



NEW VISIONS CHARTER HIGH SCHOOL FOR THE HUMANITIES (HUM)

2015-16 ACCOUNTABILITY PLAN PROGRESS REPORT

Submitted to the SUNY Charter Schools Institute on:

September 15, 2016

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INTRODUCTION

Magaly Hicks, Principal, Allison Cohen, Deputy Director, Data Analytics, Alec Barrett, Data Visualization Analyst, Lori Mei, Managing Director of Operations and School Development, and Vernon David, Senior Program Officer of Charter Network Assessment, New Visions for Public Schools, prepared this 2015-16 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
Jindra Zitek	Chair
Stacy Martin	Treasurer
Ronald Chaluisan	Secretary
John Alderman	Board Member
Peter Cantillo	Board Member
Nancy Grossman	Board Member
Lili Lynton	Board Member
Selina Urbina	Board Member
Edna Vega	Board Member

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

INTRODUCTION

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 grades 9-12 in 2015-2016. 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 predominately low-income families. With enrollment based on a random lottery, 94% of students that applied to HUM live in the Bronx with one-third of the students coming from Community School District 10 in which the school is located. In the 2015-2016 school year, 516 students were enrolled in HUM. Of these students:

- 81% are eligible for free or reduced price lunch
- 97% are Black or Latino
- 30% are students with disabilities
- 10% are English Language Learners

Key Design Elements

Key design elements of the model include:

- An instructional model that requires students to reflect and assess constantly. As students employ the Capacities of Imaginative Thinking, they practice applying their knowledge to real-world issues through challenge-based learning.
- On-going system of assessment and data tools to support academic achievement, literacy interventions and monitor special education and English language learner compliance.
- A small school that offers a trimester schedule as well as an extended day and extended year that provides students with more time and opportunities for remediation and

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

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acceleration as well as afterschool and Saturday clubs and classes to engage students and support their academic and socio-emotional needs.

- A Summer Bridge Program in August for all 9th and 10 grade students that sets academic and behavioral expectations and introduces them to challenge-based learning.
- A *Lower House* that provides students with a solid academic and socio-emotional foundation to get them to grade level, and to accelerate their learning so that they may take full 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.

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2011-12										119	0	0	0	118
2012-13										135	112	0	0	247
2013-14										119	97	104	0	335
2014-15										159	105	69	98	431
2015-16										187	165	80	72	504

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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HIGH SCHOOL COHORTS

ACCOUNTABILITY COHORT

The state's Accountability Cohort consists specifically of students who are in their fourth year of high school after the 9th grade. For example, the 2012 state Accountability Cohort consists of students who entered the 9th grade in the 2012-13 school year, were enrolled in the school on the state's annual enrollment-determination day (BEDS day) in the 2015-16 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 website for its accountability rules and cohort definitions: www.p12.nysed.gov/accountability/)

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

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
2013-14	2010-11	2010	N/A	N/A	N/A
2014-15	2011-12	2011	105	2	103
2015-16	2012-13	2012	83	3	82

TOTAL COHORT FOR GRADUATION

Students are included in the Total Cohort for Graduation also based on the year they first enter the 9th grade. Prior to 2012-13, students who have enrolled at least five months in the school after entering the 9th grade are part of the Total Cohort for Graduation; as of 2011-12 (the 2008 cohort), students who have enrolled at least one day in the school after entering the 9th grade are part of the school's Graduation Cohort. If the school has discharged students for one of the following acceptable reasons, it may remove them from the graduation cohort: 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 die.

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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)	Additional Students Still in Cohort ³ (b)	Graduation Cohort (a) + (b)
2013-14	2010-11	2010	N/A	N/A	N/A
2014-15	2011-12	2011	100	5	105
2015-16	2012-13	2012	81	5	86

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)	Additional Students Still in Cohort ⁴ (b)	Graduation Cohort (a) + (b)
2013-14	2009-10	2009	N/A	N/A	N/A
2014-15	2010-11	2010	N/A	N/A	N/A
2015-16	2011-12	2011	2	0	2

³ Number of students who had been enrolled for at least one day prior to leaving the school and who were not discharged for an acceptable reason.

⁴ Number of students who had been enrolled for at least one day prior to leaving the school and who were not discharged for an acceptable reason

GOAL 1: ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

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

BACKGROUND

At HUM, we offer a series of ELA courses such as English 1-8, English as a New Language - levels in Beginning, Intermediate, and Advanced, Pre-AP English, Creative Writing, and Journalism. Students learn to read and analyze complex text in a variety of types of literature, including short stories, novels, non-fiction, drama, poetry and speeches. Through this process, students learn vocabulary, communication and writing skills that prepare them for college.

HUM's Professional Learning Culture is organized around students' needs and teachers' learning goals. Teachers in ELA/ENL and other content areas are supported daily through content teams, inquiry teams and continuous instructional feedback. ELA/ENL teachers use the prescriptive analysis tool and LASW (Looking at Student Work) Protocols to identify students' learning needs and design instruction accordingly. In addition, assessments in the ELA classroom focus on skills in decoding and analyzing texts and writing arguments and literary analyses. As HUM moves towards year 6, teachers' professional conversations stem from the ongoing exploration of three crucial questions that drive the work of those within HUM's professional learning community:

- *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?*

Goal 1: 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 English exam by the completion of their fourth year in the cohort.

(\$) Each year, 65 percent of students in the high school Accountability Cohort will meet the college and career readiness standard (currently scoring 75 on the New York State Regents English exam OR 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 administered the Regents Comprehensive Exam in English and the Regents Exam in English Language Arts (Common Core) that students must pass to graduate. The school scores Regents on a scale from 0 to 100. The State Education Department defines the following pass levels: scoring 65 to meet the graduation requirement for a Regents diploma / 75 to meet the New Visions Charter High School for the Humanities (HUM)
Charter School 2015-16 Accountability Plan Progress Report

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college and career readiness standard.⁵ This measure examines the percent of the Accountability Cohort that passed the exam by the completion of their fourth year in the cohort. Students have until the summer of their fourth year to do so.

RESULTS

This is the second year that HUM has had an accountability cohort. With an 83% pass rate, the students in the second cohort exceeded the 75% pass rate goal; 30% of the cohort met the college and career standard by the completion of their fourth year in the cohort.

English Regents Passing Rate with a Score of 65
by Fourth Year Accountability Cohort⁶

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2010	N/A	N/A
2011	103	82%
2012	82	83%

English Regents Passing Rate with a Score of 75
by Fourth Year Accountability Cohort⁷

Cohort Designation	Number in Cohort	Percent Passing with a score of 75
2010	N/A	N/A
2011	103	29%
2012	82	30%

EVALUATION

The students in the first and second accountability cohorts surpassed the English Regents goal, achieving an 82% and 83% pass rate respectively. However, HUM's second accountability cohort fell short of reaching the College Readiness measure for the first two accountability cohorts.

As the team analyzed the data from both the Comprehensive ELA Regents and the Common Core ELA Regents it revealed the need for more work on analysis and teaching students how to annotate a text for understanding. The last two trimesters were spent on focused annotation to build students' skills in analysis by interacting with texts and how the parts of those texts worked

⁵ The statewide adaptation of new State Standards includes incorporating college and career readiness performance standards for the English language arts exam. The state has benchmarked student ELA test performance to the likely need for remedial course work when students enter college by comparing student 3-8 test results and Regents results to their post-secondary experience at SUNY and CUNY. Besides raising the cut scores for proficiency in the 3-8 testing program, the state has begun to set college and career readiness standards for passing Regents.

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

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

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together to present a message. This focus on reading helped students develop skills in identifying textual evidence appropriately and use these to write claims for arguments and thesis statements for literary analysis papers.

ADDITIONAL EVIDENCE

Seventy percent of the students in the 2013 cohort have already met the English Regents goal—a higher percentage than that of the 2012 cohort at the same point last year. With three more administrations of the English Regents Exam, the pass rate suggests that the 2013 cohort will meet the 75% pass rate goal at the end of their fourth year in the cohort indicating that HUM is making progress toward meeting the measure's target. Attention must be paid to the progress of the 2014 and 2015 cohorts as they progress through high school, in particular in relation to their progress meeting college readiness measures.

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

Cohort Designation	2013-14		2014-15		2015-16	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2012	101	30%	88	68%	82	83%
2013	105	0%	111	29%	101	70%
2014			147	6%	163	34%
2015					170	14%

English Regents Passing Rate with a score of 75 by Cohort and Year

Cohort Designation	2013-14		2014-15		2015-16	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2012	101	5%	88	26%	82	30%
2013	105	0%	111	14%	101	31%
2014			147	5%	163	25%
2015					170	10%

Goal 1: Absolute Measure

Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on the New York State 8th grade English language arts exam will score at least 65 on the New York State Regents English exam by the completion of their fourth year in the cohort.

