



**NEW VISIONS CHARTER HIGH  
SCHOOL FOR THE HUMANITIES  
(HUM)**

**2014-15 ACCOUNTABILITY PLAN  
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

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Magaly Hicks, Principal, Allison Cohen, Data Analyst, Alec Barrett, Data Coordinator, New Visions Data Unit and Lori Mei, Managing Director of Operations and School Development, New Visions Charter Unit prepared this 2014-15 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
John Alderman	Board Member
Peter Cantillo	Board Member
Ronald Chaluisan	Secretary
Gary Ginsberg	Board Member
Stacy Martin	Board Member
John A. Sanchez	Chair

**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 2014-2015. HUM is academically rigorous, committed to parent and community outreach, and dedicated to serving high-need students. The school is part of the New Visions Charter High Schools' (NVCHS) network which is a network of secondary schools dedicated to supporting all students in meeting the highest academic standards. We shift classroom dynamics from one where students receive information to one where students find solutions to community-defined problems by using their imagination coupled with a mastery of content and skills. We challenge our students to present and defend their learning as part of preparing and supporting them to graduate ready for college, careers and a 21<sup>st</sup> century economy. Teaching and learning in HUM, as in all New Visions Charter High Schools, is built upon the Lincoln Center Education Capacities for Imaginative Thinking<sup>1</sup>, informed by challenge-based curricula that are aligned to the Common Core standards, applied to improving local communities and driven by student performance data.

### Student Population

Located in the Marble Hill community of the Bronx, HUM serves students from predominately low-income families. With enrollment based on a random lottery, 94% of students that applied to HUM live in the Bronx with one-fourth of the students coming from Community School District 10 in which the school is located. In the 2014-2015 school year, 431 students were enrolled in HUM. Of these students:

- 82% are eligible for free or reduced price lunch
- 98% are Black or Latino
- 23% are students with disabilities
- 11% are English Language Learners

### Key Design Elements

Key design elements of the model include:

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

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

- 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 Alliances<sup>2</sup>; offering events for networking and celebration; providing information about graduation requirements and students' academic progress; and creating a culture that emphasizes college and career readiness.
- Student support services that address students' socio-emotional needs from college counseling to crisis management.
- Systematic development of each school's operational infrastructure to achieve efficiency and effectiveness.
- Leadership and adult learning model that emphasizes modeling of best practices, teaming, feedback and role clarity to ensure that staff are focused on continuous improvement and invested in excelling.

#### **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	236
2013-14										119	97	104	0	335
2014-15										159	105	69	98	431

#### **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 9<sup>th</sup> grade. For example, the 2011 state Accountability Cohort consists of students who entered the 9<sup>th</sup> grade in the 2011-12 school year, were enrolled in the school on the

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

state's annual enrollment-determination day (BEDS day) in the 2014-15 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/](http://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 30<sup>th</sup>.

#### Fourth-Year High School Accountability Cohorts

Fourth Year Cohort	Year Entered 9 <sup>th</sup> Grade Anywhere	Cohort Designation	Number of Students Enrolled on BEDS Day in October of the Cohort's Fourth Year	Number Leaving During the School Year	Number in Accountability Cohort as of June 30 <sup>th</sup>
2012-13	2009-10	2009	N/A	N/A	N/A
2013-14	2010-11	2010	N/A	N/A	N/A
2014-15	2011-12	2011	105	2	103

#### Total Cohort for Graduation

Students are included in the Total Cohort for Graduation also based on the year they first enter the 9<sup>th</sup> grade. Prior to 2012-13, students who have enrolled at least five months in the school after entering the 9<sup>th</sup> 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 9<sup>th</sup> 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.

#### Fourth Year Total Cohort for Graduation

Fourth Year Cohort	Year Entered 9 <sup>th</sup> Grade Anywhere	Cohort Designation	Number of Students Enrolled on June 30 <sup>th</sup> of the Cohort's Fourth Year (a)	Additional Students Still in Cohort <sup>3</sup> (b)	Graduation Cohort (a) + (b)
2012-13	2009-10	2009	N/A	N/A	N/A
2013-14	2010-11	2010	N/A	N/A	N/A
2014-15	2011-12	2011	100	5	105

<sup>3</sup> 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.

### Fifth Year Total Cohort for Graduation

Fifth Year Cohort	Year Entered 9 <sup>th</sup> Grade Anywhere	Cohort Designation	Number of Students Enrolled on June 30 <sup>th</sup> of the Cohort's Fifth Year (a)	Additional Students Still in Cohort <sup>4</sup> (b)	Graduation Cohort (a) + (b)
2012-13	2008-09	2008	N/A	N/A	N/A
2013-14	2009-10	2009	N/A	N/A	N/A
2014-15	2010-11	2010	N/A	N/A	N/A

## 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 Second Language- levels in Beginning , Intermediate, Advanced and Transitional, Advanced Placement Literature and Composition, Drama , Psychology, Humanities, 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 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 implication 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 of 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 bests. 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?*

<sup>4</sup> 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: 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.

**(S)** 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 New York State Regents Comprehensive English exam 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 college and career readiness standard.<sup>5</sup> 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 first year that HUM has had an accountability cohort. With an 82% pass rate, the students in the first cohort exceeded the 75% pass rate goal; 29% 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 Cohort<sup>6</sup>**

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2009	N/A	N/A
2010	N/A	N/A
2011	103	82%

<sup>5</sup> 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.

