

# Application: New Visions Charter High School for the Humanities

Melissa Wass - mwass@newvisions.org  
2022-2023 Annual Report

## Summary

ID: 0000000018  
Last submitted: Oct 31 2023 04:16 PM (EDT)  
Labels: SUNY Trustees

## Entry 1 School Info and Cover Page

Completed - Jul 26 2023

### Instructions

#### Required of ALL Charter Schools

Each Annual Report begins with a completed School Information and Cover Page. The information is collected in a survey format within the [Annual Report Portal](#). When entering information in the portal, some of the following items may not appear, depending on your authorizer and/or your responses to related items.

## Entry 1 School Information and Cover Page

(New schools that were not open for instruction for the 2022-2023 school year are not required to complete or submit an annual report this year).

Please be advised that you will need to complete this cover page (including signatures) before all of the other tasks assigned to you by your school's authorizer are visible on your task page. While completing this cover page task, please ensure that you select the correct authorizer (**as of June 30, 2023**) or you may not be assigned the correct tasks.

## BASIC INFORMATION

### a. SCHOOL NAME

(Select name from the drop down menu)

NEW VISIONS CHARTER HIGH SCHOOL FOR THE HUMANITIES 800000070186

**a1. Popular School Name**

HUM

**b. CHARTER AUTHORIZER (As of June 30th, 2023)**

Please select the correct authorizer as of June 30, 2023 or you may not be assigned the correct tasks.

SUNY BOARD OF TRUSTEES

**c. School Unionized**

Is your charter school unionized?

Yes

**c1. Name of Union**

Select the name of the Union representing your school?

United Federation of Teachers

**c2. Date Unionized**

Aug 1 2013

**d. DISTRICT / CSD OF LOCATION**

CSD #10 - BRONX

**e. Date of Approved Initial Charter**

Dec 14 2010

**f. Date School First Opened for Instruction**

Aug 1 2011

**g. Approved School Mission and Key Design Elements**

*(Regents, NYCDOE and Buffalo BOE authorized schools only)*

N/A

**h. School Website Address**

<http://www.newvisions.org/humanities>

**i. Total Approved Charter Enrollment for 2022-2023 School Year**

566

**j. Total Enrollment on June 30, 2023 - excluding Pre-K program enrollment**

461

## k. Grades Served

Grades served during the 2022-2023 school year (exclude Pre-K program students):

Use the CTRL button to select multiple grades to accurately capture every grade level served.

### Responses Selected:

9
10
11
12

## I. Charter Management Organization

Do you have a [Charter Management Organization](#)?

Yes

### I1. Charter Management Organization Name

New Visions for Public Schools

### I2. Charter Management Organization Email Address

[mwass@newvisions.org](mailto:mwass@newvisions.org)

### I3. Charter Management Organization Email Phone Number

212-645-5110

# FACILITIES INFORMATION

## m. FACILITIES

Will the school maintain or operate multiple sites in 2023-2024?

No, just one site.

## School Site 1 (Primary)

### m1. SCHOOL SITES

Please provide information on Site 1 for the upcoming school year.

	Physical Address	Phone Number	District/CSD	Grades to be Served at Site for previous year (K-5, 6-9, etc.)	Grades to be Served at Site for coming year (K-5, 6-9, etc.)	Receives Rental Assistance for Which Grades (If yes, enter the appropriate grades. If no, enter No).
Site 1	99 Terrace View Bronx, NY 10463	718-817-7686	NYC CSD 10	9-12	9-12	No

**m1a. Please provide the contact information for Site 1.**

	Name	Title	Work Phone	Alternate Phone	Email Address
School Leader	Magaly Hicks	Principal	718-817-7686	646-793-1834	<a href="mailto:mhicks27@charter.newvisions.org">mhicks27@charter.newvisions.org</a>
Operational Leader	Gustavo Camilo	Director of School Operations	718-817-7686	347-265-3897	<a href="mailto:gcamilo6@charter.newvisions.org">gcamilo6@charter.newvisions.org</a>
Compliance Contact	Matt Gill	Director of Operations, Charter Schools	212-645-5110	646-486-8118	<a href="mailto:mgill@newvisions.org">mgill@newvisions.org</a>
Complaint Contact	Matt Gill	Director of Operations, Charter Schools	212-645-5110	646-486-8118	<a href="mailto:mgill@newvisions.org">mgill@newvisions.org</a>
DASA Coordinator	Gustavo Camilo	Director of School Operations	718-817-7686	347-265-3897	<a href="mailto:gcamilo6@charter.newvisions.org">gcamilo6@charter.newvisions.org</a>
Phone Contact for After Hours Emergencies	Gustavo Camilo	Director of School Operations	718-817-7686	347-265-3897	<a href="mailto:gcamilo6@charter.newvisions.org">gcamilo6@charter.newvisions.org</a>

**m1b. Is site 1 in public (co-located) space or in private space?**

Co-located Space

**m1c. Please list the terms of your current co-location.**

	Date school will leave current co-location	Is school working with NYCDOE to expand into current space?	If so, list year expansion will occur.	Is school working with NYCDOE to move to separate space?	If so, list the proposed space and year planned for move	School at Full Capacity at Site
Site 1	No plans to leave current co-location space	No		No		Yes

**IF LOCATED IN PRIVATE SPACE IN NYC OR IN DISTRICTS OUTSIDE NYC**

**m1d. Upload a current Certificate of Occupancy (COO) and the annual Fire Inspection Report for school site 1 if located in private space in NYC or located outside of NYC .**

**Certificate of Occupancy and Fire Inspection. Provide a copy of a current and non-expired certificate of occupancy (if outside NYC or in private space in NYC). For schools that are not in district space (NYC co-locations), provide a copy of a current and non-expired certificate of occupancy, and a copy of the current annual fire inspection results, which should be dated on or after July 1, 2023.**

- Fire inspection certificates must be updated annually. For the upcoming school year 2023-2024, submit a current fire inspection certificate.
- If the fire inspection certificate is dated after the August 1, 2022 submission of the Annual Report, please submit the new certificate with the Annual Report entries due on November 1, 2023.

**Site 1 Certificate of Occupancy (COO)**

**Site 1 Fire Inspection Report**

*This is required, marked optional for administrative purposes.*

**n. List of owned, rented, leased facilities not used to educate students**

Separate by semi-colon (;)

N/A

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**CHARTER REVISIONS DURING THE 2022-2023 SCHOOL YEAR**

**o. Were there any revisions to the school's charter during the 2022-2023 school year? (Please include approved or pending material and non-material charter revisions).**

*Please note, listing the revisions here does not constitute a request. Schools are advised to seek revision requests through their authorizer directly.*

No

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**ATTESTATIONS**

**p. Individual Primarily Responsible for Submitting the Annual Report. (To write type in a phone number with an extension, please use this format: 123-456-7890-3. The dash and number 3 at the end of the phone number refers to the individual's phone extension. Do not type in the work extension or the abbreviation for it - just the dash and the extension number after the phone number).**

Name	Melissa Wass
Position	Senior Program Officer, Charter
Phone/Extension	646-486-6316
Email	<a href="mailto:mwass@newvisions.org">mwass@newvisions.org</a>



q. Our signatures (Executive Director/School Leader/Head of School and Board President) below attest that all of the information contained herein is truthful and accurate and that this charter school is in compliance with all aspects of its charter, and with all pertinent Federal, State, and local laws, regulations, and rules. We understand that if any information in any part of this report is found to have been deliberately misrepresented, that will constitute grounds for the revocation of our charter. Click **YES** to agree and then use the mouse on your PC or the stylus on your mobile device to sign your name).

**Responses Selected:**

Yes

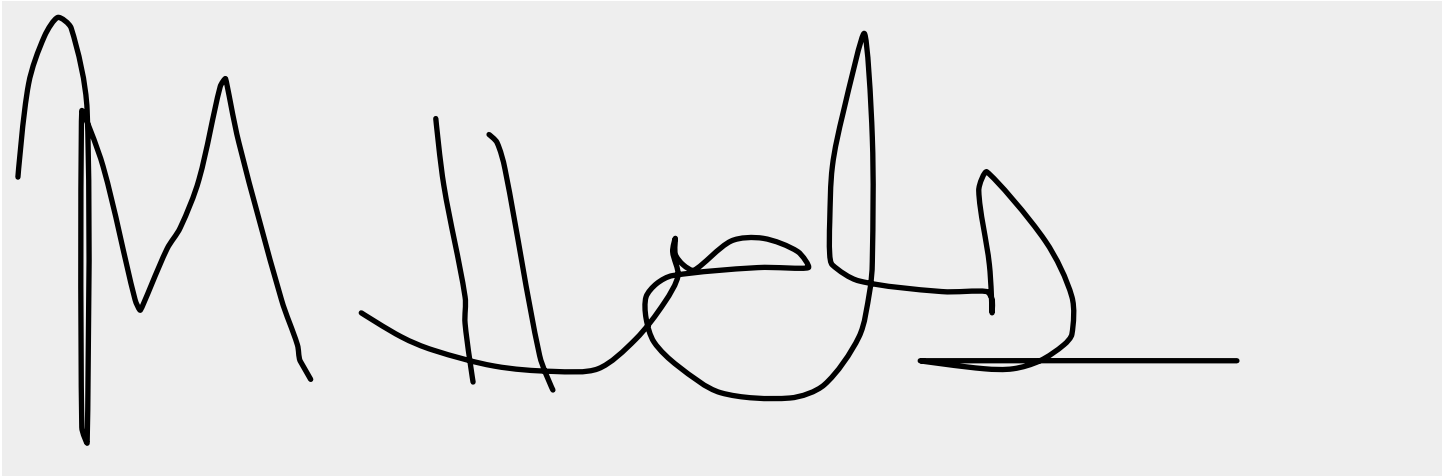
As outlined in ENTRY 10:

Our signatures (Executive Director/School Leader/Head of School and Board President) below attest that our school has reviewed, understands and will comply with the employee clearance and fingerprint requirements as outlined in Entry 10 and found in the [NYSED CSO Fingerprint Clearance Oct 2019 Memo](#). Click **YES** to agree.

**Responses Selected:**

Yes

Signature, Head of Charter School

A handwritten signature in black ink on a light gray background. The signature is highly stylized and cursive, starting with a large, looped 'M' followed by several overlapping loops and ending with a horizontal line.

Signature, President of the Board of Trustees



Date

Jul 5 2023



Thank you.

## Entry 2 Links to Critical Documents on School Website

Completed - Jul 26 2023

### Instructions

**Required of ALL Charter Schools noting that SUNY-authorized charter schools are not required to submit item 5: Authorizer-approved DASA policy and NYSED-Approved School Discipline Policy**

By law, each charter school is required to maintain certain notices and policies listed on its website. Please insert the link from the school's website for each of the items:

1. Current Annual Report (i.e., 2021-2022 Annual Report);[\[1\]](#)
2. Board meeting notices, agendas and documents;
3. New York State School Report Card;
4. Authorizer-approved DASA Policy and NYSED-Approved School Discipline Policy **(For Regents, NYCDOE, and Buffalo BOE-Authorized Charter Schools ONLY)**;
5. District-wide safety plan, not a building level safety plan (as per the September 2021 [Emergency Response Plan Memo](#));
6. Authorizer-approved FOIL Policy; and
7. Subject matter list of FOIL records. (Example: See [NYSED Subject Matter List](#))

[\[1\]](#) Each charter school is required to make the Annual Report publicly available by August 1 and to post on their respective charter school website. Each school should post an updated and complete version to include accountability data and financial statements that are not or may not be available until after the August deadline (i.e., Repost when financials have been submitted in November.)

# Form for Entry 2 Links to Critical Documents on School Website

School Name: **New Visions Charter High School for the Humanities**

Required of ALL Charter Schools noting that SUNY-authorized charter schools are not required to submit item 4: Authorizer-approved DASA policy and NYSED-Approved School Discipline Policy

By law, each charter school is required to maintain certain notices and policies listed on its website. Please insert the **link** from the school's website for each of the items:

[New York State Report Card](#)

[Emergency Response Plan Memo](#)

[NYSED Subject Matter List](#)

	Link to Documents
1. Current Annual Report (i.e., 2022-2023 Annual Report)	<a href="https://newvisions.org/humanities">https://newvisions.org/humanities</a>
2. Board meeting notices, agendas and documents	<a href="https://newvisions.org/humanities">https://newvisions.org/humanities</a>
3. New York State School Report Card	<a href="https://newvisions.org/humanities">https://newvisions.org/humanities</a>
4. Authorizer-approved DASA Policy and NYSED-Approved School Discipline Policy (For Regents, NYCDOE, and Buffalo BOE-Authorized Charter Schools ONLY)	
5. District-wide safety plan, not a building level safety plan (as per the September 2021 Emergency Response Plan Memo)	<a href="https://newvisions.org/humanities">https://newvisions.org/humanities</a>
6. Authorizer-approved FOIL Policy	<a href="https://newvisions.org/humanities">https://newvisions.org/humanities</a>
7. Subject matter list of FOIL records. (Example: See NYSED Subject Matter List)	<a href="https://newvisions.org/humanities">https://newvisions.org/humanities</a>

Thank you.



