



New Visions Charter High School for the Humanities (HUM)

2022-23 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

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

The following individuals prepared this 2022-23 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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Edna Vega	Member	N/A

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 2022-2023.

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 2022, 479 students were enrolled in HUM. Of these students:

- 98% are Black or Latino
- 90% are economically disadvantaged
- 18 % are students with disabilities
- 6% 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.

ACADEMIC PROGRAM

HUM course offerings did not change, as we continued to support students by identifying their needs and programming them for success. HUM scholars are provided with tutoring and office hours to meet their academic needs, and programmed to meet benchmarks. HUM assessments are given often in class, including school-wide mock Regents and interim assessments, to support and identify students' needs.

HUM has evolved to be collaborative in its practice, to ensure that we continue to provide faculty professional learning as an important strategy for supporting the complex skills students need to be prepared for postsecondary success and beyond. We will continue to deeply evaluate how to program for success, provide rigorous learning experiences for our scholars and staff, and create opportunities for growth and support for our entire faculty, as we move towards year 13. We understand that our work must be continuous and be understanding of the instructional and socio-emotional needs of our students and families. Our professional development plan will focus on providing resources and sharing best practices in order to increase student engagement and instructional support for our diverse learners. It is also essential that HUM continues their inquiry of implementation of professional learning embedded in their daily schedule as a continuous routine.

ENROLLMENT SUMMARY

School Enrollment by Grade Level and School Year

School Year	9	10	11	12	UGS	Total
2020-21	158	163	138	114	3	576
2021-22	151	125	147	116	2	541
2022-23	100	117	129	133	0	479

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 2019 state Accountability Cohort consists of students who entered the 9th grade anywhere sometime during the 2019-20 school year, were enrolled in the school on the state’s annual enrollment-determination day (BEDS day) in the 2022-23 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>)

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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
2020-21	2017-18	2017	113	0	113
2021-22	2018-19	2018	124	0	124
2022-23	2019-20	2019	135	0	135

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 school year they first enter the 9th grade anywhere. The 2019 Total Cohort consists of all students, based on last enrollment record as of June 30, 2023, with a First Date of Entry into Grade 9 during the 2019-20 school year, regardless of their current grade level. The school may remove students from the Graduation Cohort if the school has discharged those students for an acceptable reason listed in the [SIRS manual](#), including but not limited to 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 Still Enrolled on June 30 th of the Cohort's Fourth Year (a)	Number of Students Who Left the School but Were Not Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2020-21	2017-18	2017	113	1	114
2021-22	2018-19	2018	127	0	127
2022-23	2019-20	2019	136	1	137

Fifth Year Total Cohort for Graduation

Fifth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Graduated or Still Enrolled on June 30 th of the Cohort's Fifth Year (a)	Number of Students Who Left the School but Were Not Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2020-21	2016-17	2016	0	125	125
2021-22	2017-18	2017	0	114	114
2022-23	2018-19	2018	2	125	127

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PROMOTION POLICY

HUM students are promoted based on academic progress (credit accumulation and Regents). All HUM students are required to earn 15 academic credits per school year and five credits per trimester. Overall students are expected pass each class and reach the following criteria:

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

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 NEW HUM Bell Schedule demonstrates student academic progress based on grade level and lists the pathway towards graduation. HUM pathways allow 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 a Regents diploma with advanced designation.

New Bell Schedule

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

Students will meet all the New York State graduation requirements.

Graduation Goal Measure 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.

Percent of Students in First and Second Year Cohorts Earning the Required Number of Credits in 2022-23

Cohort Designation	Number in Cohort during 2022-23	Percent promoted
2021	108	92%
2022	88	86%

Graduation Goal Measure 2 - 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.

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 2023, the 2021 Cohort will have completed its second year.

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)
2019	2020-21	159	95%
2020	2021-22	130	91%
2021	2022-23	108	84%

Graduation Goal Measures 3 & 4 - Absolute

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

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

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Percent of Students in the Total Graduation Cohort who have Graduated After Four Years¹

Cohort Designation	School Year	Number in Cohort	Number who Graduated	Percent Graduating
2017	2020-21	114	114	100%
2018	2021-22	127	124	98%
2019	2022-23	137	134	98%

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

Cohort Designation	School Year	Number in Cohort	Number who Graduated	Percent Graduating
2016	2020-21	125	125	100%
2017	2021-22	114	114	100%
2018	2022-23	127	125	98%

Graduation Goal Measure 5 - Comparative Measure

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

Percent of Students in the Total Graduation Cohort who Graduate in Four Years Compared to the District²

Cohort Designation	School Year	Charter School			School District	
		Number in Cohort	Number who Graduated	Percent Graduating	Number in Cohort	Percent Graduating
2017	2020-21	114	114	100%	3817	84%
2018	2021-22	127	124	98%	3721	86%
2019	2022-23	137	134	98%	TBD	TBD

¹ 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.

² 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 2021-22 results as a temporary placeholder for the district's 2022-23 results.

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Graduation Goal Measure 6 - 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.

Percentage of the 2019 Graduation Cohort Pathway Students Demonstrating Success by Exam Type³

Exam	Number of Graduation Cohort Members Tested (a)	Number Passing or Achieving Regents Equivalency (b)	Percentage Passing $=[(b)/(a)]*100$
CC Algebra I Regents	6	0	0%
CC ELA Regents	15	7	47%
CC Gemoetry Regents	2	0	0%
CC Trig Regents	9	0	0%
Chemestry Regents	1	0	0%
Living Environment Regents	2	1	50%
LOTE	2	2	100%
Overall	15	8	53%

Pathway Exam Passing Rate by Fourth Year Accountability Cohort

Cohort Designation	School Year	Number in Cohort Tested	Percent Passing a Pathway Exam
2017	2020-21	114	4%
2018	2021-22	124	10%
2019	2022-23	135	6%

SUMMARY OF THE HIGH SCHOOL GRADUATION GOAL

In school year 2022-23, HUM achieved five of the 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 each year.	YES
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.	YES

³ 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 cancelled dates would be exempted from the requirement. For purposes of this measure, only report results for students with valid scores for any pathway exam.

Absolute	Each year, 75 percent of students in the fourth year high school Total Graduation Cohort will graduate.	YES
Absolute	Each year, 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.	YES
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.	YES
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.	NO

EVALUATION OF THE GRADUATION GOAL

Credit Accumulation

Ninety-two percent of students in the 2021 Cohort and 86% of students in the 2022 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 students to make goals for themselves and keep track of their progress towards their goal. Each trimester, the cohort teams push-in to the classes and have students update their graduation plans based on their trimester grades. This allows 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.

