



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

**2013-14 ACCOUNTABILITY PLAN  
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

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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 2013-14 Accountability Progress Report on behalf of the school’s board of trustees:

| Trustee’s Name   | Board Position |
|------------------|----------------|
| John Alderman    | Board Member   |
| BJ Casey         | Board Member   |
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**Magaly Hicks became the principal of the school on August 1, 2014.**

## INTRODUCTION

### **Mission**

The New Visions Charter High School for the Humanities (HUM) opened in 2011 with approximately 125 ninth grade students. At full growth, HUM will be a small (566 student) school serving grades 9-12. HUM is academically rigorous, committed to parent and community outreach, and dedicated to serving high-need students. The school's mission is to extend equally to all students, regardless of their previous academic history, the highest quality education in an atmosphere of respect, responsibility and safety. HUM will ensure that students graduate with the skills and content knowledge necessary to succeed in their post-secondary choices by engaging students, teachers and administrators in coherent learning experiences that allow risk-taking, embrace multiple attempts at learning, cultivate students' imaginative and creative abilities, and celebrate achievement. Through the intensive study of English, social studies and art concepts during and after 10<sup>th</sup> grade, students will generate research questions, develop the skills necessary to answer those questions, imagine and create products that demonstrate their learning, and defend their knowledge publicly.

Essential aspects of the school include:

- Challenging 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.
- Shifting the 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.
- Teaching and learning at New Visions Charter High School for the Humanities (HUM) is informed by challenge-based curricula that are aligned to Common Core Standards and are driven by student performance data.
- The school is structured so that there are Content and Cohort Inquiry Teams comprised of teachers and assistant principals that meet to examine student performance data, assessment, instructional practices and our curriculum. The purpose of these teams is to systematically study the connection between the pedagogical strategies the teams believe best meet the needs of their students and the actual student outcomes.
- Our students, faculty, staff and leadership are resources for the community in which the school is located.

### **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, over 95% of students that applied to HUM live in the Bronx with just over one-fourth of the students coming from Community School District 10 in which the school is located. In the 2013-2014 school year, 320 students were enrolled in HUM. Of these students:

- 77% are eligible for free or reduced price lunch
- 96% are Black or Latino

- 22% are students with disabilities
- 13% are English Language Learners

## Elements of the Academic Design

**School Overview.** The instructional model accelerates student learning during coursework in the Lower House so that, regardless of where students start academically, they can exit from 10th grade at proficiency (requirements: pass four Regents; produce an "on-demand" writing piece that favorably compares to the 10th grade Common Core anchor papers for informational or argumentative writing; complete an independent research project; present and defend it to peers and faculty) and move on to study in the Upper House, where they are prepared for post-secondary opportunities through AP courses, career explorations and potential certifications, internships, externships and/or community-embedded projects. Students engage with New Visions-designed challenge-based curricula requiring them to use the Lincoln Center Education's (LCE) Capacities for Imaginative Learning to solve complex problems; are prepared to present their knowledge coherently in writing; learn to apply their knowledge to understanding new situations; and are supported as they present and defend their knowledge publicly. We have built into the model the following:

**System of Assessment and Continuous Assessment of Data.** The New Visions Charter High School (NVCHS) instructional framework includes the regular and coordinated use of diagnostic and formative assessments to understand the content and skills students have mastered and where they struggle. Assessment begins during the first few weeks of high school, during which students take the Performance Series Reading and Math diagnostic assessments, and the ACT suite of assessments (EXPLORE, PLAN, and ACT) in Reading, ELA, Math and Science to determine their baseline performance levels. Students will take the ACT set of exams to measure progress toward college readiness throughout High School (9th grade EXPLORE, 10th grade PLAN, 11th-12th grade ACT).

**Challenge-Based Curriculum Aligned to Common Core Standards.** HUM uses a challenge-based approach to engage students in learning and foster the use of imaginative capacities for problem-solving. In a typical challenge-based unit, students work with a finite set of resources that focus on a particular topic; ask questions that do not have pre-determined answers; construct an answer supported by evidence; construct a product (position paper, PowerPoint, newscast, video blog); present their product, and defend their position publicly. Thus the classroom dynamic is shifted from one where students passively receive information to one where students must act in order to meet a challenge or solve a problem.

**Learning Framework: Capacities for Imaginative Learning.** The Framework allows students and teachers to practice and master habits of learning; the Capacities (notice deeply, question, make connections, reflect/assess, create meaning, embody, identify patterns, exhibit empathy, take action, and live with ambiguity), derived from LCE's study of works of art, nurture students' abilities to imagine and create. These habits create a common language and culture among students and teachers, and foster coherence from class to class and project to project.

**Adult Inquiry.** Teachers participate in a formal inquiry process through Cohort Inquiry Team. The purpose of this work is to systematically study the connection between the selected pedagogical strategies teachers are employing and actual student outcomes, allowing teachers to make necessary modifications to curriculum and pedagogy in real time.

**Cascade of Writing.** Teachers select one of the three Common Core-defined forms of writing and coordinate the implementation of classroom assignments across core content classes in continuous 2- to 3-week cycles. HUM used the Literacy Design Collaborative framework and a common rubric to give feedback to students during and at the end of each cycle.

**Anchor Projects.** Students produced end-of-trimester projects in which they apply the content and the skills they have learned in their core content classes to new situations.

**2014-2015 Need-Based Programming.** This school year students are programmed based on need.

Cohort 2015 and Cohort 2016 students are programmed based on their graduation needs, providing them with courses that will help prepare them for their Regents Exams as well as complete any needed credits. Accelerated students have been provided accelerated courses: Honors English, Chemistry, Pre-AP Biology and an AP US History Course.

Cohort 2017 students (10th Graders) are programmed on an accelerated learning plan with double periods in Global History IV so that they are able to take the January 2015 Global History Regents. Students who pass Global History in January will move on to US History in the 2nd and 3rd trimester.

Cohort 2018 students (9th graders) are programmed based on an accelerated learning plan. In order to do this, students have double periods in Global History and in Integrated Algebra. Based on a Regents diagnostic in November, students who are ready will take the January 2015 Regents Exam; those who are not will take the Regents Exam in June 2015. Incoming students who have already passed the Integrated Algebra Regents Exam are programmed for an accelerated English Language Arts class as well as an Algebra II/Trigonometry class.

