



# **United Charter High School for the Humanities (HUM)**

## **2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

September 16, 2024

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## 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

The following individuals prepared this 2023-24 Accountability Plan Progress Report on behalf of the Board of Trustees for United Charter High School for the Humanities:

- Lillian Lopez, Principal
- Melissa Wass, New Visions Senior Program Officer
- Isabella Zuco, New Visions Data Analyst

Trustee's Name	Board Position	
	Office	Committees
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**Lillian Lopez has served as the principal since July 1, 2024.**

## SCHOOL OVERVIEW

The United Charter High School for Advanced Math and Science (AMS) is a small school that opened in 2011 and served students in grades 9-12 in 2023-2024.

### MISSION

United Charter High School for the Humanities is part of the United Charter High Schools' (UCHS) network. UCHS schools provide all students, regardless of their previous academic history, the highest quality education in an atmosphere of respect, responsibility, and rigor. UCHS 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 2023, 407 students were enrolled in HUM. Of these students:

- 98% are Black or Latino
- 90% are economically disadvantaged
- 20% 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, 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, 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 supports 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
2021-22	151	125	147	116	2	541
2022-23	100	117	129	133	0	479
2023-24	81	102	102	121	1	407

**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 9<sup>th</sup> grade. For example, the 2020 state Accountability Cohort consists of students who first entered the 9<sup>th</sup> grade anywhere in the 2020-21 school year, were enrolled in the school on the state’s annual enrollment-determination day (BEDS day) in the 2023-24 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>)

## 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

### Fourth-Year High School Accountability Cohorts

Fourth Year Cohort	Year Entered 9 <sup>th</sup> Grade Anywhere	Cohort Designation	Number of Students Enrolled on BEDS Day in October of the Cohort's Fourth Year	Number Leaving During the School Year	Number in Accountability Cohort as of June 30th
2021-22	2018-19	2018	124	0	124
2022-23	2019-20	2019	135	0	135
2023-24	2020-21	2020	122	0	122

### 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 9<sup>th</sup> grade anywhere. The 2020 Total Cohort consists of all students, based on last enrollment record as of June 30, 2024, with a First Date of Entry into Grade 9 during the 2020-21 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 home schooling 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 <sup>th</sup> Grade Anywhere	Cohort Designation	Number of Students Graduated or Still Enrolled on June 30 <sup>th</sup> of the Cohort's Fourth Year (a)	Number of Students Who Left the School but Were <b>Not</b> Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2021-22	2018-19	2018	127	0	127
2022-23	2019-20	2019	136	1	137
2023-24	2020-21	2020	122	1	123

### Fifth Year Total Cohort for Graduation

Fifth Year Cohort	Year Entered 9 <sup>th</sup> Grade Anywhere	Cohort Designation	Number of Students Graduated or Still Enrolled on June 30 <sup>th</sup> of the Cohort's Fifth Year (a)	Number of Students Who Left the School but Were <b>Not</b> Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2021-22	2017-18	2017	0	114	114
2022-23	2018-19	2018	2	125	127
2023-24	2019-20	2019	1	136	137

## 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

### 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		

## 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

The 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.



# Humanities

99 Terrace View Ave. 3rd Fl. Bronx NY 10463

### 2023-2024 Bell Schedule

Mondays, Tuesdays & Thursdays			Mondays, Tuesdays & Thursdays		
Period	Time	Minutes	Period	Time	Minutes
1	8:23 - 9:28	65	1	8:23 - 9:28	65
2	9:31 - 10:36	65	2	9:31 - 10:36	65
3-Lunch	10:39 - 11:19	40	3	10:39 - 11:44	65
4	11:22 - 12:27	65	4	11:47 - 12:52	65
5	12:30 - 1:35	65	5-Lunch	12:55 - 1:35	40
6	1:38 - 2:43	65	6	1:38 - 2:43	65
Office Hours	2:46 - 3:26	40	Office Hours	2:46 - 3:26	40
Prep, Planning, PD	3:30 - 4:15	45	Prep, Planning, PD	3:30 - 4:15	45

Wednesdays & Fridays			Wednesdays & Fridays		
1	8:23 - 9:23	60	1	8:23 - 9:23	60
2	9:26 - 10:26	60	2	9:26 - 10:26	60
3-Lunch	10:29 - 11:09	40	Advisory	10:29 - 11:09	40
4	11:12 - 12:12	60	3	11:12 - 12:12	60
5	12:15 - 1:15	60	4	12:15 - 1:15	60
Advisory	1:18 - 1:58	40	5-Lunch	1:18 - 1:58	40
6	2:01 - 3:01	60	6	2:01 - 3:01	60
Prep, Planning, PD	3:05 - 4:15	70	Prep, Planning, PD	3:05 - 4:15	70

#### Trimester Model w/ 5 Instructional Periods + Advisory

9th	15 credits
10th	15 credits
11th	15 credits
12th	15 credits
<b>Total</b>	<b>60 credits</b>