Passing Three Regents

Eighty-four percent of students in the 2021 Cohort have passed or earned exemptions for at least three different Regents exams required for graduation. HUM met this measure and exceeded it by nine percentage points.

This outcome is 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.

We have also 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 creative writing course, and in science, students have taken Chemistry. By design (being authentic and applied), these courses increase access to our at-risk students, students with disabilities, and multilingual learners (MLs). This has led to higher student achievement.

Fourth-Year & Fifth-Year Graduation Rates

Ninety-eight percent of students in HUM’s 2019 Cohort graduated after four years and 98% of students in the 2018 Cohort graduated after five years. The 2019 Cohort’s four-year graduation rate exceeded this measure by 23 percentage points and the 2018 Cohort’s five-year graduation rate exceeded this measure by three 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, we had two non-graduates who successfully completed summer school. Students who do not meet the requirements for graduation after August, 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.

Comparative Graduation Rates

HUM's 2019 Cohort's graduation rate of 98% exceeded Community School District 10's 2018 Cohort graduation rate of 86% by 12 percentage points. District data for the 2019 Cohort was not available for comparison at the time of this report.

4+1 Pathway

Fifty-three percent of students in HUM's 2019 Cohort who pursued an alternative graduation pathway (with valid scores) achieved a Regents equivalency score and passed an approved pathway assessment required for graduation, therefore not meeting this measure.

Due to the uniqueness of how Regents exemptions and special appeals impacted graduation pathways, there were fewer students utilizing an alternative pathway in order to meet graduation requirements this year. At HUM we strive to support students to pass seven Regents exams so they can meet the requirements to earn a Regents diploma with advanced designation. We assign students to select office hours, Saturday School, and zero period to support our students best. Cohort teams ensure HUM students are programmed for success, and take the most rigorous course offerings, to competitively support an increase in GPA. In addition, Regents Boot Camp is offered throughout the year during office hours and Saturday School as a means to provide our students with extra support that leads to a high success rate.

ADDITIONAL CONTEXT AND EVIDENCE

Credit Accumulation

HUM has consistently had strong results regarding student credit accumulation and promotion to the next grade level. The cohort team supports students by assigning office hours and extra support as well as Boot Camp during the middle and end of the trimester.

Passing Three Regents

The percentage of students in their second year of high school passing at least three Regents required for graduation decreased seven percentage points from last year.

During each trimester, school counselors actively monitor students' academic progress by tracking their data via PowerSchool, conducting one-on-one meetings, contacting parents, and consulting with teachers. Counselors ensure that students are attending office hours, Regents boot camp, Saturday School, and Friday academic advisory check-ins to meet their promotion and graduation requirements. In addition, HUM school counselors provide social and emotional learning through small group interventions, one-on-one counseling sessions, mandated guidance, and advisory lessons.

We also 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.

Fourth-Year & Fifth-Year Graduation Rates

HUM continues to support our students in graduating in both four and five years, which is evident in the school's consistently high graduation rates (90%+) over the last seven years.

There are two students from Cohort 2019 who have yet to graduate, both students completed remote courses during the summer at Truman High School. With results pending, these scholars may or may not be awarded their high school diplomas. An alternate plan for these students will be to attend YABC or another school environment to complete their high school requirements. Overall, HUM supports students who unsuccessfully complete their graduation requirements by providing alternative options for the continuation of their educational goals.

Comparative Graduation Rates

None.

4+1 Pathway

None.

ACTION PLAN

HUM will continue to set high and achievable expectations for its scholars in the upcoming year, 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

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

It has always been our aim, mantra, and call to action that every student embarking on the next phase of their education experience be prepared academically and emotionally. The goal was to make sure our seniors had at least three tasks completed by graduation day.

- Completed/submitted six CUNY applications
- Completed/submitted FAFSA application
- Completed/submitted TAP application

By completing these applications students now have a basis to work off as well as a guaranteed academic institution that they can enroll in and receive a high-level education. Thus the 2019 Cohort team came together to ensure that every graduate had a plan, worked diligently towards completing these tasks, and developed a forward-moving approach to their postsecondary life.

We were fortunate to continue and strengthen our partnerships this past year. For the academic 2022-23 school year HUM developed and fostered the following partnerships focused on college/career preparation:

- College Now (college-level courses)
- First Workings (paid summer internship offering career skill development)
- Genesys Works (paid year-long internship offering career skill development)
- Let's Get Ready (SAT prep and college and career prep)
- CO-OP TECH (job/career skill development and certifications)

Since the creation of the New Visions Charter High School for the Humanities we have partnered with CUNY and offer college-level courses to our students for free by way of Lehman College. Lehman College is one of CUNY's best colleges specializing in medical professions and other in-demand majors/career prep courses. Students who complete these courses receive three transferable college credits. Our students take courses such as Computer Information Systems, English Composition, Foundations of Data Science, and Introduction to Statistics.

College Preparation Goal Measure 1 - Absolute

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.

Percentage of the 2019 Total Cohort Graduates Demonstrating College Preparation by Indicator⁴

Indicator	Number of Graduates who Attempted the Indicator	Number who Achieved Indicator	Percentage of Graduates who Achieved Indicator
Passing an AP Exam	57	13	23%
Passing a College Level Course	8	7	88%
Achieving the College and Career Readiness Benchmark on the SAT	134	4	3%
Earning a Regents Diploma with Advanced Designation	134	23	17%
Achieving at least Performance Level 4 on both the ELA and Math Regents Required for Graduation	134	8	6%
Overall	134	39	29%

College Preparation Goal Measure 2 - Absolute

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.

Schools are not required to report attainment of this measure for 2022-23. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information from the NYSED.

College Preparation Goal Measure 3 - Comparative

Each year, the school’s CCCRI for the Total Cohort will exceed that of the district of comparison’s Total Cohort.

Schools are not required to report attainment of this measure for 2022-23. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information from the NYSED.

⁴ Schools use any method listed above, 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.

College Preparation Goal Measure 4 - Absolute

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

Matriculation Rate of Graduates by Year⁵

Cohort	Graduation Year	Number of Graduates (a)	Number Enrolled in 2 or 4-year Program in Following Year (b)	Matriculation Rate =[(b)/(a)]*100
2017	2020-21	107	57	50%
2018	2021-22	124	80	65%
2019	2022-23	134	TBD	TBD

SUMMARY OF THE COLLEGE PREPARATION GOAL

In school year 2022-23, HUM did not achieve the one measure, with data available, in the college preparation goal. Two measures are not applicable for the school year 2022-23 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.	NO
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

EVALUATION OF THE COLLEGE PREPARATION GOAL

College Readiness Indicators

Twenty-nine percent of HUM’s 2019 Cohort demonstrated their preparation for college by achieving at least one of the indicators listed above, therefore not meeting this measure. Although HUM’s 2019 Cohort did not meet this measure, there was a 14 percentage point increase from last school year.

