and reading for understanding.

In addition to these strategies, in our ICT classes, teachers created spaces for students who needed extra support which was provided through pull-out and parallel instruction. In addition, our emphasis on reading strategies across the content areas was developed through our focus on differentiated instruction which was our trimester 1 professional development focus.

Due to our space and programming limitations, we were only able to offer one section of Wilson Reading in the past year and those seats were given to our ninth grade students. One key factor to note is that when students in the 2014 cohort entered HUM, 48 students performed at a Level 1, 17 students performed at a Level 2, 11 students performed at Level 3 and only four students performed at a Level 4. After four years 50% of students achieved at or above Performance Level 4; 15 percentage points below the absolute measure. Our goal is to increase our supports for teacher development in embedding literacy and writing strategies across contents to support student growth in this area. We believe this will help support student reading and writing progress and create success for our scholars.

Percent Scoring at Least Level 4 on Regents English Common Core Exam
by Fourth Year Accountability Cohort⁶

Cohort Designation	Number in Cohort	Percent Scoring at Least Level 4 on Common Core exam (or Percent Scoring at Least 75 if student took the Regents Comprehensive English Exam)
2012	83	7%
2013	91	30%
2014	132	50%

ADDITIONAL EVIDENCE

Each year HUM has made steady progress towards meeting the performance criteria for this measure. Our 2016 and 2017 cohorts attempt the English Regents exams early based on teacher recommendation and readiness. They traditionally complete this exam in their eleventh grade year. The skills are scaffolded up each year, therefore as students demonstrate mastery of skills, additional skills are incorporated.

⁶ Based on the highest score for each student on the English Regents exam

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Percent Achieving at Least Level 4 by Cohort and Year

Cohort Designation	2015-16		2016-17		2017-18	
	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4
2014	132	24%	132	46%	132	50%
2015	151	7%	151	30%	151	46%
2016			132	8%	132	19%
2017					102	7%

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 a 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.

RESULTS AND EVALUATION

Ninety-four percent of students in HUM's 2014 cohort scored at or above Performance Level 3 on the Regents Exam in English Language Arts (Common Core). HUM's 2014 cohort met this measure and exceeded it by 14 percentage points.

Our focus on reading analytically, flipping writing for analysis strategies to support reading, along with our ramped up annotation protocols and other interventions, helped us meet this measure. We continued to emphasize vocabulary instruction and reading and writing across content areas to reinforce the skills students needed to succeed on all exams.

Percent Scoring at Least Level 3 on Regents English Common Core Exam
by Fourth Year Accountability Cohort⁷

Cohort Designation	Number in Cohort	Percent Scoring at Least Level 3 on the Regents English Exam
2012	83	84%
2013	91	89%
2014	132	94%

⁷ Based on the highest score for each student on the English Regents exam

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ADDITIONAL EVIDENCE

As we move into our fifth graduating cohort, HUM will continue to begin with data analysis from the sources we have at our disposal. These include, state test scores, Performance Series, Regents exam data, formative and summative assessment data and students' IEPs.

We will continue to build upon our cross content focus on literacy and reading and writing to support students' growth. In addition, we will continue to scaffold our supports for our students who struggle more with reading, writing and test-taking in an effort to ensure they meet their academic and developmental goals.

Percent Achieving at Least Level 3 by Cohort and Year

Cohort Designation	2015-16		2016-17		2017-18	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2014	132	33%	132	81%	132	94%
2015	151	12%	151	50%	151	88%
2016			132	13%	132	32%
2017					102	15%

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.

METHOD

The state's finalized and approved ESSA plan in 2018 includes a revised calculation of the high school Performance Index. In it, schools now receive additional credit for students scoring at Accountability Level 4.⁸ To achieve this measure, all tested students in the Accountability Cohort must have a PI that equals or exceeds the state's 2017-18 English language arts MIP for all students. The state plans to calculate and disseminate the MIP in summer 2018.