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 2023-24

Cohort Designation	Number in Cohort during 2023-24	Percent promoted
2022	98	83%
2023	70	77%

### 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, some second year cohorts would have had student waivers for examinations. Report the percentage of students who either passed or were exempted from at least three exams. In August of 2024, the 2022 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)
2020	2021-22	130	91%
2021	2022-23	108	84%
2022	2023-24	98	55%

### 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.

## 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

### Percent of Students in the Total Graduation Cohort who have Graduated After Four Years<sup>1</sup>

Cohort Designation	School Year	Number in Cohort	Number who Graduated	Percent Graduating
2018	2021-22	127	124	98%
2019	2022-23	137	134	98%
2020	2023-24	123	116	94%

### 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
2017	2021-22	114	114	100%
2018	2022-23	127	125	98%
2019	2023-24	137	136	99%

### 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 District<sup>2</sup>

Cohort Designation	School Year	Charter School			School District	
		Number in Cohort	Number who Graduated	Percent Graduating	Number in Cohort	Percent Graduating
2018	2021-22	127	124	98%	3721	86%
2019	2022-23	137	134	98%	3627	87%
2020	2023-24	123	116	94%	TBD	TBD

<sup>1</sup> These data reflect August graduation rates.

<sup>2</sup> 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 2022-23 results as a temporary placeholder for the district's 2023-24 results.

## 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

### 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 2020 Graduation Cohort Pathway Students Demonstrating Success by Exam Type<sup>3</sup>

Exam	Number of Graduation Cohort Members Tested (a)	Number Passing or Achieving Regents Equivalency (b)	Percentage Passing $=[(b)/(a)]*100$
CC Alg Regents	12	3	25%
CC ELA Regents	14	7	50%
CC Geometry Regents	7	1	14%
CC Trig Regents	1	1	100%
Chem Regents	2	0	0%
Earth Science Regents	12	0	0%
Overall	14	8	57%

#### Pathway Exam Passing Rate by Fourth Year Accountability Cohort

Cohort Designation	School Year	Number in Cohort Tested	Percent Passing a Pathway Exam
2018	2021-22	5	100%
2019	2022-23	15	53%
2020	2023-24	14	57%

### SUMMARY OF THE HIGH SCHOOL GRADUATION GOAL

In school year 2023-24, HUM achieved four 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 (if 44 needed for graduation) or five credits (if 22 needed for graduation) 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.	NO

<sup>3</sup> As a result of the Board of Regents' guidance regarding the cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22, students planning to take a pathway examination during those canceled dates would be exempted from the requirement. For purposes of this measure, only report results for students with valid scores for any pathway exam.

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**

Eighty-three percent of students in the 2022 Cohort and 77% of students in the 2023 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 by eight and two percentage points respectively.

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**

Fifty-five percent of students in the 2022 Cohort have passed or earned exemptions for at least three different Regents exams required for graduation, therefore not meeting this measure.

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, students were enrolled in 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-four percent of students in HUM’s 2020 Cohort graduated after four years and 99% of students in the 2019 Cohort graduated after five years, therefore meeting this measure. Cohort 2020’s four-year graduation rate exceeded this measure by 19 percentage points and Cohort 2019’s five-year graduation rate exceeded this measure by four 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. 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 2020 Cohort's graduation rate of 94% exceeded Community School District 10's 2019 Cohort's graduation rate of 87% by seven percentage points. District data for the 2020 Cohort was not available for comparison at the time of this report.

### **4+1 Pathway**

Fifty-seven percent of students in HUM's 2020 Cohort who pursued an alternative graduation pathway (with valid scores) achieved a Regents equivalency score and passed an approved pathway assessment required for graduation. Although HUM did not meet this measure there was a four percentage point increase from last year.

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**

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 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.

### **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.

At Humanities, we are dedicated to making sure every student is ready for their postsecondary careers, both academically and emotionally. Our goal this year was to have every senior complete four key tasks by graduation day.

1. Completing and submitting six CUNY applications
2. Filing the FAFSA application
3. Applying for TAP
4. Identifying their Postsecondary Plan

By accomplishing these tasks, our students have a solid view of the options available for their future and a guaranteed spot at an educational institution where they will receive a high-quality education.

For Cohort 2020, our job was more crucial than ever due to significant changes in the FAFSA application. The FAFSA had new forms and updated documentation requirements, which led to confusion and added challenges, especially for families already navigating the college application maze.

In addition to that, the FAFSA website had technical issues that made it difficult for many people to access and use. Non-native English-speaking parents and guardians faced extra obstacles in finding help and understanding the support available. To tackle these problems, Humanities implemented several initiatives. We organized more than five evening events to assist families with the FAFSA application process. These sessions were hands-on, aimed at guiding families through the new requirements, answering questions, and providing real-time support.

Additionally, we hosted weekly events to help students complete their CUNY and SUNY applications, ensuring they had the support they needed to finish their applications on time.

Thanks to these efforts, the 2020 cohort successfully navigated the complexities of postsecondary planning. By graduation day, 100 students had submitted their six CUNY applications, FAFSA application, and TAP application, setting them up for a successful future and each student had identified their postsecondary pathway.