Each student at HUM is scheduled for the SAT exam in the fall of their third year. Preparation for the SAT/ACT is 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 years can take AP or college courses as they become available. Conversely, if a student does not

⁵ Schools should update and confirm data for Cohorts prior to 2022-23 and provide preliminary matriculation data for 2019 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.

want 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.

Matriculation

HUM collects matriculation data from the National Student Clearinghouse. Clearinghouse data for Cohort 2019 was not available at the time of this report. This metric will be updated once the data becomes available.

HUM has continued its efforts to pay attention to how the market is responding to the pandemic and how the postsecondary landscape is changing. There have been some considerable changes in how young people learn, communicate, and compete at the next level. Our students want to work more and gain those experiences that can provide a quick reward. Our task as a school was to do the following:

1. Acknowledge the changes that stem from the digital revolution and the pandemic and how that affected the postsecondary education landscape.
2. Provide enough valuable information and time for students to connect with the experiential opportunities.
3. Strengthen the relationships with the programs, schools, and people who provide these services.

HUM was successful in creating shorter schedules for seniors and juniors who have completed their credits or were in a position to take on more academic responsibility. That action alone has supplied HUM with a vacuum in which younger students have something to look forward to and that staff can be proud of as practitioners. The students were overjoyed with this new opportunity to explore and engage with the companies, schools, and programs. We now have students with jobs at Yankee Stadium, Chipotle, Bronx Lebanon Hospital, Sweet Greens, Fairway, and Snipes, to name a few.

ADDITIONAL CONTEXT AND EVIDENCE

College Readiness Indicators

As mentioned previously, the percentage of students demonstrating their preparation for college by achieving at least one of the indicators increased by 14 percentage points from last year. The individual indicators with the largest growth were passing a college-level course with an 88 percentage point increase, scoring a 3 or higher on an AP exam with an 11 percentage point increase, and earning a Regents diploma with advanced designation with a seven percentage point increase.

The shift away from standardized testing at the postsecondary level is something that we monitor so that we are positioned to provide our students and families with updated information. Moreover, every student will sit for the PSAT and SAT/ACT at least once to gauge college readiness and capacity. These results are shared with students and a follow-up meeting is set to discuss results and next steps. In addition, by offering College Now courses, students who plan to pursue college after high school have an opportunity to experience a real-life college classroom. Our students are gradually responding to the efforts and opportunities around them at a similar level seen pre-pandemic. We have seen an uptick in interest, and applications submitted and processed for College Now. The staff, especially the counselors, have worked diligently to inform students of the program's worth.

Matriculation

Although matriculation data for Cohort 2019 is not yet available it is notable to mention that the matriculation rate for Cohort 2018 was 65% which is a 15 percentage point increase compared to Cohort 2017's matriculation rate of 50%.

HUM's emphasis on postsecondary education and planning is largely due to the unfortunate reality that some students don't follow through with their commitments. That is specifically why we place so much importance on completing the FAFSA and TAP application. Not completing those applications directly affects the matriculation of our students. Specifically, we have found that those who complete the applications in-house are more likely to matriculate through their first year of college. The majority of Cohort 2018 students matriculated into CUNY schools, largely due to cost and proximity. In our conversations with graduates, they believe that obtaining a college degree from a high-quality institution should be low-cost and/or free. Those who attend colleges outside of NYC really wanted a college campus experience. These anecdotal explanations in addition to the changes in trends allow us, again, to best prepare and communicate with our students and families.

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 towards student success through a robust and expanded advisory program that is tailored to meet the needs of students in each grade. 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.

We have simplified the processes and tactics that help us to be successful in helping our students make these important decisions in their lives. These processes and tactics include:

- Meeting regularly to learn, plan, strategize and reflect;
- Encouraging students to self-reflect and explore their passions and purpose; and
- Focusing our attention on seven critical college enrollment milestones during six discrete cycles:
 - Completing a postsecondary list (and determining financial eligibility for opportunity programs);
 - Doing a self-interest inventory;
 - Applying to CUNY;
 - Applying to SUNY/private colleges;
 - Submitting FAFSA & TAP;
 - Making a postsecondary choice; and
 - Completing and documenting a postsecondary transition plan.

GOAL 3: ENGLISH LANGUAGE ARTS

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

BACKGROUND

HUM uses a combination of the Common Core aligned ELA curriculum framework provided by New Visions, and the next generation standards for ELA to guide our instruction in grades nine through eleven. The network does not provide a twelfth-grade curriculum framework, therefore our teachers developed their own curriculum materials with a focus on the skills students need for postsecondary success enhanced by a philosophical approach to text analysis, critical thinking, discussion, and writing. The curriculum framework is enhanced by teacher-designed unit and lesson plans, as well as assessments designed to measure skills and standards identified for that grade level in reading, writing, listening, and discussion as well as to support students' development of college and career-ready skills.

We were able to receive professional development training in teaching ELA to multilingual learners for our ninth grade ELA-SpEd teacher through the Collaborative for Inclusive Education in order to more effectively support our scholars who are at the entering and emerging stage of language acquisition. In addition, we were also able to provide additional language support for our MLs through the addition of teaching consultants in ELA, and Algebra I. Our TESOL-certified teachers also provided support in Global History, ELA, and US History.

In terms of staffing, as we transitioned back to our second full year of in-person instruction we were understaffed in the area of ELA-special education support for our ICT sections across grades ten through twelve. We were able to reorganize the schedules of some of our SpEd-certified teachers and our students to ensure that all but one section of our ELA-ICT sections were covered. The challenges in retaining and recruiting staff presented by the pandemic persisted throughout this school year.

HIGH SCHOOL ELA

High School ELA Measure 1 - Absolute

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.

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.⁶

⁶ Cohort Regents attainment in all subjects is based on students' highest score regardless of the number of times a student sat for the exam.

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Percent Scoring at Least Level 4 on Regents English Common Core Exam by Fourth Year Accountability Cohort⁷

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)
2017	2020-21	113	0	57	50%
2018	2021-22	124	66	19	33%
2019	2022-23	135	1	58	43%

High School ELA Measure 2 - 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.

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.

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)
2017	2020-21	113	0	98	87%
2018	2021-22	124	66	41	71%
2019	2022-23	135	1	109	81%

High School ELA Measure 3 - 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’s Measure of Interim Progress (“MIP”) set forth in the state’s ESSA accountability system.

The Institute does not require charters to report on this measure for 2022-23

⁷ 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 2017, 2018, and 2019 Cohorts 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.