The Performance Index is calculated as such: (percent of students scoring at Accountability Level 2) + 2*(percent of students scoring at Accountability Level 3) + 2.5 * (percent of students scoring at Accountability Level 4). Thus, the highest possible PI is 250. The basis for the percent of students is the school's fourth year Total Cohort for Graduation. The Regents Examination in English Language Arts (Common Core) is scored on a scale from 0 to 100; 0 to 64 is Accountability Level 1, 65 to 78 is Accountability Level 2; 79 to 84 is Accountability Level 3, and 85 to 100 is Accountability Level 4.

RESULTS AND EVALUATION

The Performance Index on the Regents English exam of HUM's 2014 cohort was 154. The Measure of Interim Progress set forth in the state's ESSA accountability system was not available at the time of this report, therefore this measure could not be assessed.

⁸ For more details on the score ranges used to determine Accountability Levels as distinguished from Performance Levels, see www.p12.nysed.gov/irs/sirs/documents/2017RegentsScoreRangesforAnnualandAccountabilityReporting.pdf

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English Language Arts Performance Index (PI) For the 2014 High School Accountability Cohort

Number in Cohort	Percent of Students at Each Accountability Level			
	Level 1	Level 2	Level 3	Level 4
132	6.1%	43.9%	30.3%	19.7%

$$\begin{array}{rclclclclcl}
 \text{PI} & = & 43.9 & + & 30.3 & + & 19.7 & = & 93.9 \\
 & & & & 30.3 & + & 19.7 & = & 50 \\
 & & & & & + & (.5)*19.7 & = & \underline{9.9} \\
 & & & & & & \text{PI} & = & 154
 \end{array}$$

ADDITIONAL EVIDENCE

N/A

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.

METHOD

The school compares the performance of students in their fourth year in the charter school Total Cohort to that of the respective Total Cohort of students in the school district of comparison. In order to meet or exceed Common Core expectations, a student must achieve Performance Level 4 or 5. Given that students may take the Regents exam up through the summer of their fourth year, the school presents most recently available school district results.

RESULTS AND EVALUATION

Forty-seven percent of students in HUM's 2014 cohort scored at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core) compared to 53% of Community School District 10's 2013 cohort, therefore not meeting this measure. District data for the 2014 cohort was not available for comparison at the time of this report.

The shift in our instructional approach to target reading and writing for analysis and literacy instruction across the curriculum, supported our progress towards this measure's target. We will continue these shifts in instruction and add additional ones as needed.

Percent Achieving Performance Level 4 or Higher on English Regents of Fourth Year Total Cohorts by Charter School and School District

Cohort	Charter School		School District	
	Percent Level 4 or 5	Number in Cohort	Percent Level 4 or 5	Number in Cohort
2012	7%	86	38%	4,098
2013	30%	91	53%	3,858
2014	47%	140	TBD	TBD

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ADDITIONAL EVIDENCE

N/A

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.

METHOD

The school compares the performance of students in their fourth year in the charter school Total Cohort to that of the respective Total Cohort of students in the school district of comparison. In order to at least partially meet Common Core expectations, a student would need to pass the exam and score at Performance Level 3 or higher (i.e. scoring at least 65). Given that students may take the Regents exam up through the summer of their fourth year, the school presents most recently available school district results.

RESULTS AND EVALUATION

Eighty-nine percent of students in HUM's 2014 cohort scored at or above Performance Level 3 on the Regents Exam in English Language Arts (Common Core) compared to 76% of Community School District 10's 2013 cohort. HUM met this measure with a pass rate 13 percentage points higher than that of Community School District 10's 2013 cohort. District data for the 2014 cohort was not available for comparison at the time of this report.

The shifts in instruction contributed to the increased percentage of students who scored at or above Performance Level 3. As we continue to examine student performance data, we will continue to implement the strategies that yielded positive results, while adjusting the ones that do not.

Percent Achieving Performance Level 3 or Higher on English Regents
of Fourth Year Total Cohorts by Charter School and School District

Cohort	Charter School		School District	
	Percent Level 3 or Higher	Number in Cohort	Percent Level 3 or Higher	Number in Cohort
2012	81%	86	74%	4,098
2013	89%	91	76%	3,858
2014	89%	140	TBD	TBD

ADDITIONAL EVIDENCE

N/A

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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.