In addition we have added CTE (Careers in Technical Education) courses such as Graphic Design and Introduction to Video Production.

### School Enrollment by Grade Level and School Year

| School Year | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9   | 10  | 11  | 12 | Total |
|-------------|---|---|---|---|---|---|---|---|---|-----|-----|-----|----|-------|
| 2010-11     |   |   |   |   |   |   |   |   |   |     |     |     |    |       |
| 2011-12     |   |   |   |   |   |   |   |   |   | 119 | 0   | 0   | 0  | 119   |
| 2012-13     |   |   |   |   |   |   |   |   |   | 135 | 112 | 0   | 0  | 247   |
| 2013-14     |   |   |   |   |   |   |   |   |   | 119 | 97  | 104 | 0  | 320   |

## 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 2010 state Accountability Cohort consists of students who entered the 9<sup>th</sup> grade in the 2010-11 school year, were enrolled in the school on the state's annual enrollment-determination day (BEDS day) in the 2013-14 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:

<http://www.emsc.nysed.gov/irts/accountability/home.shtml>)

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> |
|--------------------|---|--------------------|--|---------------------------------------|---|
| 2011-12            | 2008-09                                     | 2008               | NA   | NA                                    | NA  |
| 2012-13            | 2009-10                                     | 2009               | NA   | NA                                    | NA  |
| 2013-14            | 2010-11                                     | 2010               | NA   | NA                                    | NA  |

### 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 only one day in the school after entering the 9<sup>th</sup> grade are part of the school's Total Cohort for 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>1</sup> (b) | Graduation Cohort (a) + (b) |
|--------------------|---|--------------------|--|--|-----------------------------|
| 2011-12            | 2008-09                                     | 2008               | NA   | NA   | NA                          |
| 2012-13            | 2009-10                                     | 2009               | NA   | NA   | NA                          |
| 2013-14            | 2010-11                                     | 2010               | NA   | NA   | NA                          |

<sup>1</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>2</sup> (b) | Graduation Cohort (a) + (b) |
|-------------------|---|--------------------|---|--|-----------------------------|
| 2011-12           | 2007-08                                     | 2007               | NA  | NA   | NA                          |
| 2012-13           | 2008-09                                     | 2008               | NA  | NA   | NA                          |
| 2013-14           | 2009-10                                     | 2008               | NA  | NA   | NA                          |

Since HUM is a new school that is phasing in and has not been open for four years, it does not yet have an accountability cohort. Students enrolled in HUM as first-time ninth graders in the 2011-2012 school year are part of the 2011 cohort. Complete results for these cohorts will not be available until June, 2015 when students would be expected to graduate at the end of four years of high school.

### ENGLISH LANGUAGE ARTS

#### 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 ready standard (currently scoring 75 on the New York State Regents English exam) 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>3</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

There are no cohort results since HUM enrolled only ninth, tenth and eleventh grade students in 2013-2014 and consequently, did not have a high school Accountability Cohort. The school has not been opened long enough to have students enrolled for the required four years.

<sup>2</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

<sup>3</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.

**English Regents Passing Rate with a Score of 65 /75  
by Fourth Year Accountability Cohort<sup>4</sup>**

| Cohort Designation | Number in Cohort | Percent Passing with a score of 65 /75 |
|--------------------|------------------|--|
| 2008               | NA               | NA                                     |
| 2009               | NA               | NA                                     |
| 2010               | NA               | NA                                     |

**Evaluation**

NA

**Additional Evidence**

Students at HUM look the English Regents Exam for the first time in 2012-2013. Students in the 2011 and 2012 cohorts have not yet reached their fourth year and they have several more opportunities to meet the targets. Sixty-one percent of the 2011 cohort has already met the target by passing the English Regents with a score of at least 65. An additional 14% of the cohort must achieve a passing score for the school to meet this target next year. In addition, 30% of the 2012 cohort has already successfully met this measure indicating that this cohort is also making progress towards meeting the measure’s target. Finally, some students in these cohorts (20% and 5% respectively) have achieved the college and career ready standard by scoring at least 75 on the English Regents Exam.

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

| Cohort Designation | 2011-12          |                 | 2012-13          |                 | 2013-14          |                 |
|--------------------|------------------|-----------------|------------------|-----------------|------------------|-----------------|
|                    | Number in Cohort | Percent Passing | Number in Cohort | Percent Passing | Number in Cohort | Percent Passing |
| 2010               |                  |                 |                  |                 |                  |                 |
| 2011               |                  |                 | 118              | 35%             | 114              | 61%             |
| 2012               |                  |                 | NA               | NA              | 101              | 30%             |
| 2013               |                  |                 |                  |                 | 105              | 0%              |

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

| Cohort Designation | 2011-12          |                 | 2012-13          |                 | 2013-14          |                 |
|--------------------|------------------|-----------------|------------------|-----------------|------------------|-----------------|
|                    | Number in Cohort | Percent Passing | Number in Cohort | Percent Passing | Number in Cohort | Percent Passing |
| 2010               |                  |                 |                  |                 |                  |                 |
| 2011               |                  |                 | 118              | 16%             | 114              | 20%             |
| 2012               |                  |                 | NA               | NA              | 101              | 5%              |
| 2013               |                  |                 |                  |                 | 105              | 0%              |

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

**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 ready standard (currently scoring 75 on the New York State Regents English exam) 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**

**English Regents Passing Rate with a Score of 65 / 75 among Students Who Were Not Proficient in the 8<sup>th</sup> Grade by Fourth Year Accountability Cohort <sup>5</sup>**

| Cohort Designation | Number in Cohort | Percent Passing with a score of 65 |
|--------------------|------------------|------------------------------------|
| 2007               | NA               | NA                                 |
| 2008               | NA               | NA                                 |
| 2009               | NA               | NA                                 |

| Cohort Designation | Number in Cohort | Percent Passing with a score of 75 |
|--------------------|------------------|------------------------------------|
| 2007               | NA               | NA                                 |
| 2008               | NA               | NA                                 |
| 2009               | NA               | NA                                 |

**Evaluation**

NA

**Additional Evidence**

Although HUM does not yet have a high School Accountability cohort, 49% of the students in the 2011 cohort that were not proficient in the 8<sup>th</sup> grade have already passed the English Regents Exam with a score of at least 65. Nine percent of these students have achieved the higher college readiness standard by scoring at least 75 on the assessment.

