



United Charter High School for the Humanities (HUM)

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

Submitted to the SUNY Charter Schools Institute on:

September 16, 2025

By, Lillian Lopez, Principal and
Melissa Marcus, Manager of Special Projects

99 Terrace View Avenue,
Bronx, NY 10463

718-817-7686

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

The following individuals prepared this 2024-25 Accountability Plan Progress Report on behalf of the Board of Trustees for United Charter High School for the Humanities:

- Lillian Lopez, Principal
- Melissa Marcus, Manager of Special Projects
- Sam Ross, Data Manager

Trustee's Name	Board Position	
	Office	Committees
Nicole Best	Member	N/A
Peter Cantillo	Member	N/A
Rose DePinto	Member	N/A
Lior Evan	Member	Finance
Lisa Gibson	Secretary	N/A
Nancy Grossman	Member	N/A
Fredrick Levy	Chair	Finance
Michael Nathan	Treasurer	Finance
Sophie Schechter	Member	N/A
Jeremiah Thomas	Member	N/A
Edna Vega	Member	N/A
Eldean Wilson	Member	Finance

Lillian Lopez has served as the principal since July 1, 2024.

SCHOOL OVERVIEW

The United Charter High School for the Humanities (HUM) is a small school that opened in 2011 and served students in grades 9-12 in 2024-2025.

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 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 2024, 326 students were enrolled in HUM. Of these students:

- 97% are Black or Latino
- 91% are economically disadvantaged
- 19% are students with disabilities
- 7% 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.

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

ACADEMIC PROGRAM

HUM course offerings underwent a modest adjustment this year due to a reduction in staffing. Our Advanced Placement (AP) program was thoughtfully streamlined to three core AP courses, selected based on student interest and performance trends from the previous year's testing data. Despite these adjustments, HUM remains committed to programming students for success and identifying their academic needs with care and precision.

HUM scholars continue to benefit from tutoring, office hours, and consistent academic benchmarks. In-class assessments, including school-wide mock Regents and interim assessments, are administered regularly to evaluate progress and tailor support accordingly.

As we move into Year 15, HUM has evolved to be increasingly collaborative in its instructional practices. We prioritize faculty professional learning as a key driver in supporting the complex skills students need for postsecondary success and beyond. Our focus remains on providing rigorous, responsive learning experiences for students and educators alike, while continuing to create meaningful opportunities for growth across our faculty.

We understand that our work must be ongoing and responsive to both the instructional and socio-emotional needs of our students and families. This year's professional development plan will center on sharing best practices, equipping staff with targeted resources, and deepening our support for diverse learners. HUM will also continue to explore and refine embedded professional learning structures as a cornerstone of our culture of continuous improvement.

ENROLLMENT SUMMARY

School Enrollment by Grade Level and School Year

School Year	9	10	11	12	UGS	Total
2022-23	100	117	129	133	0	479
2023-24	81	102	102	121	1	407
2024-25	93	66	87	79	1	326

HIGH SCHOOL COHORTS

ACCOUNTABILITY COHORT

The state's Accountability Cohort consists specifically of students who are in their fourth year of high school after entering the 9th grade. For example, the 2021 state Accountability Cohort consists of students who first entered the 9th grade anywhere in the 2021-22 school year, were enrolled in the school on the state's annual enrollment-determination day (BEDS day) in the 2024-25 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>)

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

Fourth-Year High School Accountability Cohorts

Fourth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Enrolled on BEDS Day in October of the Cohort's Fourth Year	Number Leaving During the School Year	Number in Accountability Cohort as of June 30th
2022-23	2019-20	2019	135	0	135
2023-24	2020-21	2020	122	0	122
2024-25	2021-22	2021	95	1	94

TOTAL COHORT FOR GRADUATION

Students are also included in the Total Cohort for Graduation (referred to as the Graduation Cohort, Total Graduation Cohort, or Total Cohort interchangeably throughout this report) based on the school year they first enter the 9th grade at any school. The 2021 Total Cohort consists of all students, based on last enrollment record as of June 30, 2025, with a First Date of Entry into Grade 9 during the 2021-22 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 th Grade Anywhere	Cohort Designation	Number of Students Graduated or Still Enrolled on June 30 th of the Cohort's Fourth Year (a)	Number of Students Who Left the School but Were Not Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2022-23	2019-20	2019	136	1	137
2023-24	2020-21	2020	122	1	123
2024-25	2021-22	2021	96	1	97

Fifth Year Total Cohort for Graduation

Fifth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Graduated or Still Enrolled on June 30 th of the Cohort's Fifth Year (a)	Number of Students Who Left the School but Were Not Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2022-23	2018-19	2018	2	125	127
2023-24	2019-20	2019	1	136	137
2024-25	2020-21	2020	1	122	123

2024-25 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 at least 15 academic credits per school year and at least five credits per trimester. Overall, students are expected to 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	8 (2 Credits for each core content)	11	1
10th to 11th	16 (4 Credits for each core content)	22	2
11th to 12th	24 (6 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	US HISTORY			GLOBAL HISTORY I			GLOBAL HISTORY II			GOVERNMENT	ECONOMICS	CIVICS
3	ALGEBRA I			GEOMETRY			ALGEBRA II			OTHER MATH		
4	BIOETHICS			LIFE SCIENCE			EARTH AND SPACE			OTHER SCIENCE		
5	HEALTH	PE	PE	PE / ELECTIVES			PE / ELECTIVES			PE / ELECTIVES		
6	ARTS			ELECTIVES			WORLD LANGUAGE			ELECTIVES / INTERNSHIP		
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	US HISTORY			GLOBAL HISTORY I			GLOBAL HISTORY II			GOVERNMENT	ECONOMICS	CIVICS
3	ALGEBRA I			GEOMETRY			ALGEBRA II			OTHER MATH		
4	BIOETHICS			LIFE SCIENCE			EARTH AND SPACE			OTHER SCIENCE		
5	HEALTH	PE	PE	PE / ELECTIVES			PE / ELECTIVES			PE / ELECTIVES		
6	ARTS			ELECTIVES			WORLD LANGUAGE			WORLD LANGUAGE		

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 2024-25

Cohort Designation	Number in Cohort during 2024-25	Percent Promoted
2023	81	83%
2024	51	88%

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 through at least 2021-22, some second-year cohorts may 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 2025, the 2023 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)
2021	2022-23	108	84%
2022	2023-24	98	55%
2023	2024-25	81	35%

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 specific graduation requirements appear in this document above the graduation goal.