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

High School ELA Measure 4 - Comparative

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 Institute does not require charters to report on this measure for 2022-23

High School ELA Measure 5 - Comparative

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 Institute does not require charters to report on this measure for 2022-23

High School ELA Measure 6 - 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.

The Institute does not require charters to report on this measure for 2022-23

High School ELA Measure 7 - Growth

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.

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.

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)
2017	2020-21	74	0	29	39%
2018	2021-22	73	39	5	7%
2019	2022-23	80	1	26	33%

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

High School ELA Measure 8 - Growth

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.

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.

Percent Achieving at Least Performance Level 3 on Common Core exam among Students Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort

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)
2017	2020-21	74	0	60	81%
2018	2021-22	73	39	20	59%
2019	2022-23	80	1	60	76%

SUMMARY OF THE HIGH SCHOOL ENGLISH LANGUAGE ARTS GOAL

In school year 2022-23, HUM met two of the four measures with data available in the English language arts goal. Four measures were not applicable for school year 2022-23.

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.	NO
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.	YES
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.	NO
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.	YES

EVALUATION OF HIGH SCHOOL ELA GOAL

ELA Regents - Performance Level 4

Forty-three percent of students in HUM’s 2019 Cohort scored at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core), therefore not meeting this measure. Although HUM’s 2019 Cohort fell short of meeting this measure there was a 10 percentage point increase from the previous year.

Students in Cohort 2019 who did not sit for the ELA Regents exam prior to March 2020 when the pandemic began and were planned to sit between June 2020 and January 2022 earned an exemption due to the cancellation of Regents exams. This in part, explains the 43% of students performing at Level 4 on the Regents Exam in English Language Arts (Common Core), with valid scores. Some students in the cohort who received an exemption chose not to sit for the Regents exam in ELA once Regents administrations began again in June 2022 and instead focused on other exams for which they did not receive or qualify for an exemption.

Following the January 2023 ELA Regents administration, classes were reorganized, and mock Regent exams were scheduled in April to provide students with targeted support and to prepare for the June 2023 administration. In addition, we organized Regents Boot Camp after school and on Saturdays to provide additional support for students who needed it. Students in Cohort 2019 were scheduled to sit for the exam but unfortunately, a large number of them chose not to sit or did not take the exam seriously because they had already received an exemption. The students who utilized the support provided were a part of the 10 percentage point increase in our Performance Level 4 numbers. The mock Regents data was also used to identify students in Cohorts 2020, 2021, and 2022 who would also sit for the Regents exam in English Language Arts (Common Core).

We plan to continue our focus on high-leveraged skills in reading and writing to support the students in Cohorts 2020, 2021, and 2022 who need to take the CC ELA Regents exam in school year 2023-24. 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.

ELA Regents - Performance Level 3

Eighty-one percent of students in HUM’s 2019 Cohort (with valid scores) scored at or above Performance Level 3 on the Regents Exam in English Language Arts (Common Core), therefore meeting and exceeding this measure by one percentage point. It should be noted that a total of 23 students, one with no valid score and 22 who had sat previously for the exam, earned a Regents exemption. In addition, three

students earned a special appeal. Therefore 100% of students in Cohort 2019 met the ELA Regents requirement for graduation.

The support HUM provides through individualized programming, mock Regents exams, and data and item analysis helped us in achieving the 81% pass rate for students with valid scores on the ELA Regents.

HUM scholars are provided with multiple opportunities to achieve proficiency on the Regents Exam in English Language Arts (Common Core) from ninth through twelfth grade. Students who demonstrate a readiness to engage with those skills early in their high school career or who enter high school with Regents exams successfully completed, are programmed accordingly and provided the support to do so. This allows some students the opportunity to spread their Regents requirements for graduation across more years than traditionally expected.

ELA Regents - Performance Level 4 Growth

Thirty-three percent of students in the 2019 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. Although this measure was not met there was a 26 percentage point increase from the previous year.

HUM's commitment to programming students for success helped us to achieve the 33% of students in this subgroup scoring at or above Performance Level 4. Our focus on item analysis following trimester and state exams also provided us with the data we needed to adjust students' programming and adopt our interventions accordingly. These interventions included mock Regents, office hours, Boot Camp, and Saturday School.

As stated above, due to the pandemic and the cancellation of the ELA Regents from June 2020 through January 2022 most Cohort 2019 students earned an exemption for this graduation requirement. The exemption is equivalent to a score of 65 and as such some students from this subgroup chose to not sit for the Regents exam in ELA once Regents administrations began again in June 2022. We continued to embed the literacy supports into instruction in ELA classes and across math, science, and social studies classrooms. This translated into greater success for our students as we sought 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.

ELA Regents - Performance Level 3 Growth

Seventy-six percent of students in the 2019 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 meeting and exceeding this measure by one percentage point. In addition, there was a 17 percentage point increase from last year.

While Regents exemptions helped us achieve 100% of students in Cohort 2019 meet the ELA Regents requirement for graduation, it also dissuaded some students from sitting for the exam once Regents administrations began again. Although this presented a challenge for this subgroup of students we provided support through our focus on literacy supports, targeting annotation and close reading skills, as well as vocabulary instruction.

In addition, students demonstrated growth over time as a small number of them sat for the ELA Regents exam in ninth grade. The trimester baseline and final assessments provided us with data to complete an in-depth analysis to identify the skills and content and to design instruction to support the bridging of skill gaps students need to meet and master the standards. This continued to be 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.

ADDITIONAL CONTEXT AND EVIDENCE

ELA Regents - Performance Level 4

HUM’s teacher team started the year with a clear focus on preparing students in Cohorts 2019 and 2020 who received an exemption to resit for the ELA Regents in January and June 2023 to achieve a score at or above Level 4 or 75 (the CUNY college readiness benchmark). Students were scheduled for the January and June 2023 ELA Regents, as is our policy, however, as mentioned previously some students in Cohort 2019 chose not to sit for the exam in January or June 2023 because they had already received an exemption.

Staffing our special education vacancies was also another element that provided its own challenges for us. Due to the challenge, we chose to reorganize classes in order to ensure our students with disabilities received the support they needed to prepare for the exam as well as for postsecondary and career success. Some members of our team also opted to teach an additional class to ensure the ICT classes were covered.

Looking towards the future, as indicated in the table below, 38% of students in Cohort 2020 scored at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core) prior to entering their fourth year.

Percent Achieving at Least Level 4 by Cohort and Year						
Cohort Designation	2020-21		2021-22		2022-23	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing ⁸
2019	156	0%	137	42%	135	43%
2020	149	0%	130	17%	125	38%
2021			105	0%	107	20%
2022					88	6%

ELA Regents - Performance Level 3

As mentioned above, the 2022-23 school year brought challenges with staffing specifically in the area of special education. However, we focused on adjusting our schedule to meet the needs of our learners and offered compensation to staff to teach an additional section. Assistant principals also taught one class in their area of certification. The grade teams continued to focus on providing additional support for our students to facilitate their learning and prepare them to score at or above Performance Level 3 on the Regents Exam in English Language Arts (Common Core).