<sup>6</sup> Based on the highest score for each student on the English Regents exam

**English Regents Passing Rate with a Score of 75  
by Fourth Year Accountability Cohort<sup>7</sup>**

Cohort Designation	Number in Cohort	Percent Passing with a score of 75
2009	N/A	N/A
2010	N/A	N/A
2011	103	29%

**Evaluation**

The students in the first accountability cohort surpassed the English Regents goal, achieving an 82% pass rate—seven percentage points lower than the goal. We found our students to be reading far below high school level, with many reading on a 3rd and 4th grade level. Our Inquiry team’s analysis of ELA data results prompted our HUM teachers to develop a reading research hypothesis centered around how to effectively implement the workshop model in a high school classroom. Teachers’ discovered that many students with very low reading levels lacked phonemic awareness and struggle with comprehension because of a lack of vocabulary awareness. In addition, most of the students struggled with fluency, which in turn, greatly affects comprehension. As a result, teachers implemented several interventions including having students read aloud into a recorder to improve fluency, annotating for understanding, leveling library books by lexile level and grouping students for guided reading by lexile level. As a result of these interventions, our teachers were able to see an increase in the students’ reading levels within one trimester. We will be continuing these strategies in the coming year.

**Additional Evidence**

Sixty-eight percent of the students in the 2012 cohort have already met the English Regents goal—a higher percentage than that of the 2011 cohort at the same point last year. With three more administrations of the English Regents Exam, the pass rate suggests that the 2012 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 2013 and 2014 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	2012-13		2013-14		2014-15	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2011	118	35%	114	61%	103	82%
2012	N/A	N/A	101	30%	88	68%
2013			105	0%	111	29%
2014					147	6%

<sup>7</sup> Based on the highest score for each student on the English Regents exam



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

Cohort Designation	2012-13		2013-14		2014-15	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2011	118	16%	114	20%	103	29%
2012	N/A	N/A	101	5%	88	26%
2013			105	0%	111	21%
2014					147	5%

#### 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 8<sup>th</sup> 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 8<sup>th</sup> 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.

#### 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

This is the first year that HUM has had an accountability cohort. HUM's 2011 cohort that entered the school not proficient in the 8<sup>th</sup> 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 8<sup>th</sup> Grade by Fourth Year Accountability Cohort <sup>8</sup>

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2009	N/A	N/A
2010	N/A	N/A
2011	76	76%

<sup>8</sup> Based on the highest score for each student on the English Regents exam

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

Cohort Designation	Number in Cohort	Percent Passing with a score of 75
2009	N/A	N/A
2010	N/A	N/A
2011	76	18%

### Evaluation

Seventy-six percent of the 2011 cohort that entered HUM that were not proficient in 8<sup>th</sup> grade passed the English Regents with a score of 65—11 percentage points higher than the goal. Close to two-tenths of these students achieved the college readiness measure. HUM students struggled in essay writing, decoding test questions, reading and tier III vocabulary. Students also had difficulty recalling information over the previous 2+ years of fragmented ELA course work and ELA Prep. During August, 2014, the new administration took a deep dive into the ELA data and created a reading workshop course to improve reading levels. Students’ reading levels increased dramatically over the course of the year which enabled many Level 1 and 2 students to move to Level 3. Cohort 2011 was consistently tested, with multiple assessments and ongoing writing tasks. In addition, HUM programmed cohort 2011 students in double period classes with daily built-in review unit assessments prior to testing in January and June. Additionally in-class assessments, “mock regents” and continuous conferencing between parents, students, teachers and administration and review of student work products were used to make determinations as to whether students were prepared to take the exam. Moving forward, our ELA students showed an increase in Regents scores beginning in January, 2015, and continuing in June, 2015 and August, 2015.

### Additional Evidence

N/A

#### **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](http://www.p12.nysed.gov/accountability/documents/NYSESEAFlexibilityWaiver_REVISED.pdf)

<sup>9</sup> Based on the highest score for each student on the English Regents exam

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 2014-15 English language arts AMO of **170**.

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 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 96 fell far short of the English language arts AMO of 170 for all students combined. HUM also had three subgroups of more than 30 students: economically disadvantaged, Black and Hispanic students. None of the subgroups met the required AMO.

### English Language Arts Accountability Performance Level (APL) For the 2011 High School Accountability Cohort

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	26	50	22	1

$$\begin{array}{rclclclclcl}
 \text{PI} & = & 50 & + & 22 & + & 1 & = & 73 \\
 & & & & 22 & + & 1 & = & \underline{23} \\
 & & & & & & \text{APL} & = & 96
 \end{array}$$

### English Language Arts Accountability Performance Level (APL) by Subgroup For the 2011 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	103	85	54	26	1	108	146	Did Not Achieve
Black	103	33	58	36	0	130	135	Did Not Achieve
Hispanic	103	65	51	25	1	103	142	Did Not Achieve

## Evaluation

HUM's performance on this measure was far lower than the measure required for all students and for the three subgroups. 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. As we have changed the way we program our students, we look at data, determine students' needs and set goals for all students. We purposely created skills classes and concentrated on skills, in reading and writing. Additionally, many of our students attended Saturday Regents prep classes in the weeks leading up to the exams in January and June. Students who still needed to pass the test, attended summer school and sat for the Regents again in August.