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

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

Cohort Designation	School Year	Number in Cohort	Number who Graduated	Percent Graduating
2019	2022-23	137	136	99.3%
2020	2023-24	123	118	95.9%
2021	2024-25	97	95	97.9%

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
2018	2022-23	126	124	98.4%
2019	2023-24	137	136	99.3%
2020	2024-25	123	120	97.6%

Graduation Goal Measure 5 - Comparative Measure

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

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

Cohort Designation	School Year	Charter School			School District	
		Number in Cohort	Number who Graduated	Percent Graduating	Number in Cohort	Percent Graduating
2019	2022-23	137	136	99.3%	3627	87%
2020	2023-24	123	118	95.9%	3544	87%
2021	2024-25	97	95	97.9%	TBD	TBD

¹ These data reflect August graduation rates.

² Given that district results for the current year are generally not available at this time, for purposes of this report schools should include the district's 2023-24 results as a temporary placeholder for the district's 2024-25 results.

2024-25 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 2021 Graduation Cohort Pathway Students Demonstrating Success by Exam Type³

Exam	Number of Graduation Cohort Members Tested (a)	Number Passing or Achieving Regents Equivalency (b)	Percentage Passing $=[(b)/(a)]*100$
CC Geometry Regents	5	1	20%
Earth Science Regents	10	3	30%
Lote	1	1	100%
Overall	16	5	31%

Pathway Exam Passing Rate by Fourth Year Accountability Cohort

Cohort Designation	School Year	Number in Cohort Tested	Percent Passing a Pathway Exam
2019	2022-23	15	53%
2020	2023-24	14	57%
2021	2024-25	16	31%

SUMMARY OF THE HIGH SCHOOL GRADUATION GOAL

In school year 2024-25, 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
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

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

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

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 2023 Cohort and 88% of students in the 2024 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 13 percentage points respectively.

These results highlight the effectiveness of several programmatic practices. The school's focus on targeted academic support—including tutoring, after-school programs, and small-group instruction—has provided students with multiple pathways to meet expectations. Regular monitoring of academic progress has also been critical, enabling staff to identify at-risk students early and intervene in a timely manner. In addition, a structured advisory and counseling system has supported student success, fostering accountability and ensuring that both academic and social-emotional needs are addressed. Finally, a positive school culture and strong student engagement have likely contributed to consistent attendance and motivation—two factors closely tied to credit accumulation.

At the same time, 12–17% of students in each cohort did not earn enough credits for promotion. This points to ongoing challenges for a subset of learners, which may stem from foundational skill gaps, inconsistent attendance, or the need for more individualized instructional strategies. Addressing these barriers will be essential to ensure equitable support for all students.

Overall, the data suggests that HUM's instructional approaches, student support systems, and school culture are having a measurable, positive impact on early high school achievement. Sustaining these practices—while strengthening interventions for students who remain off track—will be key to maintaining and improving credit accumulation rates across future cohorts.

Passing Three Regents

Thirty-five percent of students in the 2023 Cohort have passed at least three different Regents exams required for graduation, therefore not meeting this measure.

Several factors may have contributed to this outcome. Shifts in instructional staffing and program adjustments may have disrupted consistency in Regents preparation. Curriculum pacing and test-readiness strategies may also have been less aligned to exam expectations than in prior years. Additionally, a higher proportion of students in the 2023 Cohort entered high school with academic skill gaps that required intensive remediation—support that may not have been fully realized within the timeframe.

Despite the decline, there were notable areas of strength. Students who succeeded benefited from targeted supports such as after-school tutoring (office hours), Regents bootcamps, and individualized teacher interventions. These strategies remain effective but must be expanded and made more accessible to benefit the full cohort.

The year-to-year decrease underscores the need for earlier intervention, stronger monitoring systems to track student readiness across core subjects, and more consistent opportunities for Regents retesting.

Strengthening collaboration between general education and support staff will also be critical to ensuring all students are adequately prepared. By addressing these challenges while building on proven practices, HUM will work toward restoring and improving Regents performance outcomes for future cohorts.

Fourth-Year & Fifth-Year Graduation Rates

Ninety-seven point nine percent of students in HUM's 2021 Cohort graduated after four years and 97.6% of students in the 2020 Cohort graduated after five years, therefore meeting this measure. Cohort 2021's four-year graduation rate exceeded this measure by 23 percentage points and Cohort 2020's five-year graduation rate exceeded this measure by three percentage points

HUM actively tracks both four-year graduates and students who have not yet graduated. Each student receives an individualized academic plan and roadmap to support their success, and graduates continue to be monitored to ensure they remain on track. Potential August graduates receive intensive Regents preparation and summer school instruction from content-area teachers.

Students who do not meet graduation requirements by August are assessed based on their remaining credit and Regents needs. Depending on these gaps, they may be enrolled in a YABC program on our campus. These students are closely monitored by a guidance counselor until all graduation requirements are met.

Additionally, we maintain regular contact with long-term absent students in the cohort, including conducting home visits to discuss available educational options.

Comparative Graduation Rates

HUM's 2021 Cohort's graduation rate of 97.9% exceeded Community School District 10's 2020 Cohort's graduation rate of 87% by 11 percentage points. District data for the 2021 Cohort was not available for comparison at the time of this report.

4+1 Pathway

Thirty-one percent of students in HUM's 2021 Cohort who pursued an alternative graduation pathway achieved a Regents equivalency score and passed an approved pathway assessment required for graduation, therefore not meeting this measure.

This outcome reflects both strengths and areas for growth in the program. On the positive side, the availability of alternative pathways shows that HUM provides flexible options to support diverse learners, especially those who struggle with traditional Regents exams. Students who succeeded in these pathways benefited from targeted interventions such as test preparation, academic support services, and individualized counseling focused on graduation planning.

However, the relatively low success rate reveals key programmatic challenges. Contributing factors may include misalignment between classroom instruction and the skills assessed on equivalency and pathway exams, limited time for remediation or test readiness, and insufficient early identification of students at risk of not meeting Regents requirements. While offering multiple pathways expands opportunities, students may need more structured guidance and skill development to fully benefit from these options.

Overall, these results highlight the need for earlier progress monitoring, stronger academic interventions, and expanded test preparation. Strengthening these systems will help ensure that alternative graduation pathways serve as an effective safety net rather than a last resort, improving the likelihood that students meet graduation requirements.

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 yet attainable expectations for its scholars in the year ahead, grounded in the belief that failure is not an option. Cohort house teams—supported by counselors and deans—review caseloads daily, analyzing live grades, attendance, and classroom performance. Student progress is further monitored through individual and group meetings with grade-level counselors, ensuring timely support and intervention.

Graduation roadmaps are updated at each progress report and at the end of every trimester, helping to ensure students are appropriately scheduled for courses aligned with their academic level and graduation requirements. Cohort teachers across content areas also take an interdisciplinary approach, reinforcing targeted skills and implementing tailored interventions for struggling learners.