We added two sections of Read 180 to strengthen our literacy intervention program and hired a consultant/teaching assistant to support our multilingual learners. We administered the STAR Reading diagnostic assessment and used that along with the WIST data to place students in the appropriate literacy interventions. The STAR Math assessment was also administered and the data was used to place students in the Math 180 intervention. The work of supporting our intervention program was led by our intervention lead.

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

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

As indicated in the table below, 75% of students in Cohort 2020 scored at or above Performance Level 3 on the Regents Exam in English Language Arts (Common Core) prior to entering their fourth year. Further, an additional three students earned a Regents exemption and 15 students earned a special appeal. Therefore, 90% of students in Cohort 2020 have met the ELA Regents requirement for graduation prior to the start of their fourth year.

The data also shows that offering students multiple opportunities to demonstrate proficiency in required skills for graduation offers different benefits. The key benefit is completing graduation requirements early so the students may then focus on other requirements later on in their high school career.

Percent Achieving at Least Level 3 by Cohort and Year

Cohort Designation	2020-21		2021-22		2022-23	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing ⁹
2019	156	0%	137	77%	135	81%
2020	149	0%	130	34%	125	75%
2021			105	0%	107	37%
2022					88	11%

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/SA
2019	135	23	3	109	100%
2020	125	3	15	94	90%
2021	107	0	0	40	37%
2022	88	0	1	10	13%

ELA Regents - Performance Level 4 & 3 Growth

In school year 2022-23 HUM's focus on reading and writing for analysis and literacy instruction across the content areas was intensified as we continued to work towards eliminating the skills gap for students who did not score proficient on their NYS 8th grade English language arts exam and fell further behind due to remote learning.

Beginning in school year 2022-23, HUM transitioned to the Renaissance Star Reading assessment due to Scantron's discontinuation of the Performance Series Reading assessment at the end of school year 2021-22. Similar to the Performance Series assessment, the Star Reading assessment, administered to all ninth and tenth-grade students twice a year, identifies students' Lexile level and the areas they need the most support.

The gains we identified in Cohorts 2022 and 2021 through the Star Reading assessment data are indications that the changes in practice are yielding results for our students. 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 chose to not offer the Just Words intervention program but instead focused our attention on Read 180 and Wilson due to staffing constraints. In addition, The intentionality around deepening our socio-emotional supports and adding an additional period of advisory each week to support academic interventions helped to yield the results indicated below.

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

We also added an additional advisory period to our schedule so students would have one day focusing on socio-emotional support and the second day focusing on academic intervention. The increase of SEL support across these cohorts, also contributed to this data as students developed skills in mindfulness and identifying areas in which they needed more support and how to advocate for that support during Friday advisory.

LEXILE Growth Table							
Fall 2022 - Spring 2023 Tier	Cohort	% Tested 2x	Declined	No Progress	Grew	Expected	2x Growth
All	2022	95%	20%	23%	57%	52%	48%
	2021	96%	14%	18%	68%	63%	50%

ACTION PLAN

HUM will continue to revamp our ELA instruction to target the college and career readiness reading, writing, listening, and speaking skills to 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 administer the Star Reading assessment to all ninth and tenth-grade students at the beginning of the school year to provide teachers, administrators, and students with a Lexile level and again in the spring to determine Lexile level growth. In addition, we will continue to utilize our literacy intervention programs such as Wilson 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 the interventions that yield the greatest results for our students. We will also increase our sections of Math-180 to provide much-needed literacy support in math instruction.

HUM is committed to supporting our students with disabilities and our multilingual learners to achieve a successful educational experience. We will continue to provide bilingual support for our ELL/ML students across content areas of social studies, science, math, and ELA. Further, all students with disabilities, regardless of grade, will continue to be tested using the Star Reading assessment in the fall and spring to provide explicit information on what areas they need to work on and what areas they are successful in.

Our school’s 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 continue to help us meet and exceed our goal of preparing students for postsecondary success. Increasing the SEL support for our students by embedding these into instructional practices continues to be an integral part of our instructional shift. In addition, we will continue to adjust our schedule as needed to ensure that our students are supported by the most effective instructors, even in cases where staffing challenges persist.

GOAL 4: MATHEMATICS

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

BACKGROUND

At HUM, the mathematics department has developed a comprehensive and student-centered program that offers a wide range of courses to meet the needs of all students. The Common Core standards and the New Visions mathematics curriculum forms the foundation for curriculum planning and development at HUM. This ensures that the content taught aligns with state standards and emphasizes the essential mathematical concepts and skills required for college and career readiness.

HUM's core sequence consists of Algebra I, Geometry, and Algebra II, providing students with a solid mathematical foundation. Additionally, for accelerated students, we offered Pre-Calculus, AP Calculus, and for the first time, AP Statistics. This diverse set of courses caters to students' varying skill levels and interests, enabling them to pursue advanced studies in mathematics. Teachers at HUM utilize common instructional routines to structure classroom discourse and collaborative problem-solving. These routines provide a framework for effective teaching and learning, encouraging student engagement and active participation. By facilitating meaningful discussions, teachers create a dynamic and interactive learning environment. Prior to end-of-unit assessments, students are provided with multi-day review lessons. These sessions offer opportunities for students to synthesize their knowledge, consolidate their understanding, and prepare for assessments effectively. The review lessons empower students to approach assessments with confidence.

The focus on identifying Big Ideas, structured instructional routines, and multi-day review lessons further enhance the quality of teaching and learning in the mathematics department. As we continue to refine and expand the mathematics program, we remain dedicated to fostering mathematical proficiency, critical thinking, and problem-solving skills in all our students.

HIGH SCHOOL MATHEMATICS

High School Math Measure 1 - Absolute

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.

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 a Regents exam in mathematics. 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.

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

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)
2017	2020-21	113	0	8	7%
2018	2021-22	124	4	12	10%
2019	2022-23	135	14	9	7%

High School Math Measure 2 - 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.

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 a Regents Exam in mathematics. 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.

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)
2017	2020-21	113	0	93	82%
2018	2021-22	124	4	96	80%
2019	2022-23	135	14	42	35%

High School Math Measure 3 - Absolute

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 Institute does not require charters to report on this measure for 2022-23

High School Math Measure 4 - Comparative

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

The Institute does not require charters to report on this measure for 2022-23

High School Math Measure 5 - Comparative

Each year, the percent of students in the high school Total Cohort at least 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.

