



New Visions Charter High School for the Humanities (HUM)

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

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

99 Terrace View Avenue,
Bronx, NY 10463

718-817-7686

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

The following individuals prepared this 2021-22 Accountability Plan Progress Report on behalf of the Board of Trustees for New Visions Charter High School for the Humanities:

- Magaly Hicks, Principal
- Melissa Wass, New Visions Senior Program Officer
- Allison Cohen, New Visions Director - Data Analytics
- Isabella Zuco, New Visions Data Analyst

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

SCHOOL OVERVIEW

The New Visions Charter High School for the Humanities (HUM) is a small school that opened in 2011 and served students in grades 9-12 in 2021-2022.

MISSION

New Visions Charter High School for the Humanities is part of the New Visions Charter High Schools' (NVCHS) network. New Visions charter schools provide all students, regardless of their previous academic history, the highest quality education in an atmosphere of respect, responsibility, and rigor. New Visions schools ensure that graduates have the skills and content knowledge necessary to succeed in postsecondary choices by engaging students, teachers, and administrators in learning experiences that allow risk-taking, embrace multiple attempts at learning, cultivate students' imaginative and creative abilities, and celebrate achievement. Through an intensive study of English, math, history, and science, students learn how to generate research questions, develop the skills necessary to answer those questions, create products that demonstrate understanding, and defend their knowledge publicly.

The Career Technical Education program at HUM allows students to develop technical skills, academic skills, and employability skills. In addition, career and technical education helps students see how what they're learning applies to the needs of employers and postsecondary education.

The objective is to create a school of the highest academic standards that prepares and supports students to graduate ready for college, career, and a 21st century economy. We want our students to be challenged and will shift the dynamics from one where students receive information to one where they find solutions to problems using their imagination coupled with their mastery of content and skills. We strive to build a community that values individuality, fosters a passion for learning, and promotes college and career readiness for all.

STUDENT POPULATION

Located in the Marble Hill community of the Bronx, HUM serves students from predominantly low-income families. As of BEDS day 2021, 541 students were enrolled in HUM. Of these students:

- 98% are Black or Latino
- 88% are economically disadvantaged
- 18 % are students with disabilities
- 13 % are English Language Learners/Multilingual Learners

KEY DESIGN ELEMENTS

- **Innovative and Responsive Teaching and Learning:** Equitable teaching is the foundation of our schools. Consistent, high quality instruction is essential for achieving excellent learning outcomes for every student. We focus both on the content knowledge and the skills and mindsets our students need to lead in a 21st century society. We do this in four interdependent ways:
 1. Culturally Relevant Curriculum and Instruction: Instructional materials, including those sourced from New Visions, value the voices and knowledge of the youth we

serve. Teachers strive to understand and honor students' cultures and interests and integrate them into instructional plans. Our routines for learning privilege student sensemaking, application of learning, choice, and collaboration.

2. Teacher Development: Sustained and diverse professional learning experiences, provided by both schools and the New Visions network, build teachers' capacity to consistently enact and enhance our vision for teaching and learning and support them in their professional aspirations.
 3. Literacy and Math Skills for Every Student: Curriculum and instruction are designed to assess and develop students' skills beginning in literacy and math and ultimately across disciplines. Our innovative approach posits that assessment is for learning and teaching. Assessment cycles are used to identify what individuals and groups are ready to learn, which helps teachers plan instruction and differentiation for each student.
 4. Authentic Assessment: Authentic assessment, including project and challenge-based learning, is grounded in real, culturally relevant problems and the skills and standards of the course. Authentic assessments support students in constructing new knowledge, working collaboratively, demonstrating mastery, and presenting. These opportunities foster student agency and accountability in their own learning.
- **Individualized Supports for Diverse Learners**: We celebrate and support diversity in students' learning styles. We aspire to eradicate persistent academic achievement gaps for students with disabilities and multilingual learners. We do this through equitable teaching, inclusive classrooms, individualized support based on the needs and strengths of each student, and a focus on foundational academic and social emotional skills. We position students to be agents of their own growth by developing their ability to self-advocate and engaging them in decision-making about their futures.
 - **Holistic Social Emotional Supports**: We build purposeful communities where students and adults feel engaged and connected to each other, and where they grow as people. We begin this work before school starts with students at Summer Bridge, and with adults at Onboarding, and continue it through graduation. We help students make decisions about their own future and their school community; create inclusive spaces throughout the school where students' intersectional identities are celebrated and honored; invest in deep relationship-building through an advisory model; use a restorative approach to improve and repair relationships; leverage the robust counseling staff to recognize and heal trauma; and ensure that adults also reflect on and develop their own social emotional competencies.
 - **Comprehensive Postsecondary Readiness**: Our postsecondary exploration and preparation programs ensure that every student is equipped with the skills and experiences to define and pursue their goals, earn a family-sustaining wage, and participate fully in society. We recognize that the path to academic and career goals may contain a combination of training, employment, service, and education. We provide comprehensive four-year counseling and academic services that include exploration of multiple pathways, rich academic and

non-academic experiences, and support for caregivers so our students can meet challenges and opportunities of college and career.

- **Inclusive Family Engagement:** We build intentional, individual, collaborative relationships with families and caregivers to ensure they play an active role in their children's high school experience and postsecondary plans. We communicate consistently and in the family's preferred language(s). Families and caregivers are our first and most important stakeholders in the success of every student.
- **Civic & Community Engagement:** We encourage students to find the power in their own voices and actions, and to collaborate, communicate, and advocate in order to build stronger selves, schools, and communities. We do this by offering formal and informal experiences in our schools and cultivating partnerships in the community. Civic and community engagement, together with a rigorous academic program, equip our graduates with knowledge, skill sets, and agency to engage fully and lead in an increasingly complex world.
- **Data-Driven Continuous Improvement:** Data-driven continuous improvement cycles build capacity in teams, support the professional growth of all school staff, improve processes and programs, and build solutions to systemic challenges. Our continuous improvement approach advances equity and reduces bias by creating transparency, shared accountability, and greater reliability in complex systems. We set intentional goals, enact specific strategies for reaching them, reflect, and then incorporate what we learned so we do better next time.

MODALITIES OF INSTRUCTION

During the 2021-2022 school year, HUM leveraged a fully in-person instructional model, with the exception of a brief remote learning period from 12/20/21 to 1/14/22 as a proactive response to the increase in COVID-19 cases at that time. During the remote learning period, the schedule accommodated synchronous learning from Monday-Thursday and synchronous/asynchronous activities for students on Fridays. The schedule allowed for each content area to have an extended learning block two times a week along with a block for small group instruction. This change in schedule allowed teachers to support students who needed additional help. Cohort teams worked diligently to make sure that all students had working laptops and internet access by providing laptops and hotspots to students who needed them. Teachers used multiple technology platforms to reinforce online engagement. They encouraged students to participate in class discussions through written chats, reactions on Zoom and other tools like nearpod, flipgrid, Google Forms, Go Formative, Canvas etc. As a practice, all teachers used Google Classroom for posting important announcements, classwork, assessment and providing both qualitative and quantitative feedback.

SOCIAL, MENTAL, AND EMOTIONAL HEALTH SUPPORTS

Our advisory program started in September 2020 where students met each Friday morning with their advisors. During school year 2020-21, we carefully matched the majority of the student groups with teachers, operations staff, and school counselors and provided professional development and a curriculum to support the success of HUM advisory. When we returned to in-person instruction in school year 2021-22, we continued our advisory model beginning in Summer Bridge with incoming

ninth grade students and new tenth grade students. Throughout the school year, the advisory team met frequently to adjust and plan to meet the needs of our students.

Social Emotional Learning has been a primary focus for HUM this past academic school year. Advisory was reintroduced to our school with a dedicated period every Wednesday morning from 10:15 - 10:45 am. Our Wednesday schedule was altered to add the additional time in order to support this endeavor. Students remained in their second period class for this advisory time. This allowed students to deepen their relationship with their teachers and peers and build a trusting community. All of HUM's staff members collaborated together to make sure that all of our students received the support and guidance they needed to be successful.

In order to be prepared to deliver highly effective advisory lessons, they were shared with the staff several days prior to the Wednesday advisory session. This allowed for teachers to make adjustments to best meet the needs of their individual students. Co-advisors then had time to meet and make each lesson their own. We started an SEL/Advisory PLC that met bimonthly to discuss specific student needs and plan the advisory curriculum accordingly. The counseling team also held office hours to further support the staff with facilitating advisory sessions.

Additionally, HUM is part of the New Visions College Readiness for Network School Improvement (CR-NSI) initiative which focuses on supporting ninth grade students in advisory. At the bimonthly meetings, a team of ninth grade teachers, counselors, and leadership analyze data in order to create appropriate advisory lessons to meet the needs of our ninth grader students and to promote college readiness. As part of the work, the ninth grade advisors held "academic check-in" sessions where students would have the time and space to look at their live grades and reflect on their progress. The advisors would have 1:1 conversations with their students to ensure that they had the guidance and support they needed to improve their grades.