Finally, ongoing, transparent communication among staff, students, and families remains a cornerstone of HUM's approach—ensuring accountability, shared responsibility, and collective success.

GOAL 2: COLLEGE PREPARATION

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

At HUM, we view postsecondary planning as a developmental process that begins in 9th grade and continues through graduation. Our policies and practices are designed to ensure every student in grades 9–12 receives consistent, equitable, and personalized support as they prepare for college, career, and life after high school.

Grade 9 – Create Awareness

Students are introduced to the concept of postsecondary planning through advisory, workshops, and career exploration activities.

Grade 10 – Exploration and Exposure

Students participate in career assessments, college awareness activities, and site visits to postsecondary institutions.

Grade 11 – Preparation

Counselors provide structured workshops on college and career readiness, including financial aid basics, College Now application, SAT/ACT testing, college essay writing, and internship preparation.

Grade 12 – Transition

Students receive intensive support with the college application process, financial aid submissions (FAFSA/TAP), and scholarship applications. Career-bound students are guided through workforce certification options, apprenticeships, and direct-to-career pathways.

Partnerships Supporting Postsecondary Success

To strengthen these efforts, HUM partners with organizations that provide students with hands-on learning experiences, dual-enrollment opportunities, and career readiness pathways:

- COOP Tech
- Rebuilding Together
- College Now (CUNY Program)
- Kingsbridge Heights Community Center (KHCC)
- Mercy University
- Dorot USA
- NYS LABOR

College Now

The College Now program is a cornerstone of our college-level offerings. Through our partnership with Lehman College, students can enroll in college-credit courses such as Computer Information Systems, English Composition, Foundations of Data Science, and Introduction to Statistics. Each successfully completed course earns students three transferable college credits, giving them an early start on their higher education journey.

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

College Preparation Goal Measure 1 - Absolute

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

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

Percentage of the 2021 Total Cohort Graduates Demonstrating College Preparation by Indicator⁴

Indicator	Number of Graduates who Attempted the Indicator	Number who Achieved Indicator	Percentage of Graduates who Achieved Indicator
Passing an AP Exam	31	18	58%
Passing a College Level Course	2	2	100%
Achieving the College and Career Readiness Benchmark on the SAT	89	4	4%
Earning a Regents Diploma with Advanced Designation	95	10	11%
Achieving at least Performance Level 4 on both the ELA and Math Regents Required for Graduation	95	4	4%
Overall	95	21	22%

⁴ Schools use any method listed above, or any combination thereof, to demonstrate that at least 75 percent of graduates are prepared to engage in rigorous college level coursework. The school should select only those methods listed here that it uses to demonstrate the college readiness of its students and eliminate those that it will not. For instance, high schools that do not deliver an IB Program as part of their high school design do not report on the IB option.

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

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 2024-25. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information. The Institute may use these data for its evaluation of the school’s goal attainment when data become available.

College Preparation Goal Measure 3 - Comparative

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

Schools are not required to report attainment of this measure for 2024-25. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information. The Institute may use these data for its evaluation of the school’s goal attainment when data become available.

College Preparation Goal Measure 4 - Absolute

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

Matriculation Rate of Graduates by Year⁵

Cohort	Graduation Year	Number of Graduates (a)	Number Enrolled in 2 or 4-year Program in Following Year (b)	Matriculation Rate = [(b)/(a)]*100
2019	2022-23	134	91	68%
2020	2023-24	118	89	75%
2021	2024-25	95	TBD	TBD

SUMMARY OF THE COLLEGE PREPARATION GOAL

In school year 2024-25, HUM did not achieve the one measure, with data available, in the college preparation goal. Two measures are not applicable for the school year 2024-25 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

⁵ Schools should update and confirm data for Cohorts who graduated prior to 2024-25 and provide preliminary matriculation data for 2021 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.

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

Absolute	Each year, the CCCRI for the school's Total Cohort will exceed that year's state MIP set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the school's CCCRI for the Total Cohort will exceed that of the district's Total Cohort.	N/A
Absolute	Each year, 75 percent of graduating students will matriculate into a college or university in the year after graduation.	TBD

EVALUATION OF THE COLLEGE PREPARATION GOAL

College Readiness Indicators

Twenty-two percent of HUM's 2021 Cohort demonstrated their preparation for college by achieving at least one of the college readiness indicators, therefore not meeting this measure.

HUM has seen an increase in the percentage of students scoring a 3 or higher on AP exams compared to the previous year, signaling continued progress in advanced coursework. In addition, more students are performing well on the SAT, demonstrating strong preparation for college-level work. Twenty-two students achieved a college readiness score on the reading and writing section of the SAT and six students achieved a college readiness score on the math section of the SAT. In addition, students who have enrolled in college courses have further confirmed this readiness by completing them successfully, often earning grades of B or higher.

Not all students, however, are immediately offered the opportunity to take AP or College Now courses. Cohort teams carefully review each student's attendance, academic record, and overall readiness to determine whether they are likely to thrive in more rigorous settings. In addition to academics, we consider personal development and maturity, understanding that success in advanced courses requires both discipline and responsibility.

Once students are invited to participate in AP or College Now coursework, their cohort teams remain actively engaged. Through regular check-ins and progress reviews, we closely monitor performance, provide timely support, and ensure students remain on track to meet expectations.

Matriculation

HUM collects matriculation data from the National Student Clearinghouse. Clearinghouse data for Cohort 2021 was not available at the time of this report. This metric will be updated once the data becomes available.

Based on data collected by HUM, 97% of Cohort 2021 graduates were accepted to college. It is also notable that there was a seven percentage point increase of students enrolling in a 2-4 year college/university between Cohort 2019 (68%) and Cohort 2020 (75%).

ADDITIONAL CONTEXT AND EVIDENCE

None.

ACTION PLAN

At HUM, our mission is clear: to prepare students to graduate ready for college, careers, and the demands of a 21st-century economy. We challenge students not only to master content but also to present and defend their learning—developing confidence, critical thinking, and real-world skills. Looking ahead, we are committed to learning from both our successes and our challenges. While the education landscape has shifted dramatically, our focus remains the same: student success.

To meet this moment, we are actively pursuing opportunities beyond the classroom that give students

authentic, real-world experiences. These experiences are designed to strengthen the skills and strategies most critical to their postsecondary outcomes.