METHOD

The school compares the performance of students in their fourth year in the charter school Accountability Cohort to that of the respective cohort of students in the school district of comparison. Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available school district results.

RESULTS AND EVALUATION

The Performance Index in Regents English of HUM’s 2014 cohort was 154. Data for the PI in Regents English of the district’s 2014 cohort was not available for comparison at the time of this report, therefore this measure could not be assessed.

English Regents Performance Index (PI)
of Fourth Year Accountability Cohorts by Charter School and School District

Cohort	Charter School		School District	
	PI	Cohort Size	PI	Cohort Size
2014	154	132	TBD	TBD

ADDITIONAL EVIDENCE

N/A

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

Forty-four percent of students in the 2014 cohort who were not proficient on their NYS 8th grade English language arts exam scored at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core). Although HUM’s 2014 cohort fell short of meeting this measure, the school’s performance continues to improve each year.

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Given the constraints with space, staffing and programming we were not able to provide all the literacy interventions these students needed when they started at HUM. We worked on embedding the supports into instruction in the ELA classes, but we were not able to do so as effectively across all contents during their first and second year. Since then, we have achieved greater success in our cross-content focus on literacy, reading and writing and will continue to do so to ensure our students meet and master college and career readiness skills.

There is an increased emphasis on discussion through student-led facilitations beginning in the ninth grade to foster these college and career readiness skills. This emphasis will be incorporated into our cross-content focus so that students have multiple opportunities to practice and build these 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 ⁹

Cohort Designation	Number in Cohort	Percent Achieving Level 4 on Common Core Exam (or Scoring at Least 75 on the Regents Comprehensive English Exam)
2012	62	5%
2013	76	25%
2014	106	44%

ADDITIONAL EVIDENCE

As HUM's focus shifted to reading and writing for analysis and literacy instruction across the content areas, student achievement increased as they approached their fourth year.

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

Ninety-three percent of students in the 2014 cohort who were not proficient on their NYS 8th grade English language arts exams scored at or above Performance Level 3 on the Regents Exam in English

⁹ Based on the highest score for each student on the English Regents exam

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Language Arts (Common Core). HUM's 2014 cohort met this measure and exceeded it by 18 percentage points.

The work completed on embedding literacy, reading and writing across content areas and ramping up our reading and writing strategies provided students multiple opportunities to develop various skills related to the standards. In addition, students demonstrated growth over time as some of them sat for the ELA Regents exam multiple times in order to pass the exam. Following each administration of the ELA Regents exam, teachers completed an item analysis and identified skill gaps. These were then used to design instruction to support the bridging of those skill gaps and helping students to meet and master the standards.

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 ¹⁰

Cohort Designation	Number in Cohort	Percent Achieving Level 3 on Regents English Exam
2012	62	84%
2013	76	87%
2014	106	93%

ADDITIONAL EVIDENCE

The consistent approaches to reading & writing instruction and embedding literacy instruction across the curriculum, helped to support the increases across each cohort year for student who were not proficient in the eighth grade.

SUMMARY OF THE HIGH SCHOOL ENGLISH LANGUAGE ARTS GOAL

HUM achieved three of eight measures for the high school English language arts goal in the 2017-18 school year. Data for two of the eight measures were not available at the time of this report and therefore could not be assessed.

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.	TBD
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.	Not Achieved

¹⁰ Based on the highest score for each student on the English Regents exam

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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.	Achieved
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. (Using 2016-17 school district results.)	TBD
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 to focus its ELA instruction on standards based skills, with specific attention to reading and writing for analysis, fluency and comprehension, literacy across content areas and vocabulary instruction. We will also increase the number of literacy intervention courses we offer to support our students who come to us performing below the eighth grade state specified levels. Continuous teacher training to support these efforts and practices will continue to be a focus throughout the year as well as seeking to ensure our ELLs, SpEd students and other sub-groups meet and exceed established benchmarks.