<sup>5</sup> Based on the highest score for each student on the English Regents exam

**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:

[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 the 2013-14 English language arts AMO of 166.

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 are 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.

**Results**

There are no cohort results since HUM did not enroll all four grades since they did not have a twelfth grade in 2013-2014.

**Evaluation**

NA

**Additional Evidence**

HUM students took the English Regents Exam for the first time in 2012-2013. Students in all cohorts have several more opportunities to take and pass the exam before their fourth year of high school. Although the school has made some progress towards this measure as evidenced by an Accountability Performance Level of 82, students will need to perform at higher levels next year if the school is to meet this target once it has an Accountability Cohort.

**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 |
| 114              | 36  | 40      | 17      | 4       |

$$\begin{array}{rcccccccc}
 \text{PI} & = & 40 & + & 17 & + & 4 & = & 61 \\
 & & & & 17 & + & 4 & = & \underline{21} \\
 & & & & & & \text{APL} & = & 82
 \end{array}$$

**Goal 1: Comparative Measure**

(S) Each year, students in the high school *Total Cohort* will exceed the predicted pass rate on the English language arts Regents 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.

**Method**

The Charter Schools Institute conducts a Comparative Performance Analysis, as it has for 3-8 schools. The Institute examines the school's performance in terms of demographically similar high schools state-wide by using a regression analysis to control for the percentage of economically disadvantaged students among all high schools in New York State. The Institute compares the School's actual performance to the predicted performance of high schools with a similar economically disadvantaged percentage. The difference between the schools' actual and predicted performance, relative to other high schools with similar economically disadvantaged statistics produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a small degree, is the target for achieving this measure.

Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2013-14 analysis is not yet available.

**Goal 1: Comparative Measure**

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

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

**Method**

The school compares the performance of students in their fourth year in the charter school Accountability Cohort to that of the respective cohort of students in the local school district. Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available school district results.<sup>6</sup>

**Results**

There are no cohort results since HUM has not been opened long enough to enroll all grades. The school did not have a twelfth grade in 2013-2014.

**Evaluation**

NA

**Additional Evidence**

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<sup>6</sup> The New York State Report Card provides the district results for students scoring at or above 65. The New York State Accountability Report provides the district results for students scoring at or above 75.

**Goal 1: Growth Measure**

(S) Each year, under the state’s high school Growth Model (under development) the relative growth of selected students will exceed the state’s median growth.

**Method**

This measure examines the change in performance of the same group of students during the course of their high school careers and the progress they are making in comparison to other students with the similar scores in the eighth grade. The analysis only includes students from whom the eighth grade scores are available. In following the existing 3-8 Growth Model, students with the same scores are ranked and assigned a percentile based on their relative growth in performance (mean growth percentile). Students’ growth percentiles are aggregated school-wide to yield a school’s mean growth percentile. In order for a school to perform above the statewide median, it will have a mean growth percentile greater than 50.

*The State Education Department has not yet developed the high school Growth Model.*

**Goal 1: Optional Measure**

Each year, the group of students who have taken the grade 10 to 12 ACT assessments (PLAN in grade 10, ACT in grades 11 and 12) 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.

**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 (grade 9), the PLAN (grade 10) or 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. 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**

Due to a test administration error, students’ spring 2012 tests were unable to be scored. As a result, few students in the 2011 cohort had pretest scores in 2012 meaning that they don’t have matched 2012 and 2013 scores. The percentage of students that met the college readiness

benchmark or reduced the gap between their pretest score and the College Readiness Benchmark score ranged from 19% to 44%. It should be noted that the number of students with matched pretest and posttest scores was quite low in comparison to the number of students enrolled indicating a need to improve test administration processes and procedures at the school to ensure that the data provide an accurate assessment of students' performance.

**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               | 41                                   | 19%  |
| 2012               | 83                                   | 44%  |
| 2013               | 91                                   | 39%  |

**Evaluation**

A total of 88% of our incoming 9<sup>th</sup> graders (Cohort 2018), scored below proficiency (3) on the 8<sup>th</sup> Grade ELA exam. These students will be required to pass the new Common Core ELA Regents before graduating high school. In addition, within our 2011 and 2012 cohorts, we have 117 students who need to pass the ELA state Regents Exams. Students are therefore scheduled based on their needs.

**Summary of the High School English Language Arts Goal <sup>7</sup>**

Because HUM is a new school that is phasing in grades a year at a time, it did not have grades nine through twelve in 2013-2014 and consequently it does not yet have a high school Accountability Cohort. As a result, none of the English Language Arts measures in the Accountability Plan can be definitively evaluated until the end of four years, in June, 2015.

| 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.   | Not Applicable |
| Absolute    | Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on the New York State 8th grade English language arts exam will score at least 65 on the New York State Regents English exam by the completion of their fourth year in the cohort. | Not Applicable |
| 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.                               | Not Applicable |
| 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 2012-13 school district results.)                | Not Applicable |

<sup>7</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.   | Not Applicable |
| 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. | Not Applicable |
| 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.   | Not Applicable |
| 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.   | Not Applicable |
| 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 2012-13 school district results.)   | Not Applicable |
| Growth      | (§) Each year, under the state's high school Growth Model (under development) the relative growth of selected students will exceed the state's median growth.  | Not Applicable |

### **Action Plan**

This year, the following interventions will be provided: (1) vocabulary development using Wilson's Just Words; (2) reading development using the Wilson Program; (3) reading intervention using Read 180 for our English Language Learners; and (4) the Castle Learning Program to provide online intervention for ELA, math, science, and social studies. Castle Learning will provide teachers with assessments, student practice, and data driven instruction and remediation.