We've also simplified our approach to postsecondary planning so that both staff and students can engage meaningfully in the process. Our core practices include:

- **Meeting regularly** as a team to plan, learn, and reflect.
- **Encouraging students to self-reflect** and connect their passions to a sense of purpose.
- **Guiding students through eight key postsecondary milestones**, organized into six clear planning cycles:
 1. Creating a personalized postsecondary list (including determining eligibility for opportunity programs).
 2. Completing a self-interest inventory.
 3. Applying to CUNY.
 4. Applying to SUNY and/or private colleges (optional).
 5. Completing FAFSA & TAP.
 6. Making a final postsecondary choice.
 7. Researching pre-apprenticeship and entry-level positions.
 8. 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

English Language Arts Curriculum, Instruction, and Program Updates

HUM's English Language Arts (ELA) program for grades 9 through 12 is guided by the Common Core-aligned framework from New Visions and the Next Generation ELA standards. This ensures a consistent, rigorous, and vertically aligned curriculum across all high school grades. The 12th-grade curriculum, in particular, emphasizes skills essential for postsecondary success, including advanced text analysis, critical thinking, collaborative discussion, and academic writing.

Key Instructional Developments

- **ELA 12 Regents Skills Focus:** A new section of ELA 12 was created to provide targeted Regents preparation for students who require additional support.
- **Vocabulary Development:** Teachers across all grade levels placed a stronger emphasis on explicit vocabulary instruction to strengthen reading comprehension and writing proficiency.
- **Independent Reading in Grade 9:** The 9th-grade curriculum now integrates structured independent reading to foster a love of literature and build stamina.
- **CURLS Annotation Tool:** The CURLS annotation method was adopted schoolwide, providing a consistent approach for text engagement and analysis.
- **Launch of *Journalism for All* (Grade 11):** A new course will be introduced in school year 2025-26 to expand writing opportunities beyond traditional ELA classes. Students will be able to develop research, reporting, and media literacy skills, applying writing in authentic and real-world contexts.

These updates demonstrate HUM's commitment to delivering a comprehensive, student-centered ELA program that prepares all learners for Regents success, postsecondary readiness, and lifelong literacy.

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.⁶

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

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

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

Cohort	Fourth Year	Number in Cohort (a)	Number exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2019	2022-23	135	1	58	43%
2020	2023-24	122	2	50	42%
2021	2024-45	94	1	42	45%

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)
2019	2022-23	135	1	109	81%
2020	2023-24	122	2	101	84%
2021	2024-25	94	1	87	94%

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.

⁷ 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.

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

Schools are not required to report attainment of this measure for 2024-25. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information. The Institute may use these data for its evaluation of the school's goal attainment when data become available.

High School ELA Measure 4 - Comparative

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

METHOD

The school compares the performance of students in their fourth year in the charter school Total Cohort to that of the respective Total Cohort of students in the school district of comparison. In order to meet or exceed Common Core expectations, a student must achieve a Performance Level 4 or 5. Given that students may take Regents exams up through the summer of their fourth year, the school presents the most recently available school district results.

Percent Scoring at Least Level 4 or Higher on Regents Exam in English Language Arts
by Fourth Year Accountability Cohort by Charter School and School District

Cohort Designation	Charter School		School District	
	Percent Level 4 or 5	Number in Cohort	Percent Level 4 or 5	Number in Cohort
2019	43%	137	3627	17%
2010	41%	123	3544	51%
2021	45%	97	TBD	TBD

High School ELA Measure 5 - Comparative

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

METHOD

The school compares the performance of students in their fourth year in the charter school Total Cohort to that of the respective Total Cohort of students in the school district of comparison. In order to at least partially meet Common Core expectations, a student must achieve a Performance Level 3 or higher (i.e. scoring at least 65). Given that students may take Regents exams up through the summer of their fourth year, the school presents the most recently available school district results.

Percent Scoring at Least Level 3 or Higher on Regents Exam in English Language Arts
by Fourth Year Accountability Cohort by Charter School and School District

Cohort Designation	Charter School		School District	
	Percent Level 3 or Higher	Number in Cohort	Percent Level 3 or Higher	Number in Cohort
2019	80%	137	3627	45%
2010	83%	123	3544	72%
2021	92%	97	TBD	TBD

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

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 2024-25. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information. The Institute may use these data for its evaluation of the school's goal attainment when data become available.

High School ELA Measure 7 - Growth

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

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.

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

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
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.			
2021	2024-25	9	0	3	33%

High School ELA Measure 8 - Growth

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

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.

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

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

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
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.			
2021	2024-25	9	0	8	89%

SUMMARY OF THE HIGH SCHOOL ENGLISH LANGUAGE ARTS GOAL

In school year 2024-25, HUM met three of the six measures with data available in the English language arts goal. Two measures were not applicable for school year 2024-25.

Type	Measure	Outcome
Absolute	Each year, 65 percent of students in the high school Accountability Cohort will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	NO
Absolute	Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	YES
Absolute	Each year, the Performance Index (PI) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the state Measure of Interim Progress (MIP) set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the percentage of students in the Total Cohort meeting or exceeding Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students from the district meeting or exceeding Common Core expectations.	NO
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.	YES
Comparative	Each year, the Performance Index (PI) in Regents English of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.	N/A
Growth	Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade English language arts exam will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	NO
Growth	Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade English language arts exam will at least partially meet Common Core expectations (currently scoring at least Performance Level 3 on the Regents Exam in	YES

	English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	
--	--	--

EVALUATION OF HIGH SCHOOL ELA GOAL

ELA Regents - Performance Level 4

Forty-five percent of students in HUM's 2021 Accountability 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 challenges in fully meeting this measure, but Cohort 2021 showed measurable growth in proficiency. This progress reflects intentional scheduling, targeted interventions, and a schoolwide focus on high-leverage literacy practices.

At the start of the 2024–25 school year, students were placed in ELA sections based on January, June, and August 2024 Regents results. Following the January 2025 Regents, leaders analyzed student scripts and performance patterns, leading to a reorganization of classes to better align with proficiency levels and Regents status.

To further strengthen outcomes, a new Regents-focused section was created in February 2025 for seniors still needing to pass the exam. Across the program, teachers prioritized depth over breadth in instruction, emphasizing vocabulary development, annotation strategies, and analytical reading. Mock Regents exams in April served as both diagnostic and instructional tools, allowing teachers to adjust instruction and identify students needing targeted support. After-school and Saturday Regents Boot Camps offered additional intensive preparation opportunities.

Challenges such as attendance issues and gaps in special education staffing continued to affect performance, but Cohort 2021's growth highlights the effectiveness of tiered instruction, early identification of needs, and embedding literacy strategies across all content areas. These practices reinforce the importance of Tier 1 instruction, vocabulary development, and writing for Regents success and long-term college readiness.

Looking ahead, HUM will continue to strengthen its ELA program by expanding literacy interventions, sustaining targeted Regents preparation, and deepening support for multilingual learners. This comprehensive approach is designed to ensure that all students—regardless of their starting point—develop the skills necessary to succeed on state assessments and in postsecondary pathways.