GOAL 4: MATHEMATICS

GOAL 4: MATHEMATICS

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

BACKGROUND

At HUM, we offer algebra I, geometry, algebra II and AP calculus as our math sequence, which enables students to achieve the 4-year math requirement for graduation. HUM also offered financial literacy as an elective math course this year during trimester 3. The math curriculum developed by the New Visions network is aligned with the Common Core Learning Standards. The goal is to provide a foundation for the development of more rigorous, focused, and coherent mathematics curricula, instruction, and assessments that promote conceptual understanding and reasoning as well as skill fluency. This foundational grounding will help to ensure that all students are ready for college and careers when they graduate from high school and that they are prepared to take their place as productive, full participants in society.

Teachers use Regents data extensively to identify high leverage topics for each course. This practice helps teachers to design core instructional strategies that can be used in classrooms to enable the students to meet the Common Core Learning Standards. Teachers then look at student work through various formative assessments to analyze and then modify instructional strategies. Professional development is specifically designed to train teachers in using student data purposefully in the classroom. Teachers collaborate and share ideas to continuously enhance their teaching practices through inter-visitations, lesson study and analyzing students' work.

HUM's instructional core stems from how students learn best by using the following questions as a guideline:

- *What do we want each student to learn?*
- *How will we know when the student learned it?*
- *How will we respond when a student experiences difficulty in learning?*

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 school scores Regents on a scale from 0 to 100. The State Education Department currently defines the college and career readiness standard as scoring at or above Performance Level 4

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(meeting Common Core expectations) on any Regents Common Core mathematics exams.¹¹ 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.

RESULTS AND EVALUATION

Twelve percent of students in HUM's 2014 cohort scored at or above Performance Level 4 on a Regents mathematics exam. HUM's 2014 cohort fell short of meeting this measure by 53 percentage points. Although we have not met this measure we continue to make progress each year.

Currently, the challenge HUM faces with regards to students achieving Performance Level 4 is the lack of foundational skills students enter high school with. The challenge is to reinforce those skills at initial stages through early intervention so that students are more prepared for the rigor and skills required to achieve the Common Core Standards and college readiness.

Percent Scoring at Least Level 4 on a Regents Mathematics Common Core Exam
by Fourth Year Accountability Cohort¹²

Cohort Designation	Number in Cohort	Percent Scoring at Least Level 4
2012	83	0%
2013	91	2%
2014	132	12%

ADDITIONAL EVIDENCE

Math teachers used Regents data and analysis to review and adjust their learning targets. Geometry teachers created workbooks for students based on difficulty levels and units, structured with objectives and graphic organizers. The teachers focused on reviewing high leverage topics during the last two weeks of classes. Teachers provided extra support through after school activities like boot camp 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. Also, as a department we developed new goals and objectives to focus on for the upcoming school year.

Percent Achieving at Least Level 4 by Cohort and Year

Cohort Designation	2015-16		2016-17		2017-18	
	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4
2014	132	11%	132	11%	132	12%
2015	151	15%	151	16%	151	17%
2016			132	9%	132	11%
2017					102	6%

¹¹ Students in the 2014 and 2015 high school Accountability Cohorts may have taken the non-Common Core mathematics exams. As such, for 2017-18 and 2018-19, the Institute will continue to count any student who achieved at least a scale score of 80 (the previous target for college and career readiness) on that exam as having met the target for this measure.

¹² Based on the highest score for each student on a mathematics Regents exam

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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 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 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.

RESULTS AND EVALUATION

Eighty-six percent of students in HUM's 2014 cohort scored at or above Performance Level 3 on a Regents mathematics exam. HUM's 2014 cohort met this measure and exceeded it by six percentage points.

The math department's goals for SY 2017-18 were differentiation, annotation, and checks for understanding. The Regents prep classes focused on key skills to prepare students for the Regents exam. Department meetings focused on looking at student work and looking for various components of checks for understanding and to make instructional decisions. Math and ELA departments launched school wide college readiness campaigns by providing extra avenues for intervention like extended office hours and Saturday school beginning in December.

Percent Scoring at Least Level 3 on a Regents Mathematics Common Core Exam
by Fourth Year Accountability Cohort¹³

Cohort Designation	Number in Cohort	Percent Scoring at Least Level 3 on a Regents Mathematics Exam
2012	83	75%
2013	91	85%
2014	132	86%

ADDITIONAL EVIDENCE

The 2015 cohort has already met this measure and exceed the performance of cohort 2014 prior to the completion of their fourth year. Our math team will analyze end of year results and develop action plans to best support our students in continuing to meet this measure and move towards achieving Performance Level 4.