Advisory at HUM provides a space for students to focus on specific non-academic content, with a consistent and flexible class structure designed to foster community, build positive relationships as well as promote social and emotional learning. Some of our focus has been on the following:

- Self-awareness
- Self-esteem
- Management
- Study Skills
- Organization
- Communication & Advocacy Skills

The important components/lessons addressed during advisory this past school year included:

- Defining SEL
- Self-Care
- Self-Esteem
- Gratitude
- Risky Behavior
- Boundaries
- Peer Pressure
- Conflict Resolution

- Identity
- Pandemic Reflection
- Trust
- Testing Anxiety & Stamina
- Advocacy Skills
- Mental Health
- Self Worth
- Study Skills
- Financial Wellness

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

SEL Coaching & Support:

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

Advisors received feedback and support from the leadership team throughout the year. The director of guidance and professional learning identified highly effective practices and selected staff members to share those best practices with other staff members. She also met with staff members who struggled with specific SEL topics to ensure that they felt comfortable engaging the students in discussions.

Our PD framework included multiple sessions on sharing best SEL practices not only for advisory, but for everyday classroom instruction. Teachers incorporated these strategies in their own classrooms and witnessed growth in student engagement and overall motivation. We continued to use an SEL check-in practice called “mood meters” where students identified how they were feeling and reflected on why they were feeling that way before beginning instruction for the day. Teachers and staff members were able to connect with students at the beginning of their classes which helped in a more effective instruction and learning session.

An additional layer of SEL support was implemented in the form of academic check-ins and goal setting for the Class of 2025. This was a part of our CR-NSI our work with promoting college readiness with our ninth grade students. Our main focus this year was in promoting SEL with all of our ninth grade students.

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

ENROLLMENT SUMMARY

School Enrollment by Grade Level and School Year

School Year	9	10	11	12	Total
2017-18	133	137	150	120	540
2018-19	139	149	98	140	526
2019-20	174	143	121	124	562
2020-21	151	164	144	117	576
2021-22	151	125	147	116	541

HIGH SCHOOL COHORTS

ACCOUNTABILITY COHORT

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

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

Fourth-Year High School Accountability Cohorts

Fourth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Enrolled on BEDS Day in October of the Cohort’s Fourth Year	Number Leaving During the School Year	Number in Accountability Cohort as of June 30 th
2019-20	2016-17	2016	124	0	124
2020-21	2017-18	2017	113	0	113
2021-22	2018-19	2018	124	0	124

TOTAL COHORT FOR GRADUATION

Students are also included in the Total Cohort for Graduation (referred to as the Graduation Cohort, Total Graduation Cohort, or Total Cohort interchangeably throughout this report) based on the year they first enter the 9th grade. Students enrolled for at least one day in the school after entering the 9th grade are part of the school’s Graduation Cohort. The school may remove students from the Graduation Cohort if the school has discharged those students for an acceptable reason listed in the

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SIRS manual, including the following: if they transfer to another public or private diploma-granting program with documentation, transfer to homeschooling by a parent or guardian, transfer to another district or school, transfer by court order, leave the U.S., or are deceased.

Fourth Year Total Cohort for Graduation

Fourth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Graduated or Enrolled on June 30 th of the Cohort's Fourth Year (a)	Number of Students No Longer at the School Who Had Been Enrolled for at Least One Day Prior to Leaving the School and Who Were <u>Not</u> Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2019-20	2016-17	2016	124	1	125
2020-21	2017-18	2017	113	1	114
2021-22	2018-19	2018	127	0	127

Fifth Year Total Cohort for Graduation

Fifth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Graduated or Enrolled on June 30 th of the Cohort's Fifth Year (a)	Number of Students No Longer at the School Who Had Been Enrolled for at Least One Day Prior to Leaving the School and Who Were <u>Not</u> Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2019-20	2015-16	2015	1	145	146
2020-21	2016-17	2016	0	125	125
2021-22	2017-18	2017	0	114	114

PROMOTION POLICY

Promotion Criteria	Credits in Core Content Areas (English, Math, Science, Social Studies)	Total Credits (Minimum)	Regents (Minimum)
9th to 10th	9 (3 Credits for each core content)	11	1
10th to 11th	21 (6 Credits for each core content)	22	2
11th to 12th	33 (9 Credits for each core content)	33	4

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Regents	9th			10th			11th			12th		
	T1	T2	T3	T1	T2	T3	T1	T2	T3	T1	T2	T3
1	ELA 9			ELA 10			ELA 11			ELA 12		
2	Global I			Global II			US History			Gov	Econ	Civics
3	Algebra I			Geometry			Trig / Stats			Other math		
Advisory/Lunch	Health	Health	Health	Math	Art	Advisory	ELA elective	ELA elective	CCR	CCR	LOTE	SS
Lunch/Advisory	9th grade advisers: science+PE teachers			10th grade advisers: math+art teachers			11th grade advisers: ELA+counselors			12th grade advisers: SS+LOTE teachers		
4	Living Environment			Earth Sci			LOTE			Other science, CTE or internship		
5	PE / intervention or elective or CTE			PE / intervention or elective or CTE			PE / intervention or elective/CTE			PE / art		
ARD	9th			10th			11th			12th		
	T1	T2	T3	T1	T2	T3	T1	T2	T3	T1	T2	T3
1	ELA 9			ELA 10			ELA 11			ELA 12		
2	Global I			Global II			US History			Gov	Econ	Civics
3	Algebra I			Geometry			Trig / Stats			Other math		
Advisory/Lunch	Health	Health	Health	Math	Art	Advisory	ELA elective	ELA elective	CCR	CCR	LOTE	SS
Lunch/Advisory	9th grade advisers: science+PE teachers			10th grade advisers: math+art teachers			11th grade advisers: ELA+counselors			12th grade advisers: SS+LOTE teachers		
4	Living Environment			Earth Sci			LOTE			LOTE		
5	PE / intervention or elective or CTE			PE / intervention or elective or CTE			PE / intervention or elective/CTE			PE / art		
MLLs	9th			10th			11th			12th		
	T1	T2	T3	T1	T2	T3	T1	T2	T3	T1	T2	T3
1	ELA 9			ELA 10			ELA 11			ELA 12		
2	Global I	PE/elective	PE/elective	Global II			US History			Gov	Econ	Civics
3	Algebra I			Geometry			Trig / Stats			Other math		
Advisory/Lunch	Health	Health	Health	Math	Art	Advisory	ELA elective	ELA elective	CCR	CCR	LOTE	SS
Lunch/Advisory	9th grade advisers: science+PE teachers			10th grade advisers: math+art teachers			11th grade advisers: ELA+counselors			12th grade advisers: SS+LOTE teachers		
4	Living Environment			Earth Sci			LOTE			Other science, CTE or internship		
5	MLL standalone			PE / intervention or elective or CTE			PE / intervention or elective/CTE			PE / art		

The HUM Bell Schedule demonstrates student academic progress based on grade level and lists the pathway towards graduation. HUM pathways allows for students to successfully complete their promotion requirements through consistent scheduling. HUM scholars are awarded 15 credits per school year and are fast tracked to earn the Advanced Regents Diploma.

Trimester Model w/ 5 Instructional Periods + Advisory

9th	15 credits
10th	15 credits
11th	15 credits
12th	15 credits
Total	60 credits

12 credits more than semester model
 By end of 11th grade, opportunity to have earned 45 credits
 Allows for daily advisory + 2.5 hours of additional PD time throughout the week

GOAL 1: HIGH SCHOOL GRADUATION

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Students will meet all the New York State graduation requirements.

Goal 1: Leading Indicator

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

METHOD

This measure serves as a leading indicator of the performance of the high school cohort and examines students' progress toward graduation based on annual credit accumulation. The measure requires that, based on the school's promotion requirements, 75 percent of the first and second year high school Total Graduation Cohorts will earn the required number of credits.

RESULTS AND EVALUATION

One hundred percent of students in the 2020 cohort and 99% percent of students in the 2021 cohort, earned the required number of credits to be promoted to the next grade level. HUM's first and second year cohorts met and exceeded this measure.

At HUM, every student begins their high school journey with a graduation roadmap which enables the students to make goals for themselves and keep track of their progress towards their goal. Each trimester, the cohort teams push-into the classes and have students update their graduation plans based on their trimester grades. This enables students to become actively involved in their path to postsecondary success. The cohort team along with the programming team makes strategic programming decisions based on student needs.

A new revised Promotion Policy and Professional Learning Community emerged during the summer of 2014, when the new leadership team entered Humanities. This resulted in the implementation of student goal setting, a graduation roadmap, and transparent tracking of progress to ensure Humanities' scholars met promotion criteria and demonstrated mastery of subjects. Programming for success, and making mindful decisions through case-conferencing with students, cohort stakeholders and parents helped to make strategic programming decisions throughout the course of a student's high school career.

Percent of Students in First and Second Year Cohorts Earning the Required Number of Credits in 2021-22

Cohort Designation	Number in Cohort during 2021-22	Percent promoted
2020	130	100%
2021	106	99%

ADDITIONAL EVIDENCE

Beginning August 2014, new leadership policy changes to promotion criteria, implementation of a professional learning community in a caring environment, and a noticeable improvement in climate and culture led to HUM's 2014 and 2015 cohorts increase in promotion rates, and thereafter. A strong emphasis on teaching and learning, with daily content and data planning helped to lead to rigorous instruction, and analyzing data. An improvement in climate and culture led students to have higher expectations resulting in higher student achievement. Increased family engagement with parents as partners led to a united team working towards one goal: high student achievement. With ongoing support and a targeted intervention plan for all students we began seeing struggling students excel and other students accelerate. Students' successes were celebrated by all.