For the 2025–26 school year, we are committed to closing remaining gaps while building on proven practices. We will enhance outreach and communication with families and students to emphasize the importance of achieving college-ready ELA scores. Participation in supports such as the after-school Regents Boot Camp and Saturday School Academy will be expanded, reinforcing the long-term value of these opportunities for literacy growth and postsecondary readiness. By combining strong instructional practices with intentional family engagement and targeted academic support, our goal is to increase the percentage of students achieving Level 4 proficiency and ensure equitable access to college readiness in ELA.

ELA Regents - Performance Level 3

Ninety-four percent of students in HUM's 2021 Accountability Cohort scored at or above Performance Level 3 on the Regents Exam in English Language Arts (Common Core), therefore meeting this measure, and exceeding it by 14 percentage points.

Our consistent implementation of common strategies across classrooms—including vocabulary instruction, annotation with CURLS, and Regents-style writing practice—strengthens the instructional focus and provides crucial support for scholars across all grades. This approach helps students build the literacy and analytical skills needed 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 Comparative

Forty-five percent of students in HUM's 2021 Total Cohort scored at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core) compared to 51% of Community School District 10's 2020 Cohort's, therefore not meeting this measure. District data for the 2021 Cohort was not available for comparison at the time of this report.

ELA Regents - Performance Level 3 Comparative

Ninety-two percent of students in HUM's 2021 Total Cohort scored at or above Performance Level 3 on the Regents Exam in English Language Arts (Common Core), compared to 72% of Community School District 10's 2020 Cohort's, therefore meeting this measure. District data for the 2021 Cohort was not available for comparison at the time of this report.

ELA Regents - Performance Level 4 Growth

Thirty-three percent of students in HUM's 2021 Accountability Cohort who were not proficient on their NYS 8th grade English language arts exam scored at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core), therefore not meeting this measure.

These results must be considered in the context of limited baseline data, as many students lacked 8th grade ELA scores due to the pandemic. While some students demonstrated measurable growth, overall progress for non-proficient students was inconsistent.

These results suggest that although targeted support contributed to notable gains for some students, the school's instructional program did not consistently accelerate learning for the broader group of non-proficient students. It highlights the need for more systematic implementation of schoolwide literacy practices, closer monitoring of student progress, and more substantial alignment between daily instruction and Regents-level expectations.

To address these challenges in 2025–2026, HUM will implement a series of targeted measures. Vocabulary and annotation practices will be standardized across classrooms to strengthen comprehension and analytical skills. Progress monitoring will be enhanced using the Star Reading assessment for all ninth- and tenth-grade students in fall and spring, allowing Lexile growth to guide instruction. Tiered literacy supports will expand for students reading and writing below grade level, and scaffolds will reinforce alignment for reading comprehension, evidence-based writing, and critical analysis, supported by coaching and feedback. Professional development will focus on differentiation, high-leverage instructional strategies, and Regents exam preparation.

Through these actions, HUM aims to increase the percentage of non-proficient students achieving Performance Level 4 on the Regents ELA exam, strengthen the coherence and impact of its ELA program, and ensure all students are prepared for postsecondary success.

ELA Regents - Performance Level 3 Growth

Eighty-nine percent of students in HUM's 2021 Accountability Cohort who were not proficient on their NYS 8th grade English language arts exam scored at or above Performance Level 3 on the Regents Exam in English Language Arts (Common Core), therefore meeting this measure and exceeding it by 14 percentage points.

These results reflect the effectiveness of HUM's programmatic practices, including a schoolwide focus on evidence-based writing, scaffolded reading comprehension strategies, and discussion-based analysis that strengthened students' ability to engage with complex texts. Targeted support for struggling learners, combined with consistent reinforcement of literacy skills across content areas, also contributed to the cohort's strong performance.

While most students achieved proficiency, fewer reached Performance Level 4, highlighting the need for continuous improvement. In response, HUM will implement strategic actions in 2025–2026 to help more students move beyond Level 3 performance. The school will adopt a standardized, schoolwide approach to vocabulary instruction and text annotation to deepen comprehension and analytical skills. Progress monitoring will be strengthened through STAR Renaissance Reading assessments in fall and spring for all ninth- and tenth-grade students, with Lexile data used to track growth and guide targeted instruction.

Instructional alignment will be reinforced by embedding scaffolds for advanced reading comprehension, evidence-based writing, and critical analysis within units and lessons, supported by regular coaching and feedback cycles. Professional development will focus on differentiation, high-leverage instructional strategies, and Regents exam preparation.

Through these measures, HUM aims not only to maintain strong proficiency rates but also to increase the percentage of students attaining Performance Level 4 on the Regents Examination in English Language Arts.

ADDITIONAL CONTEXT AND EVIDENCE

In the 2024–2025 school year, HUM's targeted supports—including individualized programming, ICT and specialized sections, mock Regents exams, and data-driven analysis—helped 49.2% of students pass the June 2025 ELA Regents, including those earning credit through the special education safety net. Subgroup outcomes highlight both strengths and areas for growth: 53.3% of students with disabilities passed, while only 22.2% of multilingual learners reached the passing threshold. Additionally, 11 students (17%) met the CUNY college-readiness benchmark of 75+, demonstrating that high-leverage instructional practices can move students toward advanced proficiency. Despite these gains, 50.8% of students did not meet proficiency, reflecting persistent gaps in learning and the impact of instructional challenges, including staffing transitions in special education.

To address these challenges, HUM implemented strategies to ensure all students received targeted literacy support. Additional intervention sections were offered, a teaching assistant was hired for multilingual learners, and placement in interventions was guided by STAR Reading and WIST data. Teachers used these results to inform instructional planning, supporting students in developing foundational skills in reading comprehension, evidence-based writing, and analytical thinking.

Building on these efforts, the 2025–2026 ELA program will focus on coherence, rigor, and progress monitoring. STAR Renaissance Reading assessments will continue in fall and spring to track Lexile growth and guide instruction. A standardized schoolwide approach to vocabulary instruction and text annotation will strengthen comprehension and analytical skills. Scaffolds for advanced reading, writing, and critical analysis will be embedded in all units, supported by coaching and feedback. Professional development will target differentiation, high-leverage practices, Regents readiness, and supports for students with disabilities and multilingual learners. Through these actions, HUM aims not only to maintain proficiency gains but also to increase the percentage of students achieving Level 4 and college readiness on the Regents ELA exam.