### Additional Evidence

#### 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.

(5) 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.<sup>10</sup>

### Results

HUM's 2011 cohort pass rate of 82% was 15 percentage points higher than that of Community School District 10. However, performance on the APL was not close to that 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
2009	N/A	N/A	N/A	N/A
2010	N/A	N/A	N/A	N/A
2011	82%	103	67%	4,468

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

**English Regents Accountability Performance Level (APL)<sup>11</sup>  
of Fourth-Year Accountability Cohorts by Charter School and School District**

Cohort	Charter School		School District	
	APL	Cohort Size	APL	Cohort Size
2009	N/A	N/A	N/A	N/A
2010	N/A	N/A	N/A	N/A
2011	96	103	172	4,468

### Evaluation

HUM's 82% pass rate exceeded that of the local school district by 15 percentage points. The school's performance on the APL was much lower than that of the district.

### 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 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.

### 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

HUM 11<sup>th</sup> and 12<sup>th</sup> graders did not take the ACT in 2014-2015 thereby limiting the number of students with matched scores on these assessments. Specifically, only 48 cohort 2013 students, (17% of those in the 2011, 2012 and 2013 cohorts), had matched pretest and posttest scores. Of

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

these students, 31% met the college readiness benchmark or reduced the gap between their pretest score and the College Readiness Benchmark.

### **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
2011	0	N/A
2012	0	N/A
2013	48	31%
Total	48	31%

### **Evaluation**

Too few students had the matched scores required to accurately assess their level of college readiness in English. These results indicate a need to improve test administration processes and procedures at the school to ensure that the data provide an accurate assessment of students' performance.

### **Summary of the High School English Language Arts Goal**<sup>12</sup>

HUM met three of the required English language arts goals in its accountability plan (prior to 2012-2013) by surpassing the 75% pass rate at 65 goal overall and as compared with students in District 10 as well as for students that were not proficient upon entry to HUM. 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.

Type	Measure (Accountability Plan Prior to 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 that 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.	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 to 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. (Using 2013-14 school district results.)	Achieved

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

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
Comparative	(§) Each year, students in the high school Total Cohort will exceed the predicted pass rate on the Regents English exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all high schools in New York State.	N/A
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.)	Did Not Achieve

### 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, 2015 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.

## MATHEMATICS

### Goal 2: Mathematics

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. We offer Pre-Calculus and plan to begin Calculus in the near future. 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.



## Method

The school administered the New York State Regents Geometry, and Integrated Algebra 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 to meet the college and career readiness standard.<sup>13</sup> 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 exceeded the mathematics goal by 11 percentage points. However, only 16% of students in the cohort met the college readiness mark.

### Mathematics Regents Passing Rate with a Score of 65 by Fourth Year Accountability Cohort<sup>14</sup>

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2009	N/A	N/A
2010	N/A	N/A
2011	103	86%

### Mathematics Regents Passing Rate with a Score 80 by Fourth Year Accountability Cohort<sup>15</sup>

Cohort Designation	Number in Cohort	Percent Passing with a score of 80
2009	N/A	N/A
2010	N/A	N/A
2011	103	16%

## Evaluation

HUM's 86% pass rate for its first cohort exceeded the mathematics goal by 11 percentage points. However, only 16% of the students in the cohort met the college readiness mark. Humanities achieved the 86% passing rate for the 2011 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,

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<sup>13</sup> 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.

<sup>14</sup> Based on the highest score for each student on the Mathematics Regents exam

<sup>15</sup> Based on the highest score for each student on the Mathematics Regents exam

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

Both cohorts 2012 and 2013 currently have similar pass rates to those of the 2011 cohort at the end of three years. This trend, particularly for the 2013 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	2012-13		2013-14		2014-15	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2011	118	58%	114	69%	103	86%
2012	104	20%	101	44%	88	61%
2013			105	30%	111	65%
2014					147	27%

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

Cohort Designation	2012-13		2013-14		2014-15	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2011	118	8%	114	10%	103	16%
2012	104	0%	101	3%	88	8%
2013			105	7%	111	6%
2014					147	5%

#### 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 8<sup>th</sup> 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.

(§) Each year, 65 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8<sup>th</sup> 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, although very few achieved the college readiness benchmark.

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

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2009	N/A	N/A
2010	N/A	N/A
2011	63	81%

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

Cohort Designation	Number in Cohort	Percent Passing with a score of 80
2009	N/A	N/A
2010	N/A	N/A
2011	63	3%

## Evaluation

Eighty-one percent of students in the school's first cohort met the 65% pass rate measure, exceeding the goal by 16 percentage points although very few achieved the college readiness benchmark. Humanities achieved the 81% passing rate for the 2011 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

### **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.

<sup>16</sup> Based on the highest score for each student on the Mathematics Regents exam

<sup>17</sup> Based on the highest score for each student on the Mathematics Regents exam

## 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](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 2014-15 mathematics AMO of 154.

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 91 fell far short of the mathematics AMO of 154 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. Black students met the AMO required for the number of students in this cohort.

### Mathematics Accountability Performance Level (APL) For the 2011 High School Accountability Cohort

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	20	69	9	2

$$\begin{array}{rccccccccc} \text{PI} & = & 69 & + & 9 & + & 2 & = & 80 \\ & & & & 9 & + & 2 & = & \underline{11} \\ & & & & & & \text{APL} & = & 91 \end{array}$$

**Mathematics Accountability Performance Level (APL) by Subgroup  
For the 2011 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	103	85	68	14	2	100	127	Did Not Achieve
Black	103	33	70	18	3	112	112	Achieved
Hispanic	103	65	71	11	1	95	121	Did Not Achieve

### Evaluation

HUM's performance on this measure was far lower than the measure required for all students although the Black student subgroup did achieve the required AMO. 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. HUM has a high number of special education students and students that are special education and English language learners (SPED/SPED ELLs,) and despite their disability, our data reveals that they have improved across the content areas, making significant gains.