## Entry 3 Progress Toward Goals

Incomplete - Hidden from applicant

### Instructions

#### Regents, NYCDOE, and Buffalo BOE-Authorized Charter Schools ONLY

The following tables reflect formatting in the online portal required for Board of Regents, NYCDOE, and Buffalo BOE authorized charter schools only. These charter schools should report all Progress Toward Charter Goals as per their currently approved charters no later than **November 1, 2023**.

**PLEASE NOTE: This is a required task, and it is marked optional for administrative purposes only.**

## Entry 3 Progress Toward Goals

### PROGRESS TOWARD CHARTER GOALS

#### Regents, NYCDOE, and Buffalo BOE-Authorized Charter Schools ONLY

Complete the tables provided. List each goal and measure as contained in the school's currently approved charter, and indicate whether the school has met or not met the goal. Please provide information for all goals no later than November 1, 2023.

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#### 1. ACADEMIC STUDENT PERFORMANCE GOALS

#### Regents, NYCDOE, and Buffalo BOE-Authorized Charter Schools ONLY

The following tables reflect formatting in the online portal required for Board of Regents, NYCDOE, and Buffalo BOE authorized charter schools only. These charter schools should report all Progress Toward Charter Goals as per their currently approved charters no later than **November 1, 2023**.

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**2022-2023 Progress Toward Attainment of Academic Goals**

	Academic Student Performance Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	Goal - Met, Not Met or Unable to Assess	If not met, describe efforts the school will take to meet goal. If unable to assess goal, type N/A for Not Applicable
Academic Goal 1				
Academic Goal 2				
Academic Goal 3				
Academic Goal 4				
Academic Goal 5				
Academic Goal 6				
Academic Goal 7				
Academic Goal 8				
Academic Goal 9				
Academic Goal 10				

**2. Do have more academic goals to add?**

(No response)

**2022-2023 Progress Toward Attainment of Academic Goals**

	Academic Student Performance Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	Goal - Met, Not Met or Unable to Meet	If not met, describe efforts the school will take to meet goal. If unable to assess goal, type N/A for Not Applicable
Academic Goal 21				
Academic Goal 22				
Academic Goal 23				
Academic Goal 24				
Academic Goal 25				
Academic Goal 26				
Academic Goal 27				
Academic Goal 28				
Academic Goal 29				
Academic Goal 30				
Academic Goal 31				
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Academic Goal 64				
Academic Goal 65				
Academic Goal 66				
Academic Goal 67				
Academic Goal 59				

Academic Goal 60				
Academic Goal 61				
Academic Goal 62				

**4. ORGANIZATION GOALS**

**For the 2022-2023 school year, any organization goals that cannot be evaluated due to school closure resulting in a lack of data and changes in testing, surveying, and other usual practices should be reported as “N/A”.**

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**2022-2023 Progress Toward Attainment of Organization Goals**

	Organizational Goal	Measure Used to Evaluate Progress	Goal - Met, Not Met, or Unable to Assess	If not met, describe efforts the school will take to meet goal. If unable to assess goal, type N/A for Not Applicable
Org Goal 1				
Org Goal 2				
Org Goal 3				
Org Goal 4				
Org Goal 5				
Org Goal 6				
Org Goal 7				
Org Goal 8				
Org Goal 9				
Org Goal 10				
Org Goal 11				
Org Goal 12				
Org Goal 13				
Org Goal 14				
Org Goal 15				
Org Goal 16				
Org Goal 17				
Org Goal 18				
Org Goal 19				
Org Goal 20				

**5. Do have more organizational goals to add?**

(No response)

**6. FINANCIAL GOALS**

**2022-2023 Progress Toward Attainment of Financial Goals**

	Financial Goals	Measure Used to Evaluate Progress	Goal - Met, Not Met, or Partially Met	If not met, describe efforts the school will take to meet goal.
Financial Goal 1				
Financial Goal 2				
Financial Goal 3				
Financial Goal 4				
Financial Goal 5				

**7. Do have more financial goals to add?**

(No response)

**2021-2022 Progress Toward Attainment of Financial Goals**

	Financial Goals	Measure Used to Evaluate Progress	Goal - Met, Not Met, or Partially Met	If not met, describe efforts the school will take to meet goal.
Financial Goal 6				
Financial Goal 7				
Financial Goal 8				
Financial Goal 9				
Financial Goal 10				

**Thank you.**

## Entry 3 Accountability Plan Progress Reports

Completed - Oct 16 2023

### Instructions

#### SUNY-Authorized Charter Schools ONLY- Complete Template and Upload to Epicenter

SUNY-authorized charter schools must download an Accountability Plan Progress Report template at [Accountability Plan Progress Report](#). After completing, SUNY-authorized charter schools must upload the document into the Annual Report Portal, and into the SUNY Epicenter document management system by September 15, 2023.

**PLEASE NOTE: This is a required task, and it is marked optional for administrative purposes only.**

#### [2022-23-Accountability-Plan-Progress-Report-HUM\\_Final](#)

Filename: 2022-23-Accountability-Plan-Progre\_hZsWWQq.pdf Size: 1.5 MB

## Entry 4 - Audited Financial Statements

Completed - Oct 31 2023

#### Required of ALL Charter Schools

**ALL SUNY-authorized charter schools** must upload the financial statements and related documents in PDF format into the [Annual Report Portal](#) and into the SUNY Epicenter document management system no later than **November 1, 2023**. **SUNY-authorized charter schools** are asked to ensure that security features such as password protection are turned off.

**ALL Regents, NYCDOE, and Buffalo BOE-authorized charter schools** must upload final, audited financial statements to the [Annual Report Portal](#) no later than **November 1, 2023**. Upload the independent auditor's report, any advisory and/or management letter, and the internal controls report as one submission, combined into a PDF file, ensuring that security features such as password protections are removed from all school uploaded documents.

**PLEASE NOTE: This task appears as visible and optional task in the online portal until August 1 2023 but will be identified as a required task thereafter and due on November 1, 2023. This is a required task, and it is marked optional for administrative purposes only.**

#### [New Visions Charter High School HUM I 2023](#)

Filename: New\_Visions\_Charter\_High\_School\_HUM\_I\_2023.pdf Size: 389.3 kB

## Entry 4a – Audited Financial Report Template (SUNY)

Completed - Oct 31 2023

#### Instructions - SUNY-Authorized Charter Schools ONLY

SUNY-authorized schools must download the Excel spreadsheet entitled “Audited Financial Statement Template” at <http://www.newyorkcharters.org/fiscal/>. After completing, schools must upload the document into the [Annual Report Portal](#) and into the SUNY Epicenter document management system no later than **November 1, 2023**.

**PLEASE NOTE: This is a required task, and it is marked optional for administrative purposes only.**

#### [SUNY-2022-23-Audited-Financial-Statement-Template-HUM1](#)

Filename: SUNY-2022-23-Audited-Financial-St\_fOPuxa2.xlsx Size: 311.9 kB

## Entry 4b – Audited Financial Report Template (BOR/NYC/BOE)

Incomplete - Hidden from applicant

#### [Instructions - Regents-Authorized Charter Schools ONLY](#)

Regents-authorized schools must download and complete the Excel spreadsheet entitled "Audited Financial Report Template" from the online portal or the [2022-2023 Annual Reports](#) webpage. Upload the completed file in Excel format and submit by **November 1, 2023**.

**Please complete one spreadsheet at the Education Corporation level and submit the same spreadsheet for each of the schools.**

**EDUCATION CORPORATIONS WITH MORE THAN ONE SCHOOL SHOULD COMPLETE THE EXCEL SPREADSHEET FOR THE EDUCATION CORPORATION AS A WHOLE, NOT FOR THE INDIVIDUAL SCHOOLS. PLEASE SUBMIT THE SAME EXCEL SPREADSHEET FOR EACH OF THE SCHOOLS.**

**PLEASE NOTE: This is a required task, and it is marked optional for administrative purposes only.**

## Entry 4c – Additional Financial Documents

**Incomplete** - Hidden from applicant

**Regents, NYCDOE and Buffalo BOE authorized schools** must upload financial documents and submit by **November 1, 2023**. The items listed below should be uploaded, with an explanation if not applicable or available. For example, a "federal Single Audit was not required because the school did not expend federal funds of more than the \$750,000 Threshold."

1. Advisory and/or Management letter
2. Federal Single Audit
3. Agreed-Upon Procedure Report
4. Evidence of Required Escrow Account for each school<sup>[1]</sup>
5. Corrective Action Plan for Audit Findings and Management Letter Recommendations

<sup>[1]</sup> Note: For BOR schools chartered or renewed after the 2017-2018 school year, the escrow account per school is \$100,000.

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**PLEASE NOTE: This is a required task, and it is marked optional for administrative purposes only.**

## Entry 4d - Financial Contact Information

**Incomplete** - Hidden from applicant

**Regents, NYCDOE, and Buffalo BOE authorized schools** should enter financial contact information directly into the form within the portal by **November 1, 2023**.

## Form for "Financial Contact Information"

### 1. School Based Fiscal Contact Information

	School Based Fiscal Contact Name	School Based Fiscal Contact Email	School Based Fiscal Contact Phone

## 2. Audit Firm Contact Information

	School Audit Contact Name	School Audit Contact Email	School Audit Contact Phone	Years Working With This Audit Firm
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3. If applicable, please provide contact information for the school's outsourced financial services firm.

	Firm Name	Contact Person	Mailing Address	Email	Phone	Years With Firm

## Entry 5 – Fiscal Year 2023-2024 Budget

Completed - Jul 26 2023

**SUNY-authorized charter schools** should download the [2023-2024 Budget and Quarterly Report Template and the 2023-2024 Budget Narrative Questionnaire](#) from the SUNY website and upload the completed templates into the Annual Report Portal and into the Epicenter document management system. **Due November 1, 2023.**

**Regents, NYCDOE, and Buffalo BOE authorized charter schools** should upload a copy of the school's FY22 Budget using the [2023-2024 Budget Template](#) into the Annual Report Portal or from the Annual Report website. **Due November 1, 2023.**

The Assumptions column should be completed for all revenue and expense items unless the item is self-explanatory. Where applicable, reference the page number or section in the application narrative that indicates the assumption being made. For instance, student enrollment would reference the applicable page number in Section I, C of the application narrative.

**PLEASE NOTE: This is a required task, and it is marked optional for administrative purposes only.**

### [HUM1-2023-24-Budget-and-Quarterly-Report-Template](#)

Filename: HUM1-2023-24-Budget-and-Quarterly\_LhktNeU.xlsx Size: 517.0 kB

## Entry 6 – Board of Trustees Disclosure of Financial Interest Form

Completed - Aug 1 2023

### Required of ALL Charter Schools

Each member of the charter school's Board of Trustees who served on a charter school education corporation governing one or more charter schools for any period during the 2022-2023 school year must complete and sign a Trustee [Disclosure of Financial Interest Form](#) is due on August 1, 2023. Acceptable signature formats include:

- Digitally certified PDF signature (i.e., DocuSign)
- Manual signature (1. download to print, 2. manually sign, 3. scan signed document to PDF, and 4. upload into portal)

All completed forms must be collected and uploaded in .PDF format for each individual member. **The education corporation is responsible for ensuring that each member who served on the board during the 2022-2023 school year completes the form.**

Charter schools **must** submit the latest version of the form. Forms completed from past years will not be accepted.

Trustees serving on an education corporation that governs more than one school are not required to complete a separate disclosure for each school governed by the education corporation. In the Trustee Disclosure of Financial Interest Form, trustees must disclose information relevant to any of the schools served by the governing education corporation.