¹³ Based on the highest score for each student on a mathematics Regents exam

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Percent Achieving at Least Level 3 by Cohort and Year

Cohort Designation	2015-16		2016-17		2017-18	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2014	132	60%	132	72%	132	86%
2015	151	55%	151	83%	151	89%
2016			132	63%	132	78%
2017					102	65%

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.

METHOD

The state’s finalized and approved ESSA plan in 2018 includes a revised calculation of the high school Performance Index. In it, schools now receive additional credit for students scoring at Accountability Level 4.¹⁴ To achieve this measure, all tested students in the Accountability Cohort must have a PI that equals or exceeds the state’s 2017-18 mathematics MIP for all students. The state plans to calculate and disseminate the MIP in summer 2018.

The Performance Index is calculated as such: (percent of students scoring at Accountability Level 2) + 2*(percent of students scoring at Accountability Level 3) + 2.5 * (percent of students scoring at Accountability Level 4). Thus, the highest possible PI is 250. The basis for the percent of students is the school’s fourth year Total Cohort for Graduation. Regents Common Core mathematics exams are scored on a scale from 0 to 100; 0 to 64 is Accountability Level 1, 65 to 79 is Accountability Level 2 (65 to 77 for Algebra II); 80 to 84 is Accountability Level 3 (78 to 84 for Algebra II), and 85 to 100 is Accountability Level 4.

RESULTS AND EVALUATION

The Performance Index on the Regents mathematics exam of HUM’s 2014 cohort was 101. The Measure of Interim Progress set forth in the state’s ESSA accountability system was not available at the time of this report, therefore this measure could not be assessed.

¹⁴ For more details on the score ranges used to determine Accountability Levels as distinguished from Performance Levels, see www.p12.nysed.gov/irs/sirs/documents/2017RegentsScoreRangesforAnnualandAccountabilityReporting.pdf

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Mathematics Performance Index (PI) For the 2014 High School Accountability Cohort

Number in Cohort	Percent of Students at Each Accountability Level			
	Level 1	Level 2	Level 3	Level 4
132	12.9%	72.7%	12.9%	.8%

$$\begin{aligned}
 \text{PI} &= 72.7 + 12.9 + .8 = 86.4 \\
 &12.9 + .8 = 13.7 \\
 &+ (.5) \times .8 = .4 \\
 \text{PI} &= 101
 \end{aligned}$$

ADDITIONAL EVIDENCE

N/A

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.

METHOD

The school compares the performance of students in their fourth year in the charter school Total Cohort to that of the respective Total Cohort of students in the school district of comparison. In order to meet or exceed Common Core expectations, a student must achieve Performance Level 4 or 5. Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available school district results.

RESULTS AND EVALUATION

Eleven percent of students in HUM's 2014 cohort scored at or above Performance Level 4 on a Regents mathematics exam compared to 27% of Community School District 10's 2013 cohort, therefore not meeting the measure. District data for the 2014 cohort was not available for comparison at the time of this report.

The focus moving forward is to include college readiness as a part of the school culture instead of an isolated skill. All teachers and staff members across the department have to be involved in setting higher academic and behavioral expectations.

Percent Achieving Performance Level 4 or Higher on a Mathematics Regents of Fourth Year Total Cohorts by Charter School and School District

Cohort	Charter School		School District	
	Percent Level 4 or 5	Number in Cohort	Percent Level 4 or 5	Number in Cohort
2012	0%	86	25%	4,098
2013	2%	91	27%	3,858
2014	11%	140	TBD	TBD

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ADDITIONAL EVIDENCE

N/A

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.

METHOD

The school compares the performance of students in their fourth year in the charter school Total Cohort to that of the respective Total Cohort of students in the school district of comparison. In order to at least partially meet Common Core expectations, a student would need to pass the exam and score at Performance Level 3 or higher (i.e. scoring at least 65). Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available school district results.