In addition, we have significantly improved our teacher hiring and development program as our leadership changed this year. We have hired more teachers (6) with more than 2 years experience in the classroom. Teachers now engage in differentiated professional development based on their needs and the instructional needs of our students, and with the support of both a content-based Assistant Principal and a Network Instructional Specialist.

Our students in cohort 2011 and 2012 who need the ELA Regents Exam are scheduled for double period ELA Prep courses and will sit the ELA Regents Exam in January. In addition, the 9<sup>th</sup> and 10<sup>th</sup> grade students who scored 3 and 4 on their 8<sup>th</sup> grade exam are also scheduled for a double period ELA prep class and will sit for the Common Core ELA Exam in January.

Those students in cohort 2011 and 2012 who scored below the college and career ready indicator of 75 are scheduled for an ELA prep course to help students meet this criterion before graduation.

### **MATHEMATICS**

**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.

**(S)** 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 math exam) by the completion of their fourth year in the cohort.

**Method**

The school administered the New York State Regents Geometry, Integrated Algebra and Algebra 2 exam. 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>8</sup> This measure requires students in each Accountability Cohort to achieve the requisite score on any one of the Regents mathematics exam 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**

There are no cohort results since HUM enrolled only ninth, tenth and eleventh grade students in 2013-2014 and consequently did not have an Accountability Cohort. The school has not been opened long enough to have students enrolled for the required four years.

**Mathematics Regents Passing Rate with a Score of 65 /80  
by Fourth Year Accountability Cohort<sup>9</sup>**

| Cohort Designation | Number in Cohort | Percent Passing with a score of 65 |
|--------------------|------------------|------------------------------------|
| 2008               | NA               | NA                                 |
| 2009               | NA               | NA                                 |
| 2010               | NA               | NA                                 |

**Evaluation**

NA

**Additional Evidence**

Students at HUM have taken the Integrated Algebra and Geometry Exams although students in the 2011 and 2012 cohorts in particular have not yet reached their fourth year of high school. Students in the 2011 cohort are close to meeting the target with 69% having met the Math Regents passing rate at 65. Only 10% have passed with the college standard of 80.

<sup>8</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>9</sup> Based on the highest score for each student on the Mathematics Regents exam

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

| Cohort Designation | 2011-12          |                 | 2012-13          |                 | 2013-14          |                 |
|--------------------|------------------|-----------------|------------------|-----------------|------------------|-----------------|
|                    | Number in Cohort | Percent Passing | Number in Cohort | Percent Passing | Number in Cohort | Percent Passing |
| 2010               | NA               | NA              | NA               | NA              | NA               | NA              |
| 2011               | 114              | 36%             | 118              | 58%             | 114              | 69%             |
| 2012               |                  |                 | 104              | 20%             | 101              | 44%             |
| 2013               |                  |                 |                  |                 | 105              | 30%             |

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

| Cohort Designation | 2011-12          |                 | 2012-13          |                 | 2013-14          |                 |
|--------------------|------------------|-----------------|------------------|-----------------|------------------|-----------------|
|                    | Number in Cohort | Percent Passing | Number in Cohort | Percent Passing | Number in Cohort | Percent Passing |
| 2010               | NA               | NA              | NA               | NA              | NA               | NA              |
| 2011               | 114              | 0%              | 118              | 8%              | 114              | 10%             |
| 2012               |                  |                 | 104              | 0%              | 101              | 3%              |
| 2013               |                  |                 |                  |                 | 105              | 7%              |

**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.

**(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 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**

**Mathematics Regents Passing Rate with a Score of 65 / 80 among Students Who Were Not Proficient in the 8<sup>th</sup> Grade by Fourth Year Accountability Cohort <sup>10</sup>**

| Cohort Designation | Number in Cohort | Percent Passing with a score of 65 |
|--------------------|------------------|------------------------------------|
| 2007               | NA               | NA                                 |
| 2008               | NA               | NA                                 |
| 2009               | NA               | NA                                 |

| Cohort | Number in | Percent Passing with a |
|--------|-----------|------------------------|
|--------|-----------|------------------------|

<sup>10</sup> Based on the highest score for each student on the Mathematics Regents exam

| Designation | Cohort | score of 80 |
|-------------|--------|-------------|
| 2007        | NA     | NA          |
| 2008        | NA     | NA          |
| 2009        | NA     | NA          |

### Evaluation

NA

### Additional Evidence

A total of 62% of the students in the 2011 cohort who were not proficient in eighth grade have already passed a Math Regents Exam with scores of at least 65. The school will have another year to meet the target of 75 percent passing the Math Regents with scores of at least 65.

### Goal 2: Absolute Measure

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

### Method

In receiving a waiver for its federal No Child Left Behind accountability system, the State Education Department now 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 2013-14 mathematics AMO of **148**.

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 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.

### Results

NA

### Evaluation

NA

### Additional Evidence

Students in the 2011 Accountability Cohort that had previously failed took Mathematics Regents Exam again in 2013-2014. As per the results below, in three years, the performance on HUM students in the 2011 cohort resulted in an Accountability Performance Level of 90 which is significantly less than the four-year target of 148. However, HUM students have additional opportunities to learn the skills that they need and to retake Math Regents Exam during their fourth

year of high school. Teachers' systematic focus on the Inquiry Process is expected to result in increased performance for this Accountability Cohort as they progress through high school.

**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 |
| 114              | 89  | 66      | 10      | 2       |

$$\begin{array}{rcccccccc}
 \text{PI} & = & 66 & + & 10 & + & 2 & = & 78 \\
 & & & & 10 & + & 2 & = & \underline{12} \\
 & & & & & & \text{APL} & = & 90
 \end{array}$$

**Goal 2: Comparative Measure**

(S) Each year, students in the high school *Total Cohort* will exceed the predicted pass rate on a 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.

**Method**

The Charter Schools Institute conducts a Comparative Performance Analysis, as it has for 3-8 schools. The Institute examines the school's performance in terms of demographically similar high schools state-wide by using a regression analysis to control for the percentage of economically disadvantaged students among all high schools in New York State. The Institute compares the school's actual performance to the predicted performance of high schools with a similar economically disadvantaged percentage. The difference between the schools' actual and predicted performance, relative to other high schools with similar economically disadvantaged statistics produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a small degree, is the target for achieving this measure.

Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2013-14 analysis is not yet available.

**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.

(S) 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>11</sup>

### **Results**

There are no cohort results since HUM has not been opened long enough to enroll all grades. The school did not have a twelfth grade in 2013-2014.

### **Evaluation**

NA

### **Additional Evidence**

NA

### **Goal 2: Growth Measure**

**(§)** Each year, under the state's high school Growth Model (under development) the relative growth of selected students will exceed the state's median growth.

### **Method**

This measure examines the change in performance of the same group of students during the course of their high school careers and the progress they are making in comparison to other students with the similar scores in the eighth grade. The analysis only includes students from whom the eighth grade scores are available. In following the existing 3-8 Growth Model, students with the same scores are ranked and assigned a percentile based on their relative growth in performance (mean growth percentile). Students' growth percentiles are aggregated school-wide to yield a school's mean growth percentile. In order for a school to perform above the statewide median, it will have a mean growth percentile greater than 50.

*The State Education Department has not yet developed the high school Growth Model.*

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<sup>11</sup> The New York State Report Card provides the district results for students scoring at or above 65. The New York State Accountability Report provides the district results for students scoring at or above 75.

**Goal 1: Optional Measure**

Each year, the group of students who have taken the grade 10 to 12 ACT assessments (PLAN in grade 10, ACT in grades 11 and 12) 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.

**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 (grade 9), the PLAN (grade 10) or 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. 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**

HUM students showed minimal growth in students meeting or making progress toward meeting the College Readiness Benchmark in Math with percentages that ranged from 8% to 21% as of last school year. It should be noted that the number of students with matched pretest and posttest scores was quite low in comparison to the number of students enrolled indicating a need to improve test administration processes and procedures at the school to ensure that the data provide an accurate assessment of students' performance.

**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               | 41                                   | 17%  |
| 2012               | 83                                   | 8%   |
| 2013               | 91                                   | 20%  |

**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. For the past three years students have not been programmed based on their needs as

mathematics students; students were placed in the following course in a sequence without having first met the criteria of the previous course. Thus, students were in courses in which they were not ready to take. This practice has now changed, and starting in 2014-2015, students are programmed based on their individual needs. We expect that this change will have a positive effect on students' math performance.

**Summary of the High School Mathematics Goal** <sup>12</sup>

Because HUM is a new school that is phasing in grades a year at a time, it did not have grades nine through twelve in 2013-2014 and consequently it does not yet have a high school Accountability Cohort. As a result, none of the Mathematics measures in the Accountability Plan can be definitively evaluated until the end of four years, in June 2015.

| 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.   | Not Applicable |
| Absolute    | Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on the New York State 8th grade mathematics exam will score at least 65 on a New York State Regents mathematics exam by the completion of their fourth year in the cohort.           | Not Applicable |
| 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.                                 | Not Applicable |
| Comparative | Each year, the percent of 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 2012-13 school district results.) | Not Applicable |

| 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.  | Not Applicable |
| 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.                        | Not Applicable |
| 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.  | Not Applicable |
| 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. | Not Applicable |

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

|             |  |                |
|-------------|--|----------------|
| 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 2012-13 school district results.) | Not Applicable |
| Growth      | (§) Each year, under the state’s high school Growth Model (under development) the relative growth of selected students will exceed the state’s median growth.  | Not Applicable |

**Action Plan**

The focus this year is two-fold: (a) program students for courses that meet their needs and (b) strengthen teacher practice by examining and refining the feedback teachers receive through on-going inter- visitations for teachers to compare instructional best practices and to reflect on their observations in order to improve mathematics instruction. The math team is working on questioning strategies to ensure that students are answering questions in complete sentences aloud and in written form. In addition, the team meets twice a week to review data and student work in order to modify instruction.

In addition we have hired an additional mathematics teacher who will work with juniors and seniors who are struggling with Integrated Algebra.

**SCIENCE**

**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 Regents Exams are Living Environment, Earth Science, Chemistry and Physics. The school administered Living Environment in 2013-2014. 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 exam 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**

There are no cohort results since HUM enrolled only grades nine, ten and eleven in 2013-2014 and consequently did not have a high school Accountability Cohort. The school has not been opened long enough to have students enrolled for the required four years.

**Science Regents Passing Rate with a Score of 65  
by Fourth Year Accountability Cohort<sup>13</sup>**

| Cohort Designation | Number in Cohort | Percent Passing with a score of 65 |
|--------------------|------------------|------------------------------------|
| 2008               | NA               | NA                                 |
| 2009               | NA               | NA                                 |
| 2010               | NA               | NA                                 |

**Evaluation**

NA

**Additional Evidence**

Although the school has only been opened for three years, students in the 2011 cohort are approaching the Science goal with 69% passing. The other cohorts must make significant progress in the next few years in order to achieve the goal. Students are entering HUM at lower success rates on the Living Environment Regents throughout all cohorts, because the majority of the students entered the 9<sup>th</sup> well below reading grade levels according to their 8th grade science scores. We have given students in upper house double periods of Science and extra LAB support to assist in their content development.

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

| Cohort Designation | 2011-12          |                 | 2012-13          |                 | 2013-14          |                 |
|--------------------|------------------|-----------------|------------------|-----------------|------------------|-----------------|
|                    | Number in Cohort | Percent Passing | Number in Cohort | Percent Passing | Number in Cohort | Percent Passing |
| 2010               | NA               | NA              | NA               | NA              | NA               | NA              |
| 2011               | 114              | 53%             | 118              | 60%             | 114              | 69%             |
| 2012               |                  |                 | 104              | 21%             | 101              | 37%             |
| 2013               |                  |                 |                  |                 | 105              | 5%              |

**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.

<sup>13</sup> Based on the highest score for each student on a science Regents exam

**Results**

There are no cohort results since HUM enrolled only grades nine, ten and eleven in 2013-2014 and consequently did not have a high school Accountability Cohort. The school has not been opened long enough to have students enrolled for the required four years.