### Additional Evidence

#### 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.

**(5)** 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.<sup>18</sup>

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

## Results

The 2011 cohort's pass rate of 86% exceeded that of the local district which posted a 72% pass rate. However, HUM's APL of 91 was 86 points lower than that of the district.

### **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
2009	N/A	N/A	N/A	N/A
2010	N/A	N/A	N/A	N/A
2011	86%	103	72%	4,468

### **Mathematics Accountability Performance Level (APL) of Fourth-Year Accountability Cohorts by Charter School and School District<sup>19</sup>**

Cohort	Charter School		School District	
	APL	Cohort Size	APL	Cohort Size
2009	N/A	N/A	N/A	N/A
2010	N/A	N/A	N/A	N/A
2011	91	103	177	4,468

## Evaluation

HUM's first accountability cohort exceeded the goal on this mathematics measure. However, the school's APL performance was considerably lower (by 86 points) 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

### **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 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.

<sup>19</sup> See page 39 above for an explanation of the APL.

## 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

Cohort 2011 and 2012 students did not take the ACT. In fact only 61 students (22% of all students expected to take these assessments in cohorts 2011, 2012 and 2013) took them in 2014-2015. HUM students showed minimal growth in students meeting or making progress toward meeting the College Readiness Benchmark in Math with only 8% of the 2013 cohort meeting the benchmark or making progress towards it.

### 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
2011	0	N/A
2012	0	N/A
2013	61	8%
Total	61	8%

## Evaluation

Students enrolled in HUM had a lower success rate on the ACT in mathematics than ELA because the majority of the students entered well below grade level according to their 8th grade math scores. However, too few students had matched scores for the results to be valid. This indicates a need to improve test administration processes and procedures at the school to ensure that the data provide an accurate assessment of students' performance.

### Summary of the High School Mathematics Goal<sup>20</sup>

HUM's first 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.

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

Type	Measure (Accountability Plan Prior to 2012-13)	Outcome
Absolute	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.	Achieved
Absolute	Each year, 75 percent of students in the high school Accountability Cohort will 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.	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 to students in the high school Accountability Cohort passing a New York State Regents mathematics exam with a score of 65 or above will exceed that of the high school Accountability Cohort from the local school district. (Using 2013-14 school district results.)	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 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
Comparative	(§) Each year, students in the high school Total Cohort will exceed the predicted pass rate on a New York State Regents mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all high schools in New York State.	N/A
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.



## 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 courses that includes learning about many disciplines, such as Living Environment, Pre-AP Biology, Earth science, Chemistry, and Anatomy,

The science department has developed a common annotation guide to increase student engagement with difficult text, vocabulary and concepts. These strategies create a wide range of annotation consistency across the department and builds interdisciplinary collaboration within the school community. The science department also implemented reading labs that focus on increasing literacy as it relates to science case studies and scientific inquiry. This has allowed us to focus on accountable talk, collaborative problem solving, respectful discourse, increasing comfort levels with making mistakes, and integrating vocabulary and writing (.e.g., moving spoken word to written comprehensible text).

As stated previously, 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 on 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 of 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 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 administers 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 cohort exceeded the goal by achieving an 88% pass rate.

**Science Regents Passing Rate with a Score of 65  
by Fourth Year Accountability Cohort<sup>21</sup>**

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2009	N/A	N/A
2010	N/A	N/A
2011	103	88%

## Evaluation

The 2011 cohort's 88% pass rate exceeds the goal by 13 percentage points. With this result, HUM's science department, exceeded its expectations. In January, we took a big step in solidifying our science department with a department passing rate of 76%. In June we maintained our growth in Earth Science and Living Environment and our first Chemistry students did extremely well on the June Regents. Most of our first time test taker posted Regents scores well above 65%. This was attributed to the strategies implemented throughout the school year, where as a department and school community we analyzed data, looked for patterns such as concept misconceptions, item analysis of Regents and mock Regents data, lexile reading levels and attendance. The science department specifically used the data from attendance and lexile reading levels to develop individual intervention plans to target specific strengths and weaknesses of each student scheduled in a science prep class.

## Additional Evidence

As noted in the last section of this report, the Living Environment Regents exam is the predominant exam reported in this section. The pass rate for the 2012 cohort after only three years the same as that of the 2011 cohort suggesting that the 2012 cohort will also exceed this goal at the end of the fourth year. Two-fifths of the 2013 cohort has also already met this goal. These trends suggest that the school is making progress towards meeting the measure's target.

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<sup>21</sup> Based on the highest score for each student on any science Regents exam

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

Cohort Designation	2012-13		2013-14		2014-15	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2011	118	60%	114	69%	103	88%
2012	104	21%	101	37%	88	69%
2013			105	5%	111	40%
2014					147	10%

#### 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 88% pass rate surpasses that of the district which reported a rate of 69%.