During the 2023-2024 academic year Humanities continued to build upon and strengthen its partnerships aimed at enhancing college and career preparation for our students. We are proud to highlight the following key collaborations that have been instrumental in providing exceptional educational and career development opportunities for our scholars:

**1. College Now Program** The College Now program remains a cornerstone of our college-level course offerings. Through this initiative, students have the opportunity to enroll in college-level courses at Lehman College, one of CUNY's premier institutions. Our partnership with Lehman College enables students to access a range of courses, including Computer Information Systems, English Composition, Foundations of Data Science, and Introduction to Statistics. Each course successfully completed earns students three transferable college credits, providing them with a head start on their higher education journey.

**2. First Workings** First Workings offers a dynamic platform for students to engage in paid summer internships designed to develop crucial career skills. This partnership provides invaluable hands-on

experience and professional development, helping students build practical skills that are directly applicable to their future careers.

**3. Genesys Works** In addition to summer internships, Genesys Works offers a paid year-long internship program that focuses on career skill development. This extended internship provides students with in-depth experience and a comprehensive understanding of their chosen fields, further enhancing their career readiness and professional growth.

**4. CO-OP TECH** Our collaboration with CO-OP TECH is centered on job and career skill development, as well as industry certifications. This partnership equips students with essential skills and credentials that are highly valued in the job market, ensuring they are well-prepared for their future careers.

**5. Kingsbridge Heights Community Center (KHCC)** The Kingsbridge Heights Community Center has been a valuable partner in supporting our students across all grade levels. Their contributions are tailored to the specific needs of each grade:

- **9th and 10th Grades:** KHCC provides targeted college preparation services, helping students navigate the path to higher education with confidence and clarity.
- **11th Grade:** The focus shifts to restorative justice and conflict resolution. KHCC’s programs assist students in developing essential skills for managing and resolving conflicts constructively.
- **12th Grade:** In the final trimester, KHCC offers financial literacy workshops, equipping seniors with vital knowledge and skills to manage their finances effectively as they transition to adulthood and higher education.

These partnerships are integral to our commitment to college and career readiness. By providing students with access to college-level courses, real-world work experiences, and crucial support services, we are helping them build a strong foundation for their future academic and professional endeavors.

**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.

## 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

Percentage of the 2020 Total Cohort Graduates Demonstrating College Preparation by Indicator<sup>4</sup>

Indicator	Number of Graduates who Attempted the Indicator	Number who Achieved Indicator	Percentage of Graduates who Achieved Indicator
Passing an AP Exam	36	17	47%
Passing a College Level Course	8	5	63%
Achieving the College and Career Readiness Benchmark on the SAT	112	10	9%
Earning a Regents Diploma with Advanced Designation	116	17	15%
Achieving at least Performance Level 4 on both the ELA and Math Regents Required for Graduation	116	5	4%
Overall	116	28	24%

### 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 2023-24. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

### College Preparation Goal Measure 3 - Comparative

Each year, the school’s CCRPI 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 2023-24. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

### 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.

<sup>4</sup> 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.

## 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

Matriculation Rate of Graduates by Year<sup>5</sup>

Cohort	Graduation Year	Number of Graduates (a)	Number Enrolled in 2 or 4-year Program in Following Year (b)	Matriculation Rate =[(b)/(a)]*100
2018	2021-22	124	80	65%
2019	2022-23	134	91	68%
2020	2023-24	116	TBD	TBD

### SUMMARY OF THE COLLEGE PREPARATION GOAL

In school year 2023-24, HUM did not achieve the one measure, with data available, in the college preparation goal. Two measures are not applicable for the school year 2023-24 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 CCRPI 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-four percent of HUM's 2020 Cohort demonstrated their preparation for college by achieving at least one of the indicators listed above, therefore not meeting this measure.

HUM has been fortunate to offer 7+ AP courses for the past five years. AP courses have assisted in bolstering the strength of the academic program and standards of the school. Students can begin their journey with AP's as early as 10th grade and add on as they become more versed and confident in their abilities. To that end, not every student is offered the opportunity to begin that journey. Our teaching staff and administration pay close attention to the aforementioned indicators to gauge student progress and capabilities of being successful in an AP course. Student development and maturity weighs heavily in making these decisions on whether a student should be invited to take part in AP courses. Once they are invited and ultimately matriculate, their cohort teams conduct check-ins and progress reports on their AP success.

<sup>5</sup> Schools should update and confirm data for Cohorts who graduated prior to 2023-24 and provide preliminary matriculation data for 2020 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.

### **Matriculation**

HUM collects matriculation data from the National Student Clearinghouse. Clearinghouse data for Cohort 2020 was not available at the time of this report. This metric will be updated once the data becomes available.

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 an instant 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 condensed schedules for seniors and juniors who have completed their credits or were in a position to take on more academic responsibility. Students are overjoyed with this opportunity to explore and engage with local business, colleges, and internship programs. This action alone has supplied HUM in creating a vacuum in which younger students have something to look forward to and that staff can be proud of as practitioners. 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**

None.