### [Cantillo, Petter Financial Disclosure Form 2022-23 AMS:HUM](#)

Filename: Cantillo\_Petter\_Financial\_Disclosu\_qer666t.pdf Size: 240.4 kB

### [Gibson, Lisa Financial Disclosure Form 2022-23 AMS:HUM](#)

Filename: Gibson\_Lisa\_Financial\_Disclosure\_F\_6vQKzPQ.pdf Size: 229.1 kB

[Grossman, Nancy Financial Disclosure Form 2022-23 AMS:HUM](#)

Filename: Grossman\_Nancy\_Financial\_Discosur\_idArNXp.pdf Size: 192.3 kB

[Kirby, Kenton Financial Disclosure Form 2022-23 AMS:HUM](#)

Filename: Kirby\_Kenton\_Financial\_Disclosure\_\_hJVvnei.pdf Size: 242.5 kB

[Kirby, Kenton Financial Disclosure Form Audit Report 2022-23 AMS:HUM](#)

Filename: Kirby\_Kenton\_Financial\_Disclosure\_\_YLP8uLn.pdf Size: 70.2 kB

[Levy, Fred Financial Disclosure Form 2022-23 AMS:HUM](#)

Filename: Levy\_Fred\_Financial\_Disclosure\_For\_pR7AkAW.pdf Size: 113.9 kB

[Lopez, Eva Financial Disclosure Form 2022-23 AMS:HUM](#)

Filename: Lopez\_Eva\_Financial\_Disclosure\_For\_bKvzPVX.pdf Size: 241.4 kB

[Lynton, Carolyn Financial Disclosure Form 2022-23 AMS:HUM](#)

Filename: Lynton\_Carolyn\_Financial\_Discosur\_H9meGBa.pdf Size: 333.5 kB

[Milan-Bethel, Marsha Financial Disclosure Form 2022-23 AMS:HUM](#)

Filename: Milan-Bethel\_Marsha\_Financial\_Disc\_eZLV00k.pdf Size: 245.0 kB

[Milan-Bethel, Marsha Financial Disclosure Form Audit Report 2022-23 AMS:HUM](#)

Filename: Milan-Bethel\_Marsha\_Financial\_Disc\_onpVjmo.pdf Size: 69.5 kB

[Nathan, Michael Financial Disclosure Form 2022-23 AMS:HUM](#)

Filename: Nathan\_Michael\_Financial\_Discosur\_D2Y4TTk.pdf Size: 238.8 kB

[Rodriguez, Edgar Financial Disclosure Form 2022-23 AMS:HUM](#)

Filename: Rodriguez\_Edgar\_Financial\_Discosu\_dWqsm4C.pdf Size: 743.6 kB

[Vega, Edna Financial Disclosure Form 2022-23 AMS:HUM](#)

Filename: Vega\_Edna\_Financial\_Disclosure\_For\_QaxkLFh.pdf Size: 94.4 kB

## Entry 7 BOT Membership Table

Completed - Jul 31 2023

## Instructions

### Required of ALL charter schools

ALL charter schools or education corporations governing multiple schools must complete the Board of Trustees Membership Table within the online portal. Please be sure to include and identify parents who are members of the Board of Trustees and indicate whether parents are voting or non-voting members.

## Entry 7 BOT Table

1. SUNY-AUTHORIZED charter schools are required to provide information for VOTING Trustees only.
2. REGENTS, NYCDOE, and BUFFALO BOE-AUTHORIZED charter schools are required to provide information for all --VOTING and NON-VOTING-- trustees.

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**Authorizer:**

Who is the authorizer of your charter school?

SUNY



**1. 2022-2023 Board Member Information (Enter info for each BOT member)**

	Trustee Name	Trustee Email Address	Position on the Board	Committee Affiliations	Voting Member Per By-Laws (Y/N)	Number of Completed Terms Served	Start Date of Current Term (MM/DD/YYYY)	End Date of Current Term (MM/DD/YYYY)	Board Meetings Attended During 2022-2023
1	Peter Cantillo	<a href="mailto:petercantillo@gmail.com">petercantillo@gmail.com</a>	Trustee/Member	N/A	Yes	3	01/01/2022	12/31/2024	12
2	Lisa Gibson	<a href="mailto:mylisa@renmanse rv.com">mylisa@renmanse rv.com</a>	Trustee/Member	N/A	Yes	1	12/02/2020	12/31/2023	11
3	Nancy Grossman	<a href="mailto:nancygrossman1@gmail.com">nancygrossman1@gmail.com</a>	Trustee/Member	N/A	Yes	3	01/01/2023	12/31/2025	11
4	Kenton Kirby	<a href="mailto:kenton.p.kirby@gmail.com">kenton.p.kirby@gmail.com</a>	Trustee/Member	N/A	Yes	1	10/24/2022	12/31/2025	7
5	Fredrick Levy	<a href="mailto:derfhome@msn.com">derfhome@msn.com</a>	Chair	N/A	Yes	3	01/01/2023	12/31/2025	12
6	Eva Lopez	<a href="mailto:act4changeel@gmail.com">act4changeel@gmail.com</a>	Trustee/Member	N/A	Yes	1	08/04/2020	12/31/2023	11
7	Marsha Milan-Bethel	<a href="mailto:mmilanbethel@gmail.com">mmilanbethel@gmail.com</a>	Trustee/Member	N/A	Yes	2	01/01/2022	12/31/2024	9
8	Michael Nathan	<a href="mailto:madjfamily@gmail.com">madjfamily@gmail.com</a>	Treasurer	Finance	Yes	2	01/01/2021	12/31/2023	13 or more
9	Edgar Rodriguez	<a href="mailto:erodriguez@newvisions.org">erodriguez@newvisions.org</a>	Secretary	N/A	Yes	1	12/29/2021	12/31/2024	12

**1a. Are there more than 9 members of the Board of Trustees?**

Yes

**1b. Board Member Information**

	Trustee Name	Trustee Email Address	Position on the Board	Committee Affiliations	Voting Member Per By-Laws (Y/N)	Number of Terms Served	Start Date of Current Term (MM/DD/YYYY)	End Date of Current Term (MM/DD/YYYY)	Board Meetings Attended During 2022-2023
10	Nancy Rosario-Rodriguez	<a href="mailto:Nrosarioodriguez@fordham.edu">Nrosarioodriguez@fordham.edu</a>	Trustee/Member	N/A	Yes	1	10/24/2022	12/31/2025	6
11	Edna Vega	<a href="mailto:evegany.cboe@anol.com">evegany.cboe@anol.com</a>	Trustee/Member	N/A	Yes	3	01/01/2023	12/31/2025	11
12									
13									
14									
15									

**1c. Are there more than 15 members of the Board of Trustees?**

No

## 2. INFORMATION ABOUT MEMBERS OF THE BOARD OF TRUSTEES

1. SUNY-AUTHORIZED charter schools provide response relative to VOTING Trustees only.
2. REGENTS, NYCDOE, and BUFFALO BOE-AUTHORIZED charter schools provide a response relative to all trustees.

a. Total Number of BOT Members on June 30, 2023	11
b.Total Number of Members Added During 2022-2023	2
c. Total Number of Members who Departed during 2022-2023	1
d.Total Number of members, as set in Bylaws, Resolution or Minutes	11

## 3. Number of Board meetings held during 2022-2023

13

## 4. Number of Board meetings scheduled for 2023-2024

12

## Total number of Voting Members on June 30, 2023:

11

## Total number of Voting Members added during the 2022-2023 school year:

2

Total number of Voting Members who departed during the 2022-2023 school year:

1

Total Maximum Number of Voting members in 2022-2023, as set by the board in bylaws, resolution, or minutes:

15

Thank you.

## Entry 8 Board Meeting Minutes

**Incomplete** - Hidden from applicant

### **Instructions - Required of Regents, NYCDOE, and Buffalo BOE Authorized Schools ONLY**

Schools must upload a complete set of monthly board meeting minutes (July 2022-June 2023), which should match the number of meetings held during the 2022-2023 school year, as indicated in the above table. The minutes provided must be the final version approved by the school's Board of Trustees and may be uploaded individually or as one single combined file. Board meeting minutes must be submitted by **August 1, 2023**.

## Entry 9 Enrollment & Retention

**Completed** - Jul 26 2023

### **Instructions for submitting Enrollment and Retention Efforts**

#### **Required of ALL Charter Schools**

Describe the good faith efforts the charter school has made in 2022-2023 toward meeting targets to attract and retain the enrollment of Students with Disabilities (SWDs), English Language Learners (ELLs), and students who are economically disadvantaged. In addition, describe the school's plans for meeting or making progress toward meeting its enrollment and retention targets in 2023-2024.

#### **\*SUNY-authorized charter schools**

The education corporation must include a plan for the charter to meet or exceed enrollment and retention targets established by the SUNY Trustees for students with disabilities, ELLs, and students who are eligible to participate in the FRPL program. See the [enrollment and retention target calculator](#) to find specific targets.

## Entry 9 Enrollment and Retention of Special Populations

**Good Faith Efforts to Meet Recruitment Targets (Attract)**

	Describe Recruitment Efforts in 2022-2023	Describe Recruitment Plans in 2023-2024
Economically Disadvantaged	<p>Over the course of the last 7 years, despite the pandemic, HUM has strengthened and improved the level of recruitment and marketing strategies to reach as many families and constituents as possible. HUM recruitment strategies focus on attracting students and families by advertising and showcasing the following:</p> <ul style="list-style-type: none"> <li>HUMs inclusive environment</li> <li>HUMs rigorous instructional program</li> <li>Positive climate and culture</li> <li>Multiple curricular activities</li> <li>SEL Mindfulness Approach</li> <li>Extensive Postsecondary Program</li> <li>Campus sports and student leadership</li> </ul> <p>We are committed to ensuring that high-needs students apply, enroll, and remain in our school and we have a high retention rate with activities that provide students with the opportunity to become involved in rigorous coursework and academic support, social and emotional support, cultural experiences, and multiple clubs. In addition, our students are exposed to an athletic life on campus. Such involvement provides students with a sense of belonging and pride with most students feeling that faculty members care about their academic and professional growth, and progress.</p> <p>The recruitment process begins in</p>	<p>Since 2014, and despite the pandemic, HUM has continued to improve relationships with neighboring partners, families and constituents to support New Visions Charter High School for Humanities growth and advertise its successes. HUM recruitment strategies focus on attracting students and families by advertising and showcasing our best practices :</p> <ul style="list-style-type: none"> <li>HUMs inclusive environment</li> <li>HUMs rigorous instructional program</li> <li>Positive climate and culture</li> <li>Youth Leadership and Clubs</li> <li>Multiple curricular activities</li> <li>SEL Mindfulness Approach</li> <li>Extensive Postsecondary Program</li> <li>Campus PSAL sports and student leadership</li> </ul> <p>HUM continues to commit to ensuring that high-needs students apply, enroll, and commit to 4 years of instructional support and with going academic interventions. We support frequent and advertise extra curricular activities that provide students with the opportunity to become involved in rigorous coursework and academic support, Office Hours, social and emotional support, cultural experiences, and multiple clubs. In addition, our students are exposed to an athletic life on campus, and our school has the highest rate of participation in PSAL SPORTS. Such involvement provides students with a sense of</p>

September when the application becomes available for families to apply. Our comprehensive recruitment plan includes: participation in middle school outreach virtually or in person within and outside the district; community and street outreach; hosting of virtual open houses; a variety of strategic advertisements and participation virtually in local community events such as fairs and presentations at local networks of community-based organizations and social service networks. Due to the pandemic, the NYC DOE High School Fairs did not take place this year and most of the recruitment was done virtually. HUM was invited to four in person middle school fairs this year which included, CREO, TEP, MS 254 and Mott Hall.

HUM has built relationships with feeder middle schools throughout CSD 10 and the surrounding districts to ensure that parent coordinators and/or school counselors have our information and application to share with their eighth-grade families. HUM conducted virtual outreach to Atmosphere Academy, Bronx School of Young Leaders, MS 45, JHS 123, Icahn Charter School, MS 95, MS 55, PS 214, MS 279, Mott Hall Community School, MS 117, MS 339, MS 254, MS 80, MS 363, Bronx Writing Academy, MS 181, Bronx Charter School for the Arts, MS 20, Angelo Patri Middle School, Creston Academy, Jonas Bronck, and TEP Charter School. HUM held monthly virtual tours as needed and information sessions for eighth-grade students from Jonas Bronck,

belonging and pride with most students feeling that faculty members care about their academic and professional growth, and progress.