### 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
2009	N/A	N/A	N/A	N/A
2010	N/A	N/A	N/A	N/A
2011	88%	103	69%	4,468

#### Evaluation

HUM's first accountability cohort exceeded the goal by achieving a pass rate of 88%--19 percentage points higher than that of students in Community School District 10. Through purposeful programming, we intentionally did not program a sub group of students for four content areas, instead allowed students to focus on three, with one being science. As a result this subgroup of students was successful in mastering the content and excelling on the Regents exams.

## 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

Cohort 2011 and 2012 students did not take the ACT. In fact only 49 students (18% of all students expected to take these assessments in cohorts 2011, 2012 and 2013) took them in 2014-2015. HUM students showed minimal growth in students meeting or making progress toward meeting the College Readiness Benchmark in Science with only 6% of the 2013 cohort meeting the benchmark or making progress towards it.

#### 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
2011	0	N/A
2012	0	N/A
2013	49	6%
Total	49	6%

## Evaluation

Students enrolled in HUM had a low success rate on the ACT in science because the majority of the students entered well below grade level. However, too few students had matched scores for the results to be valid. This indicates a need to improve test administration processes and procedures at the school to ensure that the data provide an accurate assessment of students' performance.

## 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, we offer a series of courses that include learning about many disciplines, such as history, economics, geography, law, sociology and anthropology. In addition, we will be offering our first Advanced Placement World History course this school year. The concepts, information and practices learned in social studies help students build an informed and balanced view of our interconnected world and its citizens.

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 of 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 4: Social Studies

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

**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**

Fifty-seven percent of the 2011 cohort, HUM's first accountability cohort met the U.S. History Regents goal.

**U.S. History Regents Passing Rate with a Score of 65  
by Fourth Year Accountability Cohort<sup>22</sup>**

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2009	N/A	N/A
2010	N/A	N/A
2011	103	57%

**Evaluation**

HUM's 57% pass rate fell short of this measure by 18 percentage points. Through social studies professional development sessions and inquiry, using item analysis data from cohort 2011's previously taken Regents examinations, as well as in-class assessments and "mock regents," the department concluded that essay writing, decoding test questions and fluency with tier III vocabulary hindered students in class and subsequently on the exam. As a result, the department implemented (1) uniformed writing template for each essay on the Regents exam, (2) close reading practices to address difficulty with decoding multiple choice questions and reading documents for the document-based questions, (3) developing ways to incorporate tier III vocabulary into daily lessons and reading/writing activities. Moving forward, the social studies department will continue to methodically work on these skills in content inquiry in order to remedy students' struggles.

**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.

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<sup>22</sup> Based on the highest score for each student on a science Regents exam

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

Cohort Designation	2012-13		2013-14		2014-15	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2011	N/A	N/A	114	43%	103	57%
2012	N/A	N/A	101	1%	88	32%
2013			105	1%	111	2%
2014					147	2%

#### 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.

#### Results

The 2011 cohort's 57% pass rate was lower than the 66% rate recorded for the local district.

### 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
2009	N/A	N/A	N/A	N/A
2010	N/A	N/A	N/A	N/A
2011	57%	103	66%	4,468

#### Evaluation

HUM's 2011 cohort did not meet this measure, falling nine 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. During the first three years of HUM's development, assessments were not given periodically, nor were rigorous tasks assigned in History. In addition, students were not programmed for the U.S. History course until their fourth year of high school. In school year 2014-2015, students were programmed for intensive double period courses. The graduating cohort of students that took the U.S. History Regents this past June included a high number of SPED and SPED ELLS.

## 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

Fifty-three percent of HUM's first cohort met this measure.

### Global History Regents Passing Rate with a Score of 65 by Fourth Year Accountability Cohort<sup>23</sup>

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2009	N/A	N/A
2010	N/A	N/A
2011	103	53%

## Evaluation

The 2011 cohort, with a 53% pass rate, did not meet this measure falling 22 percentage points below the required 75% pass rate. Similarly to the U.S. History Regents examination, the Social Studies department concluded that, in addition to struggles in essay writing, decoding test questions and work with tier III vocabulary, students had difficulty recalling information over 2+ years of fragmented Global History review. In addition, prior to new administration's arrival, cohort 2011 was consistently tested without affirmation from teachers and/or students that they were prepared to take the Regents exam. Currently, our global history program allows students to complete the 2-year course in 1 year with double period classes and a built-in review unit prior to testing in June. Additionally, in-class assessments, "mock regents" and continuous conferencing between parents, students, teachers and administration determines whether or not students are prepared to take the exam. Students that demonstrate mastery in Global History content are encouraged to take the exam in an effort to accelerate their progress toward Regents diploma

<sup>23</sup> Based on the highest score for each student on a science Regents exam



requirements and college-based courses. These small student “increments” of testing will result in a higher pass rate for future cohorts.

### Additional Evidence

Pass rates of students in all cohorts must be monitored to ensure that they make progress toward this goal.

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

Cohort Designation	2012-13		2013-14		2014-15	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2011	118	19%	114	41%	103	53%
2012	N/A	N/A	101	14%	88	45%
2013			105	0%	111	29%
2014					147	28%

#### 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.

### 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 2011 cohort’s pass rate is 53% as compared with a rate of 64% 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
2009	N/A	N/A	N/A	N/A
2010	N/A	N/A	N/A	N/A
2011	53%	103	64%	4,468

### Evaluation

The 2011 cohort’s pass rate of 53% is 11 percentage points lower than that of the local district. HUM students struggled in essay writing, decoding test questions and with tier III vocabulary.