**Evaluation**

NA

**Additional Evidence**

NA

**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.

**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 exam 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**

There are no cohort results since HUM enrolled only ninth, tenth and eleventh grade students in 2013-2014 and consequently did not have a high school Accountability Cohort. The school has not been opened long enough to have students enrolled for the required four years.

**U.S. History 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 |
|--------------------|------------------|------------------------------------|
| 2008               | NA               | NA                                 |
| 2009               | NA               | NA                                 |
| 2010               | NA               | NA                                 |

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

## Evaluation

NA

## Additional Evidence

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

| Cohort Designation | 2011-12          |                 | 2012-13          |                 | 2013-14          |                 |
|--------------------|------------------|-----------------|------------------|-----------------|------------------|-----------------|
|                    | Number in Cohort | Percent Passing | Number in Cohort | Percent Passing | Number in Cohort | Percent Passing |
| 2010               |                  |                 |                  |                 | 0                | NA              |
| 2011               |                  |                 |                  |                 | 114              | 43%             |
| 2012               |                  |                 |                  |                 | 101              | 1%              |
| 2013               |                  |                 |                  |                 | 105              | 1%              |

Students typically take the U.S. History Regents Exam in the eleventh grade. Forty-three percent of the 2011 cohort has passed the exam. Currently, Cohort Designation 2011 and 2012 have had a low success rate on Global Regents Examination. 64 students that entered HUM in 2011 still need the Global History exam; 89 students from Cohort Designation 2012 also need to pass the Global exam to meet the history requirements for graduation in 2015.

Cohort Designation 2011 and 2012 have also had a low success rate on US History Regents Examination. 62 students from Cohort Designation 2011 and 102 students from Cohort Designation 2012 need to pass the US History to meet the history requirements for graduation in 2016.

We have put several things in place to assist students in meeting these requirements.

### 1. Programming/Scheduling

#### a. Double Period Global Courses

Because of the low success rate of students in Cohort Designation 2011 and 2012, students in Cohort Designation 2014 are receiving double period Global courses in a new sequence that will allow them to take the Global Regents Exam at the end of the school year in June 2015; they will simultaneously take a double period Global I and Global II in Trimester 1 and Global III and Global IV in Trimester 2; selected students from will be tested in January 2015; those that pass will continue on to US History to accelerate their learning. Students that do not go into these accelerated classes will continue into a Global Prep (Turning Points in Global History) in Trimester 3, where teachers can thoroughly review the courses' work from the previous trimesters to prepare them to take the exam in June 2015.

Global IV special education ICT students of Cohort Designation 2013 have also been placed in double period courses to ensure that they have time to address deficient global content and skills as well as develop the skills needed to successfully pass the Global regents exam in January 2015.

#### b. Creation of Regents Prep Courses Targeting Deficient Skills

Currently, students who have not been successful in passing the Global History Regents Exam have been placed into Global prep courses (Turning Points in Global History). Teachers will use various

forms of formal and informal data (item analysis, baseline, student surveys, formative in-class assessments, mock regents) to create plans that will address student deficiencies. Courses will focus on the skills (reading comprehension strategies and essay writing plans) needed to examine and understand content as they review for the exam.

## 2. Teacher Development

Teacher development and support is a priority to meet the needs of students in their perspective classes. Whole group Professional Development (PD) meetings will work on school wide strategies (i.e. using data to inform instruction, text dependent questioning, student feedback) all teachers will implement in their courses as we build new school learning practices. The history department will meet consistently (minimum 2 times a week) to specifically develop how these teacher skills will translate into their unit/lesson planning and learning activities. The Assistant Principal of History will use formal and informal observation data, along with teacher feedback, and student feedback and data to create PDs around targeted instructional areas for immediate improvements and long term planning. These areas include, but are not limited to: developing rigorous and meaningful learning activities through: questioning (DOK), mini-lessons on varied reading methods to grapple with complex texts, and strategies to build writing skills for DBQ and Thematic essays, along with creating formative assessments that can be used to inform their instruction/lesson planning. Because there will be a heavy emphasis on reading comprehension and writing strategies, there will be frequent collaborative PDs with the Assistant Principal of ELA and the ELA Department in an effort to inform one another of strategies and use them inter-disciplinarily and consistently.

### **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**

There are no cohort results since HUM enrolled only ninth, tenth and eleventh grade students in 2013-2014 and consequently did not have a high school Accountability Cohort. The school has not been opened long enough to have students enrolled for the required four years.

### **Evaluation**

NA

### **Additional Evidence**

NA

**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**

There are no cohort results since HUM enrolled only ninth, tenth and eleventh grade students in 2013-2014 and consequently did not have a high school Accountability Cohort. The school has not been opened long enough to have students enrolled for the required four years.

**Global History Regents Passing Rate with a Score of 65  
by Fourth Year Accountability Cohort<sup>15</sup>**

| Cohort Designation | Number in Cohort | Percent Passing with a score of 65 |
|--------------------|------------------|------------------------------------|
| 2008               | NA               | NA                                 |
| 2009               | NA               | NA                                 |
| 2010               | NA               | NA                                 |

**Evaluation**

NA

**Additional Evidence**

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

| Cohort Designation | 2011-12          |                 | 2012-13          |                 | 2013-14          |                 |
|--------------------|------------------|-----------------|------------------|-----------------|------------------|-----------------|
|                    | Number in Cohort | Percent Passing | Number in Cohort | Percent Passing | Number in Cohort | Percent Passing |
| 2010               | NA               | NA              | NA               | NA              | NA               | NA              |
| 2011               | NA               | NA              | 118              | 19%             | 114              | 41%             |
| 2012               |                  |                 | NA               | NA              | 101              | 14%             |
| 2013               |                  |                 |                  |                 | 105              | 0%              |

Students typically take the Global History Regents Exam in the tenth grade. Students in the 2011 cohort at HUM must make significant progress in 2014-2015 in order to meet the Global History Regents Exam goal at the end of four years of high school since only 41% of the cohort has passed the exam.