The recruitment process is ongoing, and in September the application becomes available for families to apply. Our comprehensive recruitment plan includes: participation in middle school outreach virtually or in person within and outside the district; community and street outreach; hosting of virtual open houses; a variety of strategic advertisements and participation virtually in local community events such as fairs and presentations at local networks of community-based organizations and social service networks. The NYC DOE High School Fairs are used to support recruitment and most of the recruitment was done virtually. HUM was invited to four in person middle school fairs this year which included, CREO, TEP, MS 254 and Mott Hall.

HUM continues to build relationships with feeder middle schools throughout CSD 10 and the surrounding districts to ensure that parent coordinators and/or school counselors have our information and application to share with their eighth-grade families. In addition, HUM is working on supporting the migrant population that have recently moved in the neighborhood.

Recruitment plans over the course of the year were virtual and in person to outreach to - Kendals school Atmosphere Academy, Bronx

Atmosphere Academy, and MS 331, MS 279, Creston Academy, MS 80, Harriet Tubman Charter School, Angelo Patri Middle School, Mott Haven Charter School. HUM was also invited to attend about 10 virtual high school fairs and conduct presentations. HUM was able to connect with middle school staff via telephone conferences and email to inform them about our school and the application process. This year we geared to a deeper focus on social media due to school closures. HUM student council was an integral part of ensuring HUM highlights were posted on our Facebook page, Instagram page, and weekly virtual newsletter. We shared our social media pages with middle school staff, applicants, and current families.

HUM also hosted virtual information sessions and open houses to further inform families and the community about the school and the admissions process. All information sessions and open houses include the electronic dissemination of recruitment materials, enrollment applications, and a virtual school tour, and individual virtual consultations with families who are interested. These events were held and are publicized widely through the electronic distribution of flyers and postcards to families as well as the school's webpage (<http://www.newvisions.org/HUM>).

HUM also benefits from New Visions' extensive database of over 700 partner organizations that support families throughout the Bronx and NYC, including organizations that

School of Young Leaders, MS 45, JHS 123, Icahn Charter School, MS 95, MS 55, PS 214, MS 279, Mott Hall Community School, MS 117, MS 339, MS 254, MS 80, MS 363, Bronx Writing Academy, MS 181, Bronx Charter School for the Arts, MS 20, Angelo Patri Middle School, Creston Academy, Jonas Bronck, and TEP Charter School. HUM held monthly virtual tours as needed and information sessions for eighth-grade students from Jonas Bronck, Atmosphere Academy, and MS 331, MS 279, Creston Academy, MS 80, Harriet Tubman Charter School, Angelo Patri Middle School, Mott Haven Charter School. HUM also invited to attend about ;10 virtual high school fairs and conduct presentations. HUM was able to connect with middle school staff via telephone conferences and email to inform them about our school and the application process. This year we geared to a deeper focus on social media. HUM student council continues to be an integral part of ensuring HUM climate and culture, academic highlights are posted on our Facebook page, Instagram page, and weekly virtual newsletter. We shared our social media pages with middle school staff, applicants, and current families.

HUM also hosted information sessions and open houses to further inform families and the community about the school and the admissions process, with frequent open houses. All information sessions and open houses include the electronic dissemination of recruitment materials, enrollment applications, and a school tour, and

provide social services to high-need families such as those in the foster care and shelter systems. We connected with them via email and phone calls to promote HUM's application and recruitment process. HUM also participated in Community Board 10's virtual Youth Committee Meetings to share our schools information and application process.

New Visions sent out a survey to our current parents and students that allowed the network to better understand what qualities our families look for in a high school and where they typically do research during the application process. This has informed our strategy and allowed us to be more targeted with where we place advertisements as well as what messaging is included. With this information, New Visions promoted the network through a variety of media channels and partnerships. These paid promotions spanned across channels such as digital, social, print, email, and search.

Printed marketing efforts consisted of advertisements with local magazines such as New York Family (Bronx Edition) and a direct mailing campaign that was inclusive of two components: A network brochure to over eighth graders, 17,000 of those residing in the Bronx, and a "last chance" postcard to those same families in an effort to further encourage those families to apply before our lottery deadline of April 1st.

Digital and social marketing efforts consisted of programmatic online

individual virtual consultations with families who are interested. These events were held and are publicized widely through the electronic distribution of flyers and postcards to families as well as the school's webpage (<http://www.newvisions.org/HUM>), and in person events.

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Printed marketing efforts consisted



advertisements through a third party vendor partnership. These advertisements were shown on Facebook and Instagram as well as hundreds of different online sites such as New York Post, Yahoo, Fox News, and more. The network also partnered with Niche, the #1 global school rating and ranking website that allowed us to add premium details to our school profiles, advertise on competitor school profiles, show up higher in search lists, and retarget families on social and digital channels after they leave the Niche site.

Email marketing efforts consisted of newsletter advertisements with local magazines such as El Diario. Search efforts consisted of a search engine marketing campaign that allowed our network's website to show up at the top of google search lists when families and parents google search specific keywords such as "charter schools near me", "charter high schools nyc" and more. New Visions hosted its own Virtual High School Fair and participated in the NYC Charter Center Virtual Fair.

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English Language Learners

In addition to the recruitment strategies outlined above, HUM, in conjunction with the New Visions network, took additional steps to attract ELLs/MLs. New Visions has an extensive network of community partners that we leveraged in our outreach efforts to promote student recruitment opportunities in our charter school via mailings, presentations at community meetings, and phone calls. These included local community-based organizations, elected officials, faith-based groups, higher education institutions, and other community institutions such as libraries, public housing complexes, and local businesses. In particular HUM has made efforts to engage with the Spanish-speaking community in their outreach efforts, given the increase of students who speak this language at their school.

To increase further awareness of our school, New Visions advertised in El Diario Nueva York, which is the largest and the oldest Spanish-language daily paper in the United States.

Our website offers families the opportunity to apply online or download the application, which in the past was only available in English and Spanish. We have since made our application and registration forms available in 7 additional languages! The additional languages are Haitian Creole, French, Bengali, Arabic, Chinese Traditional (Mandarin), Russian, and Urdu.

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	<p>In addition, we partner with the NYC Charter Center around the Common Application, thus ensuring families that don't speak English or Spanish have access to our application. The Common Application is available in English, Spanish, Arabic, Urdu, Russian, Korean, Haitian Creole, French and Chinese and is widely promoted by the NYC Charter Center.</p> <p>The application is also available at the school and community outreach events where interested families are able to apply directly at the school or event. Interested families also have the opportunity to call the New Visions main network office to apply over the phone, where there is a designated staff member who is bilingual in Spanish and able to assist families who are Spanish speaking.</p>	<p>In addition, we partner with the NYC Charter Center around the Common Application, thus ensuring families that don't speak English or Spanish have access to our application. The Common Application is available in English, Spanish, Arabic, Urdu, Russian, Korean, Haitian Creole, French and Chinese and is widely promoted by the NYC Charter Center.</p> <p>The application is also available at the school and community outreach events where interested families are able to apply directly at the school or event. Interested families also have the opportunity to call the New Visions main network office to apply over the phone, where there is a designated staff member who is bilingual in Spanish and able to assist families who are Spanish speaking.</p>
<p>Students with Disabilities</p>	<p>Throughout all of our outreach efforts, HUM makes sure to encourage families with students with disabilities to apply to our school and provides space to speak about their needs and supports. Particularly at our open houses, HUM makes sure to give families time for individual consultations for those who are interested in speaking with the principal or other staff. We also inform middle school staff that we support students with disabilities and that they can be confident in referring students with IEPs. At the time of enrollment HUM ensures that every family with a student with an IEP meets with the appropriate staff member to review the documents.</p>	<p>Throughout all of our outreach efforts, HUM makes sure to encourage families with students with disabilities to apply to our school and provides space to speak about their needs and supports. Particularly at our open houses, HUM makes sure to give families time for individual consultations for those who are interested in speaking with the principal or other staff. We also inform middle school staff that we support students with disabilities and that they can be confident in referring students with IEPs. At the time of enrollment HUM ensures that every family with a student with an IEP meets with the appropriate staff member to review the documents.</p>

In addition to the strategies mentioned above, HUM staff continues to recruit at all middle schools, including those with high numbers of students with disabilities and encourages families to apply. We continue to ensure that special education staff or staff who can speak to the special education services we offer are available at open houses and other recruitment events to have meaningful conversations with families around their student's needs. The testimony of students with disabilities is the best way for HUM to showcase our continued commitment and demonstrated success of such students at HUM. This is again factored in the recruitment of the student ambassadors.

In addition to the strategies mentioned above, HUM staff continues to recruit at all middle schools, including those with high numbers of students with disabilities and encourages families to apply. We continue to ensure that special education staff or staff who can speak to the special education services we offer are available at open houses and other recruitment events to have meaningful conversations with families around their student's needs. The testimony of students with disabilities is the best way for HUM to showcase our continued commitment and demonstrated success of such students at HUM. This is again factored in the recruitment of the student ambassadors.

**Good Faith Efforts To Meet Enrollment Retention Targets**

	Describe Retention Efforts in 2022-2023	Describe Retention Plans in 2023-2024
Economically Disadvantaged	<p>HUM employs multiple strategies and designs specific programmatic elements to ensure the success and retention of targeted students. Part of our overall strategy is to ensure that all students, whether or not they have special needs, feel supported and thrive academically. This support starts from the moment that students have an accepted seat and is followed through as we begin to know more about our students.</p> <p>We utilize the Response to Intervention (RtI) framework which is a multi-tiered approach used to efficiently differentiate instruction for all students. The model relies on student literacy assessment data to determine the intensity of the research-based interventions needed to accelerate student literacy gains. We utilize the Wilson Language intervention program, Wilson Just Words, and Read 180 to provide tiered literacy intervention classes for students depending on their individual learning needs. This tiered approach is inclusive and based on student need.</p> <p>HUM follows the Cohort Model constituting the assistant principal, counselor, and dean who work together to track student attendance and grades on a daily basis. The students are encouraged to attend office hours, Saturday school, and Lunch and Learn to</p>	<p>HUM plans to utilize the same strategies to retain economically disadvantaged students in the coming year.</p>

make-up their missing work or grades. Counselors work with students to create a road map customized to their needs. Online support is also offered to support the students in case they are missing credits.

HUM also connects economically disadvantaged students and their families with services (e.g. mental health, employment, social services, etc.) within and outside the school that can serve as valuable resources to meet their needs. Our school social workers provide individual and group therapy for students during the school day, as well as work with families for outside referrals for mental health and family therapy services. Targeted support for our most disadvantaged families is also provided through home visits, targeted interventions, family dinners, and parent/teacher conferences. Our social work and counseling teams work hand in hand to identify students and families who would benefit from additional resources, which include but are not limited to individual counseling for students, outside referrals for students and families, assistance with navigating public benefits and services, referrals and assistance with housing concerns, and individualized follow up from our student support services team for both students and families.