Students had difficulty recalling information over 2+ years of fragmented Global History review. In addition, prior to new administration's arrival, cohort 2011 was consistently tested without affirmation from teachers and/or students that they were prepared to take the Regents exam. Moving forward, our global history program allows students to complete the two-year course in one year with double period classes and a built-in review unit prior to testing in June; additionally in-class assessments, "mock Regents" and continuous conferencing between parents, students, teachers and administration determines whether or not students are prepared to take the exam. Students that demonstrate mastery in Global History content are encouraged to take the exam in an effort to accelerate their progress towards meeting Regents diploma requirements and college-based courses. These small student "increments" of testing will result in a higher pass rate for future cohorts.

### **Additional Evidence**

N/A

### **NCLB**

#### **Goal 5: NCLB**

The school will make Adequate Yearly Progress.

#### **Goal 5: 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 2014-2015 school year, the first year that the school had an accountability cohort.

### Additional Evidence

HUM is in good standing for the 2014-2015 school year, the first year that the school had an accountability cohort and it was in good standing in previous years based on self-assessment results.

#### NCLB Status by Year

Year	Status
2012-13	Good Standing
2013-14	Good Standing
2014-15	Good Standing

### HIGH SCHOOL GRADUATION

#### GOAL 6: 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 to 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	
<b>MATH</b>	Algebra I Algebra II and Trigonometry Algebra Modeling Particular Topics in Algebra II/Trigonometry Geometry Geometry Modeling Topics in Mathematics Math Skills Electives Math Lab Electives
<b>HISTORY</b>	World Government Economics Global History Turning Points in Global History US History US History with Honors Government Electives
<b>SCIENCE</b>	Anatomy and Physiology Living Environment Introduction to Living Environment Particular Topics in Earth Science Particular topics in Living Environment Chemistry Earth Science Psychology Bio-Technology Pre-AP Biology Electives
<b>ENGLISH</b>	English English Honors Reading Lab Just Words Wilson Reading ESL, Beginning, Intermediate, Advanced Journalism Creative Writing Pre-AP English Electives
<b>FOREIGN LANGUAGE</b>	Spanish I, II

	Independent Study: French I, II Independent Study: Spanish I, II
<b>ART &amp; MUSIC</b>	Studio Art I, II, III Cartooning Digital Recording Graphic Design I, II, III Introduction to Video Production Film Production Introduction to Film Production Broadcasting
<b>OTHER</b>	Physical Education Physical Education: Personal Fitness Health The Art of Yoga College & Career Readiness Leadership Internships

## Results

Promotion rates for the various cohorts ranged from 68% to 83%.

### Percent of Students Promoted by Cohort in 2014-15

Cohort Designation	Number in Cohort	Percent promoted
2011	103	74%
2012	88	82%
2013	111	68%
2014	147	83%

## 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 2014) met this measure while a third (2011) fell one percentage point short of the goal. As HUM moves towards year five, 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 is ....failure 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.

***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**

**Goal 6: 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**

Over half of the students in the 2011 cohort passed three Regents Exams by their second year. Rates for the 2012 and 2013 cohorts are much lower at 21% and 27% respectively.

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

Cohort Designation	Number in Cohort	Percent Passing Three Regents
2011	114	56%
2012	101	21%
2013	111	27%

#### Evaluation

None of the school's cohorts met this measure with the 2011 cohort coming closest at 56%. HUM in its fourth year is a different school, with new administration, and teachers that focus on their instructional pedagogy. As HUM's student success has tripled in certain subgroups based on our intentional programming and multiple assessments, the school's reputation has grown, which resulted in many families eager to have their children attend our school.

During the HUM's fourth year, the school transformed course offerings, instructional approach and climate and culture. HUM's instructional core teams work closely together to strengthen their instructional approach, and embrace challenges as they arise. They continue to 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.

#### Additional Evidence

August 1, 2014 HUM's new 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 2015-2016, 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
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Action Plan	<ol style="list-style-type: none"> <li>1. Align PD to Inquiry, Instruction and Assessment</li> <li>2. Organize Inquiry Teams by Content/Cohort</li> <li>3. Establish goals for PD and Inquiry for SY 2015-2016</li> <li>4. Create PD Framework and Calendar that supports the work for the year</li> <li>5. Identify the focus for each cycle of PD/Inquiry/Assessment</li> <li>6. Create protocols for Inquiry and Professional Development sessions</li> <li>7. Create tools (by content team) for conducting inquiry and planning instructional next steps</li> <li>8. Create as schedule for Inter-visitations based on inquiry and professional development cycles</li> <li>9. Develop tools for inter-visitations</li> <li>10. Schedule PD and Inquiry Team meetings based on school schedule</li> </ol>
Evidence/Data	<ol style="list-style-type: none"> <li>1. Student assessment work products</li> <li>2. Content Team Curriculum</li> <li>3. Teacher lesson plans</li> <li>4. Teacher-Inter-visitation Logs</li> <li>5. Content Team Inquiry Logs</li> <li>6. Teacher Observation Logs</li> <li>7. PD Cycle Reports</li> <li>8. Content Team benchmark assessment results</li> </ol>

### **Goal 6: 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 9<sup>th</sup> grade as members of the 2011 cohort and graduated four years later and those who entered as members of the 2010 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.

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

Seventy-one percent of HUM's first cohort met graduation requirements with additional students expected to graduate once their summer school information has been verified.