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

Currently, Cohort Designation 2011 and 2012 have had a low success rate on the Global History Regents Examination. A total of 64 students that entered HUM in 2011 still need the Global History exam; 89 students from Cohort Designation 2012 also need to pass the Global exam to meet the history requirements for graduation in 2015.

**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**

There are no cohort results since HUM enrolled only ninth, tenth and eleventh grade students in 2013-2014 and consequently did not have a high school Accountability Cohort. The school has not been opened long enough to have students enrolled for the required four years.

**Evaluation**

NA

**Additional Evidence**

NA

**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 a local-assistance-plan school.

**Method**

Since *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 for 2013-2014.

### Evaluation

According to the state’s NCLB system, HUM is in “Good Standing in 2013-2014.” HUM will continue to focus its efforts to meet the needs of all students so that it remains in “Good Standing” as per NCLB. The school was in its first year of existence in 2011-2012 so does not have a status in that year.

### Additional Evidence

**NCLB Status by Year**

| Year    | Status        |
|---------|---------------|
| 2011-12 | NA            |
| 2012-13 | Good Standing |
| 2013-14 | 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.

**(S)** 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 Exam. 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.

| <b>COURSE OFFERINGS</b>      | <b>LOWER HOUSE<br/>9<sup>th</sup> &amp; 10<sup>th</sup> GRADES</b> | <b>UPPER HOUSE<br/>10<sup>th</sup> &amp; 11<sup>th</sup> GRADES</b>      |
|------------------------------|--|--|
| <b>MATH</b>                  | Algebra I<br>Algebra Modeling<br>Geometry<br>Electives<br>Math Lab | Algebra II<br>Pre-Calculus<br>Statistics<br>Electives                    |
| <b>HISTORY</b>               | World Government<br>Economics<br>Global Studies<br>Electives       | US History<br>AP US History<br>Electives                                 |
| <b>SCIENCE</b>               | Living Environment<br>Applied Physics<br>Electives                 | Chemistry<br>Earth Science<br>Regents Physics<br>AP Biology<br>Electives |
| <b>ENGLISH LANGUAGE ARTS</b> | English Language Arts<br>Reading Lab<br>Electives                  | AP English Literature<br>Pre-AP English<br>Electives                     |
| <b>FOREIGN LANGUAGE</b>      | Spanish I, II<br>Native Language-<br>Spanish                       | Spanish III, IV<br>Native Language-<br>Spanish III, IV                   |
| <b>ART</b>                   | Studio Art I, II<br>Theater Art I, II                              | Studio Art III, IV<br>Theater Art III, IV                                |
| <b>OTHER</b>                 | Physical Education<br>College & Career<br>Readiness<br>Advisory    | Internships<br>College Now<br>Advisory                                   |

**Results**

Students in the 2011 cohort have exceeded promotion rate goal while 67% and 63% of the students in the 2012 and 2013 cohorts were promoted.

**Percent of Students Promoted by Cohort in 2013-14**

| Cohort Designation | Number in Cohort | Percent promoted |
|--------------------|------------------|------------------|
| 2010               | 0                | NA               |
| 2011               | 114              | 88%              |
| 2012               | 101              | 67%              |
| 2013               | 105              | 63%              |

### Evaluation

HUM met the promotion goal for the 2011 cohort. Because the school has extended learning time and is on trimesters, students have the opportunity to earn credits three times a year so some students in the 2012 and 2013 cohorts that were not promoted will earn enough credits to be promoted in December after the first trimester or in March, after the second trimester this school year.

### Additional Evidence

NA

### 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 exam 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 exam by their second year in the cohort. In August of 2014, the 2012 cohort will have completed its second year.

### Results

None of the cohorts met this goal by the end of their second year.

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

| Cohort Designation | Number in Cohort | Percent Passing Three Regents |
|--------------------|------------------|-------------------------------|
| 2010               | NA               | NA                            |
| 2011               | 114              | 56%                           |
| 2012               | 101              | 21%                           |

### Evaluation

Because the school has extended learning time and is on trimesters, students have the opportunity to earn credits three times a year so some students who were not promoted may earn enough credits to be promoted to grade 10 or 11 after the first or second trimester this year.

### Additional Evidence

NA

### 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 2010 cohort and graduated four years later and those who entered as members of the 2009 cohort and graduated five years later. At a minimum, these students have passed five Regents exam 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**

The school has only been open for three years and has not yet had a graduation class so this measure does not apply in 2013-2014.

### **Evaluation**

NA

### **Additional Evidence**

NA

### **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<sup>16</sup>. Given that students may take Regents exam through the summer of their fourth year, district results for the current year are generally not available at this time.

### **Results**

The school has only been open for three years and has not yet had a graduation class so this measure does not apply in 2013-2014.

### **Evaluation**

NA

### **Additional Evidence**

NA

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<sup>16</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](#).

### **Summary of the High School Graduation Goal**

Because HUM is a new school that opened in 2011 and only had grades nine, ten and eleven in 2013-2014, it does not yet have a high school Accountability cohort. As a result, it does not have enough data to assess the school's progress against most of its high school graduation measures. However, both the promotion rate goal and the students passing three Regents Exams measure fell short of the target.

| <b>Type</b> | <b>Measure</b>  | <b>Outcome</b>  |
|-------------|---|-----------------|
| 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.   | Not Applicable  |
| 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 exam 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.  | Not Applicable  |
| 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.                        | Not Applicable  |

### **Action Plan**

This school year students are programmed based on need which will have a positive impact on students' ability to meet graduation requirements.

Cohort 2015 and Cohort 2016 students are programmed based on their graduation needs, providing them with courses that will help prepare them for their Regents Exams as well as complete any needed credits. Accelerated students have been provided accelerated courses: Honors English, Chemistry, Pre-AP Biology and an AP US History Course.

Cohort 2017 students (10th Graders) are programmed on an accelerated learning plan with double periods in Global History IV so that they are able to take the January 2015 Global History Regents. Students who pass Global History in January will move on to US History in the 2nd and 3rd trimester.

Cohort 2018 students (9th graders) are programmed based on an accelerated learning plan. In order to do this, students have double periods in Global History and in Integrated Algebra. Based on a Regents diagnostic in November, students who are ready will take the January 2015 Regents Exam; those who are not will take the Regents Exam in June 2015. Incoming students who have already passed the Integrated Algebra Regents Exam are programmed for an accelerated English Language Arts class as well as an Algebra II/Trigonometry class.