### **Matriculation**

For Cohort 2020 we saw a resurgence in students committing to attend public colleges, more specifically this particular year we saw one of highest cohorts of students committing to attend CUNY colleges. More than 60% of our students will be attending local public colleges in the fall which speaks to students taking cost into consideration when choosing where to attend. In other words, 99% of those students will be attending college with no loans which fortunately will afford them the chance to aspire for a postgraduate degree or begin their career with no financial stress. As we know, lack of financial support is one of the main deterrents to students gaining their degrees. The lower the financial burden for low-middle income families the better the chances that students will matriculate and complete their degree.

### **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 21<sup>st</sup> 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. 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; (OPTIONAL)
  - Submitting FAFSA & TAP;
  - Making a postsecondary choice.
  - Research pre-apprentice and entry-level positions
  - 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's ELA curriculum for grades 9 through 12 is guided by a combination of the Common Core aligned framework from New Visions and the Next Generation ELA standards. This structured approach ensures a consistent and comprehensive curriculum across these grade levels. However, the twelfth-grade curriculum focuses on skills essential for postsecondary success, enriched by text analysis, critical thinking, discussion, and writing.

Key instructional changes included:

- **ELA 12 Regents Skills Focus:** A new section of ELA 12 was created specifically to help students who struggled with the ELA Regents exam. This section concentrated on enhancing Regents exam skills.
- **Vocabulary Skills Emphasis:** Across all grades, there was a heightened focus on vocabulary development to support overall language proficiency.
- **Independent Reading in 9th Grade:** The ninth-grade curriculum now emphasized independent reading to foster a love for reading and improve reading skills.
- **CURLS Annotation Tool:** The CURLS annotation tool became a standard practice in all ELA classrooms, aiding students in text analysis and comprehension.

To better support the diverse needs of students, several staffing changes were made:

- **Hiring a Special Education (SpEd) Teacher:** A SpEd teacher was hired to support ELA 11 and Regents preparation, ensuring that students with special needs received the necessary assistance to succeed.
- **New English as a New Language (ENL) Teacher:** An ENL teacher was brought on board to better support multilingual learners (MLs), particularly those at the entering and emerging stages of language acquisition.

## 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.

### METHOD

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.<sup>6</sup>

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

## 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

### Percent Scoring at Least Level 4 on Regents English Common Core Exam by Fourth Year Accountability Cohort<sup>7</sup>

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)
2018	2021-22	124	66	19	33%
2019	2022-23	135	1	58	43%
2020	2023-24	122	2	50	42%

#### 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.

#### METHOD

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)
2018	2021-22	124	66	41	71%
2019	2022-23	135	1	109	81%
2020	2023-24	122	2	101	84%

#### 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.

<sup>7</sup> Due to the state's cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22 some students 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.

Schools are not required to report attainment of this measure for 2023-24. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

### High School ELA Measure 4 - Comparative

Each year, the percentage 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.

Schools are not required to report attainment of this measure for 2023-24. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

### High School ELA Measure 5 - Comparative

Each year, the percentage 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.

Schools are not required to report attainment of this measure for 2023-24. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

### 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.

Schools are not required to report attainment of this measure for 2023-24. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

### 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 8<sup>th</sup> grade English language arts exam will meet the college and career readiness standard (currently scoring at Performance Level 4 and fully meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

## METHOD

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

## 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

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

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 <sup>th</sup> 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)
2018	2021-22	73	39	5	7%
2019	2022-23	80	1	26	33%
2020	2023-24	No data available due to the cancellation of 8th grade proficiency testing during the pandemic.			

### 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 8<sup>th</sup> grade English language arts exam will at least partially meet Common Core expectations (currently scoring at Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

### METHOD

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

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

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 <sup>th</sup> 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)
2018	2021-22	73	39	20	59%
2019	2022-23	80	1	60	76%
2020	2023-24	No data available due to the cancellation of 8th grade proficiency testing during the pandemic.			

### SUMMARY OF THE HIGH SCHOOL ENGLISH LANGUAGE ARTS GOAL

In school year 2023-24, HUM met one of the two measures with data available in the English language arts goal. Six measures were not applicable for school year 2023-24.

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	YES

## 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

	Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	
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 <sup>th</sup> 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.	N/A
Growth	Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 <sup>th</sup> grade English language arts exam will 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.	N/A

### EVALUATION OF HIGH SCHOOL ELA GOAL

#### ELA Regents - Performance Level 4

Forty-two percent of students in HUM’s 2020 Cohort scored at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core), therefore not meeting this measure.

Humanities faced unique challenges in meeting the New York State ELA goals due to the unprecedented circumstances of their formative high school years. The Class of 2024 spent their entire 9th-grade year engaging in remote instruction, which significantly impacted their foundational literacy development. In 10th grade, the focus shifted to reintegration and acclimation to in-person learning, further challenging their academic progress.