RESULTS AND EVALUATION

Eighty-two percent of students in HUM's 2014 cohort scored at or above Performance Level 3 on a Regents mathematics exam compared to 76% of Community School District 10's 2013 cohort. HUM met this measure with a pass rate six percentage points higher than that of Community School District 10's 2013 cohort. District data for the 2014 cohort was not available for comparison at the time of this report.

Percent Achieving Performance Level 3 or Higher on a Mathematics Regents of Fourth Year Accountability Cohorts by Charter School and School District

Cohort	Charter School		School District	
	Percent Level 3 or Higher	Number in Cohort	Percent Level 3 or Higher	Number in Cohort
2012	72%	86	79%	4,098
2013	85%	91	76%	3,858
2014	82%	140	TBD	TBD

ADDITIONAL EVIDENCE

N/A

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.

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

METHOD

The school compares the performance of students in their fourth year in the charter school Accountability Cohort to that of the respective cohort of students in the school district of comparison. Given that students may take Regents exams up through the summer of their fourth year, the school presents most recently available school district results.

RESULTS AND EVALUATION

The Performance Index in Regents mathematics of HUM's 2014 cohort was 101. Data for the PI in Regents mathematics of the district's 2014 cohort was not available for comparison at the time of this report, therefore this measure could not be assessed.

Mathematics Regents Performance Index (PI)
of Fourth Year Accountability Cohorts by Charter School and School District

Cohort	Charter School		School District	
	PI	Cohort Size	PI	Cohort Size
2014	101	132	TBD	TBD

ADDITIONAL EVIDENCE

N/A

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

Eight percent of students in the 2014 cohort who were not proficient on their NYS 8th grade mathematics exam scored at or above Performance Level 4 on a Regents mathematics exam. HUM's 2014 cohort fell short of meeting this measure by 42 percentage points.

The challenge has been the lack of foundational skills that students enter HUM with. The focus will be to address these deficiencies from the beginning to better prepare students for a more rigorous curriculum.

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

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 ¹⁵

Cohort Designation	Number in Cohort	Percent Achieving Level 4 on Common Core Exam
2012	49	0%
2013	77	1%
2014	103	8%

ADDITIONAL EVIDENCE

N/A

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 mathematics requirement for graduation.

RESULTS AND EVALUATION

Eighty-three percent of students in the 2014 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 2014 cohort met this measure and exceeded it by eight 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 ¹⁶

Cohort Designation	Number in Cohort	Percent Achieving Level 3
2012	49	80%
2013	77	82%
2014	103	83%

ADDITIONAL EVIDENCE

N/A

¹⁵ Based on the highest score for each student on a mathematics Regents exam

¹⁶ Based on the highest score for each student on the mathematics Regents exam

SUMMARY OF THE HIGH SCHOOL MATHEMATICS GOAL

HUM achieved three of eight measures for the high school mathematics goal in the 2017-18 school year. Data for two of the eight measures were not available at the time of this report and therefore could not be assessed.

Type	Measure	Outcome
Absolute	Each year, 65 percent of students in the high school Accountability Cohort will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	Not Achieved
Absolute	Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	Achieved
Absolute	Each year, the Performance Index (PI) in mathematics of students completing their fourth year in the Accountability Cohort will meet the state Measure of Interim Progress (MIP) set forth in the state's ESSA accountability system.	TBD
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.	Not Achieved
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.	Achieved
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. (Using 2016-17 school district results.)	TBD
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

Moving forward we plan to focus on programming students based on their needs and abandon a one size fits all approach. Incoming freshman will be programmed using a baseline assessment administered during Summer Bridge that will assess the depth and understanding of their foundational skills and will determine their mathematics course sequence. Students entering with skills above grade level will be programmed for an accelerated course sequence. We will continue to strengthen and adjust our department wide goals focusing on formative assessments and backwards planning. Student work will continue to drive our instructional decision making. We also

plan to adjust our norms and routines to create an efficient and effective classroom structure in order to facilitate a rigorous learning environment.