HUM's core belief and guiding principle became our motto:

HUM's core belief is, failure is not an option: The belief that every child can succeed is non-negotiable. It is not your environment; it is you, the quality of your mind, the education of your soul, and the determination of your will that will decide your future and shape your life.

Goal 1: Leading Indicator

Each year, 75 percent of students in the second year high school Total Graduation Cohort will score at or above proficient on at least three different New York State Regents exams required for graduation.

METHOD

This measure serves as a leading indicator of the performance of high school cohorts and examines their progress towards graduation based on Regents exam passage. The measure requires that 75 percent of students in each Graduation Cohort have passed at least three Regents exams by their second year in the cohort.

As a result of the Board of Regents' guidance regarding the cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22 for the most recent second year cohort schools should report the percentage of students who either passed or were exempted from at least three exams. In August of 2022, the 2019 cohort will have completed its second year.

RESULTS AND EVALUATION

Ninety-one percent of students in the 2020 cohort have passed or were exempted from at least three different Regents exams required for graduation, therefore meeting and exceeding this measure by 16 percentage points.

We have continued to incorporate courses with authentic applications, as well as authentic interdisciplinary projects. In math we have introduced a financial math course and a statistics course. In ELA, students participated in a journalism course and in science, students have taken forensic science. Further, with the addition of our Career and Technical Education program, students take courses in visual design, audio production, and video production as well as Career and Financial

Management. By design (being authentic and applied), these courses increase access to our at-risk students, students with IEPs and MLLs. This has led to higher student achievement.

This outcome is also due in part to our shifts in instruction to expand Tier I instructional strategies across all content areas. The goal was to provide appropriate scaffolds for students based on their learning needs, while ensuring that they were being appropriately challenged in their courses. In addition, there was a focus on test literacy to support students in demonstrating their learning through various assessment cycles and modes.

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

Cohort Designation	School Year	Number in Cohort	Percent Passing at Least Three Regents (including exemptions)
2018	2019-20	153	93%
2019	2020-21	159	95%
2020	2021-22	130	91%

ADDITIONAL EVIDENCE

After a year a half of remote learning we experienced challenges related to learning loss and skill gaps. We adapted our curriculum to meet the needs of our students and maintain academic rigor. We continued to dive deeper into data collected from formative assessments, mock Regents and performance based assessments. We programmed the students for January and June Regents strategically so that students can meet the CUNY College Ready Benchmarks in ELA and math. We ensured that students on track to graduation are accelerated and programmed for Advanced Placement classes and off-track students get additional support through intervention, office hours and Saturday school Academy.

Goal 1: Absolute Measures
 Each year, 75 percent of students in the fourth year high school Total Graduation Cohort and 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.

METHOD

This measure examines students in two high school Graduation Cohorts: those who entered the 9th grade as members of the 2017 cohort and graduated four years later and those who entered as members of the 2016 cohort and graduated five years later. These data reflect August graduation rates. At a minimum, these students have passed or been exempted from five Regents exams required for high school graduation in ELA, mathematics, science, U.S. History, and Global History or met the requirements for the 4+1 pathway to graduation.¹

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

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

RESULTS AND EVALUATION

Ninety-eight percent of students in HUM’s 2018 cohort graduated after four years and 100% of students in the 2017 cohort graduated after five years. The 2018 cohort’s four-year graduation rate exceeded this measure by 23 percentage points and the 2017 cohort’s five-year graduation rate exceeded this measure by five percentage points.

HUM continues to track both four-year graduates and non-graduates. We provide individualized plans and an academic roadmap for each student and HUM graduates are carefully monitored and provided with an educational plan for success. Potential August graduates are provided with instructional content teachers who work with them during summer school and provide intensive support for Regents preparation. This year, the plan remained the same, with our potential August cohort 2018 graduates being placed in local summer schools to complete the coursework required to earn the credits needed for August Regents exemptions or credits required for graduation.

Students in cohort 2018 who do not meet the requirements for graduation after August 2022, and depending on the number of credit gaps and/or Regents needed to meet graduation requirements, will be given a program to attend a YABC program on our campus. Scholars are monitored carefully by the guidance counselor until they meet graduation requirements. Long term absent students in our cohort are contacted often and home visits are made to discuss educational options. HUM did not run summer school this year for the graduates of cohort 2018 but our August graduates worked in concert with staff to finish up their missing credits.

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

Cohort Designation	School Year	Number in Cohort	Percent Graduating
2016	2019-20	125	100%
2017	2020-21	114	100%
2018	2021-22	127	98%

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

Cohort Designation	School Year	Number in Cohort	Percent Graduating
2015	2019-20	146	99%
2016	2020-21	125	100%
2017	2021-22	114	100%

ADDITIONAL EVIDENCE

Given the state of the world (post remote learning) we have found that some students are mentally and emotionally drained from the 18 months of remote learning. This has led to an increase in graduates looking for alternatives to traditional postsecondary education (2-4 yr college) by way of 6-18 month certifications. Cohort 2018 HUM saw graduates apply and/or enroll into Empire Beauty School, Per Scholas (18 month Tech Certs) and CDL Truck Licensing programs as a way to move swiftly into their career choice. The effects of 18 months of remote learning continue to reverberate in the classroom and our staff are thinking objectively as to how to support our students in their socio-emotional learning. In classrooms you may hear conversations of goal development, business

creation and how to educate yourself outside of the classroom. This minor reaction has allowed students to think long-term about experiential learning versus traditional learning, a necessary dialogue for future success.

Goal 1: Comparative Measure

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

METHOD

The school compares the graduation rate of students completing their fourth year in the charter school’s Total Graduation Cohort to that of the respective cohort of students in the school district of comparison. Given that district results for the current year are generally not available at this time, for purposes of this report schools should include the district’s 2020-21 results as a temporary placeholder for the district’s 2021-22 results.

RESULTS AND EVALUATION

HUM’s 2018 cohort’s graduation rate of 98% exceeded Community School District 10’s 2017 cohort graduation rate of 84% by fourteen percentage points, therefore meeting this measure. District data for the 2018 cohort was not available for comparison at the time of this report.

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

Cohort Designation	School Year	Charter School		School District	
		Number in Cohort	Percent Graduating	Number in Cohort	Percent Graduating
2016	2019-20	125	100%	4074	80%
2017	2020-21	114	94%	3817	84%
2018	2021-22	127	98%	TBD	TBD

ADDITIONAL EVIDENCE

None.

Goal 1: Absolute Measure

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

METHOD

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

As a result of the Board of Regents’ guidance regarding the cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22 students planning to take a pathway examination during those canceled dates would be exempted from the requirement. For purposes of this measure, only report results for students with valid scores for any pathway exam.

RESULTS AND EVALUATION

Seventy-five percent of students in HUM’s 2018 cohort who pursued an alternative graduation pathway (with valid scores) achieved a Regents equivalency score and passed an approved pathway assessment required for graduation. HUM’s 2018 cohort met this measure.

At HUM we have leveraged the 4+1 opportunity to meet the unique needs of our students. As seen in the data of students in cohort 2018 we were intentional in the way we approach student programming. Utilizing this option can be attributed to developing more structures and routines around offering students the +1 opportunity. We have become more strategic in leveraging the CDOS for our students during their senior year as a way to support students who have not yet passed five Regents exams. We will continue to develop the systems and structures around the 4 +1 option.

Percentage of the 2018 Graduation Cohort Pathway Students Demonstrating Success by Exam Type

Exam	Number of Graduation Cohort Members Tested (a)	Number Passing or Achieving Regents Equivalency (b)	Percentage Passing =[(b)/(a)]*100
CC Alg Regents	10	10	67%
CC Geometry Regents	3	2	67%
Earth Regents	1	0	0%
Living Environment Regents	14	8	57%
LOTE	1	0	0%
Overall	16	12	75%

Pathway Exam Passing Rate by Fourth Year Accountability Cohort

Cohort Designation	School Year	Number in Cohort	Percent Passing a Pathway Exam
2016	2019-20	124	6%
2017	2020-21	114	4%
2018	2021-22	124	10%

ADDITIONAL CONTEXT AND EVIDENCE

HUM programs students for courses that culminate in Regents and re-sits students if their first attempt was not successful. Cohort teams make programming recommendations for students who are struggling in a content area. After two to three unsuccessful attempts at passing a Regents exam a case conference with the student and parent is scheduled to go over options, and multiple pathways are then discussed and the appropriate exam scheduled. During every phase we continue to empower students to take initiative and represent for themselves in their education.

SUMMARY OF THE HIGH SCHOOL GRADUATION GOAL

In school year 2021-22, HUM achieved all six measures in the high school graduation goal.

Type	Measure	Outcome
Leading Indicator	Each year, 75 percent of students in first and second year high school Total Graduation Cohorts will earn at least ten credits (if 44 needed for graduation) or five credits (if 22 needed for graduation) each year.	Achieved
Leading Indicator	Each year, 75 percent of students in the high school Total Graduation Cohort will score at least 65 on at least three different New York State Regents exams required for graduation by the completion of their second year in the cohort.	Achieved
Absolute	Each year, 75 percent of students in the fourth year high school Total Graduation Cohort will graduate.	Achieved
Absolute	Each year, 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.	Achieved
Comparative	Each year, the percent of students in the high school Total Graduation Cohort graduating after the completion of their fourth year will exceed that of the Total Graduation Cohort from the school district of comparison.	Achieved
Absolute	Each year, 75 percent of students in the high school Total Cohort pursuing an alternative graduation pathway will achieve a Regents equivalency score and pass an approved pathway assessment required for graduation by the end of their fourth year.	Achieved

ACTION PLAN

HUM will continue to set high and achievable expectations for their scholars, as failure is not an option. Cohort APs and deans review caseloads daily analyzing live grades, attendance and in-class performance. Student progress is monitored via individual and group meetings with grade counselors. Students’ graduation road maps are updated at the time of progress reports and at the end of a trimester to ensure students are programmed for appropriate courses at their level. Cohort teachers across the content areas use an interdisciplinary approach to support targeted content with measures of interventions in place for struggling learners. Continuous transparent communication plays a huge role in our success.