Recognizing these challenges, we strategically scheduled students for ELA sections at the start of the 2023-2024 school year based on their performance on the January, June, and August 2023 Regents exams. Following the January 2024 ELA Regents administration, we conducted a thorough analysis of the data and reviewed students' exam scripts. This review led to the reorganization of ELA classes to ensure that students were placed in sections aligned with their specific learning needs and ELA Regents status—whether they passed with credit, passed outright, or failed.

To further support students, particularly seniors needing to pass the ELA Regents, we established a new section after the January 2024 administration tailored to their specific needs. However, the gaps in special education staffing, only partially filled in December, and the pervasive attendance issues affecting schools citywide have also impacted student performance across grades. These factors contributed to the ongoing challenges our students faced in achieving proficiency and ultimately to us not meeting this measure for level 4.

Despite these obstacles, our grade teams maintained a focus on depth over breadth in their instruction, emphasizing key areas such as vocabulary building, annotation, and critical and analytical reading. We scheduled mock Regents exams for early April to provide targeted support and better prepare students for the June 2024 ELA Regents exam. Additionally, we organized Regents Boot Camps after school and on Saturdays to offer further assistance to students in need.

The data from the mock Regents was also instrumental in identifying students in Cohorts 2021, 2022, and 2023 who would sit for the June Regents exam. Moving forward, we plan to continue our emphasis on high-leverage skills in reading and writing to support these cohorts. Our focus on Tier 1 instruction and embedding literacy and writing strategies across all content areas will remain a cornerstone of our instructional program. This approach is critical to deepening students' mastery of the college and career-ready skills necessary for postsecondary success.

Moreover, our robust literacy interventions and additional support for Multilingual Learners (MLs) will continue to play a vital role in achieving these goals.

### **ELA Regents - Performance Level 3**

Eighty-four percent of students in HUM's 2020 Cohort (with valid scores) scored at or above Performance Level 3 on the Regents Exam in English Language Arts (Common Core), therefore meeting this measure.

The support HUM provides through individualized programming, mock Regents exams, and data and item analysis contributed to achieving a 84% pass rate for students with valid scores on the ELA Regents. Our consistent implementation of common strategies across classrooms strengthens the instructional focus and provides crucial support for scholars across all grades. This approach helps students develop the skills necessary to succeed on state assessments.

HUM scholars are given multiple opportunities to achieve proficiency on the Regents Exam in English Language Arts (Common Core) from ninth through twelfth grade. Students who demonstrate readiness to engage with these skills early in their high school careers, or who enter high school having already completed Regents exams, are programmed accordingly and receive the support they need to continue their progress. This flexible programming allows some students to distribute their Regents requirements across more years than traditionally expected, ensuring a more personalized and effective path to graduation.

### **ELA Regents - Performance Level 4 Growth and Performance Level 3 Growth**

Due to the pandemic the New York State 8th grade English language arts exam was canceled in the spring of 2020, therefore students in Cohort 2020 do not have scores so these measures cannot be accurately calculated.

## ADDITIONAL CONTEXT AND EVIDENCE

### ELA Regents - Performance Level 4

HUM's teacher team began the year with a focused commitment to preparing Cohort 2020 students for the ELA Regents in January and June 2024, aiming for scores at or above Level 4 or 75 or higher, which is the CUNY college readiness benchmark. Following our standard policy, all students in the cohort who still needed to pass the exam or to achieve the state metric were scheduled to take the ELA Regents in both January and June 2024. However, some students opted out of these exams, having already achieved passing scores (65-79) in previous attempts.

Staffing our special education vacancies presented a significant challenge. To address this, we reorganized classes to ensure that students with disabilities received the necessary support to succeed in the exam and beyond, whether in postsecondary education or career paths. Some team members volunteered to teach additional classes to guarantee coverage for ICT sections until the vacancies were filled in December.

Moreover, we created specific sections designed to support our students with disabilities and multilingual learners, ensuring tailored instruction that addressed their unique needs. Despite these challenges, 42% of students in Cohort 2020 achieved a score at or above Performance Level 4 on the ELA Regents Exam.

Looking ahead, as indicated in the table below, 40% of students in Cohort 2021 have already scored at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core) prior to entering their fourth year.

### ELA Regents - Performance Level 3

During the 2023-2024 school year, Humanities continued to prioritize meeting the diverse needs of our students, particularly in their preparation for the Regents Exam in English Language Arts (Common Core). As mentioned above, we faced significant staffing challenges this year, particularly in special education, which impacted our ability to deliver consistent instruction. However, we were able to adapt by adjusting our schedule to meet student needs.

To further enhance literacy support, we added two sections of Read 180 to strengthen our intervention program. A consultant/teaching assistant was hired specifically to support our multilingual learners. We utilized the STAR Reading diagnostic assessment and WIST data to accurately place students in appropriate literacy interventions. The data was shared with teachers to help to inform their instructional decisions.

### ELA Regents - Performance Level 4 & 3 Growth

None.