The Institute does not require charters to report on this measure for 2022-23

High School Math Measure 6 - 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.

The Institute does not require charters to report on this measure for 2022-23

High School Math Measure 7 - Growth

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.

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

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)
2017	2020-21	85	0	2	2%
2018	2021-22	79	0	3	4%
2019	2022-23	79	9	0	0%

High School Math Measure 8 - Growth

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.

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.

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

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)
2017	2020-21	85	0	69	81%
2018	2021-22	79	0	59	75%
2019	2022-23	79	9	11	16%

SUMMARY OF THE HIGH SCHOOL MATHEMATICS GOAL

In school year 2022-2023, HUM did not achieve any of the four measures with data available in the high school mathematics goal. Four measures were not applicable for school year 2022-23.

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.	NO
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.	NO
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 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.	NO
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.	NO

EVALUATION OF THE HIGH SCHOOL MATHEMATICS GOAL

Math Regents - Performance Level 4

Seven percent of students in HUM's 2019 Cohort scored at or above Performance Level 4 on a Regents mathematics exam, therefore not meeting this measure.

The results of the 2019 Cohort at HUM indicate a complex picture, reflecting both effective practices and areas that need improvement in mathematics instruction. The impact of two years of remote and hybrid learning due to the pandemic has added unique challenges to the learning journey of these students. The majority of the students in Cohort 2019 received exemptions for the Algebra I and Geometry Regents exams during school years 2019-20, 2020-21, and 2021-22 due to the cancellation of Regents exams. We encouraged students to sit for the Regents exam once we returned to school in order for them to score at or above Performance Level 4 or CUNY college readiness (70+). However, not all students took advantage of these opportunities. On one hand, this example of coping with the aftermath of the pandemic demonstrates the school's effort to encourage students to achieve a college-ready score to prepare them for higher education. On the other hand, it also indicates the issues related to student motivation and engagement which pose a great challenge at our school. Moving forward, identifying and addressing the factors that hindered students from participating in the exam could lead to improved outcomes. For school year 2023-24, as a department, our focus will be on further strengthening effective practices and addressing problem areas to ensure that all students have equitable access to quality math education and support, leading to improved outcomes across the board. Implementing targeted interventions, enhancing differentiation, providing access to advanced opportunities, and investing in teacher professional development are some of the strategies that can lead to positive changes in future cohorts.

Math Regents - Performance Level 3

Thirty-five percent of students in HUM's 2019 Cohort (with valid scores) scored at or above Performance Level 3 on a Regents mathematics exam. HUM did not meet this measure and fell short by 45 percentage points. It should be noted that a total of 93 students, 14 with no valid score and 79 who had previously sat for a math exam, earned Regents exemptions. Therefore 100% of students in Cohort 2019 met the math Regents requirement for graduation.

As mentioned above, the Performance Level 3 results were directly impacted by exemptions students received due to the cancellation of Regents exams. There is definitely room to improve communication and awareness among students and parents regarding the benefits of taking the Regents exams and achieving a college-ready score. As August 2023 marks the last opportunity for numerical scores to be waived, it has become even more imperative for us to focus on continuous improvement in the mathematics program and address the identified areas for improvement.

Math Regents - Performance Level 4 & 3 Growth

Zero percent of students in HUM's 2019 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.

Sixteen percent of students in HUM's 2019 Cohort who were not proficient on their NYS 8th grade mathematics exam (with valid scores) scored at or above Performance Level 3 on a Regents mathematics exam, therefore not meeting this measure.

Analyzing middle school ELA and math scores to provide targeted support for students upon entering high school is a highly valued practice at HUM. This proactive approach has allowed us to identify students who may require additional assistance and enables the school to build a strong foundation for their success in mathematics from the outset. However, the disruptions caused by the pandemic and the

subsequent Regents exemptions for Cohort 2019 created challenges in fully implementing the support plan. The success of our intervention program this year assured us that moving forward, we will continue to persist with the plan of identifying students in ninth grade and providing them with the necessary interventions and one-on-one tutoring. Despite the challenges faced in the past, this practice remains an essential strategy for ensuring that students receive the support they need to excel in mathematics throughout their high school journey.

ADDITIONAL CONTEXT AND EVIDENCE

Math Regents - Performance Level 4

During 2022-23, the school offered additional courses such as Pre-Calculus, AP Calculus, and AP Statistics to challenge and accelerate the learning students who entered ninth grade with the Algebra I Regents. Additionally, to support ninth-grade students struggling with their math proficiency, we offered ‘Foundations of Mathematics’ during Trimesters 2 and 3. This course was introduced as an intervention course for students who needed additional support to succeed in their Algebra I class. The selection criteria included middle school math scores, Trimester 1 performance in Algebra I, diagnostic assessments like STAR math, and teacher recommendations. The objective of this intervention was to bolster the students' foundational math skills and provide personalized attention to bridge their learning gaps. The effectiveness of the accelerated program and the intervention was measured by students’ performance on the Algebra I Regents exam. Out of the six students enrolled in Foundations of Mathematics, four of them successfully passed their Algebra I Regents exam. Furthermore, of the four students who passed their Algebra I Regents exam, three of them met the CUNY College Readiness benchmark for math. Meeting this benchmark signifies that these students are well-prepared for college-level mathematics, showcasing the success of both the accelerated program and the intervention. The favorable outcomes from these initiatives have encouraged us to expand this program to target more students, monitoring and refining the current sequence of programs to ensure sustained success in the coming academic years.

Percent Achieving at Least Level 4 by Cohort and Year

Cohort Designation	2020-21		2021-22		2022-23	
	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4 ¹⁰
2019	156	6%	137	7%	135	7%
2020	149	0%	130	4%	125	3%
2021			105	4%	107	5%
2022					88	2%

Math Regents - Performance Level 3

As indicated in the tables below, 53% of students in Cohort 2020 have scored at or above Performance Level 3 on a Regents mathematics exam prior to entering their fourth year. Further, an additional 57 students earned a Regents exemption and three students earned a special appeal. Therefore, 99% of students in Cohort 2020 have met the math Regents requirement for graduation prior to the start of their fourth year.

Looking ahead, our focus remains on promoting college readiness among incoming ninth graders, as well as current sophomores and juniors. Our aim is to equip these students with the necessary skills and knowledge to excel in postsecondary education. To achieve this goal, we have devised comprehensive

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

plans to provide rigorous Regents preparation through dedicated after-school and Saturday Academy programs. In addition, we are committed to enhancing our instructional practices to better support our students in meeting the required standards on their first attempt. By combining our expertise with a supportive learning environment, we are confident that our students will rise to the challenge and achieve academic excellence. Our faculty, staff, and administration are working collaboratively to ensure that every student is adequately prepared to succeed on math Regents exams. As we move forward, we are optimistic about the positive impact of our initiatives and anticipate continued success in meeting and exceeding the Regents requirements for all our students.