Further, HUM implements an attendance intervention plan in support of meeting retention targets. Traditionally there has been a correlation between the number of absences and the socioeconomic

	<p>status of a student. HUM acknowledges that many of our students have various aspects in their lives that create barriers, making it difficult for them to focus on their education. Knowing this, HUM makes attendance a main priority. Through early intervention, transparency of attendance data, consistent communication and follow up with families, we prevent more of our students from becoming chronically absent. In addition we create targeted intervention groups and provide mentoring for students.</p>	
<p>English Language Learners</p>	<p>As a commitment to retaining ELL/ML students, we work with families from the initial meeting at enrollment to ensure that families feel supported and comfortable and are aware of the services available to their students. Our bilingual staff members assist our Spanish speaking families with translation during these meetings. If our staff members do not speak the language of the family, we typically use the DOE translation service line. In addition, at the time of enrollment, we distribute the Home Language Survey (HLIS) to gather information on the student, which then can be used to determine if a student should take the New York State Identification Test for English Language Learners (NYSITELL) and receive English as a New Language (ENL) services.</p> <p>In addition, HUM monitored students' English proficiency progress in day-to-day social and academic interactions using formal and informal assessments such as the WIDA Model or teacher created</p>	<p>HUM plans to utilize the same strategies to retain ELL/ML students in the coming year.</p>

assessments. HUM offers a stand alone double block of ESL/ENL for the increasingly large number of beginner to low intermediate ELLs that are attracted to the school. This double block of standalone ESL/ENL replaces the students' ELA course until they are ready to mainstream into ELA. This standalone course has proven more effective than an integrated ELA/ESL course for newcomer ELLs because it provides a "safe space" that helps build students' confidence and more efficiently scaffolds the students' academic English language skills. As a result, new ELL students are able to quickly mainstream into integrated ELA/ESL courses and are more successful in their core content courses. Furthermore, HUM educates high intermediate, advanced and recently determined proficient ELLs/MLs by providing integrated ESL/ENL instruction in the content area classes in the courses most appropriate. HUM also offers Native Language Arts courses levels 1-3 for students whose native language is Spanish in order to develop the student's academic reading and writing skills in Spanish. This course is offered to both English Language Learners and the general population. Research has shown that efforts to develop literacy skills in students' native language will translate into aptitude with their second language literacy development. These services ensure that ELLs/MLs gain academic English language fluency as quickly as possible while developing the content knowledge and academic language required for



	<p>success across the curriculum. While meeting the statutory requirements for educating ELLs/MLs, HUM provides its ELL/ML students with equal access to the full and rich educational program provided to native English speakers.</p> <p>In order to streamline our efforts to support, retain, and grow our ELL/ML population, we plan to create a Language Education Plan that is aligned to the supports our network provides, based on our needs and that will guide the work we do for our ELLs/MLs and their families.</p>	
<p>Students with Disabilities</p>	<p>As a commitment to retaining students with disabilities we work with families from the initial meeting at enrollment to ensure that families feel supported and comfortable and are aware of the services available to their students. For students with disabilities, we make the appropriate introductions to staff that will be supporting these areas and set up a time to review each student's IEP, as well as provide any assessments if necessary.</p> <p>HUM has a special education coordinator and employs certified special education teachers to coordinate and provide special education services. The school provides special education teacher support services (SETSS) and integrated co-teaching (ICT) services. SETSS provides supplemental instruction to support the participation of a special education student in the general education classroom. These services are designed for greatest</p>	<p>HUM plans to utilize the same strategies to retain students with disabilities in the coming year.</p>

flexibility so that students with IEPs remain in the general education classroom and benefit from the combined expertise of both the general and special education teachers. SETSS services are provided within the general education classroom or in a separate location on-site. In addition, there are ICT sections per grade level that are taught by the core content level teacher (ELA, math, social studies, science) working in conjunction with the grade level special education teacher. Additionally, HUM provides in house mandated counseling to students with disabilities in accordance with their IEP recommended services. In 2018-2019 HUM added an additional counselor to support all students with disabilities with transition services and partner programs, including ACCESS-VR, the Transition Coordination Center, and TOP.

Lastly, through formal quarterly progress reports, the special education teacher reviews students' academic progress and makes adjustments to the supports for general education teachers, including professional development in appropriately accommodating and modifying curriculum and pedagogy to meet the needs of students with disabilities.

## **Entry 10 – Teacher and Administrator Attrition**

Completed - Jul 26 2023

## **Form for "Entry 10 – Teacher and Administrator Attrition" Revised to Employee Fingerprint Requirements Attestation**

## A. TEACH System – Employee Clearance

### Required of ALL Charter Schools

Charter schools must ensure that all prospective employees<sup>[1]</sup> receive clearance through [the NYSED Office of School Personnel Review and Accountability](#) (OSPRA) prior to employment. **This includes paraprofessionals and other school personnel who are provided or assigned by the district of location, or related/contracted service providers.** After an employee has been cleared, schools are required to maintain proof of such clearance in the file of each employee. For the safety of all students, charter schools must take immediate steps to terminate the employment of individuals who have been denied clearance. Once the employees have been terminated, the school must terminate the request for clearance in the TEACH system.

In the Annual Report, charter schools are asked to confirm that all employees have been cleared through the NYSED TEACH system; and, if denied clearance, confirm that the individual or employee has been removed from the TEACH system, and is not employed by the school.

#### 1. Emergency Conditional Clearances

Charter schools are **strongly discouraged** from using the emergency conditional clearance provisions for prospective employees. This is because the school must request clearance through NYSED TEACH, and the school's emergency conditional clearance of the employee terminates automatically once the school receives notification from NYSED regarding the clearance request. Status notification is provided for all prospective employees through the NYSED TEACH portal within 48 hours after the clearance request is submitted. Therefore, at most, a school's emergency conditional clearance will be valid for only 48 hours after approval by the board.

Schools are not permitted to renew or in any way re-establish a prospective employee's emergency conditional clearance after status notification is sent by NYSED through the TEACH portal.

Schools are asked to attest that they have reviewed and understand these requirements. More information can be found in the memo at [NYSED CSO Employee Clearance and Fingerprint Memo 10-2019](#).

<sup>[1]</sup> Employees who must be cleared include, but are not limited to, teachers, administrative staff, janitors, security personnel and cafeteria workers, and other staff who are present when children are in the school building. **This includes paraprofessionals and other school personnel that are provided or assigned by the district of location, as well as related/contracted service providers.** See NYSED memorandum dated October 1, 2019 at <http://www.nysed.gov/common/nysed/files/programs/charter-schools/employeefingerprintoct19.pdf> or visit the NYSED website at: <http://www.highered.nysed.gov/tsei/ospra/fingerprintingcharts.html> for more information regarding who must be fingerprinted. Also see, 8 NYCRR §87.2.

## B. Emergency Conditional Clearances

### Emergency Conditional Clearances

Charter schools are **strongly discouraged** from using the emergency conditional clearance provisions for prospective employees. This is because the school must request clearance through NYSED TEACH, and the school's emergency conditional clearance of the employee terminates automatically once the school receives notification from NYSED regarding the clearance request. Status notification is provided for all prospective employees through the NYSED TEACH portal within 48 hours after the clearance request is submitted. Therefore, at most, a school's emergency conditional clearance will be valid for only 48 hours after approval by the board.

Schools are not permitted to renew or in any way re-establish a prospective employee's emergency conditional clearance after status notification is sent by NYSED through the TEACH portal.

Schools are asked to attest that they have reviewed and understand these requirements. More information can be found in the memo at [NYSED CSO Employee Clearance and Fingerprint Memo 10-2019](#).

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### Attestation

#### Responses Selected:

I hereby attest that the school has reviewed, understands, and will comply with these requirements.

## Entry 11 Percent of Uncertified Teachers

**Incomplete** - Hidden from applicant

### Instructions

#### Required of Regents, NYCDOE, and Buffalo BOE Authorized Charter Schools ONLY

The table below reflects the information collected through the online portal for compliance with New York State Education Law 2854(3)(a-1) for teaching staff qualifications. Uncertified teachers are those not certified pursuant to the State Certification Requirements established by the NYSED Commissioner of Education.

Enter the relevant full-time equivalent (FTE) count of teachers in each column. For example, a school with 20 full-time teachers and 5 half-time teachers would have an FTE count of 22.5.

## Entry 11 Uncertified Teachers

School Name:

---

# Instructions for Reporting Percent of Uncertified Teachers

## Required of Regents, NYCDOE, and Buffalo BOE Authorized Charter Schools ONLY

The table below reflects the information collected through the online portal for compliance with New York State Education Law 2854(3)(a-1) for teaching staff qualifications. Uncertified teachers are those not certified pursuant to the State Certification Requirements established by the NYSED Commissioner of Education.

Enter the relevant full-time equivalent (FTE) count of teachers in each column. For example, a school with 20 full-time teachers and 5 half-time teachers would have an FTE count of 22.5.

If more than one line applies to a teacher, please include in only one FTE uncertified category. Please do not include paraprofessionals, such as teacher aides.

### CATEGORY A. 30% OR 5 UNCERTIFIED TEACHERS WHICHEVER IS LESS

	FTE Count
i. FTE count of uncertified teacher with at least three years of elementary, middle or secondary classroom teaching experience (as of June 30, 2023)	
ii. FTE count of uncertified teachers who are tenured or tenure track college faculty (as of June 30, 2023)	
iii. FTE count of uncertified teachers with two years of Teach for America experience (as of June 30, 2023)	
iv. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (as June 30, 2023)	
Total Category A: 5 or 30% whichever is less	0

**CATEGORY B. PLUS FIVE UNCERTIFIED TEACHERS IN MATHEMATICS, SCIENCE, COMPUTER SCIENCE, TECHNOLOGY OR CAREER AND TECHNICAL EDUCATION.**

FTE Count

- i. Mathematics
  - ii. Science
  - iii. Computer Science
  - iv. Technology
  - v. Career and Technical Education
- Total Category B: not to exceed 5

0

**CATEGORY C: PLUS 5 ADDITIONAL UNCERTIFIED TEACHERS**

	FTE Count
i. FTE count of uncertified teacher with at least three years of elementary, middle or secondary classroom teaching experience (as of June 30, 2023)	
ii. FTE count of uncertified teachers who are tenured or tenure track college faculty (as of June 30, 2023)	
iii. FTE count of uncertified teachers with two years of Teach for America experience (as of June 30, 2023)	
iv. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (as June 30, 2023)	
Total Category C: not to exceed 5	0

**TOTAL FTE COUNT OF UNCERTIFIED TEACHERS (Sum of Categories A, B AND C)**

(Include teachers who do not fit in one of these categories or if did fit would exceed the numerical limits for that category)

FTE Count

Total

**CATEGORY D: TOTAL FTE COUNT OF UNCATEGORIZED, UNCERTIFIED TEACHERS**

(Include teachers who do not fit in one of these categories or if did fit would exceed the numerical limits for that category)

FTE Count

Total Category D

**CATEGORY E: TOTAL FTE COUNT OF CERTIFIED TEACHERS**

FTE Count

Total Category E

**CATEGORY F: TOTAL FTE COUNT OF ALL TEACHERS**

Please do not include paraprofessionals, such as teacher aides.

	FTE Count
Total Category F	



Thank you.

**Entry 12 Organization Chart**

Incomplete - Hidden from applicant

[Instructions](#)

## Required of Regents, NYCDOE, and Buffalo BOE Authorized Charter Schools ONLY

Upload the 2022-2023 **Organization Chart**. The organization chart should be a graphic representation (A list will not be accepted.) and should include position titles and reporting (hierarchical) relationships. Employee names should **not** appear on the chart.

## Entry 13 School Calendar

Completed - Jul 26 2023

[Instructions for submitting School Calendar](#)

### Required of ALL Charter Schools

If the charter school has a tentative calendar based on available information and guidance at the time, please submit with the August 1, 2023 submission. Charter schools must upload a final school calendar into the portal and may do so at any time but no later than **September 15, 2023**.

School calendars must meet the [minimum instructional requirements](#) as required of other public schools "... *unless the school's charter requires more instructional time than is required under the regulations.*"

Board of Regents-authorized charter schools also are required to submit school calendars that clearly indicate the start and end date of the instructional year AND the number of instructional hours and/or instructional days for each month (also used to align to schools with extended days/years referenced in their mission statements/key design elements). See an example of a calendar showing the requested information. Schools **must** use a calendar format and ensure there is a monthly tally of instructional days.

**PLEASE NOTE: This is a required task, and it is marked optional for administrative purposes only.**

## NVCHS 2023-2024 TRIMESTER Calendar

Filename: NVCHS\_2023-2024\_TRIMESTER\_Calendar\_rOMuOQn.pdf Size: 207.6 kB

## Entry 14 Staff Roster

Incomplete - Hidden from applicant

### INSTRUCTIONS

#### Required of Regents and NYCDOE-authorized Charter Schools ONLY

Please click on the MS Excel [Faculty/Staff Roster Template](#) and provide the following information for **ANY and ALL** instructional and non-instructional employees (all faculty and staff employed by the school during the 2022-2023 school year).

**Use of the 2022-2023 Annual Report Faculty/Staff Roster Template is required. Each of the data elements, with the exception of the Notes, are required, and use of the drop-down options, when provided, is also required.**

**Reminders:** Please use the Notes section provided to add any additional information as deemed necessary. Failure to adhere to the guidelines and validations in the Faculty/Staff Roster Template will result in a resubmission of a fully corrected roster.

Here is the complete list of data elements in the roster template and an explanation of what information is required to correctly complete this task.