(S) Each year, 65 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 75 on the New York State Regents English exam OR 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.

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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 with a Regents diploma / the college and career readiness standard.

RESULTS

The first and second accountability cohorts exceeded the goal of passing with a score of 65 with percentages of 79% and 84% respectively. The first and second cohorts did not meet the goal for passing with a score of 75. HUM's 2012 cohort that entered the school not proficient in the 8th grade, exceeded the 65% pass rate measure but did not meet the 75% goal.

English Regents Passing Rate with a Score of 65 among Students
Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort ⁸

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2010	N/A	N/A
2011	76	79%
2012	61	84%

English Regents Passing Rate with a Score of 75 among Students
Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort ⁹

Cohort Designation	Number in Cohort	Percent Passing with a score of 75
2010	N/A	N/A
2011	76	18%
2012	61	25%

EVALUATION

This is the second year that HUM has had an accountability cohort. HUM's 2011 and 2012 cohorts that entered the school not proficient in the 8th grade exceeded the 65 pass rate measure but not the 75 pass rate measure. Eighty four percent of the 2012 cohort that entered HUM that were not proficient in 8th grade passed the English Regents with a score of 65—19 percentage points higher than the goal. A quarter of these students achieved the college readiness measure.

ADDITIONAL EVIDENCE

N/A

⁸ Based on the highest score for each student on the English Regents exam

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

HIGH SCHOOL GOALS: ENGLISH LANGUAGE ARTS

Goal 1: Absolute Measure

Each year, the Accountability Performance Level (“APL”) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the Annual Measurable Objective (“AMO”) set forth in the state’s NCLB accountability system.

METHOD

In receiving a waiver for its federal No Child Left Behind accountability system, the New York State Education Department now holds high schools accountable for making annual yearly progress towards meeting college and career readiness standards. See page 72 of SED’s ESEA waiver application for the high school AMOs:

www.p12.nysed.gov/accountability/documents/NYSESEAFlexibilityWaiver_REVISED.pdf

The AMO continues to be SED’s basis for determining if schools are making satisfactory progress toward the annual goal. To achieve this measure, all tested students in the Accountability Cohort must have an Accountability Performance Level (APL) that equals or exceeds the 2015-16 English language arts AMO of **174**.

The APL is calculated by adding the sum of the percent of students in the Accountability Cohort at Levels 2 through 4 to the sum of the percent of students at Level 3 and 4. Thus, the highest possible APL is 200. The Regents Exam in Comprehensive English and the Regents Exam in English Language Arts (Common Core) is scored on a scale from 0 to 100; 0 to 64 is Level 1, 65 to 74 is Level 2, 75 to 89 is Level 3, and 90 to 100 is Level 4. The Regents Common Core Examination in English is scored on a scale from 0 to 100; 0 to 64 is level 1, 65 to 78 is level 2; 79 to 84 is level 3, and 85 to 100 is level 4.

RESULTS

HUM’s Accountability Performance Level of 114 did not exceed the English language arts AMO of 174 for all students combined.

English Language Arts Accountability Performance Level (APL)
For the 2012 High School Accountability Cohort

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	15	52	31	0

$$\begin{array}{rcccccccc} \text{PI} & = & 52 & + & 31 & + & 0 & = & 83 \\ & & & & 31 & + & 0 & = & \underline{31} \\ & & & & & & \text{APL} & = & 114 \end{array}$$

HIGH SCHOOL GOALS: ENGLISH LANGUAGE ARTS

English Language Arts Growth in College Readiness By High School Accountability Cohort

Subgroup	Total N Cohort	N in Subgroup	Percent of Students at Each Performance Level			APL	Subgroup AMO	Achieved AMO?
			Level 2	Level 3	Level 4			
Economically Disadvantaged	82	56	57	25	0	107	162	Did Not Achieve
Black	82	36	58	31	0	120	158	Did Not Achieve
Hispanic	82	43	51	26	0	103	160	Did Not Achieve

EVALUATION

HUM's 2012 cohort did not exceed the APL goal of 174 with an APL of 114. HUM's performance on this measure was lower than the measure required for the three subgroups. Increasing the percentage of student that score in performance Levels 3 and 4 is an important component to increasing the school's performance in this measure in the future. As we continue to program our students using their data and considering even more closely their learning, as well as their promotional needs, we anticipate improvements in our year 6 results.

ADDITIONAL EVIDENCE

N/A

Goal 1: Comparative Measure

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

(S) Each year, the Accountability Performance Level ("APL") in Regents English of students in the fourth year of their high school Accountability Cohort will exceed the APL of comparable students from the local school district.

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 local school district. Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available school district results.¹⁰

¹⁰ The New York State Report Card provides the district results for students scoring at or above 65.

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RESULTS

HUM's pass rates of 82% for cohort 2011 and 83% for cohort 2012 are both more than 10 percentage points higher than Community School District 10. Performance on the APL for cohort 2012 far exceeded the APL of Community School District 10.

English Regents Passing Rate with a Score of 65
of Fourth-Year Accountability Cohorts by Charter School and School District

Cohort	Charter School		School District	
	Percent Passing	Cohort Size	Percent Passing	Cohort Size
2010	N/A	N/A	N/A	N/A
2011	82%	103	67%	4,468
2012	83%	82	72%	4,178

English Regents Accountability Performance Level (APL)¹¹
of Fourth-Year Accountability Cohorts by Charter School and School District

Cohort	Charter School		School District	
	APL	Cohort Size	APL	Cohort Size
2010	N/A	N/A	N/A	N/A
2011	96	103	172	4,468
2012	114	82	140	4,178

EVALUATION

HUM's 2012 cohort's ELA passing rate of 83% exceeds the district's passing rate of 72% by eleven percentage points. However, HUM's 2012 cohort's APL of 114 did not exceed the district's APL of 140.

ADDITIONAL EVIDENCE

N/A

Goal 1: Optional Measure

Each year, the group of students who have taken the grade 10 to 12 ACT* assessments [PLAN in grade 10, (and later ASPIRE), ACT in grades 11 and 12 (and later ASPIRE)] will reduce the gap between their average score in the previous year (including EXPLORE in grade 9), and the College Readiness Benchmark score in English by 50%. Students who achieve the College Readiness Benchmark Scores for their grade will continue to achieve the College Readiness Benchmark in English on subsequent tests and in subsequent grades.

***ACT has replaced EXPLORE and PLAN with ASPIRE and has created a cross walk between the scores so that comparisons may be made**

¹¹ For an explanation of the procedure to calculate the school's APL, see page 31.

HIGH SCHOOL GOALS: ENGLISH LANGUAGE ARTS

METHOD

The EXPLORE, PLAN and ACT are scored along a common scale. Because they are reported on the same score scale, the results from the different assessments inform students, parents, teachers and counselors about individual student strengths and weaknesses while there is still time to address them. HUM administered the EXPLORE (and later ASPIRE) (grade 9), the PLAN (and later ASPIRE) (grade 10) and was expected to administer the ACT (grade 11) assessments to students as a pretest in the spring. Students take the next assessment for their grade level the following spring which serves as a posttest including ACT in grade 12. Students' performance on the pretest is compared to their performance on the posttest to determine whether they have achieved the College Readiness Benchmark or made progress toward achieving the College Readiness Benchmark in English.

RESULTS

The data necessary to measure this goal was not available at the time the report was written.

English Growth in College Readiness
By High School Accountability Cohort

Cohort Designation	Number in Cohort with Matched Scores	Percent Meeting College Readiness Benchmarks or Showing Growth
2012		
2013		
2014		
2015		
Total		

EVALUATION

The lack of results suggests a need to improve test administration processes and procedures at the school to ensure that the data provide an accurate assessment of all students' performance.

SUMMARY OF THE HIGH SCHOOL ENGLISH LANGUAGE ARTS GOAL¹²

HUM met three of the four of the required English language arts goals in its accountability plan (prior to 2012-2013). HUM met one of the required English language arts goals in its accountability plan (from 2012-2013 or later). Analysis of these results suggest that the school must refocus instruction to ensure that students are achieving higher levels of performance on required assessments if it is to meet the post 2012-2013 goals in the future.

¹² If the school includes a middle school component, add these measures to the subject area goal for the younger grades.