Percent Achieving at Least Level 3 by Cohort and Year

Cohort Designation	2020-21		2021-22		2022-23	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing ¹¹
2019	156	64%	137	30%	135	35%
2020	149	5%	130	50%	125	53%
2021			105	44%	107	58%
2022					88	50%

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/SA
2019	135	93	0	42	100%
2020	125	57	3	64	99%
2021	107	9	32	61	95%
2022	88	0	22	44	75%

Math Regents - Performance Level 4 Growth

The data suggests that to increase the percentage of students scoring at or above Performance Level 4 for younger cohorts, we need to focus more on addressing the identified skill gaps and elevating classroom rigor. Therefore, we have to create more comprehensive instructional strategies that place a strong emphasis on building a solid foundation for our students. Strengthening core knowledge, enhancing competencies, and offering tailored support will empower our students to excel academically and confidently tackle more advanced content. As we continue to refine and expand this strategy, we are committed to providing our students with the tools and resources needed to thrive academically and become lifelong learners. Through collaborative efforts and a student-centered approach, we are confident in our ability to nurture a generation of well-rounded individuals poised for success in all their future endeavors.

Math Regents - Performance Level 3 Growth

The growth in the percentage of students scoring at or above Performance Level 3 for Cohorts 2020, 2021, and 2022 is encouraging and serves as a great source of motivation for us as educators. It reflects the positive impact of our efforts to prepare our students to excel in mathematics. We will continue to further refine and innovate our teaching practices to foster even greater achievement in the future. We are excited to build upon the successes of the cohorts and remain committed to empowering our students to become competent, confident, and enthusiastic learners in mathematics.

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

ACTION PLAN

We will continue our commitment to data-driven decision-making, and we will regularly assess student performance and progress. By closely monitoring student data, we can make informed adjustments to our interventions and ensure we are on track to meet our academic goals. The mathematics department along with the assistant principal and mathematics lead teacher, will collaborate to design and implement comprehensive plans for improvement by meeting weekly and analyzing formative assessment data closely. We will implement strategic interventions that cater to the specific needs of students in the classes. These interventions may include additional tutoring sessions, differentiated instruction, and targeted resources to bolster student comprehension and preparedness. Beyond academic support, we will also focus on addressing the socio-emotional needs of students by creating a supportive and nurturing environment that will aid in reducing stress and anxiety, thereby positively impacting students' overall performance.

GOAL 5: SCIENCE

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

BACKGROUND

During the 2022-23 school year at HUM, the science department offered living environment, earth science, chemistry, marine biology, forensics, engineering, and AP biology courses to meet the needs and interests of our students. Our teachers worked collaboratively to construct and refine comprehensive curricula to ensure that students learned the necessary skills and content to be successful in each course.

The science department focused on a variety of instructional practices throughout the year that looked to increase the proficiency of student performance in each course. Teachers were given extensive coaching and feedback on the Danielson Framework, specifically components 3C: Questioning and Discussion Techniques and 3D: Assessment in Instruction. This focus allowed for the sharing of best practices and the development of teaching strategies to deepen the engagement of the students in their learning. During the weekly science department meetings, the team developed a looking at student work protocol to identify student strengths and areas for improvement in terms of content and skills. They took off students’ names during this activity to remove biases from the conversation. Mock Regents exams were administered in the spring and the results were deeply analyzed collaboratively in content teams. Teachers used the data and student work samples to plan a meaningful and purposeful Regents review leading up to the exams in June. Teachers focused on high-leverage test-taking strategies like annotation strategies and looking at charts to hone in on during Regents review.

The department continues to determine highly effective practices to increase HUM students’ proficiency on the science Regents exams, engage them in rich discussions in the classroom, and expose them to a variety of science courses that will prepare them for the real world.

HIGH SCHOOL SCIENCE

High School Science Measure 1 - Absolute

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.

New York State schools administer multiple high school science assessments; current Regent exams are Living Environment, Earth Science, Chemistry, and Physics. The school administered Living Environment, Earth Science, and Chemistry. This measure requires students in each Accountability Cohort to pass any one of the Regents science exams by their fourth year in the cohort.

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)
2017	2020-21	113	2	80	72%
2018	2021-22	124	9	79	69%
2019	2022-23	135	75	22	37%

High School Science Measure 2 - Comparative

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 Institute does not require charters to report on this measure for 2022-23

SUMMARY OF THE HIGH SCHOOL SCIENCE GOAL

In school year 2022-2023, HUM did not achieve the one measure, with data available, in the high school science goal. One measure was not applicable for school year 2022-23.

Type	Measure	Outcome
Absolute	Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on a New York State Regents science exam by the completion of their fourth year in the cohort.	NO
Comparative	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.	N/A

EVALUATION OF THE HIGH SCHOOL SCIENCE GOAL

Science Regents

Thirty-seven percent of students in HUM’s 2019 Cohort (with valid scores) scored at least 65 on a Regents science exam, therefore not meeting this measure. Although this measure was not met it should be noted that a total of 113 students, 75 with no valid score and 38 who had previously sat for a science exam, earned a Regents exemption. Therefore 100% of students in Cohort 2019 met the science Regents requirement for graduation.

This past year we focused on on building students' capacities around reading and writing, understanding scientific graphs, formulas, and calculations to solve equations to identify elements and compounds, and finding solutions to experiments. However, the majority of students in Cohort 2019 earned exemptions for the Living Environment and Earth Science Regents during their freshman and sophomore years while Regents administrations were canceled, which heavily impacted the results of this measure.

The science team will continue to focus on building the necessary skills for students to show proficiency in each course through literacy and math skills and planning a coherent curriculum.

ADDITIONAL CONTEXT AND EVIDENCE

Science Regents

As indicated in the tables below, 22% of students in the 2020 Cohort (with valid scores) scored at least 65 on a Regents science exam prior to entering their fourth year. Further, an additional 99 students earned a Regents exemption and three students earned a special appeal. Therefore, 100% of students in Cohort 2020 have met the science Regents requirement for graduation prior to the start of their fourth year.

In looking at the data for Cohorts 2021 and 2022, 48% and 30% of students (with valid scores) scored at least 65 on a Regents science exam, respectively. When exemptions and special appeals are included, 92% of Cohort 2021 students and 66% of Cohort 2022 students have met the science Regents requirement for graduation. HUM will focus on increasing the passing rate of our students through improving instructional practices, skill, content, and literacy development, and frequent assessments throughout each unit.