Roster Data Elements	Explanations
Authorizer <b>NOTE: MUST BE DONE FIRST</b>	<b>Select</b> your school's authorizer from the <b>drop-down list first</b> , before completing the roster.
School Name and Institution ID	<b>Select</b> your school's name from the <b>drop-down list</b> .
Faculty/Staff First Name	Enter the first name of the Faculty/Staff person.
Faculty/Staff Last Name	Enter the last name of the Faculty/Staff person.
TEACH ID	Enter the <b>7 digit TEACH ID</b> for the Faculty/Staff person.
Role in School	<b>Select</b> the best choice of role of the Faculty/Staff person from the <b>drop-down list</b> .



CPR/AED Certification Status	<b>Select</b> the appropriate choice from the <b>drop-down list</b> .
Hire Date	Enter the date that the Faculty/Staff person was hired.
Start Date	Enter the date that the Faculty/Staff person actually began employment in this school.
Total Years' Experience in this Role	Enter Total Years of Experience that the Faculty/Staff person has in their current role.
Total Years at this School	Enter the Total Years that the Faculty/Staff person has been employed in this school.
Out-of-Certification Justification	<b>Select</b> the appropriate choice from the <b>drop-down list</b> .
Subject Taught	<b>Select</b> the appropriate choice from the <b>drop-down list</b> .
Notes	Optional

## Optional Additional Documents to Upload (BOR)

Incomplete



**New Visions Charter High School  
for the Humanities (HUM)**

**2022-23 ACCOUNTABILITY PLAN  
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

September 15, 2023

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

99 Terrace View Avenue,  
Bronx, NY 10463

718-817-7686

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

The following individuals prepared this 2022-23 Accountability Plan Progress Report on behalf of the Board of Trustees for New Visions Charter High School for the Humanities:

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

Trustee's Name	Board Position	
	Office	Committees
Peter Cantillo	Member	N/A
Lisa Gibson	Member	N/A
Nancy Grossman	Member	N/A
Kenton Kirby	Member	N/A
Frederick Levy	Chair	N/A
Eva Lopez	Member	N/A
Marsha Milan-Bethel	Member	N/A
Michael Nathan	Interim Acting Treasurer	Finance
Edgar Rodriguez	Secretary	N/A
Nancy Rosario-Rodriguez	Member	N/A
Edna Vega	Member	N/A

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

## SCHOOL OVERVIEW

The New Visions Charter High School for the Humanities (HUM) is a small school that opened in 2011 and served students in grades 9-12 in 2022-2023.

### MISSION

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

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

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

### STUDENT POPULATION

Located in the Marble Hill community of the Bronx, HUM serves students from predominantly low-income families. As of BEDs day 2022, 479 students were enrolled in HUM. Of these students:

- 98% are Black or Latino
- 90% are economically disadvantaged
- 18 % are students with disabilities
- 6% are English Language Learners/Multilingual Learners

### KEY DESIGN ELEMENTS

**Innovative and Responsive Teaching and Learning:** Equitable teaching is the foundation of our schools. Consistent, high quality instruction is essential for achieving excellent learning outcomes for every student. We focus both on the content knowledge and the skills and mindsets our students need to lead in a 21st century society. We do this in four interdependent ways:

1. Culturally Relevant Curriculum and Instruction: Instructional materials, including those sourced from New Visions, value the voices and knowledge of the youth we serve. Teachers strive to understand and honor students' cultures and interests and integrate them into instructional plans. Our routines for learning privilege student sensemaking, application of learning, choice, and collaboration.
2. Teacher Development: Sustained and diverse professional learning experiences, provided by

both schools and the New Visions network, build teachers' capacity to consistently enact and enhance our vision for teaching and learning and support them in their professional aspirations.

3. **Literacy and Math Skills for Every Student:** Curriculum and instruction are designed to assess and develop students' skills beginning in literacy and math and ultimately across disciplines. Our innovative approach posits that assessment is for learning and teaching. Assessment cycles are used to identify what individuals and groups are ready to learn, which helps teachers plan instruction and differentiation for each student.
4. **Authentic Assessment:** Authentic assessment, including project and challenge-based learning, is grounded in real, culturally relevant problems and the skills and standards of the course. Authentic assessments support students in constructing new knowledge, working collaboratively, demonstrating mastery, and presenting. These opportunities foster student agency and accountability in their own learning.

**Individualized Supports for Diverse Learners:** We celebrate and support diversity in students' learning styles. We aspire to eradicate persistent academic achievement gaps for students with disabilities and multilingual learners. We do this through equitable teaching, inclusive classrooms, individualized support based on the needs and strengths of each student, and a focus on foundational academic and social-emotional skills. We position students to be agents of their own growth by developing their ability to self-advocate and engaging them in decision-making about their futures.

**Holistic Social Emotional Supports:** We build purposeful communities where students and adults feel engaged and connected to each other, and where they grow as people. We begin this work before school starts with students at Summer Bridge, and with adults at Onboarding, and continue it through graduation. We help students make decisions about their own future and their school community; create inclusive spaces throughout the school where students' intersectional identities are celebrated and honored; invest in deep relationship-building through an advisory model; use a restorative approach to improve and repair relationships; leverage the robust counseling staff to recognize and heal trauma; and ensure that adults also reflect on and develop their own social emotional competencies.

**Comprehensive Postsecondary Readiness:** Our postsecondary exploration and preparation programs ensure that every student is equipped with the skills and experiences to define and pursue their goals, earn a family-sustaining wage, and participate fully in society. We recognize that the path to academic and career goals may contain a combination of training, employment, service, and education. We provide comprehensive four-year counseling and academic services that include exploration of multiple pathways, rich academic and non-academic experiences, and support for caregivers so our students can meet challenges and opportunities of college and career.

**Inclusive Family Engagement:** We build intentional, individual, collaborative relationships with families and caregivers to ensure they play an active role in their children's high school experience and postsecondary plans. We communicate consistently and in the family's preferred language(s). Families and caregivers are our first and most important stakeholders in the success of every student.

**Civic & Community Engagement:** We encourage students to find the power in their own voices and actions, and to collaborate, communicate, and advocate in order to build stronger selves, schools, and communities. We do this by offering formal and informal experiences in our schools and cultivating partnerships in the community. Civic and community engagement, together with a rigorous academic program, equip our graduates with knowledge, skill sets, and agency to engage fully and lead in an increasingly complex world.

**Data-Driven Continuous Improvement:** Data-driven continuous improvement cycles build capacity in teams, support the professional growth of all school staff, improve processes and programs, and build solutions to systemic challenges. Our continuous improvement approach advances equity and reduces bias by creating transparency, shared accountability, and greater reliability in complex systems. We set intentional goals, enact specific strategies for reaching them, reflect, and then incorporate what we learned so we do better next time.

**ACADEMIC PROGRAM**

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

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

**ENROLLMENT SUMMARY**

School Enrollment by Grade Level and School Year

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

**HIGH SCHOOL COHORTS**

**ACCOUNTABILITY COHORT**

The state’s Accountability Cohort consists specifically of students who are in their fourth year of high school after entering the 9<sup>th</sup> grade. For example, the 2019 state Accountability Cohort consists of students who entered the 9<sup>th</sup> grade anywhere sometime during the 2019-20 school year, were enrolled in the school on the state’s annual enrollment-determination day (BEDS day) in the 2022-23 school year, and either remained in the school for the rest of the year or left for an acceptable reason. (See New York State Education Department’s SIRS Manual for more details about cohort eligibility and acceptable exit reasons: <http://www.p12.nysed.gov/irs/sirs/ht>)

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

### Fourth Year High School Accountability Cohorts

Fourth Year Cohort	Year Entered 9 <sup>th</sup> Grade Anywhere	Cohort Designation	Number of Students Enrolled on BEDS Day in October of the Cohort's Fourth Year	Number Leaving During the School Year	Number in Accountability Cohort as of June 30 <sup>th</sup>
2020-21	2017-18	2017	113	0	113
2021-22	2018-19	2018	124	0	124
2022-23	2019-20	2019	135	0	135

### TOTAL COHORT FOR GRADUATION

Students are also included in the Total Cohort for Graduation (referred to as the Graduation Cohort, Total Graduation Cohort, or Total Cohort interchangeably throughout this report) based on the school year they first enter the 9<sup>th</sup> grade anywhere. The 2019 Total Cohort consists of all students, based on last enrollment record as of June 30, 2023, with a First Date of Entry into Grade 9 during the 2019-20 school year, regardless of their current grade level. The school may remove students from the Graduation Cohort if the school has discharged those students for an acceptable reason listed in the [SIRS manual](#), including but not limited to the following: if they transfer to another public or private diploma-granting program with documentation, transfer to homeschooling by a parent or guardian, transfer to another district or school, transfer by court order, leave the U.S., or are deceased.

### Fourth Year Total Cohort for Graduation

Fourth Year Cohort	Year Entered 9 <sup>th</sup> Grade Anywhere	Cohort Designation	Number of Students Graduated or Still Enrolled on June 30 <sup>th</sup> of the Cohort's Fourth Year (a)	Number of Students Who Left the School but Were <b>Not</b> Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2020-21	2017-18	2017	113	1	114
2021-22	2018-19	2018	127	0	127
2022-23	2019-20	2019	136	1	137

### Fifth Year Total Cohort for Graduation

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

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

### PROMOTION POLICY

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

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

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



The NEW HUM Bell Schedule demonstrates student academic progress based on grade level and lists the pathway towards graduation. HUM pathways allow students to successfully complete their promotion requirements through consistent scheduling. HUM scholars are awarded 15 credits per school year and are fast-tracked to earn a Regents diploma with advanced designation.

**New Bell Schedule**

Trimester Model w/ 5 Instructional Periods + Advisory	
9th	15 credits
10th	15 credits
11th	15 credits
12th	15 credits
<b>Total</b>	<b>60 credits</b>
12 credits more than semester model	
By end of 11th grade, opportunity to have earned 45 credits	
Allows for daily advisory + 2.5 hours of additional PD time throughout the week	

## GOAL 1: HIGH SCHOOL GRADUATION

Students will meet all the New York State graduation requirements.

### Graduation Goal Measure 1 - Leading Indicator

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

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

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

### Graduation Goal Measure 2 - Leading Indicator

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

As a result of the Board of Regents’ guidance regarding the cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22 for the most recent second year cohort schools should report the percentage of students who either passed or were exempted from at least three exams. In August of 2023, the 2021 Cohort will have completed its second year.

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

Cohort Designation	School Year	Number in Cohort	Percent Passing at Least Three Regents (including exemptions)
2019	2020-21	159	95%
2020	2021-22	130	91%
2021	2022-23	108	84%

### Graduation Goal Measures 3 & 4 - Absolute

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

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

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

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

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

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

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

### Graduation Goal Measure 5 - Comparative Measure

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

### Percent of Students in the Total Graduation Cohort who Graduate in Four Years Compared to the District<sup>2</sup>

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

<sup>1</sup> These data reflect August graduation rates. At a minimum, these students have passed or been exempted from five Regents exams required for high school graduation in ELA, mathematics, science, U.S. History, and Global History or met the requirements for the 4+1 pathway to graduation.

<sup>2</sup> Given that district results for the current year are generally not available at this time, for purposes of this report schools should include the district's 2021-22 results as a temporary placeholder for the district's 2022-23 results.

## 2022-23 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 2019 Graduation Cohort Pathway Students Demonstrating Success by Exam Type<sup>3</sup>

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

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

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

### SUMMARY OF THE HIGH SCHOOL GRADUATION GOAL

In school year 2022-23, HUM achieved five of the six measures in the high school graduation goal.

Type	Measure	Outcome
Leading Indicator	Each year, 75 percent of students in first and second year high school Total Graduation Cohorts will earn at least ten credits each year.	YES
Leading Indicator	Each year, 75 percent of students in the high school Total Graduation Cohort will score at least 65 on at least three different New York State Regents exams required for graduation by the completion of their second year in the cohort.	YES

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

Absolute	Each year, 75 percent of students in the fourth year high school Total Graduation Cohort will graduate.	YES
Absolute	Each year, 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.	YES
Comparative	Each year, the percent of students in the high school Total Graduation Cohort graduating after the completion of their fourth year will exceed that of the Total Graduation Cohort from the school district of comparison.	YES
Absolute	Each year, 75 percent of students in the high school Total Cohort pursuing an alternative graduation pathway will achieve a Regents equivalency score and pass an approved pathway assessment required for graduation by the end of their fourth year.	NO

**EVALUATION OF THE GRADUATION GOAL**

**Credit Accumulation**

Ninety-two percent of students in the 2021 Cohort and 86% of students in the 2022 Cohort, earned the required number of credits to be promoted to the next grade level. HUM’s first and second-year cohorts met and exceeded this measure.