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

Cohort Designation	Number in Cohort	Percent Graduating
2009	N/A	N/A
2010	N/A	N/A
2011	105	71%

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

Cohort Designation	Number in Cohort	Percent Graduating
2008	N/A	N/A
2009	N/A	N/A
2010	N/A	N/A

## Evaluation

Preliminary results indicate a 4-year graduation rate of 71% with 3 additional students' graduating once their summer data is verified. The 71% rate is four percentage points lower than the measure required. Once the graduation status of the three additional students is verified, the graduation rate will increase to 74%, one percentage point below the goal. Our strategy included school counselors meeting with all cohort 2011 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 6: 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.

## 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 district.

district<sup>24</sup>. 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 2011 cohort graduation rate of 71% is 11 percentage points higher than the local district rate of 60%.

### 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
2009	N/A	N/A	N/A	N/A
2010	N/A	N/A	N/A	N/A
2011	105	71%	4,485	60%

## Evaluation

While HUM fell four percentage points below the goal, once the summer information for three additional students is verified, the 4-year graduation rate will improve to 74%, one point below the 75% goal. This past year, our fourth-year students worked extremely hard to meet graduation requirements. We have continued to provide support to our no- graduates and anticipate that nine out of the 17 remaining students will meet graduation requirements by January, 2016.

## Additional Evidence

In August, 2014, only 34% of the 2011 cohort was approaching graduation requirements. The new HUM administration worked intensively to prepare students to meet graduation requirements during the 2014-2015 school year. Despite HUM's falling short of the goal, we are extremely proud of the achievements of our students and teachers.

## Summary of the High School Graduation Goal

HUM's first graduation cohort met one of the four required goals by outperforming students in the local district and came close to meeting the 75% graduation goal.

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<sup>24</sup> 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](#).

Type	Measure	Outcome
Absolute	Each year, 75 percent of students in the high school Total Graduation Cohort will pass their core academic subjects by the end of August and be promoted to the next grade.	Did Not Achieve
	(§) 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.	
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

### Action Plan

In 2014-2015 we established the following school goals that led to our Action Plan. At the end of the year, we reviewed our progress toward the goals and, in 2015-2016, we will continue building on our success in these goals.

2014-2015 Goal #	Year 1 Goals (2014-2015)	Rating
1	Strengthening student work: examining and refining curriculum, assessment and classroom instruction :	Effective
2	Aligning curriculum and Assessment to the Common Core Standards	Effective
3	Increasing Student Achievement: Creating Benchmarks to monitor and review progress	Effective
4	Increase opportunities (ACCESS) and support for ELLs to improve student achievement	Effective
5	Building partnerships with parents and CBO's to increase collaboration for school and student success	Effective
6	College and Career Readiness: Build Climate and Culture Youth Development: Leadership -Building Dynamic leaders of tomorrow	Effective
7	Increase attendance to 90 % and reduce cutting	Effective

2015-2016 Goal #	Year 2 Goals (2015-2016)	Rating
1	Strengthening teacher practice: by examining and refining the feedback teachers receive, on-going inter- visitations: comparing instructional best practices to reflect on their observations	TBD
2	Collaborative Inquiry: Build a high performing data culture through Teacher Teams	TBD
3	Engage students in rigorous instructional tasks : prepare students for College level work	TBD
4	Increase opportunities (ACCESS) and support for SPEDs and Students reading below grade level to improve student achievement	TBD

## COLLEGE PREPARATION

### GOAL 7: COLLEGE PREPARATION

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

#### Goal 7: Comparative Measure

Each year, the average performance of students in the 10<sup>th</sup> 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 10<sup>th</sup> grade (sophomore) test takers in the given year.

#### Results

On average, HUM 10<sup>th</sup> graders scored between 32 and 35 in Critical Reading and between 32 and 33 in mathematics over the last three years. These average scores were lower than those of 10<sup>th</sup> graders statewide.

### 10<sup>th</sup> Grade PSAT Performance by School Year

School Year	Number of Students in the 10 <sup>th</sup> Grade	Number of Students Tested	Critical Reading		Mathematics	
			School	New York State	School	New York State
2012-13	118	102	35	42	33	42
2013-14	97	82	32	41	32	43
2014-15	107	87	34	41	33	42

#### 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

#### Goal 7: Comparative Measure

Each year, the average performance of students in the 12<sup>th</sup> 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 to the New York State average for all 12<sup>th</sup> grade test takers in the given year.

The ACT is a national college admissions and placement examination. Students receive scaled scores in reading, mathematics, English and science. Scaled scores range from 1 to 36 on each section; the school averages the three separate scores to calculate a student's composite score. As students may choose to take the test multiple times during the year, the school reports on only a student's highest scaled score for each section. The school compares its average to the New York State average for all 12<sup>th</sup> grade test takers in the given year.

## Results

2014-2015 was the first year that HUM had 12<sup>th</sup> graders. Their average performance on the SAT was 362 for both reading and math. This level of performance was well below that of students statewide whose scores averaged 488 and 501 respectively. HUM students did not take the ACT test in 2014-2015.