## ACTION PLAN

For the 2024-2025 school year, HUM will continue to prioritize the enhancement of our ELA instruction to ensure that our students are prepared for each new grade level, to advocate for themselves and their learning, and for their postsecondary pursuits. We recognize the importance of integrating vocabulary instruction across classrooms and implementing a standardized annotation strategy and tool to support students in decoding and analyzing texts. These strategies are crucial in developing the college and career readiness skills in reading, writing, listening, and speaking that our students need to succeed.

In particular, our focus will be on scaffolding skills in areas such as reading comprehension, discussion, analysis, citing sources, and applying 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 measure Lexile level growth. Teachers will also use that data to inform their classroom instruction.

To further support our students, we will continue to offer our literacy intervention programs, including Wilson and Read 180, which are essential for our growing population of students who are reading and writing below grade level.

HUM remains committed to supporting our students with disabilities and our multilingual learners, ensuring they have a successful educational experience. We will continue to offer bilingual support for our ELL/ML students across content areas such as social studies, science, math, and ELA. Furthermore, all students with disabilities, regardless of grade, will continue to be assessed using the Star Reading assessment in both the fall and spring, providing explicit data on areas requiring improvement and areas of success.

## GOAL 4: MATHEMATICS

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

### BACKGROUND

The foundation of Mathematics curriculum planning and development at HUM is built upon the New York State Next Generation Mathematics Learning Standards and the New Visions Mathematics curriculum. This alignment ensures that the content taught meets state standards and emphasizes essential mathematical concepts and skills necessary for college and career readiness.

Teachers at HUM employ common instructional routines to structure classroom discussions and collaborative problem-solving. These routines provide a framework for effective teaching and learning, promoting student engagement and active participation. By facilitating meaningful discussions, teachers create a dynamic and interactive learning environment. Before end-of-unit assessments, students participate in multi-day review lessons. These sessions allow students to review the key concepts, consolidate their understanding, and prepare effectively for assessments. The review lessons empower students to approach assessments with confidence.

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

This year, the core mathematics sequence included Algebra I, Geometry, and Algebra II, equipping students with a solid mathematical foundation and preparing them for the Regents examinations. For accelerated students, we offered AP Statistics to those who met the course requirements. In Trimester 3, we introduced Career and Financial Management as an elective to provide students with real-life skills. Additionally, we offered Foundations of Mathematics to selected 9th and 10th grade students, based on teacher recommendations and Trimester 1 and 2 scores, to provide extra support for Regents preparation. This diverse set of courses caters to students' varying skill levels and interests, enabling them to pursue advanced studies in mathematics.

## 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.

### METHOD

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.

## 2023-24 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)
2018	2021-22	124	4	12	10%
2019	2022-23	135	14	9	7%
2020	2023-24	122	54	5	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.

### METHOD

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)
2018	2021-22	124	4	96	80%
2019	2022-23	135	14	42	35%
2020	2023-24	122	54	66	97%

### 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.

Schools are not required to report attainment of this measure for 2023-24. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

### High School Math Measure 4 - Comparative

Each year, the percentage 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.

Schools are not required to report attainment of this measure for 2023-24. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

### 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.

Schools are not required to report attainment of this measure for 2023-24. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

### 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.

Schools are not required to report attainment of this measure for 2023-24. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

### 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 8<sup>th</sup> grade mathematics exam will meet the college and career readiness standard (currently scoring at Performance Level 4 and fully meeting Common Core expectations on a Regents mathematics exam) by the completion of their fourth year in the cohort.

## METHOD

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

## 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

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

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 <sup>th</sup> 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)
2018	2021-22	79	0	3	4%
2019	2022-23	79	9	0	0%
2020	2023-24	No data available due to the cancellation of 8th grade proficiency testing during the pandemic.			

### 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 8<sup>th</sup> grade mathematics exam will at least partially meet Common Core expectations (currently scoring at Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.

### METHOD

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

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

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 <sup>th</sup> 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)
2018	2021-22	79	0	59	75%
2019	2022-23	79	9	11	16%
2020	2023-24	No data available due to the cancellation of 8th grade proficiency testing during the pandemic.			

### SUMMARY OF THE HIGH SCHOOL MATHEMATICS GOAL

In school year 2023-2024, HUM met one of the two measures with data available in the high school mathematics goal. Six measures were not applicable for school year 2023-24.

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	YES

	mathematics exam) by the completion of their fourth year in the cohort.	
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 <sup>th</sup> 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.	N/A
Growth	Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 <sup>th</sup> 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.	N/A

EVALUATION OF THE HIGH SCHOOL MATHEMATICS GOAL

**Math Regents - Performance Level 4**

Seven percent of students in HUM’s 2020 Cohort scored at or above Performance Level 4 on a Regents mathematics exam, therefore not meeting this measure.