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

**Passing Three Regents**

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

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

We have also continued to incorporate courses with authentic applications, as well as authentic interdisciplinary projects. In math, we have introduced a financial math course and a statistics course. In ELA, students participated in a creative writing course, and in science, students have taken Chemistry. By design (being authentic and applied), these courses increase access to our at-risk students, students with disabilities, and multilingual learners (MLs). This has led to higher student achievement.

**Fourth-Year & Fifth-Year Graduation Rates**

Ninety-eight percent of students in HUM’s 2019 Cohort graduated after four years and 98% of students in the 2018 Cohort graduated after five years. The 2019 Cohort’s four-year graduation rate exceeded this measure by 23 percentage points and the 2018 Cohort’s five-year graduation rate exceeded this measure by three percentage points.

HUM continues to track both four-year graduates and non-graduates. We provide individualized plans and an academic roadmap for each student and HUM graduates are carefully monitored and provided with an educational plan for success. Potential August graduates are provided with instructional content teachers who work with them during summer school and provide intensive support for Regents preparation. This year, we had two non-graduates who successfully completed summer school. Students who do not meet the requirements for graduation after August, and depending on the number of credit gaps and/or Regents needed to meet graduation requirements, will be given a program to attend a YABC program on our campus. Scholars are monitored carefully by the guidance counselor until they meet graduation requirements. Long-term absent students in our cohort are contacted often and home visits are made to discuss educational options.

### **Comparative Graduation Rates**

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

### **4+1 Pathway**

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

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

## **ADDITIONAL CONTEXT AND EVIDENCE**

### **Credit Accumulation**

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

### **Passing Three Regents**

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

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

We also continued to dive deeper into data collected from formative assessments, mock Regents, and performance-based assessments. We programmed the students for January and June Regents

strategically so that students can meet the CUNY College Ready Benchmarks in ELA and math. We ensured that students on track to graduation are accelerated and programmed for Advanced Placement classes and off-track students get additional support through intervention, office hours, and Saturday School.

### **Fourth-Year & Fifth-Year Graduation Rates**

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

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

### **Comparative Graduation Rates**

None.

### **4+1 Pathway**

None.

### **ACTION PLAN**

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

## GOAL 2: COLLEGE PREPARATION

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

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

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

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

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

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

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

### **College Preparation Goal Measure 1 - Absolute**

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

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



Percentage of the 2019 Total Cohort Graduates Demonstrating College Preparation by Indicator<sup>4</sup>

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

**College Preparation Goal Measure 2 - Absolute**

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

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

**College Preparation Goal Measure 3 - Comparative**

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

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

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

**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 Year<sup>5</sup>

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

**SUMMARY OF THE COLLEGE PREPARATION GOAL**

In school year 2022-23, HUM did not achieve the one measure, with data available, in the college preparation goal. Two measures are not applicable for the school year 2022-23 and data was not available for one measure at the time of this report.

Type	Measure	Outcome
Absolute	Each year, 75 percent of graduating students will demonstrate their preparation for college by one or more possible indicators of college readiness.	NO
Absolute	Each year, the CCCRI for the school’s Total Cohort will exceed that year’s state MIP set forth in the state’s ESSA accountability system.	N/A
Comparative	Each year, the school’s CCCRI for the Total Cohort will exceed that of the district’s Total Cohort.	N/A
Absolute	Each year, 75 percent of graduating students will matriculate into a college or university in the year after graduation.	TBD

**EVALUATION OF THE COLLEGE PREPARATION GOAL**

**College Readiness Indicators**

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

Each student at HUM is scheduled for the SAT exam in the fall of their third year. Preparation for the SAT/ACT is provided through various outsourced free or low-cost programs. Students who have shown academic success by remaining on-track for graduation are provided opportunities to experience AP or college-level courses. Cohort teams recommend which students should be enrolled in AP courses or college-level courses including College Now at Lehman College. Students in their sophomore, junior, and senior years can take AP or college courses as they become available. Conversely, if a student does not

<sup>5</sup> Schools should update and confirm data for Cohorts prior to 2022-23 and provide preliminary matriculation data for 2019 Cohort. It may be necessary for schools to provide updated data to the Institute when National Student Clearinghouse or other data sources become available later in the school year.

want to take advantage of college-level courses and the aforementioned opportunities then the cohort team can make recommendations to the college/career adviser on other suitable and unique options for that student. This is vital to the success of that student that their after-school activities highlight their postsecondary plans.

### **Matriculation**

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

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

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

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

## **ADDITIONAL CONTEXT AND EVIDENCE**

### **College Readiness Indicators**

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

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

### **Matriculation**

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

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

### ACTION PLAN

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

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

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

## GOAL 3: ENGLISH LANGUAGE ARTS

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

### BACKGROUND

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

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

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

## HIGH SCHOOL ELA

### High School ELA Measure 1 - Absolute

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

The State Education Department currently defines the college and career readiness standard as scoring at or above Performance Level 4 (meeting Common Core expectations) on the Regents Exam in English Language Arts (Common Core). This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 4 by the completion of their fourth year in the cohort.<sup>6</sup>

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

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

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

Cohort	Fourth Year	Number in Cohort (a)	Number exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2017	2020-21	113	0	57	50%
2018	2021-22	124	66	19	33%
2019	2022-23	135	1	58	43%

#### High School ELA Measure 2 - Absolute

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

The State Education Department currently defines the cut off for passing and meeting the requirement for graduation as scoring at or above Performance Level 3 (partially meeting Common Core expectations) on the Regents Exam in English Language Arts (Common Core). This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 3 by the completion of their fourth year in the cohort.

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

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2017	2020-21	113	0	98	87%
2018	2021-22	124	66	41	71%
2019	2022-23	135	1	109	81%

#### High School ELA Measure 3 - Absolute

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

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

<sup>7</sup> Due to the state’s cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22 some students in the 2017, 2018, and 2019 Cohorts who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students achieving at least Level 4 among the students who sat for the exam.

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

### High School ELA Measure 4 - Comparative

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

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

### High School ELA Measure 5 - Comparative

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

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

### High School ELA Measure 6 - Comparative

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

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

### High School ELA Measure 7 - Growth

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

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 8<sup>th</sup> Grade by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 <sup>th</sup> Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2017	2020-21	74	0	29	39%
2018	2021-22	73	39	5	7%
2019	2022-23	80	1	26	33%

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

### High School ELA Measure 8 - Growth

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

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

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

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 <sup>th</sup> Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2017	2020-21	74	0	60	81%
2018	2021-22	73	39	20	59%
2019	2022-23	80	1	60	76%

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

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

Type	Measure	Outcome
Absolute	Each year, 65 percent of students in the high school Accountability Cohort will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	NO
Absolute	Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	YES
Absolute	Each year, the Performance Index (PI) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the state Measure of Interim Progress (MIP) set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the percentage of students in the Total Cohort meeting or exceeding Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students from the district meeting or exceeding Common Core expectations.	N/A
Comparative	Each year, the percentage of students in the Total Cohort partially meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.	N/A
Comparative	Each year, the Performance Index (PI) in Regents English of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.	N/A



Growth	Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 <sup>th</sup> grade English language arts exam will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	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 <sup>th</sup> grade English language arts exam will at least partially meet Common Core expectations (currently scoring at least Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	YES

**EVALUATION OF HIGH SCHOOL ELA GOAL**

**ELA Regents - Performance Level 4**

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

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

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

We plan to continue our focus on high-leveraged skills in reading and writing to support the students in Cohorts 2020, 2021, and 2022 who need to take the CC ELA Regents exam in school year 2023-24. Our focus on Tier 1 instruction and embedding literacy and writing strategies across contents will continue to be a driving force in our instructional program and support our work to drill deeper into the high-leveraged college and career-ready skills that students need for postsecondary success. Our robust literacy interventions along with additional support for our MLs will also continue to support this focus.

**ELA Regents - Performance Level 3**

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

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

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

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

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

Thirty-three percent of students in the 2019 Cohort who were not proficient on their NYS 8th grade English language arts exam scored at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core), therefore not meeting this measure. Although this measure was not met there was a 26 percentage point increase from the previous year.

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

As stated above, due to the pandemic and the cancellation of the ELA Regents from June 2020 through January 2022 most Cohort 2019 students earned an exemption for this graduation requirement. The exemption is equivalent to a score of 65 and as such some students from this subgroup chose to not sit for the Regents exam in ELA once Regents administrations began again in June 2022. We continued to embed the literacy supports into instruction in ELA classes and across math, science, and social studies classrooms. This translated into greater success for our students as we sought to support them in meeting and mastering college-ready reading and writing skills. The goal was to continue to scale back and dig deeper into high-leveraged college and career-ready skills such as reading and analyzing informational texts.

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

Seventy-six percent of students in the 2019 Cohort who were not proficient on their NYS 8th grade English language arts exam scored at or above Performance Level 3 on the Regents Exam in English Language Arts (Common Core), therefore meeting and exceeding this measure by one percentage point. In addition, there was a 17 percentage point increase from last year.

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

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

to designing instruction for our ELA courses from tenth to twelfth grade as well as for the students in the ninth grade who take the Regents in June of their ninth-grade year.

**ADDITIONAL CONTEXT AND EVIDENCE**

**ELA Regents - Performance Level 4**

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

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

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

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

**ELA Regents - Performance Level 3**

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

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

<sup>8</sup> Percent scoring at least Level 4 among students with valid score

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

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

Percent Achieving at Least Level 3 by Cohort and Year

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

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

Cohort Designation	Number in Cohort	Total Number Exempted	Number w/ Special Appeal	Number Scoring at Least Level 3	Percent Scoring at Least Level 3/Exempted/SA
2019	135	23	3	109	100%
2020	125	3	15	94	90%
2021	107	0	0	40	37%
2022	88	0	1	10	13%

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

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

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

The gains we identified in Cohorts 2022 and 2021 through the Star Reading assessment data are indications that the changes in practice are yielding results for our students. Students in both cohorts have made significant progress across all Lexile levels. This is a testament to the implementation of the programs in each of our literacy intervention courses - Wilson Reading and Read 180. This year we chose to not offer the Just Words intervention program but instead focused our attention on Read 180 and Wilson due to staffing constraints. In addition, The intentionality around deepening our socio-emotional supports and adding an additional period of advisory each week to support academic interventions helped to yield the results indicated below.

<sup>9</sup> Percent scoring at least Level 4 among students with valid score

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

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

**ACTION PLAN**

HUM will continue to revamp our ELA instruction to target the college and career readiness reading, writing, listening, and speaking skills to ensure that our students are:

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

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

We will continue to administer the Star Reading assessment to all ninth and tenth-grade students at the beginning of the school year to provide teachers, administrators, and students with a Lexile level and again in the spring to determine Lexile level growth. In addition, we will continue to utilize our literacy intervention programs such as Wilson and Read 180 to support our growing population of students who are reading and writing below grade level. The number of sections that we offer will be increased to provide more students with the interventions that yield the greatest results for our students. We will also increase our sections of Math-180 to provide much-needed literacy support in math instruction.

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

Our school’s focus on Tier 1 instruction across content areas as well as on ensuring teachers receive the training and support needed to design instruction for our various subgroups most in need of support will continue to help us meet and exceed our goal of preparing students for postsecondary success. Increasing the SEL support for our students by embedding these into instructional practices continues to be an integral part of our instructional shift. In addition, we will continue to adjust our schedule as needed to ensure that our students are supported by the most effective instructors, even in cases where staffing challenges persist.

## GOAL 4: MATHEMATICS

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

### BACKGROUND

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

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

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

## HIGH SCHOOL MATHEMATICS

### High School Math Measure 1 - Absolute

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

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

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

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

Cohort	Fourth Year	Number in Cohort (a)	Number exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2017	2020-21	113	0	8	7%
2018	2021-22	124	4	12	10%
2019	2022-23	135	14	9	7%

#### High School Math Measure 2 - Absolute

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

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

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

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2017	2020-21	113	0	93	82%
2018	2021-22	124	4	96	80%
2019	2022-23	135	14	42	35%

#### High School Math Measure 3 - Absolute

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

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

#### High School Math Measure 4 - Comparative

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

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

**High School Math Measure 5 - Comparative**

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

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

**High School Math Measure 6 - Comparative**

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

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

**High School Math Measure 7 - Growth**

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

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 8<sup>th</sup> Grade by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 <sup>th</sup> Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2017	2020-21	85	0	2	2%
2018	2021-22	79	0	3	4%
2019	2022-23	79	9	0	0%

**High School Math Measure 8 - Growth**

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

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



## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

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

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 <sup>th</sup> Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2017	2020-21	85	0	69	81%
2018	2021-22	79	0	59	75%
2019	2022-23	79	9	11	16%

### SUMMARY OF THE HIGH SCHOOL MATHEMATICS GOAL

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

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

## EVALUATION OF THE HIGH SCHOOL MATHEMATICS GOAL

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

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

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

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

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

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

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

Zero percent of students in HUM's 2019 Cohort who were not proficient on their NYS 8th grade mathematics exam scored at or above Performance Level 4 on a Regents mathematics exam, therefore not meeting this measure.