HIGH SCHOOL GOALS: ENGLISH LANGUAGE ARTS

Type	Measure (Accountability Plan Prior 2012-13)	Outcome
Absolute	Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Regents English exam by the completion of their fourth year in the cohort.	Achieved
Absolute	Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on the New York State 8 th grade English language arts exam will score at least 65 on the New York State Regents English exam by the completion of their fourth year in the cohort.	Achieved
Absolute	Each year, the Accountability Performance Level ("APL") on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the Annual Measurable Objective ("AMO") set forth in the state's NCLB accountability system.	Did Not Achieve
Comparative	Each year, the percent of students in the high school Accountability Cohort passing the Regents English exam with a score of 65 or above will exceed that of the high school Accountability Cohort from the local school district.	Achieved

Type	Measure (Accountability Plan from 2012-13 or later)	Outcome
Absolute	(§) Each year, 65 percent of students in the high school Accountability Cohort will meet the college and career ready standard (currently scoring 75 on the New York State Regents English exam) by the completion of their fourth year in the cohort.	Did Not Achieve
Absolute	(§) Each year, 65 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 ready standard (currently scoring 75 on the New York State Regents English exam) by the completion of their fourth year in the cohort.	Did Not Achieve
Absolute	Each year, the Accountability Performance Level (APL) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	Did Not Achieve
Comparative	(§) Each year, the Accountability Performance Level (APL) in Regents English of students in the fourth year of their high school Accountability Cohort will exceed the APL of comparable students from the local school district. (Using 2013-14 school district results.)	Achieved

ACTION PLAN

Over the course of academic school year, in order to meet our school goals, we monitored students' performance and teachers' instructional delivery and implemented the following action plan. We will continue to monitor and refine this plan in the coming year:

1. Analyze June and August, 2016 Common Core ELA Regents data, including students' exam scripts and item analysis results for patterns and goal setting,
2. Conduct weekly planning meetings with teachers of the Common Core Conceptual English classes,
3. Implement professional development including planning, model lessons, data analysis, backwards planning and assessments,
4. Hire teachers to focus on 11th and 12th Grade Common Core and College and Career Readiness anchor standards,
5. Carry out informal and formal observations with feedback focusing on specific skills and strategies identified through in a timely manner,
6. Conduct strategic professional development workshops focusing on areas identified through item and Regents data analyses, and
7. Adjust instructional focus based on student need identified through on-going assessments.

We used and will continue to use the following objectives and evidence as performance indicators to measure our success and evaluate our progress:

1. Common Core ELA Regents Data - the number of students tested and the number who passed the test,
2. Baseline assessments,
3. Trimester course grades,
4. Trimester Assessments - Mid-Term/Mock Regents/Benchmark,
5. Student work products, and
6. The results of instructional interventions based on analysis of student assessment work products.

GOAL 2: MATHEMATICS

Goal 6: High School Graduation

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

BACKGROUND

At HUM, we offer a series of courses that include learning about many disciplines, such as courses in Algebra, Geometry, and Algebra II that have all been aligned to the common core. HUM courses in Mathematics offer 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 foundation 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.

HUM is considered a Professional Learning Community in a Caring Environment. Our teachers are supported daily through content, inquiry and continuous Instructional feedback. Teachers are immersed in a thoughtful reflection of the implications of data, using multiple sources to ensure they understand students' need. The purpose of our Professional Development is to ensure our students learn, and our teachers become lifelong learners. We continuously assess the needs our teachers to build their instructional pedagogy in analyzing data, developing formative assessment tasks, creating rigorous unit plans, setting instructional outcomes, and using the 6 E's (listed below). HUM's instructional core stems from how students learn best. Teachers learn to master creating learning strategies where students are Engaged, Experiencing, Evaluating, Exploring, Elaborating, and Explaining. As HUM moves towards year 5, teachers' professional conversations stem from the ongoing exploration of three crucial questions that drive the work of those within HUM's professional learning community:

- *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?*

Goal 2: 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 mathematics exam by the completion of their fourth year in the cohort.

(§) Each year, 65 percent of students in the high school Accountability Cohort will meet the college and career readiness standard (currently scoring 80 on a New York State Regents math exam OR fully meeting Common Core expectations on the Regents Algebra I (Common Core) exam) by the completion of their fourth year in the cohort.

HIGH SCHOOL GOALS: MATHEMATICS

METHOD

The school administered the New York State Regents Algebra I (Common Core), Geometry, Geometry (Common Core), Algebra 2/Trigonometry, and/or Algebra II (Common Core) exams. The school scores Regents on a scale from 0 to 100. The State Education Department defines the following pass levels: scoring 65 to meet the graduation requirement for a Regents diploma / scoring 80 or fully meeting Common Core expectations to meet the college and career readiness standard.¹³ This measure requires students in each Accountability Cohort to achieve the requisite score on any one of the Regents mathematics exams by their fourth year in the cohort. Students may have taken a particular Regents mathematics exam multiple times or have taken multiple mathematics exams. Students have until the summer of their fourth year to pass a mathematics exam.

RESULTS

HUM's 86% pass rate for its first cohort and 87% pass rate for its second cohort exceeded the mathematics goal by more than 10 percentage points. However, only 17% of students in the cohort met the college readiness mark for the 2012 cohort.

Mathematics Regents Passing Rate with a Score of 65
by Fourth Year Accountability Cohort¹⁴

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2010	N/A	N/A
2011	103	86%
2012	82	87%

¹³ The statewide adaptation of the revised State Standards includes incorporating college and career readiness performance standards for the English language arts exam. The state has benchmarked student mathematics test performance to the likely need for remedial course work when students enter college by comparing student 3-8 test results and Regents results to their post-secondary experience at SUNY and CUNY. Besides raising the cut scores for proficiency in the 3-8 testing program, the state has begun to set college and career readiness standards for passing Regents.

¹⁴ Based on the highest score for each student on the Mathematics Regents exam

HIGH SCHOOL GOALS: MATHEMATICS

Mathematics Regents Passing Rate with a Score of 80 by Fourth Year Accountability Cohort¹⁵

Cohort Designation	Number in Cohort	Percent Passing with a score of 80
2010	N/A	N/A
2011	103	16%
2012	82	17%

EVALUATION

HUM's 87% pass rate for its second cohort exceeded the mathematics goal by 12 percentage points. However, only 17% of the students in the cohort met the college readiness mark. Humanities achieved the 87% passing rate for the 2012 cohort through a concentrated effort on getting students to pass the Regents since many had either previously failed it or had not attempted the exam. In our modeling Algebra course, specific topics were addressed based on the areas students were the weakest. Selected students were given double periods of Algebra. Additionally, many of our students attended Saturday Regents prep classes in the weeks leading up to the exams in January and June. Students that still needed to pass the test attended summer school and sat for the Regents again in August.

ADDITIONAL EVIDENCE

Cohort 2013 has already met the goal for passing with a score of 65. Cohort 2014 currently has similar pass rates to those of the 2012 cohort at the end of three years. This trend, for the 2014 cohort that has two more years before graduation, suggests that the school will be successful in continuing to meet the measure's target. The focus of the work must be on teaching and learning that will bring students to the college readiness benchmark.

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

Cohort Designation	2013-14		2014-15		2015-16	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2012	101	44%	88	61%	82	87%
2013	105	30%	111	65%	101	81%
2014			147	27%	163	60%
2015					170	52%

¹⁵ Based on the highest score for each student on the Mathematics Regents exam

HIGH SCHOOL GOALS: MATHEMATICS

Mathematics Regents Passing Rate with a score of 80 by Cohort and Year

Cohort Designation	2013-14		2014-15		2015-16	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2012	101	3%	88	8%	86	17%
2013	105	7%	111	6%	101	7%
2014			147	5%	163	5%
2015					170	4%

Goal 2: Absolute Measure

Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on the New York State 8th grade mathematics exam will score at least 65 on a New York State Regents mathematics exam by the completion of their fourth year in the cohort.

(S) Each year, 65 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade math exam will meet the college and career ready standard (currently scoring 80 on a New York State Regents math 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 meet the mathematics requirement for graduation with a Regents diploma / the college and career readiness standard.

RESULTS

Eighty-one percent of students in the school's first cohort met the 65 pass rate measure and 83 percent of the school's second cohort met the 65 pass rate measure. There was an increase of 18 percentage points in the percentage of students meeting the college readiness benchmark from 3% to 21% in cohort 2012.

Mathematics Regents Passing Rate with a Score of 65 among Students Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort ¹⁶

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2010	N/A	N/A
2011	63	81%
2012	47	83%

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

HIGH SCHOOL GOALS: MATHEMATICS

Mathematics Regents Passing Rate with a Score of 80 among Students Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort ¹⁷

Cohort Designation	Number in Cohort	Percent Passing with a score of 80
2010	N/A	N/A
2011	63	3%
2012	47	21%

EVALUATION

Eighty-three percent of students in the school's second cohort met the 65% pass rate measure, exceeding the goal by 8 percentage points although only about one-fifth of the students achieved the college readiness benchmark. This represents an 18 percentage point increase from the 2011 cohort. Humanities achieved the 83% passing rate for the 2012 cohort through a concentrated effort on getting students to pass the Regents since many had either previously failed it or had not attempted the exam. In our modeling Algebra course, specific topics were addressed based on the areas students were the weakest. Selected students were given double periods of Algebra.