ACTION PLAN

For the 2025–2026 school year, HUM will continue strengthening ELA instruction to ensure students are prepared for success at each grade level, can advocate for their learning, and are equipped for postsecondary pathways. A core focus will remain on explicit vocabulary instruction across classrooms and the consistent use of a standardized annotation strategy to help students decode, analyze, and engage deeply with texts—foundational skills for college- and career-readiness in reading, writing, listening, and speaking.

Instruction will emphasize scaffolding in reading comprehension, structured discussion, textual analysis, citing evidence, and applying knowledge in new contexts. All ninth- and tenth-grade students will take the STAR Reading assessment in the fall to establish Lexile levels and again in the spring to measure growth. Teachers and administrators will use this data to guide instruction and monitor progress.

Targeted literacy supports will continue for students reading and writing below grade level. Intervention strategies, informed by STAR Reading data, will be personalized to close skill gaps and accelerate literacy growth.

Support for students with disabilities and English Language Learners and Multilingual Learners will remain a priority. Bilingual support will be provided across content areas, including ELA, math, science, and social studies, to ensure equitable access. All students with disabilities will participate in STAR Reading assessments each fall and spring, generating data to guide individualized supports, track growth, and identify areas needing further intervention.

Through these sustained practices, HUM is committed to advancing literacy outcomes and ensuring that every student develops the academic skills necessary for graduation, college readiness, and lifelong 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 Pre-Calculus 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. 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.

2024-25 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)
2019	2022-23	135	14	9	7%
2020	2023-24	122	54	5	7%
2021	2024-25	94	22	6	8%

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)
2019	2022-23	135	14	42	35%
2020	2023-24	122	54	66	97%
2021	2024-25	94	22	58	81%

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 2024-25. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information. The Institute may use these data for its evaluation of the school's goal attainment when data become available.

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

High School Math Measure 4 - Comparative

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

METHOD

The school compares the performance of students in their fourth year in the charter school Total Cohort to that of the respective Total Cohort of students in the school district of comparison. In order to meet or exceed Common Core expectations, a student must achieve a Performance Level 4 or 5. Given that students may take Regents exams up through the summer of their fourth year, the school presents the most recently available school district results.

Percent Scoring at Least Level 4 or Higher on a Regents Mathematics Exam
by Fourth Year Total Cohort by Charter School and School District

Cohort Designation	Charter School		School District	
	Percent Level 4 or 5	Number in Cohort	Percent Level 4 or 5	Number in Cohort
2019	7%	137	3627	27%
2020	7%	123	3544	25%
2021	8%	97	TBD	TBD

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.

METHOD

The school compares the performance of students in their fourth year in the charter school Total Cohort to that of the respective Total Cohort of students in the school district of comparison. In order to at least partially meet Common Core expectations, a student must achieve a Performance Level 3 or higher (i.e. scoring at least 65). Given that students may take Regents exams up through the summer of their fourth year, the school presents the most recently available school district results.

Percent Scoring at Least Level 3 or Higher on a Regents Mathematics Exam
by Fourth Year Total Cohort by Charter School and School District

Cohort Designation	Charter School		School District	
	Percent Level 3 or Higher	Number in Cohort	Percent Level 3 or Higher	Number in Cohort
2019	34%	137	3627	45%
2020	96%	123	3544	45%
2021	80%	97	TBD	TBD

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

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 2024-25. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information. The Institute may use these data for its evaluation of the school's goal attainment when data become available.

High School Math Measure 7 - Growth

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

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.

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

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
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.			
2021	2024-25	8	0	0	0%

High School Math Measure 8 - Growth

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

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.

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

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

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
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.			
2021	2024-25	8	0	7	88%

SUMMARY OF THE HIGH SCHOOL MATHEMATICS GOAL

In school year 2024-2025, HUM met three of the six measures with data available in the high school mathematics goal. Two measures were not applicable for school year 2024-25.

Type	Measure	Outcome
Absolute	Each year, 65 percent of students in the high school Accountability Cohort will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	NO
Absolute	Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	YES
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.	NO
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.	YES
Comparative	Each year, the Performance Index (PI) in Regents mathematics of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.	N/A
Growth	Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade mathematics exam will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	NO
Growth	Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade mathematics exam will at least partially meet Common Core expectations (currently scoring at least Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	YES

EVALUATION OF THE HIGH SCHOOL MATHEMATICS GOAL

Math Regents - Performance Level 4

Eight percent of students in HUM's 2021 Accountability Cohort scored at or above Performance Level 4 on a Regents mathematics exam, therefore not meeting this measure.

The eight percent of students who achieved Level 4 proficiency in Math underscores both the strengths and challenges within our program. The 2021 Cohort was the first to complete four years of high school fully in the post-COVID era. During this time, we strongly encouraged students to take the Regents exam and aim for college-ready benchmarks (Performance Level 4 or CUNY readiness, 70+). While some students reached this goal, many remained at Level 3 proficiency, reflecting both academic progress and the barriers that limited higher achievement.

These results point to two realities: the school's commitment to supporting students in pursuing college readiness, and the ongoing challenge of sustaining student motivation and engagement in rigorous opportunities. Limited participation in advanced exam pathways prevented more students from demonstrating higher levels of proficiency.

Looking ahead to the 2025–26 school year, we are committed to addressing these gaps while building on effective practices. As a school, we will strengthen outreach and communication with both families and students to ensure they understand the importance of achieving college-ready scores. We will also expand participation in supports such as the after-school Regents Boot Camp Program and the Saturday School Academy, emphasizing the long-term value of these opportunities. By aligning strong instructional practices with intentional family engagement and targeted academic support, we aim to increase the percentage of students reaching Level 4 proficiency and ensure equitable access to college readiness in mathematics.

Math Regents - Performance Level 3

Eighty-one percent of students in HUM's 2021 Accountability Cohort scored at or above Performance Level 3 on a Regents mathematics exam, therefore meeting this measure.

This result reflects both the strengths of our program and the challenges that remain. Despite skill gaps intensified by the post-COVID era, the majority of students achieved Regents proficiency, underscoring the effectiveness of our instructional practices and support systems. The overall percentage, however, declined slightly due to the use of special appeals.

While proficiency rates remain strong, the relatively low percentage of students reaching Level 4 highlights an important growth area. Many students are stopping at proficiency rather than advancing to college-ready benchmarks. To address this, we will continue to emphasize for students and families the importance of achieving college-ready scores and making full use of Regents exam opportunities. Coupled with targeted supports—such as after-school programs, Saturday Academy, and differentiated instruction—we aim to move more students beyond baseline proficiency toward true college readiness.

Math Regents - Performance Level 4 Comparative

Eight percent of students in HUM's 2021 Total Cohort scored at or above Performance Level 4 on a Regents mathematics exam compared to 25% of Community School District 10's 2020 Cohort's, therefore not meeting this measure. District data for the 2021 Cohort was not available for comparison at the time of this report.