### 12<sup>th</sup> Grade SAT Performance by School Year

School Year	Number of Students in the 12 <sup>th</sup> Grade	Number of Students Tested	Reading		Mathematics	
			School	New York State	School	New York State
2012-13	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	N/A	N/A	N/A	N/A	N/A	N/A
2014-15	97	65	362	488	362	502

### 12<sup>th</sup> Grade ACT Performance by School Year

School Year	Number of Students in the 12 <sup>th</sup> Grade	Number of Students Tested	Reading		Mathematics	
			School	New York State	School	New York State
2012-13	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	N/A	N/A	N/A	N/A	N/A	N/A
2014-15	97	0		24		24

## Evaluation

2014-2015 was the first year that HUM had 12<sup>th</sup> graders. Their average performance on the SAT was more than 100 points below that of students statewide in both reading and math. Students did not take the ACT at HUM in 2014-2015. Students attended a Campus SAT Princeton Review course. The majority of juniors attended the course.

## Additional Evidence

This academic school year we plan to incorporate an SAT Prep course during Extended Day and in Saturday School. In addition, this year students will be given a contract about high school school expectations that include the fact that students are required to participate in in-school and external ACT and SAT prep courses.

### Goal 7: 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.

## 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, 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

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

### Advanced Regents Diplomas and Diploma with Honors by Graduation Cohort

Graduation Cohort	Percent with Advanced Regents Diplomas	Percent with Diploma with Honors	Total
2009	N/A	N/A	N/A
2010	N/A	N/A	N/A
2011	4%	0%	4%

## Evaluation

Four percent of the school's first graduation cohort achieved an Advanced Regents diploma, well below the goal of 50%. After three years, over 50 percent of HUM students had not passed any Regents exams at all, and were not taking accelerated course offerings, as students are scheduled for now.

(§) 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.

## Results

A total of 16% of graduates in the 2011 cohort met the aspirational performance measure by scoring as compared 50% statewide.

### Percent of Graduates Meeting the Aspirational Performance Measure<sup>25</sup>

Cohort	Charter School	Statewide <sup>26</sup>
2009	N/A	37.2
2010	N/A	38.1
2011	16%	50.0

## Evaluation

A total of 16% of graduates in the 2011 cohort met the aspirational performance measure as compared to 50% of graduates statewide. The school's performance was significantly below that of the state.

**(§)** 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.

<sup>25</sup> 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](#).

<sup>26</sup> Statewide results for the 2011 cohort are not yet available.



### Percent of Graduates with a Regents Diploma with Advanced Designation<sup>27</sup>

Cohort	Charter School	School District <sup>28</sup>
2009	N/A	N/A
2010	N/A	N/A
2011	4%	24%

#### Evaluation

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

A total of 28% of HUM graduates passed 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 <sup>29</sup>
2009	N/A	N/A
2010	N/A	N/A
2011	29	28%

#### Evaluation

Over one-fourth of HUM graduates took and passed an AP course and/or exam during high school. This rate is well below the 75% goal that the school will be held to in the future. Since 2014, we have started to prepare our students to take AP courses, beginning with pre-AP Biology. This school year 2015-2016, HUM students will be scheduled for AP courses. In addition, HUM is in the process

<sup>27</sup> 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](#).

<sup>28</sup> District results for the 2011 cohort are not yet available.

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

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 7: 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.

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

**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 2011 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 2011 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 to which it was held accountable (prior to 2012-2013).

Type	Measure (Accountability Plan Prior to 2012-13)	Outcome
Comparative	Each year, the average performance of students in the 10 <sup>th</sup> grade will exceed the state average on the PSAT test in Critical Reading and Mathematics.	Did Not Achieve
Comparative	Each year, the average performance of students in the 12 <sup>th</sup> grade will exceed the state average on the SAT or ACT tests in reading and mathematics.	Did Not Achieve
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.	Not Applicable

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.	Not Applicable
	(§) Each year, 75 percent of graduating students will matriculate in a college or university in the year after graduation.	

### Action Plan

We hired a College Director in August, 2014. He has been successful in creating a system 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 exposes students to CUNY and SUNY schools, schedules city and out-of state-college trips, and College Fairs. In addition, he 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.

### Goal 8: 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 2014-2015.

### 2014-15 Student Retention Rate

2013-14 Enrollment	Number of Students Who Graduated in 2013-14	Number of Students Who Returned in 2014-15	Retention Rate 2014-15 Re-enrollment ÷ (2013-14 Enrollment – Graduates)
331	N/A	267	81%

#### Evaluation

The 81% retention rate is nine percentage points lower than the 90% goal. This rate has been declining since 2012-2013.

#### Additional Evidence

Year	Retention Rate
2012-13	90%
2013-14	89%
2014-15	81%

#### Goal 9: Absolute Measure

Each year the school will have a daily attendance rate of at least 90 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 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 88% was consistent in all the grades with 9<sup>th</sup> grade attendance slightly higher.

### 2014-15 Attendance

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

## Evaluation

The overall attendance rate of 88% was two percentage points lower than the 90% goal.

## Additional Evidence

Year	Average Daily Attendance Rate
2012-13	91%
2013-14	89%
2014-15	88%

## HIGH SCHOOLS: SUBJECT AREA MEASURES

### Cohort Passing Rate by Regents Mathematics Exam

Exam	Cohort			
	2008	2009	2010	2011
Integrated Algebra	N/A	N/A	N/A	80%
Geometry	N/A	N/A	N/A	11%
Algebra 2	N/A	N/A	N/A	0%

### Cohort Passing Rate by Regents Science Exam

Exam	Cohort			
	2008	2009	2010	2011
Living Environment	N/A	N/A	N/A	77%
Earth Science	N/A	N/A	N/A	5%
Chemistry	N/A	N/A	N/A	0%
Physics	N/A	N/A	N/A	0%