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

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

Cohort Designation	2020-21		2021-22		2022-23	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2019	156	53%	137	37%	135	37%
2020	149	7%	130	22%	125	22%
2021			105	37%	107	48%
2022					88	30%

Percent Passing / Exempted / Special Appeal by Cohort					
Cohort Designation	Number in Cohort	Total Number Exempted	Number w/ Special Appeal	Number Passing	Percent Passing/Exempted/ Special Appeal
2019	135	133	0	22	100%
2020	125	99	3	23	100%
2021	107	21	27	50	92%
2022	88	1	31	26	66%

ACTION PLAN

The plan for the 2023-24 school year is to consistently monitor the academic progress of all students in their science courses for skills and content mastery. HUM will be offering living environment, earth science, chemistry, marine biology, forensics, engineering, anatomy and physiology, AP biology, and AP environmental in the upcoming school year. The assistant principal and lead teacher will lead the department and coach the teachers around purposeful planning, increasing student engagement, using effective questioning and discussion techniques, and administering frequent assessments to inform planning. Weekly department meetings will focus on looking at student work and sharing best practices for strategies to increase student performance. Literacy and math skills and vocabulary proficiency will be measured throughout each unit. The team will also look at the performance of our students with disabilities and multilingual learners to ensure they are getting the appropriate and required support in order to show mastery of the content. Teachers will collaborate with leadership and school counselors to make sure that students who are not meeting requirements will get additional support during office hours.

GOAL 6: SOCIAL STUDIES

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

BACKGROUND

Using the resources provided by New Visions, as a guide, our teachers create units, lessons, and activities that are responsive to our students' needs. The lessons and activities are designed to develop practices that support college and career readiness not only within content but also across content. Anchored in the NYS Common Core, the activities promote the practices of using evidence-based claims in writing and discussions, annotation, and close reading. Teachers co-planned and shared best practices during weekly content meetings. This common planning and meeting moved the department closer to a more uniform and consistent implementation of instructional strategies that are working. In addition to instructional strategies, the team was more intentional regarding their emotional responsiveness to the high, post-pandemic, social-emotional needs of our students. This approach increased engagement and improved student-teacher relationships. This year, our teachers filled a staffing gap by taking on additional class sections.

Social Studies Measure 1 - Absolute

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.

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. These measures require students in each Accountability Cohort to pass the two exams by the completion of their fourth year in the cohort.

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)
2017	2020-21	113	95	14	78%
2018	2021-22	124	101	5	22%
2019	2022-23	135	106	10	34%

Social Studies Measure 2 - Comparative

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 Institute does not require charters to report on this measure for 2022-23

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Social Studies Measure 3 - Absolute

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.

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. These measures require students in each Accountability Cohort to pass the two exams by the completion of their fourth year in the cohort.

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)
2017	2020-21	113	2	86	77%
2018	2021-22	124	122	2	100%
2019	2022-23	135	132	2	67%

Social Studies Measure 4 - Comparative

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 Institute does not require charters to report on this measure for 2022-23.

SUMMARY OF THE SOCIAL STUDIES GOAL

In school year 2022-2023, HUM did not achieve either of the two measures, with data available, in the high school social studies goal. Two measures were not applicable for school year 2022-23.

Type	Measure	Outcome
Absolute	Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State U.S. History Regents exam by the completion of their fourth year in the cohort.	NO
Comparative	Each year, the percent of students in the high school Total Cohort passing the U.S. History Regents exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.	N/A
Absolute	Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Global History Regents exam by the completion of their fourth year in the cohort.	NO
Comparative	Each year, the percent of students in the high school Total Cohort passing the Global History Regents exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.	N/A

EVALUATION OF THE SOCIAL STUDIES GOAL

U.S. History Regents

Thirty-four percent of students in HUM's 2019 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,

there was a 12 percentage point increase from the previous year. In addition, it should be noted that a total of 111 students, 106 with no valid score and five who previously sat for the U.S. History exam, earned a Regents exemption. Therefore 90% of students in Cohort 2019 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. 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

Sixty-seven percent of students in HUM’s 2019 Cohort (with valid scores) scored at least 65 on the NYS Regents Global History exam, therefore not meeting this measure. It should be noted that a total of 132 students with no valid score earned a Regents exemption and one student earned a special appeal. Therefore, 100% of students in Cohort 2019 met the Global History Regents requirement for graduation.

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. 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.

ADDITIONAL CONTEXT AND EVIDENCE

U.S. History Regents

As indicated in the tables below, 79% of students in HUM’s 2020 cohort (with valid scores) scored at least 65 on the NYS Regents U.S. History exam, prior to entering their fourth year. In addition, 21 students earned a Regents exemption and 10 students earned a special appeal. Therefore, 90% of students in Cohort 2020 have already met the U.S. History Regents requirement for graduation prior to the start of their fourth year.

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

Cohort Designation	2020-21		2021-22		2022-23	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing ¹²
2019	156	5%	137	18%	135	34%
2020	149	0%	130	0%	125	79%
2021			105	0%	107	0%
2022					88	0%

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

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Percent Passing / Exempted / Special Appeal by Cohort					
Cohort Designation	Number in Cohort	Total Number Exempted	Number w/ Special Appeal	Number Passing	Percent Passing/Exempted/Special Appeal
2019	135	111	0	10	90%
2020	125	21	10	82	90%
2021	107	6	0	0	6%
2022	88	8	0	0	9%

Global History Regents

As indicated in the tables below, 61% of students in HUMs 2020 Cohort (with valid scores) scored at least 65 on the NYS Global History exam, prior to entering their fourth year. In addition, 39 students earned a special appeal. Therefore, 92% of students in Cohort 2020 have already met the Global History Regents requirement for graduation prior to the start of their fourth year.

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

Cohort Designation	2020-21		2021-22		2022-23	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing ¹³
2019	156	0%	137	40%	135	67%
2020	149	0%	130	62%	125	61%
2021			105	0%	107	62%
2022					88	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/SA
2019	135	132	1	2	100%
2020	125	0	39	76	92%
2021	107	0	26	66	86%
2022	88	0	0	0	0%

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. We will also continue to invest in regular professional development for our teachers to ensure that they are current with the latest teaching methodologies, technologies, and content area advancements. Finally, we will continue to support teachers in lesson preparation to ensure that instruction is differentiated suitably to meet the needs of every student.

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

GOAL 7: ESSA

ESSA Measure 1

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.

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. More information on assigned accountability designations and context can be found [here](#).

Accountability Status by Year

Year	Status
2020-21	Good Standing
2021-22	Good Standing
2022-23	Good Standing

ADDITIONAL CONTEXT AND EVIDENCE

HUM was in good standing for the 2022-23 school year and therefore continues to meet this measure. HUM completed its third year of its current accountability period and has been in good standing each year.