Additionally, many of our students attended Saturday Regents prep classes in the weeks leading up to the exams in January and June. Students that still needed to pass the test, attended summer school, and sat for the Regents again in August.

ADDITIONAL EVIDENCE

N/A

Goal 2: Absolute Measure

Each year, the Accountability Performance Level ("APL") on a Regents mathematics exam of students completing their fourth year in the Accountability Cohort will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.

METHOD

In receiving a waiver for its federal No Child Left Behind accountability system, the State Education Department now law holds high schools accountable for making annual yearly progress towards meeting college and career readiness standards. See page 72 of SED's ESEA waiver application for the high school AMOs:

http://www.p12.nysed.gov/accountability/documents/NYSESEAFlexibilityWaiver_REVISED.pdf

The AMO continues to be SED's basis for determining if schools are making satisfactory progress toward the annual goal. To achieve this measure, all tested students in the Accountability Cohort must have an Accountability Performance Level (APL) that equals or exceeds 2015-16 mathematics AMO of 159.

¹⁷ Based on the highest score for each student on the Mathematics Regents exam

HIGH SCHOOL GOALS: MATHEMATICS

The APL is calculated by adding the sum of the percent of students in the Accountability Cohort at Levels 2 through 4 to the sum of the percent of students at Level 3 and 4. Thus, the highest possible APL is 200. The Regents exams are scored on a scale from 0 to 100; 0 to 64 is Level 1, 65 to 79 is Level 2, 80 to 89 is Level 3, and 90 to 100 is Level 4. The Regents Common Core exams in mathematics are scored on a scale from 0 to 100; 0 to 64 is level 1; 65 to 73 is level 2, 74 to 84 is level 3, and 85 to 100 is level 4.

RESULTS

HUM's Accountability Performance Level of 104 fell far short of the mathematics AMO of 159 for all students combined. In addition, HUM had three subgroups of more than 30 students. They were economically disadvantaged students, Black students and Hispanic students. None of the subgroups met the AMO required for the number of students in this cohort.

Mathematics Accountability Performance Level (APL)
For the 2012 High School Accountability Cohort

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	13	70	17	0

$$\begin{array}{rclclclclcl}
 \text{PI} & = & 70 & + & 17 & + & 0 & = & 87 \\
 & & & & 17 & + & 0 & = & \underline{17} \\
 & & & & & & \text{APL} & = & 104
 \end{array}$$

Mathematics Growth in College Readiness
By High School Accountability Cohort

Subgroup	Total N Cohort	N in Subgroup	Percent of Students at Each Performance Level			APL	Subgroup AMO	Achieved AMO?
			Level 2	Level 3	Level 4			
Economically Disadvantaged	82	56	66	21	0	108	146	Did Not Achieve
Black	82	36	75	14	0	103	138	Did Not Achieve
Hispanic	82	43	65	19	0	103	142	Did Not Achieve

EVALUATION

HUM's performance on this measure was far lower than the measure required for all students although and for the three subgroups. As with ELA, increasing the percentage of students that score in performance levels 3 and 4 is an important component to increasing the school's performance on this measure in the future.

HIGH SCHOOL GOALS: MATHEMATICS

ADDITIONAL EVIDENCE

N/A

Goal 2: Comparative Measure

Each year, the percent to students in the high school Accountability Cohort passing a Regents mathematics exam with a score of 65 or above will exceed that of the high school Accountability Cohort from the local school district.

(§) Each year, the Accountability Performance Level (APL) in mathematics of students in the fourth year of their high school Accountability Cohort will exceed the APL of comparable students from the local school district.

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 local school district. Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available school district results.¹⁸

RESULTS

The 2011 and 2012 cohorts' pass rates exceeded that of the Community School District 10. However, HUM's APL for both cohorts were lower than that of Community School District 10.

Mathematics Regents Passing Rate with a Score of 65
of Fourth-Year Accountability Cohorts by Charter School and School District

Cohort	Charter School		School District	
	Percent Passing	Cohort Size	Percent Passing	Cohort Size
2010	N/A	N/A	N/A	N/A
2011	86%	103	72%	4,468
2012	87%	82	75%	4,178

Mathematics Accountability Performance Level (APL)
of Fourth-Year Accountability Cohorts by Charter School and School District¹⁹

Cohort	Charter School		School District	
	APL	Cohort Size	APL	Cohort Size
2010	N/A	N/A	N/A	N/A
2011	91	103	177	4,468
2012	104	82	127	4,178

¹⁸ The New York State Report Card provides the district results for students scoring at or above 65.

¹⁹ See page 39 above for an explanation of the APL.

EVALUATION

HUM's second accountability cohort exceeded the goal on this mathematics measure. However, the school's APL performance was considerably lower than that of Community School District 10. Prior to the 2014-2015 school year, few students were afforded the opportunity to complete the course in Algebra and sit for the Regents. This resulted in the school being behind in getting students to the desired level of APL and into Geometry and Algebra II. This issue is being addressed with all students beginning their high school mathematics career with Algebra or higher.

ADDITIONAL EVIDENCE

N/A

Goal 1: Optional Measure

Each year, the group of students who have taken the grade 10 to 12 ACT* assessments [PLAN in grade 10 (and later ASPIRE), ACT in grades 11 and 12 (and later ASPIRE)] will reduce the gap between their average score in the previous year (including EXPLORE in grade 9), and the College Readiness Benchmark score in Math by 50%. Students who achieve the College Readiness Benchmark Scores for their grade will continue to achieve the College Readiness Benchmark in Math on subsequent tests and in subsequent grades.

***ACT has replaced EXPLORE and PLAN with ASPIRE and has created a cross walk between the scores so that comparisons may be made**

METHOD

The EXPLORE, PLAN and ACT are scored along a common scale. Because they are reported on the counselors about individual student strengths and weaknesses while there is still time to address them. HUM administered the EXPLORE (and later ASPIRE) (grade 9), the PLAN (and later ASPIRE) (grade 10) and was expected to administer the ACT (grade 11) assessments to students as a pretest in the spring. Students take the next assessment for their grade level the following spring which serves as a posttest including the ACT in grade 12. Students' performance on the pretest is compared to their performance on the posttest to determine whether they have achieved the College Readiness Benchmark or made progress toward achieving the College Readiness Benchmark in Math.

RESULTS

The data necessary to measure this goal was not available at the time the report was written.

HIGH SCHOOL GOALS: MATHEMATICS

Mathematics Growth in College Readiness By High School Accountability Cohort

Cohort Designation	Number in Cohort with Matched Scores	Percent Meeting College Readiness Benchmarks or Showing Growth
2012		
2013		
2014		
2015		
Total		

EVALUATION

The lack of results suggests a need to improve test administration processes and procedures at the school to ensure that the data provide an accurate assessment of all students' performance.

ADDITIONAL EVIDENCE

N/A

SUMMARY OF THE HIGH SCHOOL MATHEMATICS GOAL ²⁰

HUM's second cohort achieved three of the four goals required by its accountability plan (prior to 2012-2013). The school did not fare as well on the post 2012-2013 goals.

Type	Measure (Accountability Plan Prior 2012-13)	Outcome
Absolute	Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Regents mathematics exam by the completion of their fourth year in the cohort.	Achieved
Absolute	Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on the New York State 8 th grade mathematics exam will score at least 65 on the New York State Regents English exam by the completion of their fourth year in the cohort.	Achieved
Absolute	Each year, the Accountability Performance Level ("APL") on the Regents mathematics exam of students completing their fourth year in the Accountability Cohort will meet the Annual Measurable Objective ("AMO") set forth in the state's NCLB accountability system.	Did Not Achieve
Comparative	Each year, the percent of students in the high school Accountability Cohort passing the Regents mathematics exam with a score of 65 or above will exceed that of the high school Accountability Cohort from the local school district.	Achieved

²⁰ If the school includes a middle school component, add these measures to the subject area goal for the younger grades.

HIGH SCHOOL GOALS: MATHEMATICS

Type	Measure (Accountability Plan from 2012-13 or later)	Outcome
Absolute	(§) Each year, 65 percent of students in the high school Accountability Cohort will meet the college and career ready standard (currently scoring 80 on a New York State Regents mathematics exam) by the completion of their fourth year in the cohort.	Did Not Achieve
Absolute	(§) Each year, 65 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 ready standard (currently scoring 80 on a New York State Regents mathematics exam) by the completion of their fourth year in the cohort.	Did Not Achieve
Absolute	Each year, the Accountability Performance Level (APL) on the Regents mathematics exam of students completing their fourth year in the Accountability Cohort will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	Did Not Achieve
Comparative	(§) Each year, the Accountability Performance Level (APL) on a New York State Regents mathematics exam of students in the fourth year of their high school Accountability Cohort will exceed the APL of comparable students from the local school district. (Using 2013-14 school district results.)	Did Not Achieve

ACTION PLAN

To achieve the goal of getting at least 65% of the students to score at the college and career readiness level, HUM plans to 1) identify the students early through diagnostic testing, 2) administer frequent formative assessments, 3) conduct data analysis to identify specific areas of the curriculum to concentrate on, 4) increase the amount of time in Mathematics classes inside the school day and in our after-school and Saturday programs, 5) increase the support afforded to Special Education students in Mathematics, and 6) program students for success and intentional groupings.