GOAL 2: COLLEGE PREPARATION

GOAL 2: COLLEGE PREPARATION

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

Summer Bridge is the genesis for our students at HUM. It is the first time our students are introduced to expectations and procedures of HUM. It is also the inception for HUM students to learn about the postsecondary process and the opportunities afforded to them:

- Create a postsecondary plan (SMART goals, scaffolded planning)
- Tour on campus of two or three colleges
- Take the SAT at least one time
- Offer college level courses
- Offer SAT prep
- Offer college/career exploration experiences
- Apply for internships

HUM has developed partnerships with the following college/career prep programs:

- Monroe College (Dual-enrollment)
- College Now
- First Workings
- Genesys Works
- Kaplan SAT PREP
- CO-OP TECH

Goal 2: Absolute Measure

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

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

METHOD

Schools use any method listed here, or any combination thereof, to demonstrate that at least 75 percent of graduates are prepared to engage in rigorous college level coursework. The school should select only those methods listed here that it uses to demonstrate the college readiness of its students and eliminate those that it will not. For instance, high schools that do not deliver an IB Program as part of their high school design do not report on the IB option. The school reports on

the number of students who attempted to achieve each indicator, the number who succeeded, and the corresponding percentage. Additionally, the school should report on the overall number of students who graduated after four years, the number of those graduates who achieved any of the relevant indicators, and the overall percentage achieving any indicator.

College Partnerships

HUM'S partnership with Monroe College and Lehman College are vital pieces to the fabric of the postsecondary planning process. Lehman College offers students as early as their sophomore year to take 3 credit college courses for free in such fields as engineering, human services, health services and liberal arts. At the completion of senior year students can amass as many as 18 credits.

Monroe College has broadened our offerings allowing interested, academically and mentally prepared students to graduate high school with a high school diploma as well as an Associates Degree in Criminal Justice. Upon completion graduates then have the opportunity to attend Monroe for an additional two years or attend any other institution they choose to finish with a Bachelor's degree.

RESULTS AND EVALUATION

Fifteen percent of HUM's 2018 cohort demonstrated their preparation for college by achieving at least one of the indicators listed above, therefore not meeting the goal of 75%.

Each student at HUM is scheduled for the SAT exam in the fall of their third year. Preparation for the SAT/ACT are provided through various outsourced free or low cost programs. Students who have shown academic success by remaining on-track for graduation are provided opportunities to experience AP or college-level courses. Cohort teams recommend which students should be enrolled in AP courses or college-level courses including College Now at Lehman College. Students in their sophomore, junior, and senior year can take AP or college courses as they become available. Conversely, if a student wants to take advantage of college level courses and the aforementioned opportunities then the cohort team can make recommendations to the college/career adviser on other suitable and unique options for that student. This is vital to the success of that student that their after school activities highlight their postsecondary plans.

Percentage of the 2018 Total Cohort Graduates Demonstrating College Preparation by Indicator

Indicator	Number of Graduates who Attempted the Indicator	Number who Achieved Indicator	Percentage of Graduates who Achieved Indicator
Passing an AP Exam	34	4	12%
Passing a College Level Course	1	0	0%
Achieving the College and Career Readiness Benchmark on the SAT	97	2	2%
Earning a Regents Diploma with Advanced Designation	124	13	10%
Achieving at least Performance Level 4 on both the ELA and Math Regents Required for Graduation	124	5	4%
Overall	124	19	15%

ADDITIONAL EVIDENCE

With virtual learning there were major changes in the way our students connected to and engaged with the information due to their separation from the classroom. Every year HUM offers SAT prep as a way to build confidence when it comes to standardized testing. Cohort 2018 saw the opportunity for students to take FREE SAT prep classes through our LETS GET READY partners which also included postsecondary planning. In support of our students, HUM was fortunate to have two teachers step into the gap and run prep courses in both English and math to prepare students for the SAT's.

Based on preliminary data, the various fields and postsecondary plans our students and graduates are showing interest in continues to shift. This year we saw an uptick in students running small businesses, showing more interest in tech fields and enrolling in CUNY programs. From the data, it suggests that students are becoming more aware of the benefits of no college debt (CUNY tuition for those families grossing \$125k), going after their goals and passions by creating small businesses and staying local as a way to help their family financially.

Goal 2: Absolute Measure
 Each year, the College, Career, and Civic Readiness Index (“CCCRI”) for the school’s Total Cohort will exceed the Measure of Interim Progress (“MIP”) set forth in the state’s ESSA accountability system.

The calculation of this measure is not required for 2021-22.

Goal 2: Comparative Measure
 Each year, the school’s CCCRI for the Total Cohort will exceed that of the district of comparison’s Total Cohort.

The calculation of this measure is not required for 2021-22.

Goal 2: Absolute Measure

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

METHOD

The ultimate measure of whether a college prep high school has lived up to its mission is whether students actually enroll and succeed in college. Schools track and report the percentage of fourth-year Total Cohort graduates who matriculate into a two or four-year college program in the school year following graduation. Schools should update and confirm data for Cohorts prior to 2021-22 and provide preliminary matriculation data for 2018 Cohort. It may be necessary for schools to provide updated data to the Institute when National Student Clearinghouse or other data sources become available later in the school year.

RESULTS AND EVALUATION

HUM collects matriculation data from the National Student Clearinghouse. Clearinghouse data for cohort 2018 was not available at the time of this report. This metric will be updated once the data becomes available.

Currently HUM is a member of the New Visions Postsecondary Advising Model. An intentional program geared to increase college/career enrollment and persistence among graduating students. HUM uses the New Visions Data Portal to track critical college-going milestones that can predict college/career matriculation. In addition, we are establishing career readiness by creating partnerships with local business owners and programs that align with our focus through our progressive CTE structure and/or the collaboration between the school counseling team and the college and career counselor. Each entity works diligently to find engaging experiences that our students can make as part of their college application process or job interview. At every level the end goal of postsecondary matriculation and success is at the forefront of the conversation.

Matriculation Rate of Graduates by Year

Cohort	Graduation Year	Number of Graduates (a)	Number Enrolled in 2 or 4-year Program in Following Year (b)	Matriculation Rate =[(b)/(a)]*100
2016	2019-20	125	84	67%
2017	2020-21	107	57	50%
2018	2021-22	124	TBD	TBD

ADDITIONAL EVIDENCE

Based on the enrollment and commitment data from cohort 2018 the majority of our students are staying local (attending colleges and universities in New York State). Anecdotally, there were many conversations with students and families about the lack of family financial support needed for college. As we continue to track our students it is imperative that we reflect on the financial troubles of 2020-2022 and how that has affected our families. CUNY and SUNY are improving their financial

options for their students in response to the shutdown of 2020-21. Conversely, more of our graduates opted to continue to work their afterschool jobs and focus on their aspirations of starting and being a successful business owner.

SUMMARY OF THE COLLEGE PREPARATION GOAL

In school year 2021-22, HUM did not achieve the one measure, with data available, in the college preparation goal. Two measures are not applicable for the school year 2021-22 and data was not available for one measure at the time of this report.

Type	Measure	Outcome
Absolute	Each year, 75 percent of graduating students will demonstrate their preparation for college by one or more possible indicators of college readiness.	Not Achieved
Absolute	Each year, the CCCRI for the school’s Total Cohort will exceed that year’s state MIP set forth in the state’s ESSA accountability system.	N/A
Comparative	Each year, the school’s CCCRI for the Total Cohort will exceed that of the district’s Total Cohort.	N/A
Absolute	Each year, 75 percent of graduating students will matriculate into a college or university in the year after graduation.	TBD

ACTION PLAN

As stated in our mission, HUM will continue to challenge our students to present and defend their learning as part of preparing and supporting them to graduate ready for college, careers, and a 21st century economy. In the coming year HUM will leverage its successes and challenges to adapt and shift its instructional focus to support student and staff learning. While the education landscape has changed drastically we have the same dedication and focus to student success through a robust and expanded advisory program that is tailored to meet the students in each grade. Cohort, content and individual AP/teacher meetings will continue weekly. Professional development will address the skills required to affect the student population in this new landscape through in-school Professional Learning Communities that meet twice per month and are teacher-led.

In addition, HUM will continue to participate in the New Visions Postsecondary Advising Model. With guidance the increase in college enrollment can be achieved by:

- Using the New Visions Data Portal to track critical college-going milestones;
- Meeting regularly to learn, plan, strategize and reflect;
- Encourage students to self-reflect and explore their passions and purpose; and
- Focusing our attention on six critical college enrollment milestones during six discrete cycles:
 - Completing a Postsecondary List (and determining financial eligibility for opportunity programs)
 - Applying to CUNY
 - Applying to SUNY and Other Colleges
 - Submitting FAFSA & TAP
 - Making a Postsecondary Choice
 - Completing and Documenting a Postsecondary Transition Plan.