GOAL 5: SCIENCE

GOAL 5: SCIENCE

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

BACKGROUND

At HUM, we offer Regents based courses in living environment, earth science, chemistry, physics and AP environmental science. In addition, we also offer science electives in forensics, marine biology and anatomy & physiology. All of our Regents based and elective science courses are aligned to the New York State Common Core Standards. Our goal is to develop rigorous courses that challenge every student academically. Our focus is helping students make relevant real life connections to scientific concepts and ideas. Students learn to use strategies such as, annotating and ranking questions and answers to help support the 5E's strategy: Engage, Explore, Explain, Elaborate and Evaluate.

HUM's Professional Learning Community is organized around students' needs and teachers' learning goals. Teachers in the science department as well as other content areas are supported through coaching sessions, content team meetings, inquiry teams and continuous instructional feedback. Teachers in the science department are focused on teacher questioning, objective driven lesson planning, purposeful student grouping and differentiated instruction.

The goal is to provide a foundation for the development of more rigorous, challenging and focused scientific curricula, instruction, and assessments that promote conceptual understanding around the 5E model. This will ensure that all students are ready for high-level academic concepts beyond high school and college.

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.

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

RESULTS AND EVALUATION

Ninety-one percent of students in HUM's 2014 cohort scored at least 65 on a Regents science exam. HUM's 2014 cohort met this measure and exceeds it by 16 percentage points.

This past year HUM focused on building students' stamina and confidence around Regents testing. This included utilizing strategies such as annotating with a purpose to better understand the text and implementing Regents based questions. Our teachers began giving more homework in science classes to reinforce the use of these tools for practice purposes. The science department has ramped up their use of science reference tables, laboratory sessions and scientific inquiry models to reinforce the 5E's of Engage, Explore, Explain, Elaborate, and Evaluate as a method to support the analysis of texts and tasks.

Science Regents Passing Rate with a Score of 65
by Fourth Year Accountability Cohort¹⁷

Cohort Designation	Number in Cohort	Percent Passing with a Score of 65
2012	83	92%
2013	91	88%
2014	132	91%

ADDITIONAL EVIDENCE

It is evident that this is an area of strength for HUM as previous cohorts have met this measure and cohort 2015 has already met this measure prior to the completion of their fourth year.

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

Cohort Designation	2015-16		2016-17		2017-18	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2014	132	57%	132	76%	132	91%
2015	151	29%	151	66%	151	91%
2016			132	21%	132	71%
2017					102	19%

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.

METHOD

The school compares the performance of students in their fourth year in the charter school high school Total Cohort to that of the respective cohort of students in the school district of comparison.

¹⁷ Based on the highest score for each student on any science Regents exam

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

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

RESULTS AND EVALUATION

Eighty-six percent of students in HUM's 2014 cohort scored at least 65 on a Regents science exam compared to 72% of Community School District 10's 2013 cohort. HUM met this measure with a pass rate 14 percentage points higher than that of Community School District 10's 2013 cohort. District data for the 2014 cohort was not available for comparison at the time of this report.

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

Cohort	Charter School		School District	
	Percent Passing	Cohort Size	Percent Passing	Cohort Size
2012	88%	86	73%	4,098
2013	88%	91	72%	3,858
2014	86%	140	TBD	TBD

ADDITIONAL EVIDENCE

N/A

GOAL 6: 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.

BACKGROUND

At HUM, our social studies department offers students core classes in global history and U.S. history, as well as required electives in government and economics. We also offer AP courses in psychology, U.S. history and world history. This sequence enables students to achieve the 4-year social studies requirement as well as equipping students with the knowledge and skills necessary for college and careers upon their graduation from high school. Our enduring goal is to build the capacity in our students to think critically as well as to understand and appreciate cultural differences en route to becoming productive and ethical global citizens.

HIGH SCHOOL 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.

RESULTS AND EVALUATION

Eighty-three percent of students in HUM's 2014 cohort scored at least 65 on the NYS Regents U.S. History exam. HUM's 2014 cohort met this measure and exceeded it by eight percentage points.

During this past school year, we practiced testing students early, based on their levels, which has yielded higher results on the Regents exam. Teachers use item analysis from previous administrations to inform their instruction to meet the specific needs of their students. In addition, students were programmed for office hours, Saturday school and Regents bootcamp to receive additional academic support. Overall, HUM is making progress towards achieving higher levels of performance and more students passing on their first Regents exam attempt.