In addition we have added CTE (Careers in Technical Education) courses such as Graphic Design and Introduction to Video Production.

**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 students scored 32 on both Critical Reading and Mathematics, both lower than the average scores for New York State sophomores which were 41 for Critical Reading and 43 for Mathematics in 2013-2014.

**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 |
| 2011-12     | NA   | NA                        | NA               | NA             | NA          | NA             |
| 2012-13     | 118  | 102                       | 35               | 42             | 33          | 42             |
| 2013-14     | 97   | 81                        | 32               | 41             | 32          | 43             |

**Evaluation**

Students enter HUM reading, on average, at a sixth grade level. They lack many of the basic skills needed to demonstrate comprehension or even 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 a significant increase on regular assessments in the classes. We expect that student performance will improve as well on more formal assessments such as the PSAT the second time the students take it.

**Additional Evidence**

NA

**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 the New York State average for all 12<sup>th</sup> grade (senior) 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 reposts 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 (senior) test takers in the given year.

## Results

There are no results since HUM did not have a twelfth grade in 2013-2014.

## Evaluation

NA

## Additional Evidence

NA

### 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

There are no results since HUM did not have a graduating class in 2013-2014.

## Evaluation

NA

(§) 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

There are no results since HUM did not have a graduating class in 2013-2014.

## Evaluation

NA

(§) 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 exam 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

There are no results since HUM did not have a graduating class in 2013-2014.

## Evaluation

NA

(§) 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**

NA

**Results**

There are no results since HUM did not have a graduating class in 2013-2014.

**Evaluation**

NA

**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.

**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**

There are no results since HUM did not have a graduating class in 2013-2014.

**Evaluation**

NA

**Summary of the College Preparation Goal**

Because HUM is a new school that opened in 2011 and had only grades nine, ten and eleven in 2013-2014, it does not yet have an Accountability Cohort. As a result, it does not have much of the data with which to assess the school's progress against its college preparation measures.

| 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.   | Not Applicable  |
|                     | <b>(§)</b> 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. | Not Applicable  |
|                     | <b>(§)</b> 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.  | Not Applicable  |
| 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.  | Not Applicable  |

|                    |   |                |
|--------------------|---|----------------|
| College Attainment | Each year, 90% of graduating seniors will register for college and complete 10 college credits in their first year. | Not Applicable |
|--------------------|---|----------------|

**Action Plan**

The fact that the results on the PSAT did not exceed state standards is consistent with the fact that students are not all yet meeting grade level standards for reading, writing or mathematical fluency. As students continue to improve in both their core content classes through targeted programming and intervention classes, we should see significant increases in their performance on measures such as the PSAT.

**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**

Preliminary retention rate is 89%, one percentage point lower than the target.

**2013-14 Student Retention Rate**

| 2012-13 Enrollment | Number of Students Who Graduated in 2012-13 | Number of Students Who Returned in 2013-14 | Retention Rate<br>2013-14 Re-enrollment ÷<br>(2012-13 Enrollment – Graduates) |
|--------------------|---|--|---|
| 331                | 0   | 296  | 89%   |

**Evaluation**

The preliminary rate is just below the target. Final rates will not be determined until BEDS day (October 1, 2014). The percentage may decline if additional students are discharged prior to BEDS day (October 1, 2014).

**Additional Evidence**

| Year    | Retention Rate |
|---------|----------------|
| 2011-12 | 88%            |
| 2012-13 | 90%            |
| 2013-14 | 89%            |

**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 averaged about four percentage points below its goal of 90%. However, the attendance of ninth and tenth grade students averaged two to four percentage points lower than that of the other grades. School staff must conduct in-depth review of the data to understand the reasons for the disparity in attendance must be undertaken and additional interventions put in place for students whose attendance does not meet the goal.

**2013-14 Attendance**

| Grade   | Average Daily Attendance Rate |
|---------|-------------------------------|
| 9       | 84%                           |
| 10      | 86%                           |
| 11      | 88%                           |
| 12      | NA                            |
| Overall | 86%                           |

**Evaluation**

HUM’ average daily attendance rate of 86% misses the goal overall and in all grades. School staff must conduct in-depth review of the data to understand the reasons for the disparity in attendance must be undertaken and additional interventions put in place for students whose attendance does not meet the goal.

**Additional Evidence**

| Year    | Average Daily Attendance Rate |
|---------|-------------------------------|
| 2011-12 | 92%                           |
| 2012-13 | 91%                           |
| 2013-14 | 89%                           |

**HIGH SCHOOL: SUBJECT AREA MEASURES**

Students in the 2011 cohort, who will be graduating in June, 2015, are making progress towards meeting both the Math Regents Exam and Science Regents Exam goals. However, students in all cohorts must make significant progress in the next few years in order to achieve Regents Exam goals at the end of four years of high school.

**Cohort Passing Rate at 65 by Regents Mathematics Exam**

| Exam | Cohort |      |      |      |
|------|--------|------|------|------|
|      | 2010   | 2011 | 2012 | 2013 |
|      |        |      |      |      |

|                    |    |     |     |     |
|--------------------|----|-----|-----|-----|
| Math A             | NA | 0%  | 0%  | 0%  |
| Math B             | NA | 0%  | 0%  | 0%  |
| Integrated Algebra | NA | 60% | 40% | 30% |
| Geometry           | NA | 9%  | 3%  | 0%  |
| Algebra 2          | NA | 0%  | 0%  | 0%  |

**Cohort Passing Rate at 65 by Regents Science Exam**

| Exam               | Cohort |      |      |      |
|--------------------|--------|------|------|------|
|                    | 2010   | 2011 | 2012 | 2013 |
| Living Environment | NA     | 60%  | 33%  | 5%   |
| Earth Science      | NA     | 1%   | 1%   | 0%   |
| Chemistry          | NA     | 0%   | 0%   | 0%   |
| Physics            | NA     | 0%   | 0%   | 0%   |