GOAL 3: ENGLISH LANGUAGE ARTS

BACKGROUND

HUM uses the Common Core aligned ELA curriculum framework provided by our network, New Visions, to guide our instruction in grades nine through eleven. The network does not provide a twelfth grade curriculum framework, therefore our teachers develop their own curriculum materials with a focus on the skills students need for postsecondary success as well as with a philosophical approach to text analysis. The curriculum is enhanced by teacher-developed unit and lesson plans, as well as assessments designed to measure skills and standards identified for that grade level in reading, writing, and discussion to support students' development of college and career readiness skills. In terms of staffing, as we transitioned back to in-person instruction we added new teachers in all grade levels due to challenges in retaining staff presented by the pandemic. We also worked through the year with unfilled positions in ELA-SpEd in two sections of tenth grade classes.

HIGH SCHOOL ENGLISH LANGUAGE ARTS

Goal 3: Absolute Measure

Each year, 65 percent of students in the high school Accountability Cohort will exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

METHOD

The school administered the Regents English exam that students must pass to graduate in June 2022. The State Education Department currently defines the college and career readiness standard as scoring at or above Performance Level 4 (meeting Common Core expectations) on the Regents Exam in English Language Arts (Common Core). This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 4 by the completion of their fourth year in the cohort.

Due to the state's cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22 some students in the 2018 Cohort who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students achieving at least Level 4 among the students who sat for the exam.

RESULTS AND EVALUATION

Thirty-three percent of students in HUM's 2018 cohort scored at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core), therefore not achieving this measure.

The January 2022 Regents exams were canceled due to another surge in COVID 19 cases in schools across New York City. As a result the students in cohort 2018 only had one opportunity to sit for the CC ELA Regents, if they chose, before June 2022 graduation. The Mock Regents were therefore rescheduled for April 2022 and the data analyzed and used to drive instructional decisions for the remainder of Trimester 3 in ELA classes where students were identified to sit the exam. The Mock

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Regents data was also used to identify students in cohort 2020 who would also sit for the CC ELA Regents exam.

We plan to continue our focus on high leveraged skills in reading and writing to support the students in cohorts 2019 and 2020 who need to take the CC ELA Regents exam in SY 2022-23. In addition, this focus will also help us to prepare students in cohorts 2021 and 2022 who will sit for the exam in 2023. Our focus on Tier 1 instruction and embedding literacy and writing strategies across contents will continue to be a driving force in our instructional program and support our work to drill deeper into the high-leveraged college and career ready skills that students need for postsecondary success. Our robust literacy interventions along with additional support for our MLs will also continue to support this focus.

Percent Scoring at Least Level 4 on Regents English Common Core Exam
by Fourth Year Accountability Cohort²

Cohort	Fourth Year	Number in Cohort (a)	Number exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2016	2019-20	124	0	73	59%
2017	2020-21	113	0	57	50%
2018	2021-22	124	66	19	33%

ADDITIONAL EVIDENCE

Our team started the year with a clear focus on preparing students to resit for the ELA Regents exam in January and June 2022 to achieve Level 4 or score of 79+ (the CUNY college readiness benchmark is 75) for cohorts 2018 and 2019. Due to the cancellation of January 2022 Regents administration we only have data from the June 2022 administration for these cohorts. The January 2022 cancellation, however, granted students in cohort 2018 the exemption from that graduation requirement. Students were scheduled for the June 2022 ELA regents exam as is our policy, however, the data reflects the results of the cancellation of the January administration and students choosing to not sit for the exam in June 2022 because they had received the exemption.

Percent Achieving at Least Level 4 by Cohort and Year

Cohort Designation	2019-20		2020-21		2021-22	
	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4 ³	Number in Cohort	Percent Level 4 ⁴
2018	153	5%	135	23%	124	33%
2019	166	0%	156	0%	137	42%
2020			149	0%	130	17%
2021					105	0%

² Based on the highest score for each student on the English Regents exam

³ Percent scoring at least Level 4 among students with valid score

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

Goal 3: Absolute Measure

Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

METHOD

The school administered the Regents English exam that students must pass to graduate. The school scores Regents on a scale from 0 to 100. The State Education Department currently defines the cut off for passing and meeting the requirement for graduation as scoring at or above Performance Level 3 (partially meeting Common Core expectations) on the Regents Exam in English Language Arts (Common Core). This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 3 by the completion of their fourth year in the cohort.

Due to the state’s cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22 some students in the 2018 Cohort who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students achieving at least Level 3 among the students who sat for the exam.

RESULTS AND EVALUATION

Seventy-one percent of students in HUM’s 2018 cohort (with valid scores) scored at or above Performance Level 3 on the Regents Exam in English Language Arts (Common Core). HUM’s 2018 cohort fell short of meeting this measure by nine percentage points. In addition, it should be noted that a total of 82 students, 66 with no valid score and 16 who had previously sat for the exam, earned Regents exemptions. Therefore 99% of students in cohort 2018 met the ELA Regents requirement for graduation.

HUM continued to program students for CUNY college readiness (75+) in the 2021-2022 school year with the expectation that the Regents administrations would be held as scheduled. This was not to be and as our instructional program returned to in-person instruction and the January 2022 CC ELA Regents were canceled we were only able to gather additional data for the June 2022 CC ELA Regents for Performance Level 3 and CUNY college readiness benchmarks. While the exemptions offered us the 99% pass rate on the CC ELA Regents, it did not allow us to improve our percentage of students in the 2018 cohort scoring at the CUNY college readiness benchmark.

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

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2016	2019-20	124	0	116	94%
2017	2020-21	113	0	98	87%
2018	2021-22	124	66	41	71%

ADDITIONAL EVIDENCE

School year 2021-2022 brought unique challenges with our return to in-person learning, however, we continued our focus on providing additional supports for our students to facilitate their learning and prepare them to meet and exceed this benchmark. We added an additional section of Wilson Reading to strengthen our literacy intervention program and hired a consultant/teaching assistant to support our Multilingual Learners. We administered the Performance Series assessment and used that along with the WIST data to place students in the appropriate interventions.

Percent Achieving at Least Level 3 by Cohort and Year

Cohort Designation	2019-20		2020-21		2021-22	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing ⁵	Number in Cohort	Percent Passing ⁶
	153	10%	135	48%	124	71%
2018	166	0%	156	0%	137	77%
2019			149	0%	130	34%
2020					105	0%

Percent Achieving at Least Level 3 / Exempted / Special Appeal by Cohort

Cohort Designation	Number in Cohort	Total Number Exempted	Number w/ Special Appeal	Number Scoring at Least Level 3	Percent Scoring at Least Level 3/Exempted
2018	124	82	0	41	99%
2019	137	30	2	102	98%
2020	130	7	0	43	38%
2021	105	0	0	0	0%

Goal 3: Absolute Measure

Each year, the Performance Index (“PI”) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the state’s Measure of Interim Progress (“MIP”) set forth in the state’s ESSA accountability system.

The calculation of this measure is not required for 2021-22.

Goal 3: Comparative Measure

Each year, the percent of students in the high school Total Cohort meeting or exceeding Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students in the district meeting or exceeding Common Core expectations.

The calculation of this measure is not required for 2021-22.

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

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

Goal 3: Comparative Measure

Each year, the percent of students in the high school Total Cohort at least partially meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.

The calculation of this measure is not required for 2021-22.

Goal 3: Comparative Measure

Each year, the Performance Index (“PI”) in Regents English of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.

The calculation of this measure is not required for 2021-22.

Goal 3: Growth Measure

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

METHOD

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

RESULTS AND EVALUATION

Seven percent of students in the 2018 cohort who were not proficient on their NYS 8th grade English language arts exam scored at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core), therefore not meeting this measure.

Unfortunately, cohort 2018 only had one opportunity to sit for the ELA Regents this school year with the cancellation of the January 2022 exams to score a Level 4 due to COVID 19, therefore, leading to the lower percentage meeting the benchmark. Previous cohorts had multiple opportunities to do so. We continued to embed the literacy supports into instruction in ELA classes and across math, science, and social studies classrooms. This has translated into greater success for our students as we seek to support them in meeting and mastering college-ready reading and writing skills. The goal was to continue to scale back and dig deeper into high-leveraged college and career-ready skills such as reading and analyzing informational texts.

As we returned to in-person instruction, our teachers across the ELA and social studies classes continued to emphasize close reading, annotation, and text-based evidence-supported claims/theses to foster these college and career-ready skills.

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

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2016	2019-20	84	0	43	51%
2017	2020-21	74	0	29	39%
2018	2021-22	73	39	5	7%

ADDITIONAL EVIDENCE

As we returned to in-person instruction and learning in SY2021-2022 HUM's focus on reading and writing for analysis and literacy instruction across the content areas was intensified as we identified the critical skills to focus on given the constraints and limitations that we were plunged further into during our time in remote learning. The gains we have identified in cohorts 2020 and 2021 through the Performance Series data are indications that we are on a path to progress, as shown in the table below. Students in both cohorts have made significant progress across all Lexile levels. This is a testament to the implementation of the programs in each of our literacy Intervention courses - Wilson Reading and Read 180. This year we were unable to offer the Just Words intervention program due to staffing constraints. Although our return to in-person instruction came with its own set of challenges, it also afforded us opportunities for taking risks with instruction and shifting our focus to deepen our socio-emotional supports for our students and staff. This expansion helped to support our academic achievements.