GOAL 3: SCIENCE

Goal 3: 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 a series of life and physical science courses that included; Living Environment, Earth Science, Chemistry, Physics, Anatomy-Physiology, and the introduction to Ecology, Zoology and Marine Biology. Part of our new science initiative was to program students based on data that highlighted their strengths in both math and English, as well as their sensory learning styles. This allowed for more purposeful grouping and programming of our students. We found that students who met NYS college readiness standards in algebra were far more prepared for both chemistry and physics courses.

Professional Development is a vital component of HUM and as a result we scheduled weekly science content meetings focused on analyzing student data and student work. During content meetings we created protocols to enhance the use of formative and summative assessments to inform instruction. In addition, the Science department used a coaching tool for co-teaching and individual teacher instruction to enhance teacher growth areas around best practices and questioning techniques.

Goal 3: 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, and Chemistry. 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.

RESULTS

HUM's first and second cohorts exceeded the goal by achieving an 88% and 83% pass rate respectively.

HIGH SCHOOL GOALS: SCIENCE

Science Regents Passing Rate with a Score of 65
by Fourth Year Accountability Cohort²¹

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2010	N/A	N/A
2011	103	88%
2012	82	83%

EVALUATION

The 2011 cohort's 88% pass rate exceeds the goal by 13 percentage points. The 2012 cohort's 83% pass rate exceeds the goal by eight percentage points.

ADDITIONAL EVIDENCE

Two-thirds of the 2013 cohort have met the goal after only three years. About half of the 2014 cohort has also already met this goal. These trends suggest that the school is making progress towards meeting the measure's target.

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

Cohort Designation	2013-14		2014-15		2015-16	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2012	101	37%	88	69%	82	83%
2013	105	5%	111	40%	101	67%
2014			147	10%	163	48%
2015					170	26%

Goal 3: Comparative Measure

Each year, the percent to 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 local school district.

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

RESULTS

HUM's 83% pass rate surpasses that of the district which reported a rate of 72% for cohort 2012.

²¹ Based on the highest score for each student on any science Regents exam

HIGH SCHOOL GOALS: SCIENCE

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
2010	N/A	N/A	N/A	N/A
2011	88%	103	69%	4,468
2012	83%	82	72%	4,178

EVALUATION

HUM's second accountability cohort exceeded the goal by achieving a pass rate of 83%--11 percentage points higher than that of students in Community School District 10.

ADDITIONAL EVIDENCE

Goal 1: Optional Measure Growth

Each year, the group of students who have taken the grade 10 to 12 ACT* assessments [(PLAN in grade 10 (and later ASPIRE), ACT in grades 11 and 12 (and later ASPIRE))] will reduce the gap between their average score in the previous year (including EXPLORE in grade 9), and the College Readiness Benchmark score in Science by 50%. Students who achieve the College Readiness Benchmark Scores for their grade will continue to achieve the College Readiness Benchmark in subsequent tests and in subsequent grades.

***ACT has replaced EXPLORE and PLAN with ASPIRE and has created a cross walk between the scores so that comparisons may be made.**

METHOD

The EXPLORE, PLAN and ACT are scored along a common scale. Because they are reported on the same score scale, the results from the different assessments inform students, parents, teachers and counselors about individual student strengths and weaknesses while there is still time to address them. HUM administered the EXPLORE (and later ASPIRE) (grade 9), the PLAN (and later ASPIRE) (grade 10) and was expected to administer the ACT (grade 11) assessments to students as a pretest in the spring. Students take the next assessment for their grade level the following spring which serves as a posttest including the ACT at grade 12. Students' performance on the pretest is compared to their performance on the posttest to determine whether they have achieved the College Readiness Benchmark or made progress toward achieving the College Readiness Benchmark in Science.

RESULTS

The data necessary to measure this goal was not available at the time the report was written.

HIGH SCHOOL GOALS: SCIENCE

Science Growth in College Readiness By High School Accountability Cohort

Cohort Designation	Number in Cohort with Matched Scores	Percent Meeting College Readiness Benchmarks or Showing Growth
2012		
2013		
2014		
2015		
Total		

EVALUATION

The lack of results suggests a need to improve test administration processes and procedures at the school to ensure that the data provide an accurate assessment of all students' performance.

GOAL 4: SOCIAL STUDIES

Goal 4: 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, Global History and United States History are the dominant social studies courses offered, along with Participation in Government and Economics; we are introducing an Advanced Placement (AP) World History College Board certified course in 2016-2017, and plan to offer AP United States History in the 2017-2018 school year. HUM also provides New York State Regents preparatory courses in Global History and US History to further support students that have difficulty passing each state exam, with a focus on reading informational texts, writing with sources/synthesis writing, and test literacy.

Professional Development (PD) in weekly Social Studies content meetings focus around the use of formative and summative assessments to inform instruction, the use of looking at student work protocols to determine areas of student strength and areas of growth, as well as frequent self and peer evaluation and discussion around best practices and development of teacher questioning, writing and reading strategies, engaging instructional activities and feedback.

Goal 4: 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

Sixty-six percent of the 2012 cohort, HUM's second accountability cohort met the U.S. History Regents goal.

HIGH SCHOOL GOALS: SOCIAL STUDIES

U.S. History Regents Passing Rate with a Score of 65
by Fourth Year Accountability Cohort²²

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2010	N/A	N/A
2011	103	57%
2012	82	66%

EVALUATION

HUM's 66% pass rate fell short of this measure by 9 percentage points. The small increase of score (9%) is the beginning effects of 2015-2016's Social Studies department's foci of test literacy, reading strategies for decoding, and the establishment of a writing workshop in US History courses. With continued discussion of students' needs, the Social Studies department determined that along with these skills, school-wide protocols in reading and writing would additionally aid the aforementioned skills when working with US History content.

ADDITIONAL EVIDENCE

This subject will be a focus area for HUM given the pass rate of all of the cohorts in the school in order for HUM to progress towards a high level of performance. Both 2013 and 2014 cohorts' pass rates this year are similar to 2012 cohort's pass rate at the same point from last year.

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

Cohort Designation	2013-14		2014-15		2015-16	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2012	101	1%	88	32%	86	66%
2013	105	1%	111	2%	101	34%
2014			147	2%	163	33%
2015					170	5%

Goal 4: 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 local school district.

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

²² Based on the highest score for each student on a science Regents exam

HIGH SCHOOL GOALS: SOCIAL STUDIES

RESULTS

HUM's 66% US History passing rate is three less than the district's 69%.

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
2010	N/A	N/A	N/A	N/A
2011	57%	103	66%	4,468
2012	66%	86	69%	4,178

EVALUATION

HUM's 2012 cohort did not meet this measure, falling 3 percentage points below the rate of the local district. HUM's 2011 cohort did not meet this measure, falling nine percentage points below the rate of the local district. Moving forward, the US History department will closely monitor summative assessments via item analysis data to determine areas of improvement to provide instructional support.

ADDITIONAL EVIDENCE

N/A

Goal 4: 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

Sixty-seven percent of HUM's second cohort met the Global History goal.

Global History Regents Passing Rate with a Score of 65
by Fourth Year Accountability Cohort²³

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2010	N/A	N/A
2011	103	53%
2012	82	67%

EVALUATION

The 2012 cohort, with a 67% pass rate, did not meet this measure falling 8 percentage points below the required 75% pass rate. Since 2014-2015, HUM has offered accelerated Global History courses, providing double period courses to complete the traditional 2 year course in 1 year. The aforementioned cohorts were not part of this initiative; they have sat in Global History preparatory courses, in addition to US History prep courses in an effort to meet graduation requirements in their 4th year of high school. With the change of graduation requirements in 2015-2016, many students used the 4+1 option and focused on passing the US History exam, which data shows a higher pass rate for Cohort 2012.

ADDITIONAL EVIDENCE

N/A

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

Cohort Designation	2013-14		2014-15		2015-16	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2012	101	14%	88	45%	86	67%
2013	105	0%	111	29%	101	44%
2014			147	28%	163	49%
2015					170	36%

Goal 4: 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 local school district.

²³ Based on the highest score for each student on a science Regents exam

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

RESULTS

The 2012 cohort's pass rate is 67% as compared with a rate of 65% in the local district.