Math Regents - Performance Level 3 Comparative

Eighty percent of students in HUM's 2021 Total Cohort scored at or above Performance Level 3 on a Regents mathematics exam compared to 45% of Community School District 10's 2020 Cohort's, therefore

meeting this measure. District data for the 2021 Cohort was not available for comparison at the time of this report.

Math Regents - Performance Level 4 Growth

Zero percent of students in HUM's 2021 Accountability Cohort who were not proficient on their NYS 8th grade mathematics exam scored at or above Performance Level 4 on a mathematics exam, therefore not meeting this measure.

The results for this cohort must be understood in the context of limited baseline data, as many students did not have NYS 8th grade mathematics scores on record. Among the students who did have prior data, only eight entered high school without proficiency. While all of these students demonstrated growth by reaching at least Performance Level 3 on a Regents mathematics exam, none achieved Level 4. This pattern highlights the effectiveness of HUM's supports in moving students to proficiency but also reveals a gap in advancing students to college-ready performance levels. Moving forward, the school will focus on strengthening interventions that specifically target higher-order problem-solving, academic rigor, and sustained preparation to ensure more students progress from proficiency to Level 4 and beyond.

Math Regents - Performance Level 3 Growth

Eighty-eight percent of students in HUM's 2021 Accountability Cohort who were not proficient on their NYS 8th grade mathematics exam scored at or above Performance Level 3 on a mathematics exam, therefore meeting this measure. This outcome highlights the effectiveness of HUM's math supports, including Regents preparation classes, targeted interventions such as after-school and Saturday Academy programs, and a strong emphasis on data-driven instruction.

At the same time, the results point to an area for continued growth: moving students beyond proficiency toward true college readiness. While most students reached Level 3, relatively few advanced to Level 4, signaling the need for deeper interventions and increased rigor. To address this, HUM will expand differentiated supports, strengthen family engagement around the importance of college-ready benchmarks, and integrate literacy more consistently into mathematics instruction to help students access and master higher-level concepts.

ADDITIONAL CONTEXT AND EVIDENCE

During the 2024–25 academic year, HUM made significant strides to challenge and accelerate student learning in mathematics. Among ninth graders, 6 of 51 students were strategically placed in Geometry based on their middle school Algebra I Regents scores, preparing them for higher-level courses. Cohort 2021 students who met the CUNY College Readiness Benchmark for Algebra II were enrolled in AP Pre-Calculus to maintain an advanced learning trajectory. Juniors and seniors who had met graduation requirements were offered a Career and Financial Management elective, providing foundational financial literacy skills. Following the January 2025 Regents, freshmen and sophomores demonstrating College Readiness in Algebra I and Geometry were moved into Algebra II, ensuring continued academic progression.

Looking ahead, HUM remains committed to equipping students with the skills and knowledge necessary for postsecondary success. Our approach includes rigorous Regents preparation through after-school office hours and Saturday School, alongside ongoing improvements in instructional practices to support students in meeting classroom standards. Faculty, staff, and administration collaborate closely to ensure every student is fully prepared for math Regents exams. With these initiatives, we are confident in sustaining and enhancing student achievement, helping all students meet and exceed Regents requirements.

ACTION PLAN

While students are making progress in mathematics, significant work remains to help more of them advance from basic proficiency to true college readiness. In the coming year, we will strengthen our approach through data-driven decision-making, targeted interventions, and program refinements tailored to specific cohorts and student subgroups.

The mathematics department will meet bi-weekly to review formative assessment data, Regents results, and subgroup performance trends. This process will help us identify gaps—whether by grade level, cohort, or multilingual learner status—and design responsive instructional strategies. Alongside academic interventions, we will continue to prioritize students’ social-emotional well-being by fostering supportive classrooms that reduce test anxiety and promote a growth mindset, thereby building confidence and persistence.

Our ultimate goal is not only to sustain high proficiency rates but also to significantly increase the number of students achieving Level 4, demonstrating college readiness. Through rigorous Regents preparation, expanded academic supports, and intentional family engagement around the importance of college-ready benchmarks, we are confident these initiatives will lead to stronger outcomes for all students.

GOAL 5: SCIENCE

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

BACKGROUND

During the 2024–25 school year, HUM’s science program offered a full range of courses, including Regents Living Environment and Earth Science, Regents preparation classes, and electives such as Forensic Science and Marine Biology. The department collaborated regularly—both as a full team and in content-specific groups—to build a cohesive curriculum that emphasized disciplinary knowledge as well as the skills students need to succeed.

This year, the department prioritized strengthening literacy in science classrooms. Analysis of student work on Regents exams showed that those who actively annotated texts were more successful in answering questions accurately and passing the exams. In response, teachers integrated annotation strategies and vocabulary-building protocols into daily instruction and shared these practices with other departments to promote consistency across the school.

Looking ahead, the science department plans to establish standard literacy protocols across all grade levels to ensure a unified approach. Teachers will also begin aligning curriculum and assessments with the Next Generation Science Standards (NGSS) to both strengthen Regents readiness and better prepare students for college and careers in STEM fields.

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.

METHOD

New York State schools administer multiple high school science assessments; current Regent exams are Living Environment, Earth Science, Chemistry, and Physics. The school administered Living Environment and Earth Science Regents (Old Curriculum). 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)
2019	2022-23	135	75	22	37%
2020	2023-24	122	95	23	85%
2021	2024-25	94	32	45	84%

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

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.

METHOD

The school compares the performance of students in their fourth year in the charter school high school Total Cohort to that of the respective cohort of students in the school district of comparison. Given that students may take Regents exams up through the summer of their fourth year, the school presents most recently available district results.

Science Regents Passing Rate
of the High School Total Cohort by Charter School and School District

Cohort Designation	Charter School		School District	
	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort
2019	35%	137	3627	71%
2020	82%	123	3544	38%
2021	83%	97	TBD	TBD

SUMMARY OF THE HIGH SCHOOL SCIENCE GOAL

In school year 2024-2025, HUM met both measures in the high school science goal.

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.	YES

EVALUATION OF THE HIGH SCHOOL SCIENCE GOAL

Science Regents

Eighty-four percent of students in HUM's 2021 Accountability Cohort scored at least 65 on a Regents science exam, therefore meeting this measure and exceeding it by nine percentage points. This success reflects intentional instructional practices implemented over the past year, particularly the integration of literacy and math skill development within science instruction. Teachers emphasized reading and writing in science, analyzing graphs, applying formulas and calculations, and solving problems related to elements, compounds, and experiments.