LEXILE Growth Table								
Fall 2021 - Spring 2022 Tier	Cohort	% Tested 2x	Declined	No Progress	Grew	Expected	2x Growth	Met CCR
All	2021	91%	37%	22%	42%	34%	20%	38%
	2020	81%	32%	22%	46%	35%	21%	45%

Goal 3: Growth Measure

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

METHOD

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

RESULTS AND EVALUATION

Fifty-nine percent of students in the 2018 cohort who were not proficient on their NYS 8th grade English language arts exam scored at or above Performance Level 3 on the Regents Exam in English Language Arts (Common Core), therefore not meeting this measure.

We continued our shift in instruction to embed literacy, reading, and writing across content areas and ramp up our reading and writing strategies and thus provided students in cohort 2018 multiple opportunities to develop various skills related to the Common Core ELA standards and college and career readiness skills. In addition, students demonstrated growth over time as a small number of them sat for the ELA Regents exam in ninth grade. The cancellation of previous administrations of the Regents exam led us to use the writing and reading performance tasks from the ELA courses as a baseline to complete an indepth analysis to identify the skills and content and to design instruction to support the bridging of those skill gaps and help students to meet and master the standards. This is a systematic approach to designing instruction for our ELA courses from tenth to twelfth grade as well as for the students in the ninth grade who take the Regents in June of their ninth grade year.

Percent Achieving at Least Performance Level 3 on Common Core exam among Students Who Were Not Proficient in the 8 th Grade by Fourth Year Accountability Cohort					
Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2016	2019-20	84	0	77	92%
2017	2020-21	74	0	60	81%
2018	2021-22	73	39	20	59%

ADDITIONAL CONTEXT AND EVIDENCE

The consistent approaches to reading and writing instruction, and embedding literacy instruction across the curriculum, continued to support the increases across each cohort for students who were not proficient in the eighth grade. The increased addition of SEL supports across these cohorts, also helped to support this data as students developed skills in mindfulness and identifying areas in which they needed more support and how to advocate for that support. We added an advisory period to our schedule this year as a means of providing additional support to our students as we all navigated the new educational landscape. We will increase the number of days that we offer advisory to our students in the coming school year 2022-2023 to continue this progress.

SUMMARY OF THE HIGH SCHOOL ENGLISH LANGUAGE ARTS GOAL

In school year 2021-22, HUM did not achieve any of the four measures with data available in the English language arts goal. Four measures were not applicable for school year 2021-22.

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

ACTION PLAN

HUM will continue the expansion of its focus for ELA instruction on the specific college and career readiness reading, writing, listening, and speaking skills that will ensure that our students are:

1. prepared for each new grade level while in school;
2. prepared to be advocates for themselves and their learning; and
3. prepared for their postsecondary pursuits.

This means specific attention will be paid to scaffolding skills in areas including reading comprehension, discussion, analysis, citing sources, using context to support ideas and applying their knowledge to new circumstances.

We will continue to add literacy intervention programs through more sections of programs such as Wilson, Just Words, and Read 180 to support our growing population of students who are reading and writing below grade level. The number of sections that we offer will be increased to provide more students with these interventions. We will also add Math-180 to our list of offerings to provide the much needed literacy support in math instruction.

We will continue to provide bilingual support for our ELL/MLs across content areas of social studies, science, math, and ELA. Assessments such as the DORA will also provide data to teachers on what areas students need the most support. All of our students with disabilities will also be tested using the DORA assessment in the fall and the spring. The reports will give students explicit information on what areas they need to work on and what areas they are successful in. We will also use the STAR Reading program as a diagnostic tool to identify students who need intervention support.

As a school, our focus on Tier 1 instruction across content areas, as well as on ensuring teachers receive the training and support needed to design instruction for our various subgroups most in need of support will help us to meet and exceed our goal of preparing students for postsecondary success. Increasing the SEL supports for our students by embedding these into instructional practices is also an integral part of our instructional shift. The school-wide use of Google Classroom suite will continue to be a requirement for our instructional program, giving students access to their learning materials when needed.

GOAL 4: MATHEMATICS

BACKGROUND

At HUM we offer Algebra 1, Geometry, and Algebra 2 as our core sequence. Pre-Calculus and AP Calculus are offered to the students who are accelerated during the school year. Electives like Financial Math, SAT Prep, and Statistics are also provided for students who have completed the core course sequence. The mathematics department uses the Common Core standards as the bases of curriculum planning and development. We also use the New Visions mathematics curriculum as a guideline to outline our unit plans and pacing guides. The New Visions math curriculum focuses on identifying the Big Ideas for each unit that develop the understanding of key concepts. As teachers move through the unit, Big Ideas keep students focused on how concepts are connected and how they address mathematical problem solving. Teachers use common instructional routines to structure classroom discourse and collaborative problem solving, which are embedded in the plan for each Big Idea. Before attempting the end-of-unit assessment, students have an opportunity to synthesize their knowledge through multi-day review lessons that help students consolidate their understanding. As we switched from remote to in-person instruction this year, teachers continued to use Google Classroom to organize student assignments and resources. For school year 2022-23, we will be offering AP Statistics for students who have completed the core course sequence and math intervention for lower house students who need support during the formative years of High School.

HIGH SCHOOL MATHEMATICS

Goal 4: Absolute Measure

Each year, 65 percent of students in the high school Accountability Cohort will exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.

METHOD

The school administered the Regents mathematics exam(s) that students must pass to graduate. The State Education Department currently defines the college and career readiness standard as scoring at or above Performance Level 4 (meeting Common Core expectations) on any Regents Common Core mathematics exams. This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 4 by the completion of their fourth year in the cohort.

Due to the state's cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22, some students in the 2018 Cohort who had not previously sat for any mathematics exam but were scheduled to sit for one during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam requirement as well as the percentage of students achieving at least Level 4 among the students who sat for any exam.

RESULTS AND EVALUATION

Ten percent of students in HUM’s 2018 cohort scored at or above Performance Level 4 on a Regents mathematics exam, therefore not meeting this measure. Although this measure was not met there was a three percentage point increase from the previous cohort.

For the school year 2021-22, we identified the challenges that students would encounter in terms of skill gaps. Two years of remote and hybrid learning made an unprecedented impact on their academic success. We factored in the learning loss that resulted due to the pandemic while planning for the school year. The teachers decided to focus on building a strong foundation by embedding review lessons and practicing foundational skills that are required for the students to be successful for the remainder of the school year. We were also able to provide support to the lower house students by hiring math tutors who worked closely with the content teachers in the classroom and during office hours to provide more one-on-one support to the students. These practices enabled students to get back on track and feel successful at mastering the content.

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

Cohort	Fourth Year	Number in Cohort (a)	Number exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2016	2019-20	124	0	14	11%
2017	2020-21	113	0	8	7%
2018	2021-22	124	4	12	10%

ADDITIONAL EVIDENCE

For school year 2021-22, students were programmed in Algebra 1, Geometry, Algebra 2, and Pre-Calculus. Seniors who completed the core course sequence were programmed for a Statistics Elective. Even though the emphasis this year was to mend the skill gaps created due to remote learning and helping students feel socio-emotionally successful, the teachers focused on maintaining the rigor and challenge in their classes. We used different data points throughout the year to reflect on our teaching practices through various formative assessments. The mock Regents administered in April provided us with useful data to modify our pacing in order to accommodate student learning needs. Teachers used the item analysis from these mock exams to restructure the curriculum and align the instructional practices to gear more toward Regents preparation. With extended office hours and Saturday school support, most of our students were better prepared for the state exams. The rising juniors and seniors were programmed for higher-level courses like Pre-Calculus, AP Calculus, AP Statistics, and other math elective courses so that they could maintain rigor during their high school years.

Percent Achieving at Least Level 4 by Cohort and Year

Cohort Designation	2019-20		2020-21		2021-22	
	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4 ⁷	Number in Cohort	Percent Level 4 ⁸
2018	153	8%	135	10%	124	10%
2019	166	18%	156	6%	137	7%
2020			149	0%	130	4%
2021					105	4%

Goal 4: Absolute Measure

Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.

METHOD

The school administered the Regents mathematics exam(s) that students must pass to graduate. The State Education Department currently defines the cut off for passing and meeting the requirement for graduation as scoring at or above Performance Level 3 (partially meeting Common Core expectations) on the Regents mathematics exams. This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 3 by the completion of their fourth year in the cohort.

Due to the state’s cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22, some students in the 2018 Cohort who had not previously sat for any mathematics exam but were scheduled to sit for one during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam requirement as well as the percentage of students achieving at least Level 3 among the students who sat for any exam.

RESULTS AND EVALUATION

Eighty percent of students in HUM’s 2018 cohort (with valid scores) scored at or above Performance Level 3 on a Regents mathematics exam. HUM’s 2018 cohort met this measure. In addition, it should be noted that 28 students, four with no valid score and 24 who had previously sat for the exam, earned Regents exemptions. Therefore 100% of students in cohort 2018 met the math Regents requirement for graduation.