The results of the 2020 Cohort at HUM highlight both effective practices and areas needing improvement in mathematics instruction. The remote and hybrid learning models due to the pandemic posed unique challenges for these students. A large percentage of students in this cohort earned exemptions for Algebra I or Geometry during school year 2020-21 due to exam cancellations. Once back in school, we encouraged students to take the Regents exam to achieve a score at or above Performance Level 4 or CUNY college readiness (70+). However, very few students took advantage of these opportunities and received a numerical score for the Regents Exams.

This situation reflects the school's efforts to help students achieve college-ready scores, preparing them for higher education. It also highlights challenges related to student motivation and engagement. Identifying and addressing the factors that prevented students from participating in the exam could lead to better outcomes.

For the 2024-25 school year, our department will focus on strengthening effective practices and addressing problem areas to ensure all students have equitable access to quality math education and support, leading to improved outcomes. We will implement targeted interventions, enhance

differentiation, provide access to advanced opportunities, and invest in teacher professional development to drive positive changes in future cohorts.

### **Math Regents - Performance Level 3**

Ninety-seven percent of students in HUM's 2020 Cohort (with valid scores) scored at or above Performance Level 3 on a Regents mathematics exam, therefore meeting this measure and exceeding it by 17 percentage points. In addition there was a 62 percentage point increase from the previous year.

As noted earlier, the Performance Level 3 results were significantly affected by the exemptions granted to students due to the cancellation of the Regents exams. We will continue with the efforts to raise awareness amongst the families and students regarding the importance of taking Regents exams and achieving a college ready score.

### **Math Regents - Performance Level 4 Growth and Performance Level 3 Growth**

Due to the pandemic the New York State 8th grade mathematics exam was canceled in the spring of 2020, therefore students in Cohort 2020 do not have scores so these measures cannot be accurately calculated.

## **ADDITIONAL CONTEXT AND EVIDENCE**

### **Math Regents - Performance Level 4**

During the 2023-24 academic year, HUM took significant strides to challenge and accelerate the learning of its students. Among the ninth graders, 23 out of 72 students were placed in a Geometry class based on their Algebra I Regents scores from middle school. This strategic placement aimed to push these students further and prepare them for higher-level math courses. Cohort 2020 students who had met the CUNY College Readiness Benchmark for Algebra II, were placed in AP Statistics and Pre-Calculus classes. These college-level courses were designed to keep these students on an advanced learning trajectory. Meanwhile, juniors and seniors who had met their graduation requirements were enrolled in a Career and Financial Management elective, providing them with foundations of financial literacy.

Recognizing the need for targeted support, we also introduced a 'Foundations of Mathematics' course during Trimesters 2 and 3 for ninth-grade students struggling with math proficiency. This intervention aimed to help students succeed in their Algebra I class. The selection criteria for this course included middle school math scores, Trimester 1 performance in Algebra I, diagnostic assessments like STAR math, and teacher recommendations.

The primary goal of the 'Foundations of Mathematics' course was to strengthen students' foundational math skills and provide personalized attention to address their learning gaps. The effectiveness of this intervention, as well as the accelerated programs, was measured by students' performance on the Algebra I Regents exam. The majority of students enrolled in this course successfully passed the Algebra Regents exam. This achievement indicated that these students were well-prepared for college-level mathematics, highlighting the success of both the accelerated program and the intervention. Encouraged by these positive outcomes, we plan to expand this program to target more students. Moving forward, the school will begin offering this intervention at the start of the school year rather than in Trimesters 2 or 3, ensuring that students receive the support they need from the very beginning.

### **Math Regents - Performance Level 3**

As we look to the future, our goal will be to always ensure that our students develop the skills and knowledge needed to succeed in postsecondary education. To accomplish this, we have always focused on rigorous Regents preparation through after school office hour sessions and Saturday School. We also are committed to improving our instructional practices to better support students in meeting the required standards in the classroom itself. Our faculty, staff, and administration are working together to

ensure every student is fully prepared to succeed on the math Regents exams. As we move forward, we are optimistic about the positive impact of these initiatives and expect continued success in meeting and exceeding Regents requirements for all our students.

### **Math Regents - Performance Level 4 & 3 Growth**

None.

### **ACTION PLAN**

We acknowledge that there is significant work to be done in this upcoming academic year, whether through data-driven decision-making or identifying various instructional strategies to improve performance and progress. By closely monitoring student data, we will continue to make informed adjustments to our interventions and ensure we are on track to meet our academic goals. The mathematics department will collaborate with other departments to design and implement comprehensive improvement plans by meeting weekly and analyzing formative assessment data. We will implement strategic interventions tailored to the specific needs of students in our 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 our students. By creating a supportive and nurturing environment, we aim to reduce stress and anxiety, thereby positively impacting students' overall performance. We will continue to encourage students to strive for college readiness on their math Regents exams. To achieve this goal, we will maintain rigorous Regents preparation both in class and through after-school and Saturday Academy programs. 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.

## GOAL 5: SCIENCE

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

### BACKGROUND

The science curriculum at HUM during the 2023-24 school year offered living environment, earth science, chemistry, AP Biology, AP Environment, and Regents prep courses for Living Environment and Earth Science. Teachers worked together as a department and specific content teams to construct a cohesive curriculum focusing on skills and content for the students to be successful in their coursework.