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
2010	N/A	N/A	N/A	N/A
2011	53%	103	64%	4,468
2012	67%	82	65%	4,178

EVALUATION

The 2012 cohort's pass rate of 66% is 2 percentage points higher than that of the local district. Although a small percentage, this increase is led by the new focus of test literacy and writing workshop in Global History core courses and in state exam preparatory courses. Moving forward, the Global History department will closely monitor summative assessments via item analysis data to determine areas of improvement to provide instructional support.

ADDITIONAL EVIDENCE

N/A

NCLB

Goal: NCLB

The school will make Adequate Yearly Progress.

Goal: Absolute Measure

Under the state's NCLB accountability system, the school's Accountability Status is in good standing: the state has not identified the school as a Focus School nor determined that it has met the criteria to be identified as school requiring a local assistance plan.

METHOD

Because *all* students are expected to meet the state's learning standards, the federal No Child Left Behind legislation stipulates that various sub-populations and demographic categories of students among all tested students must meet state proficiency standards. New York, like all states, established a system for making these determinations for its public schools. Each year the state issues School Report Cards. The report cards indicate each school's status under the state's No Child Left Behind ("NCLB") accountability system.

RESULTS

HUM is in good standing this year.

EVALUATION

HUM is in good standing for the 2014-2016 school year, the first year that the school had an accountability cohort.

ADDITIONAL EVIDENCE

HUM is in good standing for the 2015-2016 school year, the second year that the school had an accountability cohort.

NCLB Status by Year

Year	Status
2013-14	Good Standing
2014-15	Good Standing
2015-16	Good Standing

GOAL 5: HIGH SCHOOL GRADUATION

Goal 5: High School Graduation

Students will meet all of New York State graduation requirements.

Goal 6: Absolute Measure

Each year, 75 percent of students in each cohort will pass their core academic subjects by the end of August and the school will promote them to the next grade.

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

METHOD

This measure serves as a leading indicator of the performance of high school cohorts and examines their progress toward graduation based on annual credit accumulation. The measure requires that, based on the school's promotion requirements, the school will promote 75 percent of its students in each cohort to the next grade by the end of August OR that 75 percent of the first and second year high school Total Graduation Cohorts will earn the requisite number of credits.

HUM course offerings are listed below. The school year is divided into trimesters and students have the opportunity to earn one credit in each core subject (English, math, science and social studies) three times a year. This allows flexibility in programming students to support their needs and to accelerate their progress. Within the New Visions Charter High School network, minimum promotion criteria are as follows: grade 9 to 10 requires a minimum of 12 credits, grade 10 to 11 requires a minimum of 24 credits, and grade 11-12 requires a minimum of 34 credits. High school graduation requires that students meet state requirements in terms of credit accumulation and distribution of credits and passing five required Regents Exams. Note that students at New Visions Charter High Schools, students will earn more credits than required for high school graduation. Upper house is designed to be a time for students to take college-level courses, participate in internships and other activities designed to maximize their post-secondary success.

COURSE OFFERINGS	
MATH	Algebra I Algebra II and Trigonometry Algebra Modeling Common Core Geometry Geometry Geometry Modeling Introduction to Engineering

HIGH SCHOOL GOALS: HIGH SCHOOL GRADUATION

HISTORY	<p>Economics Independent Study: Government Independent Study: US History Independent Study: Economics Global History I, II, III, IV Honors Global History I, II, III, IV Turning Points in Global History Turning Points in US History Modern World History Government</p>
SCIENCE	<p>Living Environment Particular topics in Living Environment Chemistry Physics Earth Science</p>
ENGLISH	<p>English – 9, 10, 11, 12 English Honors Wilson Reading ESL, Beginning, Intermediate, Advanced Creative Writing Pre-AP English 11 Particular Topics in English Media Studies</p>
FOREIGN LANGUAGE	<p>Spanish I, II Independent Study: Spanish I, II</p>
ART & MUSIC	<p>Art History Photography Fundamentals Music Technology Music Fundamentals Photoshop Fundamentals Studio Art Graphic Design Filmmaking Fundamentals Yearbook</p>
OTHER	<p>Advisory Computer Language Physical Education Physical Education: Personal Fitness Physical Education: Sports Physical Education: Yoga Everyday Physical Education Health Leadership</p>

HIGH SCHOOL GOALS: HIGH SCHOOL GRADUATION

RESULTS

Promotion rates for the various cohorts ranged from 65% to 93%. 80% of cohort 2014 and 90% of cohort 2015 exceeded the goal for earning the required number of credits in the first and second year.

Percent of Students Promoted by Cohort in 2015-16

Cohort Designation	Number in Cohort	Percent promoted
2012	82	93%
2013	101	76%
2014	163	71%
2015	170	65%

Percent of Students in First and Second Year Cohorts
Earning the Required Number of Credits in 2015-16

Cohort Designation	Number in Cohort	Percent promoted
2014	163	80%
2015	170	90%

EVALUATION

HUM, like all NVCHS has a rigorous promotion policy in order to ensure that students have the skills and knowledge they need to be successful in Upper House and once they graduate from high school. As the school developed, the network increased the criteria required for students to be promoted from one grade to the next. This policy change had an impact on overall promotion rates. Two of the cohorts (2012 and 2013) met this measure while the remaining two (2014 and 2015) fell short of the goal. HUM's 2014 and 2015 cohorts both met the requirements for Percent of Students in First and Second year cohorts earning the required number of credits. As HUM moves towards year six, we have hired more teachers and Administrators who work as a team to continue to strengthen our instructional pedagogy and embrace challenges as they arise. Together, we look for new and rigorous ways for students to experience authentic learning. We will continue on our journey to become an exceptional Professional Learning Community in a Caring Environment. Our primary focus is to be able to expertly plan and deliver quality rigorous instruction that is aligned to the common core, and leads to a high level of student achievement. In addition, a huge part of our work will be to continue building a positive school culture and climate, where staff has a shared sense of purpose. As such, the underlying norms are of collegiality, continuous improvement, and a lot of hard work. HUM will celebrate students' accomplishments, teacher and staff innovation, and parental commitment. This year, we will work towards defining those norms, and shaping our school community.

HUM's core belief isfailure is not an option

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.

HIGH SCHOOL GOALS: HIGH SCHOOL GRADUATION

The belief that every child can succeed is non-negotiable

Therefore HUM's expectations are clear and simple. We will be the vehicles that will drive our students' learning so they will achieve their highest potential. We will accomplish this by setting high academic expectations for all, and providing support systems to make sure students' goals are met. We will address school culture, set high standards for teacher performance, increase academic interventions and ensure teachers and students receive ongoing feedback.

Our success in increasing promotion and graduation rates began with creating a "YES HUM CAN" Success Plan. We identified the needs of all learners and scheduled them in purposeful blocks based on their needs. We administered multiple baseline assessments, set goals and monitored students' performance including revising benchmarks at each cycle. HUM created blocks for all learners to address specific skills, and courses including targeted interventions, that led to afterschool support.

ADDITIONAL EVIDENCE

N/A

Goal 5: Absolute Measure

Each year, 75 percent of students in the second year high school Total Graduation Cohort will score 65 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 cohort have passed at least three Regents exams by their second year in the cohort. In August of 2015, the 2013 cohort will have completed its second year.

RESULTS

Passing three Regents Exams by their second year rates for the 2012 and 2013 cohorts were at 21% and 27% respectively. This rate increased 15 percentage points for the 2014 cohort to 42%.

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

Cohort Designation	Number in Cohort	Percent Passing Three Regents
2012	101	21%
2013	111	27%
2014	165	42%

EVALUATION

Although none of the school's cohorts met this measure, the 2014 cohort improved by 15 percentage points from previous cohorts.

New Visions Charter High School for the Humanities (HUM)
Charter School 2015-16 Accountability Plan Progress Report

HIGH SCHOOL GOALS: HIGH SCHOOL GRADUATION

ADDITIONAL EVIDENCE

August 1, 2014 HUM's principal began to develop and organize a school-wide professional development, on a cyclical basis to improve teacher pedagogy and support student achievement in areas related to instruction for core content, inquiry and assessment. We set the following goals to support our professional development:

HUM's Professional Development Goals for Core Content, Inquiry and Assessment

Measurable Objective	By the end of SY 2016-2017, HUM will have completed 3 cycles of Professional Development and Inquiry around Instruction, Assessment and Student Progress based on specific skills (standards driven), student work products and instructional strategies for a selected sub-group
Action Plan	<ol style="list-style-type: none"> 1. Align PD to Inquiry, Instruction and Assessment 2. Organize Inquiry Teams by Content/Cohort 3. Establish goals for PD and Inquiry for SY 2015-2016 4. Create PD Framework and Calendar that supports the work for the year 5. Identify the focus for each cycle of PD/Inquiry/Assessment 6. Create protocols for Inquiry and Professional Development sessions 7. Create tools (by content team) for conducting inquiry and planning instructional next steps 8. Create as schedule for Inter-visitations based on inquiry and professional development cycles 9. Develop tools for inter-visitations 10. Schedule PD and Inquiry Team meetings based on school schedule
Evidence/Data	<ol style="list-style-type: none"> 1. Student assessment work products 2. Content Team Curriculum 3. Teacher lesson plans 4. Teacher-Inter-visitation Logs 5. Content Team Inquiry Logs 6. Teacher Observation Logs 7. PD Cycle Reports 8. Content Team benchmark assessment results

Goal 5: Absolute Measure

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 2012 cohort and graduated four years later and those who entered as members of the 2011 cohort and graduated five years later. At a minimum, these students have passed five Regents exams in English language arts, mathematics, science, U.S. History and Global History. Students have through the summer at the end of their fourth year to complete graduation requirements.