These results indicate that the department's focus on skill-building and curriculum coherence directly supported student achievement. However, the challenge ahead is ensuring that all students—not just the majority—reach and exceed proficiency. To that end, the science team will continue to embed literacy and math instruction into science coursework while refining a coherent, vertically aligned curriculum that builds students' capacity across all grade levels to achieve mastery on Regents exams and succeed in future STEM studies.

Science Regents Comparative

Eighty-three percent of students in HUM's 2021 Cohort scored at least 65 on a Regents science exam compared to 38% of Community School District 10's 2020 Cohort's, therefore meeting this measure. District data for the 2021 Cohort was not available for comparison at the time of this report.

ADDITIONAL CONTEXT AND EVIDENCE

None.

ACTION PLAN

For the 2025–26 school year, HUM will strengthen consistency in data collection and reporting by using common tools and protocols across all science courses, ensuring reliability regardless of instructional modality. Teachers will collect and analyze student performance data through shared platforms, with assessments, lesson plans, and student work reviewed regularly to track progress. Department meetings will remain the central forum for monitoring data, where teachers will identify trends, share instructional practices, and adjust supports as needed.

Academically, the department is preparing for the transition to the new Earth and Space Sciences and Life Science: Biology curricula by aligning instruction with the Next Generation Science Standards (NGSS). This alignment will emphasize skill development, content mastery, and readiness for college and careers. Targeted interventions will be provided for specific cohorts and subgroups—for example, scaffolds for multilingual learners, after-school and Saturday Academy supports for students nearing Regents proficiency, and integrated literacy and math skill development within science instruction.

Through consistent data monitoring, targeted academic supports, and program refinements, HUM aims to sustain and elevate student performance while ensuring all students have equitable access to rigorous science learning opportunities.

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 New Visions curriculum as a guide, our teachers design unit plans, lesson plans, and activities that are responsive to our students' needs. These lessons not only build content knowledge but also develop essential college and career readiness skills across subject areas. Grounded in the NYS Common Core, activities emphasize evidence-based writing and discussion, annotation, and close reading.

Teachers collaborate weekly in content meetings to co-plan, share best practices, and strengthen consistency in instructional strategies. This collective approach has led to more uniform and effective implementation across the department. In addition to refining instruction, the team has been intentional about addressing the heightened social-emotional needs of students in the post-pandemic context—fostering stronger engagement and improving student-teacher relationships.

This year, teachers also stepped up to fill staffing gaps by taking on additional class sections, ensuring continuity of learning for all students.

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)
2019	2022-23	135	106	10	34%
2020	2023-24	122	21	81	80%
2021	2024-25	94	5	70	79%

Social Studies Measure 2 - Comparative

Each year, the percent 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.

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

METHOD

The school compares the performance of students in their fourth year in the charter school high school Total Cohort to that of the respective cohort of students in the school district of comparison. Given that students may take Regents exams up through the summer of their fourth year, school presents the most recently available district results.

U.S. History Regents Passing Rate
of the High School Total Cohort by Charter School and School District

Cohort Designation	Charter School		School District	
	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort
2019	32%	137	3627	22%
2020	79%	123	3544	52%
2021	78%	97	TBD	TBD

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)
2019	2022-23	135	132	2	67%
2020	2023-24	122	0	78	64%
2021	2024-25	94	0	63	67%

Social Studies Measure 4 - Comparative

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

METHOD

The school compares the performance of students in their fourth year in the charter school high school Total Cohort to that of the respective cohort of students in the school district of comparison. Given that students may take Regents exams up through the summer of their fourth year, school presents the most recently available district results.

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

Global History Regents Passing Rate of the High School Total Cohort by Charter School and School District

Cohort Designation	Charter School		School District	
	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort
2019	40%	137	3627	18%
2020	63%	123	3544	67%
2021	67%	97	TBD	TBD

SUMMARY OF THE SOCIAL STUDIES GOAL

In school year 2024-2025, HUM achieved three out of the four measures in the high school social studies goal.

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.	YES
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.	YES

EVALUATION OF THE SOCIAL STUDIES GOAL

U.S. History Regents

Seventy-nine percent of students in HUMs 2021 Accountability Cohort scored at least 65 on the NYS Regents U.S. History exam, therefore meeting this measure.

This achievement reflects the impact of our ongoing efforts to embed literacy supports across all content areas. Teachers consistently emphasized close reading, annotation, and the use of text-based evidence to develop well-supported claims and theses—key skills for college and career readiness. Students' success is a direct result of this focused work. In the coming year, we will continue to build on these strategies to further increase this achievement rate.

U.S. History Regents Comparative

Seventy-eight percent of students in HUM's 2021 Total Cohort scored at least 65 on the NYS Regents U.S. History exam compared to 52% of Community School District 10's 2020 Cohort's, therefore meeting this measure. District data for the 2021 Cohort was not available for comparison at the time of this report.

Global History Regents

Sixty-seven percent of students in HUM's 2021 Accountability Cohort scored at least 65 on the NYS Regents Global History exam, therefore not meeting this measure.

While students have continued to make progress in literacy, this remains a challenging area. We have observed that students need additional time to develop the skills required for success on the Global Regents exam, particularly in annotation and evidence-based responses.

To address this, we will continue to embed literacy supports across all content areas, emphasizing close reading, annotation, and the use of text-based evidence to develop well-supported claims and theses—essential college and career-ready skills. Additionally, we will adjust our programming to allow students to engage with Global History during 10th and 11th grades, rather than in 9th and 10th grades, providing them with more time to build the necessary skills for success.

Global History Regents Comparative

Sixty-seven percent of students in HUM's 2021 Total Cohort scored at least 65 on the NYS Regents Global History exam compared to 67% of Community School District 10's 2020 Cohort's, therefore meeting this measure. District data for the 2021 Cohort was not available for comparison at the time of this report.

ADDITIONAL CONTEXT AND EVIDENCE

None.

ACTION PLAN

HUM will continue to plan and deliver social studies instruction that targets college- and career-ready reading and writing skills, as well as historical thinking skills, to best prepare students for success in their postsecondary pursuits. We will also maintain a strong focus on ongoing professional development, ensuring that teachers remain current with the latest instructional methodologies, technologies, and advancements in their content areas. Finally, we will continue to support teachers in lesson planning, providing guidance to ensure instruction is appropriately differentiated 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
2022-23	Local Support and Improvement (formerly Good Standing)
2023-24	Local Support and Improvement (formerly Good Standing)
2024-25	Local Support and Improvement (formerly Good Standing)

ADDITIONAL CONTEXT AND EVIDENCE

HUM's ESSA status for school year 2024-25 is Local Support and Improvement (formerly Good Standing) and therefore continues to meet this measure. AMS completed its fifth year of its current accountability period and has been in good standing each year.