This year the science team focused on improving literacy skills in their classrooms. As a department, they looked at student work from the Regents exams to identify areas of strength and areas for improvement. The team noticed that given the text rich nature of the exams, students who annotated the texts were more likely to answer the questions correctly and pass the exams. They collaborated with the other departments at HUM to share best practices around annotation strategies and vocabulary protocols. The department also participated in lesson study with samples of student work. Each teacher participated and shared their own lesson with the team. Teachers collaborated with each other to identify strengths and challenges based on the student work and shared instructional next steps to support student learning and outcomes.

Looking to the next school year, the science department aims to start off with standard protocols for improving literacy skills across all grade levels. They will also use the new NGSS to create curriculum and assessments aligned to these standards to prepare students for the upcoming regents in June.

## 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 exams. 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)
2018	2021-22	124	9	79	69%
2019	2022-23	135	75	22	37%
2020	2023-24	122	95	23	85%

**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.

Schools are not required to report attainment of this measure for 2023-24. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

**SUMMARY OF THE HIGH SCHOOL SCIENCE GOAL**

In school year 2023-2024, HUM met the one measure with data available in the high school science goal. One measure was not applicable for school year 2023-24.

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.	YES
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**

Eighty-five percent of students in HUM’s 2020 Cohort (with valid scores) scored at least 65 on a Regents science exam, therefore meeting this measure and exceeding it by 10 percentage points. In addition, there was a 48 percentage point increase from the previous year.

This past year we focused 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. 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**

None.

**ACTION PLAN**

For the 2024-2025 school year, our plan is to create a rigorous curriculum that is aligned to the NGSS and to consistently monitor the academic progress of students focusing on skills and content mastery. We will be offering classes in life science, earth science, electives, and higher level science classes to expose our students to the different aspects of science applications in the real world. Led by the assistant principal and the lead teacher, coaching and support will be provided to improve planning, student engagement, questioning and discussion techniques, and frequent assessments. Department meetings will look at lesson plans, student work, and assessment data to make decisions to improve student performance.

## 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 unit plans, lesson plans, 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.

### METHOD

New York State administers two high school social studies assessments: U.S. History and Global History. In order to graduate, students must pass both of these Regents exams with a score of 65 or higher. 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)
2018	2021-22	124	101	5	22%
2019	2022-23	135	106	10	34%
2020	2023-24	122	21	81	80%

### Social Studies Measure 2 - Comparative

Each year, the percentage of 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.

## 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

Schools are not required to report attainment of this measure for 2023-24. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

### 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.

### METHOD

New York State administers two high school social studies assessments: U.S. History and Global History. In order to graduate, students must pass both of these Regents exams with a score of 65 or higher. 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)
2018	2021-22	124	122	2	100%
2019	2022-23	135	132	2	67%
2020	2023-24	122	0	78	64%

### 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.

Schools are not required to report attainment of this measure for 2023-24. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

### SUMMARY OF THE SOCIAL STUDIES GOAL

In school year 2023-2024, HUM achieved one of the two measures, with data available, in the high school social studies goal. Two measures were not applicable for school year 2023-24.

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.	YES
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
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EVALUATION OF THE SOCIAL STUDIES GOAL

**U.S. History Regents**

Eighty percent of students in HUMs 2020 Cohort (with valid scores) scored at least 65 on the NYS Regents U.S. History exam, therefore meeting this measure.

Our students demonstrated that our efforts with embedding literacy supports across all contents, allowed them to successfully tackle this area. Our teachers continued to emphasize close reading, annotation, and text-based evidence-supported claims/theses to foster these college and career-ready skills. Their success is the result of this work. In the coming year we will continue to work to increase this rate.

**Global History Regents**

Sixty-four percent of students in HUM’s 2020 Cohort (with valid scores) scored at least 65 on the NYS Regents Global History exam, therefore not meeting this measure.

While students have continued to show growth with their literacy skills, as a school we have also noted that this is a continued struggle. We have observed that students require more time to develop the skills needed to be successful on the Global Regents exam. The annotation and evidence based responses are particularly difficult for them to unpack. To address this we will continue to embed literacy support across all contents to emphasize close reading, annotation, and text-based evidence-supported claims/theses to foster these college and career-ready skills. Additionally we are going to adjust programming and allow students to to engage with Global during their 10th and 11th grade years. As opposed to their 9th and 10th grade school years.

ADDITIONAL CONTEXT AND EVIDENCE

**U.S. History Regents**

None.

**Global History Regents**

None.

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.

## 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
2021-22	Good Standing
2022-23	Local Support and Improvement (formerly Good Standing)
2023-24	Local Support and Improvement (formerly Good Standing)

### ADDITIONAL CONTEXT AND EVIDENCE

HUM’s ESSA status for school year 2023-24 is Local Support and Improvement (formerly Good Standing) and therefore continues to meet this measure. HUM completed its fourth year of its current accountability period and has been in good standing each year.