HIGH SCHOOL GOALS: HIGH SCHOOL GRADUATION

The school's graduation requirements appear above under the graduation goal's first measure pertaining to annual grade-by-grade promotion or credit accumulation.

RESULTS

Eighty-four percent of HUM's 2012 cohort met graduation requirements with additional students expected to graduate once their summer school information has been verified. HUM's first cohort did not meet the five-year graduation requirements with 85% graduating after five years.

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

Cohort Designation	Number in Cohort	Percent Graduating
2010	N/A	N/A
2011	105	71%
2012	86	84%

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

Cohort Designation	Number in Cohort	Percent Graduating
2009	N/A	N/A
2010	N/A	N/A
2011	105	85%

EVALUATION

Cohort 2012's results indicate a 4-year graduation rate of 84%. The 84% rate is nine percentage points higher than the measure required. Cohort 2011's results indicate a 5-year graduation rate of 85%, which is ten percentage points lower than the measure required. Our strategy included school counselors meeting with all cohort 2012 students and all parents. Teachers were committed to HUM students' success, and volunteered their time. Students were assigned mentors and tutors. In addition, we assigned a third teacher for extra support in some classes such as math and ELA. We celebrated students as they excelled, and gave them awards and incentives when they approached benchmarks. Our best project was "HUM Regents Boot Camp" in which we provided all students with maximum support, after school, and on weekends.

ADDITIONAL EVIDENCE

N/A

Goal 5: 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 local school district.

HIGH SCHOOL GOALS: HIGH SCHOOL GRADUATION

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 local school district²⁴. 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

HUM's cohort 2012 graduation rate of 84% exceeds Community School Districts rate by 20 percentage points.

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

Cohort Designation	Charter School		School District	
	Number in Cohort	Percent Graduating	Number in Cohort	Percent Graduating
2010	N/A	N/A	N/A	N/A
2011	105	71%	4,485	60%
2012	86	84%	4,178	64%

EVALUATION

HUM's second accountability cohort met the goal by exceeding the district's rate by 20 percentage points.

ADDITIONAL EVIDENCE

N/A

SUMMARY OF THE HIGH SCHOOL GRADUATION GOAL

HUM's second graduation cohort full met one of the four required goals by outperforming students in the local district and came close to meeting the 75% graduation goal. Two of four cohorts met the promotion requirements by the end of August. The 2012 cohort met the 4 year graduation requirement but the 2011 cohort did not meet the 5 year graduation requirement.

²⁴ Schools can retrieve district level graduation rates from the SED's Information and Reporting Services office. News releases and an Excel workbook containing these data are available from the [IRS Data Release webpage](#).

HIGH SCHOOL GOALS: HIGH SCHOOL GRADUATION

Type	Measure	Outcome
Absolute	Each year, 75 percent of students in each cohort will pass their core academic subjects by the end of August and the school will promote them to the next grade.	Did Not Achieve
Absolute	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.	Did Not Achieve
Absolute	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.	Did Not Achieve
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 local school district.	Achieved

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

ACTION PLAN

In 2015-2016 we established the school goals that guide our plans to improve high school graduation and college readiness. At the end of the year, we reviewed our progress toward the goals and, in 2016-2017; we will continue building on our success in these goals.

HIGH SCHOOL GOALS: COLLEGE PREPARATION

GOAL 6: COLLEGE PREPARATION

Goal 6: College Preparation

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

Goal 6: Comparative Measure

Each year, the average performance of students in the 10th grade will exceed the state average on the PSAT test in Critical Reading and Mathematics.

METHOD

This measure tracks student performance one of the most commonly used early high school college prep assessment. Students receive a scale score in critical reading, writing and mathematics. Scale scores range from 200 to 800 on each subsection with 1600 as the highest possible score. As students may choose to take the test multiple times, the school reports only on a student's highest score on each subsection. Compare school averages to the New York State average for all 10th grade (sophomore) test takers in the given year.

RESULTS

On average, HUM 10th graders scored between 398 in Critical Reading and 400 in mathematics in 2015-2016. Statewide averages were not available at the time this report was prepared.

10th Grade PSAT Performance by School Year

School Year	Number of Students in the 10 th Grade	Number of Students Tested	Critical Reading		Mathematics	
			School	New York State	School	New York State
2013-14	97	82	32	41	32	43
2014-15	107	87	34	41	33	42
2015-16*	181	133	398	TBD	400	TBD

***The PSAT scale was changed in 2015-2016 so that it aligns more to SAT scores which are also three digit numbers.**

EVALUATION

Students enter HUM reading, on average, below grade level. Many lack the basic skills needed to demonstrate comprehension or reading fluency on an exam like the PSAT. This is true for both the math and Critical Reading sections. A focus on reading strategies in on-demand situations across all content areas has shown an increase on regular assessments in classes. We expect that student performance will improve on more formal assessments when students take it a second time.

ADDITIONAL EVIDENCE

N/A

HIGH SCHOOL GOALS: COLLEGE PREPARATION

Goal 6: Comparative Measure

Each year, the average performance of students in the 12th grade will exceed the state average on the SAT or ACT tests in reading and mathematics.

METHOD

This measure tracks student performance on one of the most commonly used high school college prep assessments.

The SAT is a national college admissions examination. Students receive a scale score in reading, writing and mathematics. Scale scores range from 200 to 800 on each subsection with 2400 as the highest possible score. As students may choose to take the test multiple times during the year, the school only reports a student's highest score. The school compares its averages the New York State average for all 12th grade test takers in the given year.

RESULTS

The results for 12th grade HUM students were not available at the time this report was written nor had the College Board released statewide comparison data for 2015-2016.

12th Grade SAT Performance by School Year

School Year	Number of Students in the 12 th Grade	Number of Students Tested	Reading		Mathematics	
			School	New York State	School	New York State
2013-14	N/A	N/A	N/A	N/A	N/A	N/A
2014-15	97	65	362	488	362	502
2015-16	72	8	TBD	TBD	TBD	TBD

EVALUATION

The results for 12th grade HUM students were not available at the time this report was written nor had the College Board released statewide comparison data for 2015-2016 precluding any meaningful evaluation of this measure.

ADDITIONAL EVIDENCE

N/A

Goal 6: School Created College Preparation Measure

Each Year, at least 50 percent of students in the high school Graduation Cohort will earn an Advanced Regents Diploma or Diploma with Honors.

HIGH SCHOOL GOALS: COLLEGE PREPARATION

METHOD

The graduation status of all students in the Graduation Cohort will be assessed to determine whether students meet requirements for a Regents Diploma with Advanced Designation or Honors. To receive a Regents Diploma with Advanced Designation, students must meet all credit unit requirements and pass with a score of 65 or higher the following Regents examinations: Global History, U.S. History and Government, Comprehensive English or Common Core English Language Arts, three Mathematics exams and two science exam, including Living Environment. Regents Diplomas with Honors require students to meet all credit unit requirements and achieve an average score of 90 or higher on all required Regents examinations.

RESULTS

One percent of HUM's 2012 graduation cohort graduated with an Advanced Regents Diploma after four years.

Advanced Diplomas and Diploma with Honors by Graduation Cohort

Graduation Cohort	Percent with Advanced Regents Diplomas	Percent with Diploma with Honors	Total
2010	N/A	N/A	N/A
2011	4%	0%	4%
2012	1%	0%	1%

EVALUATION

Four percent of the school's first graduation cohort and one percent of the school's second graduation cohort achieved an Advanced Regents diploma, well below the goal of 50%.

(§) The percent of graduating students that meets the state's aspirational performance measure ("APM"), currently defined as the percentage of students in a cohort who graduate with a score of 80 or better on a math Regents exam AND 75 or better on the English Regents exam, will exceed the statewide average.

METHOD

Recognizing that remediation rates in New York's colleges are far too high, the Board of Regents has reviewed data showing the gap between high school expectations and college attainment. They reviewed data comparing the graduation rate for the 2005 cohort with the "college and career ready" graduation rate – defined as the percentage of students in the cohort who graduated with a score 80 or better on a math Regents exam and 75 or better on the English Regents exam. The Regents view these data as an important indicator of future student success. Students who graduate high school – but do so with a score below 80 on a math Regents exam and below 75 on the English exam – are likely to require remediation in college.