As mentioned above, remote and hybrid learning impacted students' performance on the Regents, especially for CUNY College Readiness. We programmed students in classes according to their needs. We emphasized that all students who were initially unsuccessful on any math Regent exams were placed in the appropriate class to earn the credits required for exemptions.

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

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

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

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2016	2019-20	124	0	111	90%
2017	2020-21	113	0	93	82%
2018	2021-22	124	4	96	80%

ADDITIONAL EVIDENCE

Currently 30% of cohort 2019 students have sat and passed a math Regents exam. The cancellation of Regents impacted the number of opportunities this cohort had to sit for this exam. However, it should be noted that a total of 75 students, 18 with no valid scores, 57 who had previously sat for the exam, earned Regents exemptions and 25 students earned special appeals. Therefore 99% of students in cohort 2019 have met the math Regents requirement for graduation prior to entering their fourth year.

This past year these students were placed in Algebra 2 class as per the course sequence. The teachers had embedded foundational Algebra 1 skills into their curriculum in order to mend the skill gaps that students have had since ninth grade. However, students need more support to obtain higher scores in math. Moving forward, the students will be encouraged to retake the Algebra 2 exam in August 2022 and Jan 2023.

Percent Achieving at Least Level 3 by Cohort and Year

Cohort Designation	2019-20		2020-21		2021-22	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing ⁹	Number in Cohort	Percent Passing ¹⁰
2018	153	76%	135	79%	124	80%
2019	166	50%	156	64%	137	30%
2020			149	5%	130	50%
2021					105	44%

Percent Achieving at Least Level 3 / Exempted / Special Appeal by Cohort

Cohort Designation	Number in Cohort	Total Number Exempted	Number w/ Special Appeal	Number Scoring at Least Level 3	Percent Scoring at Least Level 3/Exempted
2018	124	28	0	96	100%
2019	137	75	25	36	99%
2020	130	58	6	62	97%
2021	105	9	26	46	77%

⁹ Percent scoring at least Level 4 among students with valid score

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

Goal 4: Absolute Measure

Each year, the Performance Index (“PI”) on the Regents mathematics exam of students completing their fourth year in the Accountability Cohort will meet the state’s Measure of Interim Progress (“MIP”) set forth in the state’s ESSA accountability system.

The calculation of this measure is not required for 2021-22.

Goal 4: Comparative Measure

Each year, the percent of students in the high school Total Cohort meeting or exceeding Common Core expectations on a Regents mathematics exams will exceed the percentage of comparable students in the district meeting or exceeding Common Core expectations.

The calculation of this measure is not required for 2021-22.

Goal 4: Comparative Measure

Each year, the percent of students in the high school Total Cohort at least partially meeting Common Core expectations on a Regents mathematics exams will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.

The calculation of this measure is not required for 2021-22.

Goal 4: Comparative Measure

Each year, the Performance Index (“PI”) in Regents mathematics of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.

The calculation of this measure is not required for 2021-22.

Goal 4: Growth Measure

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

METHOD

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

RESULTS AND EVALUATION

Four percent of students in HUM’s 2018 cohort who were not proficient on their NYS 8th grade mathematics exam scored at or above Performance Level 4 on a Regents mathematics exam, therefore not meeting this measure.

When students enter high school, we analyze their middle school ELA and math scores to provide more targeted support to them during their formative years in high school. We use a baseline assessment in ninth grade to identify students that need additional support through intervention

and/or one-on-one tutoring. This practice enables us to build a strong foundation from the very beginning so that students can be more successful at math moving forward. For cohort 2018, we were able to begin providing support to the students, but the plan was disrupted due to the pandemic and Regents exemptions. We will continue to move ahead with our plan to identify the students from the very beginning and provide them with the necessary interventions.

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

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2016	2019-20	81	0	3	4%
2017	2020-21	85	0	2	2%
2018	2021-22	79	0	3	4%

ADDITIONAL EVIDENCE

For school year 2022-23, we will be initiating a new math intervention program under our new intervention lead. Students will be identified from the very beginning and will be programmed for the classes. Additionally, students will receive more targeted support after school through office hours and extended office hours. According to the schedule, the class periods will be longer, this will enable teachers to embed more supports during the class period itself through pull-out groups and more differentiated instruction.

Goal 4: Growth Measure

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

METHOD

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

RESULTS AND EVALUATION

Seventy-five percent of students in the 2018 cohort who were not proficient on their NYS 8th grade mathematics exam scored at or above Performance Level 3 on a Regents mathematics exam, therefore meeting this measure.

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As mentioned above, we analyze students' middle school ELA and math scores at the beginning of their ninth-grade year and provide support to them based on their scores and baseline assessments. This enables us to provide more targeted support to the students from the very beginning.

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

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2016	2019-20	81	0	70	86%
2017	2020-21	85	0	69	81%
2018	2021-22	79	0	59	75%

ADDITIONAL CONTEXT AND EVIDENCE

None.

SUMMARY OF THE HIGH SCHOOL MATHEMATICS GOAL

In school year 2021-22, HUM achieved two of the four measures with data available in the high school mathematics goal. Four measures were not applicable for school year 2021-22.

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

	exam will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	
Growth	Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade mathematics exam will at least partially meet Common Core expectations (currently scoring at least Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	Achieved

ACTION PLAN

As we move into the second year of instruction post-pandemic, we see growth in our students as they adapt back to the ‘regular’ high school life. More than 75% of our students took a standardized state exam for the first time in June 2022. They acknowledged that the rigor and the stamina required to succeed in these exams were not what they expected. They seem more aware and prepared for the next year as we will continue to build upon their learning and mastery of key skills. In the upcoming year, we will introduce math intervention for the students who did not meet proficiency in 8th grade. We will administer a baseline exam during Summer Bridge and in class during the first week of school to collect data on the progress of the students. We also plan to accelerate our students by offering AP Calculus, AP Statistics, Pre-Calculus, and a Statistics elective course to challenge students who have met CUNY College Readiness Benchmark and Advanced Regents Diploma criteria.

GOAL 5: SCIENCE

BACKGROUND

During the 2021-22 school year, HUM's science department focus was geared towards developing instructional practices around the Danielson Framework, specifically; components 1E: designing coherent instruction, 2B: establishing a culture of learning, 3C: engaging students in learning, 3d: using assessments in instruction, and 4B: maintaining accurate records. This focus was highlighted in response to the learning loss and the reluctance to test taking experienced by millions of students throughout the country due to the isolation they experienced during the pandemic. This approach allowed the science department to concentrate on social-emotional learning activities during instructional delivery of lessons as a seamless entry point to reengage students in daily face-to-face in-person instruction. We continue to support student learning and mastery of content through literacy, specifically reading, writing, and the decoding of abstract concepts and ideas. This includes text analysis and annotating with the purpose of supporting written responses with scientific evidence, comprehension of scientific charts, maps, and reference tables. As a way to prep our students we used Regents-based questioning and station models as a tool to ground our work in relevant text, vocabulary, and practical tactile applications. HUM science teachers also used project-based learning and hands-on activities to engage students in making connections to the real world and reinforce the use of scientific inquiry by observing, questioning, making predictions, and experimenting. This practice is aligned to New Visions' model of using the 5E's protocol, of Engage, Explore, Explain, Elaborate, and Evaluate as a method to support the analysis of texts, tasks, and exercises. The science department has also developed a number of baseline assessments and predictive analyses to assess skill levels to inform and drive instruction. As a coaching tool and focus this school year, science teachers were asked to embed and use standards-based grading rubrics to support students understanding for themselves of learning objectives and grading procedures when completing assignments. We continue to focus on the use of scientific vocabulary, reference tables, charts, and laboratory experiments to increase proficiency and comprehension of all science content areas, this includes: Living Environment, Earth Science, Chemistry, Anatomy, Physiology, Marine Biology, and AP Biology. We added AP Environmental Science this school year and will be offering a Bio-Ethics science elective for the 2022-23 school year for seniors.

HIGH SCHOOL SCIENCE

Goal 5: Absolute Measure

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

METHOD

New York State schools administer multiple high school science assessments; current Regent exams are Living Environment, Earth Science, Chemistry and Physics. The school administered Living Environment, Earth Science, Chemistry and Physics. It scores Regents on a scale from 0 to 100; students must score at least 65 to pass. This measure requires students in each Accountability Cohort to pass any one of the Regents science exams by their fourth year in the cohort. Students

may have taken a particular Regents science exam multiple times or have taken multiple science exams. Students have until the summer of their fourth year to pass a science exam.

Due to the state’s cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22, some students in the 2018 Cohort who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students passing among the students who sat for the exam.

RESULTS AND EVALUATION

Sixty-nine percent of students in HUM’s 2018 cohort (with valid scores) scored at least 65 on a Regents science exam. Although HUM’s 2018 cohort did not meet this measure it should be noted that 44 students, nine with no valid scores and 35 who had previously sat for a science exam, earned Regents exemptions and one student earned a special appeal. Therefore 100% of students in cohort 2018 met the science Regents requirement for graduation.

During this past year HUM’s major focuses were student engagement and social-emotional support as a way to enhance our Tier 1 instruction, minimize the learning loss due to the pandemic, and maintain our coherent instructional model of supporting student learning and mastery of content, however the data indicates that there has been a 16 percentage point drop from cohort 2016 and a three percentage point drop from cohort 2017 for cohort 2018 who received a score of 65 or higher. This is the direct impact of remote instruction due to the pandemic and the circumstance of the exemption protocols statewide. HUM anticipates that there will be an increase in science Regents scores as we continue in-person instruction. Our focus on skills based learning and support should also support the increase in students' success rates on the science Regents. This will be a full-year course focused on building students' capacities around reading and writing, understanding scientific graphs and formulas and calculations to solve equations to identify elements and compounds, and finding solutions to experiments.