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

U.S. History Regents Passing Rate with a Score of 65 by Fourth Year Accountability Cohort¹⁸

Cohort Designation	Number in Cohort	Percent Passing with a Score of 65
2012	83	69%
2013	91	79%
2014	132	83%

ADDITIONAL EVIDENCE

The 2015 cohort has already met this measure prior to the completion of their fourth year.

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

Cohort Designation	2015-16		2016-17		2017-18	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2014	132	39%	132	70%	132	83%
2015	151	0%	151	33%	151	80%
2016			132	5%	132	30%
2017					102	9%

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.

METHOD

The school compares the performance of students in their fourth year in the charter school high school Total Cohort to that of the respective cohort of students in the school district of comparison. Given that students may take the Regents exam up through the summer of their fourth year, school presents the most recently available district results.

RESULTS AND EVALUATION

Seventy-nine percent of students in HUM's 2014 cohort scored at least 65 on the NYS Regents U.S. History exam compared to 70% of Community School District 10's 2013 cohort. HUM met this measure with a pass rate nine percentage points higher than that of Community School District 10's 2013 cohort. District data for the 2014 cohort was not available for comparison at the time of this report.

¹⁸ Based on the highest score for each student on the U.S. History Regents exam

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

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

Cohort	Charter School		School District	
	Percent Passing	Cohort Size	Percent Passing	Cohort Size
2012	66%	86	71%	4,098
2013	79%	91	70%	3,858
2014	79%	140	TBD	TBD

ADDITIONAL EVIDENCE

N/A

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.

RESULTS AND EVALUATION

Sixty-nine percent of students in HUM's 2014 cohort scored at least 65 on the NYS Regents Global History exam. HUM's 2014 cohort fell short of meeting this measure by six percentage points.

During this past school year, we practiced testing students early, based on their levels, which has yielded higher results on the Global History Regents exam in comparison to the previous cohort. Teachers used item analysis from previous administrations to inform their instruction to meet the specific needs of their students. In addition, students were programmed for office hours, Saturday school and bootcamp to receive additional academic support. With the change of graduation requirements in 2015-2016, many students used the 4+1 option and focused on passing the U.S. History Regents exam, which data shows a higher pass rate for Cohort 2014.

Global History Regents Passing Rate with a Score of 65 by Fourth Year Accountability Cohort¹⁹

Cohort Designation	Number in Cohort	Percent Passing with a Score of 65
2012	83	69%
2013	91	51%
2014	132	69%

¹⁹ Based on the highest score for each student on the Global History Regents exam

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

ADDITIONAL EVIDENCE

N/A

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

Cohort Designation	2015-16		2016-17		2017-18	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2014	132	59%	132	69%	132	69%
2015	151	40%	151	65%	151	66%
2016			132	35%	132	67%
2017					102	13%

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.

METHOD

The school compares the performance of students in their fourth year in the charter school high school Total Cohort to that of the respective cohort of students in the school district of comparison. Given that students may take the Regents exam up through the summer of their fourth year, the school presents most recently available district results.

RESULTS AND EVALUATION

Sixty-six percent of students in HUM's 2014 cohort scored at least 65 on the NYS Regents Global History exam as did 66% of Community School District 10's 2013 cohort. HUM matched Community School District 10's 2013 cohort's performance, but did not exceed it. District data for the 2014 cohort was not available for comparison at the time of this report.

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

Cohort	Charter School		School District	
	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort
2012	66%	86	67%	4,098
2013	51%	91	66%	3,858
2014	66%	140	TBD	TBD

ADDITIONAL EVIDENCE

N/A

GOAL 7: ESSA

GOAL 7: ESSA

The school will make Adequate Yearly Progress.

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 2017-18 school year and therefore meets this measure. This is the school's fourth year with a fourth year accountability cohort.

ADDITIONAL EVIDENCE

HUM completed its second year of their current Accountability Period and were in good standing for both years.

Accountability Status by Year

Year	Status
2015-16	Good Standing
2016-17	Good Standing
2017-18	Good Standing