HIGH SCHOOL GOALS: COLLEGE PREPARATION

RESULTS

A total of 6% of graduates in the 2012 cohort met the aspirational performance measure by scoring as compared 40% statewide (2011 cohort).

Percent of Graduates Meeting the Aspirational Performance Measure²⁵

Cohort	Charter School	Statewide ²⁶
2010	N/A	38.1
2011	16%	40.0
2012	6%	TBD

EVALUATION

A total of 6% of graduates in the 2016 cohort met the aspirational performance measure. The school's performance was significantly below that of the state's 2011 cohort.

(§) The percent of graduating students who graduate with a Regents diploma with Advanced Designation will exceed the local district.

METHOD

In establishing measures to be used by schools, districts and parents to better inform them of the progress of their students, the Regents have also set as an additional aspirational measure of achievement the percent of graduating students who earned a Regents diploma with Advanced Designation (i.e., earned 22 units of course credit; passed seven-to-nine Regents exams with a score of 65 or above; and took advanced course sequences in Career and Technical Education, the arts, or a language other than English).

RESULTS

Four percent of the graduates in the 2011 cohort earned an Advanced Regents Diploma as compared to 24% in the local district. One percent of the graduates in the 2012 cohort earned an Advanced Regents Diploma as compared to 25% in the local district.

Percent of Graduates with a Regents Diploma with Advanced Designation²⁷

Cohort	Charter School	School District ²⁸
2010	N/A	N/A
2011	4%	24%
2013	1%	25%

²⁵ Schools can retrieve state level graduation rates from the SED's Information and Reporting Services office. News releases and an Excel workbook containing these data are available from the [IRS Data Release webpage](#).

²⁶ Statewide results for the 2011 cohort are not yet available.

²⁷ Schools can retrieve information about diplomas conferred from the SED's Information and Reporting Services office. News releases and an Excel workbook containing these data are available from the [IRS Data Release webpage](#).

²⁸ District results for the 2011 cohort are not yet available.

HIGH SCHOOL GOALS: COLLEGE PREPARATION

EVALUATION

In its second graduation cohort, 1% of the graduates from the 2013 cohort earned an Advanced Regents Diploma—a rate that was 24 percentage points lower than that of the local district. In its first graduation cohort, 4% of the graduates from the 2011 cohort earned an Advanced Regents Diploma—a rate that was 20 percentage points lower than that of the local district.

(§) Each year, 75 percent of graduating students will demonstrate their preparation for college by passing an Advanced Placement (“AP”) exam, a College Level Examination Program (“CLEP”) exam or a college level course.

METHOD

This goal was measured using Advanced Placement (AP) courses and/or exams that graduates took and passed during their time at HUM.

RESULTS

No students took an Advanced Placement (AP) course and/or exam during their four years of high school.

Graduates Passing a Course Demonstrating College Preparation

Cohort	Number of Graduates	Percent Passing the Equivalent OF a College Level Course ²⁹
2010	N/A	N/A
2011	29	28%
2012	N/A	N/A

EVALUATION

No students took and passed an AP course and/or exam during high school. Since 2014, we have started to prepare our students to take AP courses, beginning with pre-AP Biology. This school year 2016-2017, HUM students will be scheduled for AP courses. In addition, HUM is in the process of becoming a Career and Technical Education (CTE) school. We are piloting a variety of majors that, in time, students will be able to receive approved CTE certifications for completing.

Goal 6: School Created College Attendance or Achievement Measure

Each year, 90% of graduating seniors will register for college and complete 10 college credits in their first year.

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

²⁹ Advanced Placement (AP) exam, a College Level Examination Program (CLEP) exam, or a college level course

HIGH SCHOOL GOALS: COLLEGE PREPARATION

METHOD

HUM will collect college data on the percentage of graduating seniors who register for college and the number of college credits they earn in their first year.

RESULTS

Since the 2012 cohort just graduated in June and August, college registration and the number of credits they earn in their first year is not yet available.

EVALUATION

Since the 2012 cohort just graduated in June and August, college registration and the number of credits they earn in their first year is not yet available.

SUMMARY OF THE COLLEGE PREPARATION GOAL

During its development years, HUM did not achieve any of the college preparation goals.

Type	Measure (Accountability Plan Prior to 2012-13)	Outcome
Comparative	Each year, the average performance of students in the 10 th grade will exceed the state average on the PSAT test in Critical Reading and Mathematics.	N/A
Comparative	Each year, the average performance of students in the 12 th grade will exceed the state average on the SAT or ACT tests in reading and mathematics.	N/A
College Preparation	Each Year, at least 50 percent of students in the high school Graduation Cohort will earn an Advanced Regents Diploma or Diploma with Honors	Did Not Achieve
College Attainment	Each year, 90% of graduating seniors will register for college and complete 10 college credits in their first year	N/A

Type	Measure (Accountability Plan from 2012-13 or later)	Outcome
	(§) The percent of graduating students that meets the state's aspirational performance measure (APM), currently defined as the percentage of students in a cohort who graduate with a score of 80 or better on a math Regents exam AND 75 or better on the English Regents exam, will exceed the statewide average.	Did Not Achieve
	(§) Each year, 75 percent of graduating students will demonstrate their preparation for college by passing an Advanced Placement (AP) exam, a College Level Examination Program (CLEP) exam or a college level course.	Did Not Achieve
	(§) Each year, 75 percent of graduating students will matriculate in a college or university in the year after graduation.	N/A

HIGH SCHOOL GOALS: COLLEGE PREPARATION

Action Plan

HUM's College Director will continue to monitor and track every student by their graduation cohort to ensure that they have completed all college required documents, partake in internships and community service, and are scheduled for the SAT and ACT assessments. In addition, the College Director frequently meets with parents to assist with Financial Aid and scholarships. He will continue to expose students to CUNY and SUNY schools, schedules city and out-of state-college trips, and College Fairs. In addition, the director organizes the school counselors and creates a schedule to begin the college process with our Lower House students, so they can be exposed to college and careers early on. The School Counselor and College Director develop group guidance workshops for students on a regular basis.

APPENDIX B: OPTIONAL GOALS

Goal S: Absolute Measure

Each year, 90 percent of all students enrolled during the course of the year return the following September.

METHOD

The cohort consists of all students enrolled in school on BEDS day (the first Wednesday in October) in a given year. All of these students are tracked to determine whether they are still enrolled in the school on BEDS day in the following year. The retention rate excludes students that have graduated.

RESULTS

A total of 81% of students returned in 2015-2016.

2015-16 Student Retention Rate

2014-15 Enrollment	Number of Students Who Graduated in 2014-15	Number of Students Who Returned in 2015-16	Retention Rate 2015-16 Re-enrollment ÷ (2014-15 Enrollment – Graduates)
431	76	285	81%

EVALUATION

The 81% retention rate is nine percentage points lower than the 90% goal. This rate has been declining since 2013-2014.

ADDITIONAL EVIDENCE

Retention Rate

Year	Retention Rate
2013-14	89%
2014-15	81%
2015-16	81%

Goal S: Absolute Measure

Each year the school will have a daily attendance rate of at least 95 percent.

METHOD

Student attendance is taken daily and results input into an electronic system. Daily, period, weekly and monthly attendance reports are maintained and used by school leadership and staff to identify students who are not in school and to follow-up to ensure that they are in attendance. Daily calls

APPENDIX B: OPTIONAL GOALS

are made to the parents of absent students and follow-up meetings are held with families to discuss attendance issues and determine appropriate interventions.

RESULTS

HUM's average daily attendance rate of 89% was consistent in all the grades.

2015-16 Attendance

Grade	Average Daily Attendance Rate
9	89%
10	90%
11	88%
12	87%
Overall	89%

EVALUATION

The overall attendance rate of 89% was six percentage points lower than the 95% goal.

ADDITIONAL EVIDENCE

Daily Attendance Rate

Year	Average Daily Attendance Rate
2013-14	86%
2014-15	88%
2015-16	89%

APPENDIX C: SUMMARY TABLES

HIGH SCHOOLS: SUBJECT AREA MEASURES

Cohort Passing Rate by Regents Mathematics Exam

Exam	Cohort			
	2009	2010	2011	2012
Integrated Algebra	N/A	N/A	80%	85%
Geometry	N/A	N/A	11%	4%
Algebra 2	N/A	N/A	0%	1%

Cohort Passing Rate by Regents Science Exam

Exam	Cohort			
	2009	2010	2011	2012
Living Environment	N/A	N/A	77%	82%
Earth Science	N/A	N/A	5%	4%
Chemistry	N/A	N/A	0%	9%
Physics	N/A	N/A	0%	0%