Science Regents Passing Rate with a Score of 65 by Fourth Year Accountability Cohort					
Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2016	2019-20	124	0	105	85%
2017	2020-21	113	2	80	72%
2018	2021-22	124	9	79	69%

ADDITIONAL EVIDENCE

It is evident that this is an area of strength and growth for HUM as previous cohorts continue to meet proficiency levels and increase scores on Regents exams, specifically short responses and analysis of scientific text, charts, and diagrams. This has been measured throughout HUM’s last seven years and administration of all Regents exams. Since January 2015, there has been a gradual increase in student literacy ability on science exams. Though Regents exams were waived due to the

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pandemic, we identified a number of skills and performance tasks necessary to demonstrate evidence of learning mastery of content and skills. Our team has continued to build upon our skills-based support for high-level courses like chemistry and physics which must be our focal point for school year 2022-2023 because students have continued to struggle with these courses in particular due to the lack of content skills and stamina necessary to acquire an extensive understanding of abstracted ideas and concepts. The science department will roll out a skills-based low stakes course to support the growth of skills and content acquisition in both math and science, specifically reading of graphs, and comprehension of formulas and calculations.

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

Cohort Designation	2019-20		2020-21		2021-22	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing ¹¹	Number in Cohort	Percent Passing ¹²
2018	153	62%	135	66%	124	69%
2019	166	39%	156	53%	137	37%
2020			149	7%	130	22%
2021					105	37%

Percent Passing / Exempted / Special Appeal by Cohort

Cohort Designation	Number in Cohort	Total Number Exempted	Number w/ Special Appeal	Number Passing	Percent Passing/Exempted
2018	124	44	1	79	100%
2019	137	111	3	22	99%
2020	130	61	43	22	97%
2021	105	18	32	35	81%

Goal 5: Comparative Measure

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

The calculation of this measure is not required for 2021-22.

ADDITIONAL EVIDENCE

None.

SUMMARY OF THE HIGH SCHOOL SCIENCE GOAL

In school year 2021-2022, HUM did not achieve the one measure, with data available, in the high school science goal. One measure was not applicable for school year 2021-22.

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

¹² Percent scoring at least Level 4 among students with valid score

ACTION PLAN

For school year 2022-23 the HUM science department's focus will be to utilize project-based learning techniques to engage students in making real life connections to the world. These techniques will reinforce the use of scientific inquiry by observing, questioning, making predictions, and experimentation. This practice is aligned to NYS Common Core state standards as well as Next Generation Science Standards (NGSS) to support the use of the 5E's protocols to Engage, Explore, Explain, Elaborate, and Evaluate scientific texts, tasks, and exercises. The science department has also developed a number of baseline assessments and predictive analyses to assess student skill sets which will inform and drive best instructional practices. As a coaching tool and focus this school year, the science department will continue to embed and use standards-based grading rubrics to support students comprehension of all learning objectives.

GOAL 6: SOCIAL STUDIES

HIGH SCHOOL SOCIAL STUDIES

Goal 6: Social Studies

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

Goal 6: Absolute Measure

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

METHOD

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

Due to the state's cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22, some students in the 2018 Cohort who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students passing among the students who sat for the exam.

RESULTS AND EVALUATION

Twenty-two percent of students in HUM's 2018 cohort (with valid scores) scored at least 65 on the NYS Regents U.S. History exam, therefore not meeting this measure. Although this measure was not met, it should be noted that a total of 104 students, 101 with no valid score and three who previously sat for the exam, earned Regents exemptions. Therefore 88% of students in cohort 2018 met the U.S. Regents requirement for graduation.

Across content areas, the ongoing pandemic diminished opportunities for students to sit for Regents examinations as multiple administrations of the exam were canceled. As mentioned earlier, we continued to embed the literacy supports into instruction in ELA classes and across math, science, and social studies classrooms. As we returned to in-person instruction, our teachers across the ELA and social studies classes continued to emphasize close reading, annotation, and text-based evidence-supported claims/theses to foster these college and career-ready skills.

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

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2016	2019-20	124	3	106	88%
2017	2020-21	113	95	14	78%
2018	2021-22	124	101	5	22%

ADDITIONAL EVIDENCE

As indicated in the table below, 77% of students in the 2019 cohort met their U.S. History Regents requirement for graduation with 103 students earning Regent exemptions, prior to starting their fourth year.

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

Cohort Designation	2019-20		2020-21		2021-22	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing ¹³	Number in Cohort	Percent Passing ¹⁴
2018	153	3%	135	13%	124	22%
2019	166	4%	156	5%	137	18%
2020			149	0%	130	0%
2021					105	0%

Percent Passing / Exempted / Special Appeal by Cohort

Cohort Designation	Number in Cohort	Total Number Exempted	Number w/ Special Appeal	Number Passing	Percent Passing/Exempted
2018	124	104	0	5	88%
2019	137	103	0	7	80%
2020	130	13	0	0	10%
2021	105	7	0	0	7%

Goal 6: Comparative Measure

Each year, the percent to students in the high school Total Cohort passing the Regents U.S. History exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.

The calculation of this measure is not required for 2021-22.

¹³ Percent scoring at least Level 4 among students with valid score

¹⁴ Percent scoring at least Level 4 among students with valid score

Goal 6: Absolute Measure

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

METHOD

This measure requires students in each Accountability Cohort to pass the Global History exam by the completion of their fourth year in the cohort. Students may have taken the exam multiple times, and had until the summer of their fourth year to pass it. Once students pass it, performance on subsequent administrations of the same exam do not affect their status as passing.

Due to the state’s cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22, some students in the 2018 Cohort who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students passing among the students who sat for the exam.

RESULTS AND EVALUATION

One hundred percent of students in HUM’s 2018 cohort (with valid scores) scored at least 65 on the NYS Regents Global History exam, therefore meeting and exceeding this measure by 25 percentage points.

As stated earlier, the ongoing pandemic diminished opportunities for students to sit for Regents examinations as multiple administrations of the exam were canceled. We continued to embed the literacy supports into instruction in ELA classes and across math, science, and social studies classrooms. As we returned to in-person instruction, our teachers across the ELA and social studies classes continued to emphasize close reading, annotation, and text-based evidence-supported claims/theses to foster these college and career-ready skills.

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

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2016	2019-20	124	0	97	78%
2017	2020-21	113	2	86	77%
2018	2021-22	124	122	2	100%

ADDITIONAL EVIDENCE

As indicated in the table below, 98% of students in the 2019 cohort met their Global History Regents requirement for graduation with 132 students earning Regent exemptions, prior to starting their fourth year.

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

Cohort Designation	2019-20		2020-21		2021-22	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing ¹⁵	Number in Cohort	Percent Passing ¹⁶
2018	153	17%	135	67%	124	100%
2019	166	0%	156	0%	137	40%
2020			149	0%	130	62%
2021					105	0%

Percent Passing / Exempted / Special Appeal by Cohort					
Cohort Designation	Number in Cohort	Total Number Exempted	Number w/ Special Appeal	Number Passing	Percent Passing/Exempted
2018	124	122	0	2	100%
2019	137	132	0	2	98%
2020	130	0	37	80	90%
2021	105	0	0	0	0%

Goal 6: Comparative Measure

Each year, the percent of students in the high school Total Cohort passing the Regents Global History exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.

The calculation of this measure is not required for 2021-22

ADDITIONAL EVIDENCE

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

SUMMARY OF THE HIGH SCHOOL SOCIAL STUDIES GOAL

In school year 2021-2022, HUM achieved one of the two measures, with data available, in the high school social studies goal. Two measures were not applicable for school year 2021-22.

ACTION PLAN

HUM will continue to plan and deliver social studies instruction on the specific college and career readiness reading and writing skills as well as historical thinking skills that will best prepare students for success in their postsecondary endeavors.

¹⁵ Percent scoring at least Level 4 among students with valid score

¹⁶ Percent scoring at least Level 4 among students with valid score

GOAL 7: ESSA

Due to COVID-19 and the subsequent changes to the state’s testing, accountability, and federal reporting requirements, the 2021-22 school accountability statuses are the same as those assigned for the 2020-21 school year. Assigned accountability designations and further context can be found [here](#).

Goal 7: Absolute Measure

Under the state’s ESSA accountability system, the school is in good standing: the state has not identified the school for comprehensive or targeted improvement.

METHOD

Because *all* students are expected to meet the state's performance standards, the federal statute stipulates that various sub-populations and demographic categories of students among all tested students must meet the state standard in and of themselves aside from the overall school results. As New York State, like all states, is required to establish a specific system for making these determinations for its public schools, charter schools do not have latitude in establishing their own performance levels or criteria of success for meeting the ESSA accountability requirements. Each year, the state issues School Report Cards that indicate a school’s status under the state accountability system.

RESULTS AND EVALUATION

HUM was in good standing for the 2021-22 school year and therefore continues to meet this measure.

ADDITIONAL EVIDENCE

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

Accountability Status by Year

Year	Status
2019-20	Good Standing
2020-21	Good Standing
2021-22	Good Standing