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

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

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

**ADDITIONAL CONTEXT AND EVIDENCE**

**Math Regents - Performance Level 4**

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

Percent Achieving at Least Level 4 by Cohort and Year

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

**Math Regents - Performance Level 3**

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

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

<sup>10</sup> Percent scoring at least Level 4 among students with valid score

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

Percent Achieving at Least Level 3 by Cohort and Year

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

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

Cohort Designation	Number in Cohort	Total Number Exempted	Number w/ Special Appeal	Number Scoring at Least Level 3	Percent Scoring at Least Level 3/Exempted/SA
2019	135	93	0	42	100%
2020	125	57	3	64	99%
2021	107	9	32	61	95%
2022	88	0	22	44	75%

**Math Regents - Performance Level 4 Growth**

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

**Math Regents - Performance Level 3 Growth**

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

<sup>11</sup> Percent scoring at least Level 4 among students with valid score

### ACTION PLAN

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

## GOAL 5: SCIENCE

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

### BACKGROUND

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

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

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

## HIGH SCHOOL SCIENCE

### High School Science Measure 1 - Absolute

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

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

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

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2017	2020-21	113	2	80	72%
2018	2021-22	124	9	79	69%
2019	2022-23	135	75	22	37%

**High School Science Measure 2 - Comparative**

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

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

**SUMMARY OF THE HIGH SCHOOL SCIENCE GOAL**

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

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

**EVALUATION OF THE HIGH SCHOOL SCIENCE GOAL**

**Science Regents**

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

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

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

**ADDITIONAL CONTEXT AND EVIDENCE**

**Science Regents**

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

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

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

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

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

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

### ACTION PLAN

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



## GOAL 6: SOCIAL STUDIES

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

### BACKGROUND

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

### Social Studies Measure 1 - Absolute

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

New York State administers two high school social studies assessments: U.S. History and Global History. In order to graduate, students must pass both of these Regents exams with a score of 65 or higher. These measures require students in each Accountability Cohort to pass the two exams by the completion of their fourth year in the cohort.

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

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2017	2020-21	113	95	14	78%
2018	2021-22	124	101	5	22%
2019	2022-23	135	106	10	34%

### Social Studies Measure 2 - Comparative

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

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

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

### Social Studies Measure 3 - Absolute

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

New York State administers two high school social studies assessments: U.S. History and Global History. In order to graduate, students must pass both of these Regents exams with a score of 65 or higher. These measures require students in each Accountability Cohort to pass the two exams by the completion of their fourth year in the cohort.

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

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2017	2020-21	113	2	86	77%
2018	2021-22	124	122	2	100%
2019	2022-23	135	132	2	67%

### Social Studies Measure 4 - Comparative

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

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

### SUMMARY OF THE SOCIAL STUDIES GOAL

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

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

### EVALUATION OF THE SOCIAL STUDIES GOAL

#### U.S. History Regents

Thirty-four percent of students in HUM's 2019 Cohort (with valid scores) scored at least 65 on the NYS Regents U.S. History exam, therefore not meeting this measure. Although this measure was not met,

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

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

**Global History Regents**

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

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

**ADDITIONAL CONTEXT AND EVIDENCE**

**U.S. History Regents**

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

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

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

<sup>12</sup> Percent scoring at least Level 4 among students with valid score

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

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

### Global History Regents

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

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

Cohort Designation	2020-21		2021-22		2022-23	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing <sup>13</sup>
2019	156	0%	137	40%	135	67%
2020	149	0%	130	62%	125	61%
2021			105	0%	107	62%
2022					88	0%

Percent Passing / Exempted / Special Appeal by Cohort					
Cohort Designation	Number in Cohort	Total Number Exempted	Number w/ Special Appeal	Number Passing	Percent Passing/Exempted/SA
2019	135	132	1	2	100%
2020	125	0	39	76	92%
2021	107	0	26	66	86%
2022	88	0	0	0	0%

### ACTION PLAN

HUM will continue to plan and deliver social studies instruction on the specific college and career readiness reading and writing skills as well as historical thinking skills that will best prepare students for success in their postsecondary endeavors. We will also continue to invest in regular professional development for our teachers to ensure that they are current with the latest teaching methodologies, technologies, and content area advancements. Finally, we will continue to support teachers in lesson preparation to ensure that instruction is differentiated suitably to meet the needs of every student.

<sup>13</sup> Percent scoring at least Level 4 among students with valid score

## GOAL 7: ESSA

### ESSA Measure 1

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

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

Accountability Status by Year

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

### ADDITIONAL CONTEXT AND EVIDENCE

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

# **New Visions Charter High School for the Humanities**

## **Financial Statements**

Years Ended June 30, 2023 and 2022

## **and Supplemental Schedule of Expenditures of Federal Awards**

Year Ended June 30, 2023

# **New Visions Charter High School for the Humanities**

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Financial Statements  
Years Ended June 30, 2023 and 2022  
and Supplemental Schedule of Expenditures of Federal Awards  
Year Ended June 30, 2023

# New Visions Charter High School for the Humanities

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## **Independent Auditor's Report**

The Board of Trustees  
New Visions Charter High School for the Humanities  
New York, New York

### ***Opinion***

We have audited the financial statements of New Visions Charter High School for the Humanities (the School), which comprise the statements of financial position as of June 30, 2023 and 2022, and the related statements of activities, functional expenses, and cash flows for the years then ended, and the related notes to the financial statements.

In our opinion, the accompanying financial statements present fairly, in all material respects, the financial position of the School as of June 30, 2023 and 2022, and the changes in its net assets and its cash flows for the years then ended in accordance with accounting principles generally accepted in the United States of America.

### ***Basis for Opinion***

We conducted our audit in accordance with auditing standards generally accepted in the United States of America (GAAS) and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Our responsibilities under those standards are further described in the Auditor's Responsibilities for the Audit of the Financial Statements section of our report. We are required to be independent of the School and to meet our other ethical responsibilities, in accordance with the relevant ethical requirements relating to our audits. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

### ***Responsibilities of Management for the Financial Statements***

Management is responsible for the preparation and fair presentation of the financial statements in accordance with accounting principles generally accepted in the United States of America, and for the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, management is required to evaluate whether there are conditions or events, considered in the aggregate, that raise substantial doubt about the School's ability to continue as a going concern within one year after the date that the financial statements are issued or available to be issued.



### ***Auditor's Responsibilities for the Audit of the Financial Statements***

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS and *Government Auditing Standards* will always detect a material misstatement when it exists. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Misstatements are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user based on the financial statements.

In performing an audit in accordance with GAAS and *Government Auditing Standards*, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the amounts and disclosures in the financial statements.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control. Accordingly, no such opinion is expressed.
- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements.
- Conclude whether, in our judgment, there are conditions or events, considered in the aggregate, that raise substantial doubt about the School's ability to continue as a going concern for a reasonable period of time.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit, significant audit findings, and certain internal control-related matters that we identified during the audit.



## ***Other Matters***

### *Supplementary Information*

Our audit was conducted for the purpose of forming an opinion on the financial statements as a whole. The accompanying schedule of expenditures of federal awards, as required by Title 2 U.S. Code of Federal Regulations (CFR) Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards*, is presented for purposes of additional analysis and is not a required part of the financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. Such information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated, in all material respects, in relation to the financial statements as a whole.

### *Other Reporting Required by Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated October 30, 2023 on our consideration of the School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the School's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the School's internal control over financial reporting and compliance.

*BDO USA, P. C.*

October 30, 2023

# New Visions Charter High School for the Humanities

## Statements of Financial Position

<i>June 30,</i>	2023	2022
<b>Assets</b>		
Cash and cash equivalents	\$ 3,662,677	\$ 4,943,514
Restricted cash	78,421	76,564
Grants receivable	1,588,982	1,512,693
Due from NVPS and affiliate charters	36,492	1,159
Prepaid expenses and other assets	29,889	94,969
Property and equipment, net	39,207	82,959
<b>Total Assets</b>	<b>\$ 5,435,668</b>	<b>\$ 6,711,858</b>
<b>Liabilities and Net Assets</b>		
<b>Liabilities</b>		
Accounts payable and accrued expenses	\$ 59,723	\$ 140,027
Accrued salaries and other payroll related expenses	341,514	361,954
Due to NYC Department of Education	59,012	58,453
Due to NVPS and affiliate charters	280,771	254,631
<b>Total Liabilities</b>	<b>741,020</b>	<b>815,065</b>
<b>Commitments and Contingencies</b> (Notes 2, 3, 4, 7, 8, 9 and 10)		
<b>Net Assets</b>		
Net assets - without donor restrictions	4,689,886	5,889,799
Net assets - with donor restrictions	4,762	6,994
<b>Total Net Assets</b>	<b>4,694,648</b>	<b>5,896,793</b>
<b>Total Liabilities and Net Assets</b>	<b>\$ 5,435,668</b>	<b>\$ 6,711,858</b>

*See accompanying notes to the financial statements.*

# New Visions Charter High School for the Humanities

## Statement of Activities

<i>Year ended June 30, 2023</i>	Without Donor Restrictions	With Donor Restrictions	Total
<b>Revenue and Support</b>			
State and local per pupil operating revenue	\$ 8,927,095	\$ -	\$ 8,927,095
Government grants and contracts	1,888,496	-	1,888,496
Contributions and other income	135,330	-	135,330
Interest Income	103,291	-	103,291
Contributions of non-financial assets	1,634	-	1,634
Net assets released from restrictions	2,232	(2,232)	-
<b>Total Revenue and Support</b>	<b>11,058,078</b>	<b>(2,232)</b>	<b>11,055,846</b>
<b>Expenses</b>			
Program services:			
General education	7,810,742	-	7,810,742
Special education	2,572,668	-	2,572,668
<b>Total Program Services</b>	<b>10,383,410</b>	<b>-</b>	<b>10,383,410</b>
Supporting services:			
Management and general	1,874,581	-	1,874,581
<b>Total Expenses</b>	<b>12,257,991</b>	<b>-</b>	<b>12,257,991</b>
<b>Change in Net Assets</b>	<b>(1,199,913)</b>	<b>(2,232)</b>	<b>(1,202,145)</b>
<b>Net Assets, beginning of year</b>	<b>5,889,799</b>	<b>6,994</b>	<b>5,896,793</b>
<b>Net Assets, end of year</b>	<b>\$ 4,689,886</b>	<b>\$ 4,762</b>	<b>\$ 4,694,648</b>

*See accompanying notes to the financial statements.*

# New Visions Charter High School for the Humanities

## Statement of Activities

<i>Year ended June 30, 2022</i>	Without Donor Restrictions	With Donor Restrictions	Total
<b>Revenue and Support</b>			
State and local per pupil operating revenue	\$ 9,788,470	\$ -	\$ 9,788,470
Government grants and contracts	1,988,389	-	1,988,389
Contributions and other income	115,637	-	115,637
Interest Income	3,023	-	3,023
Net assets released from restrictions	300	(300)	-
<b>Total Revenue and Support</b>	<b>11,895,819</b>	<b>(300)</b>	<b>11,895,519</b>
<b>Expenses</b>			
Program services:			
General education	7,600,330	-	7,600,330
Special education	2,698,028	-	2,698,028
<b>Total Program Services</b>	<b>10,298,358</b>	<b>-</b>	<b>10,298,358</b>
Supporting services:			
Management and general	1,312,151	-	1,312,151
<b>Total Expenses</b>	<b>11,610,509</b>	<b>-</b>	<b>11,610,509</b>
<b>Change in Net Assets</b>	<b>285,310</b>	<b>(300)</b>	<b>285,010</b>
<b>Net Assets, beginning of year</b>	<b>5,604,489</b>	<b>7,294</b>	<b>5,611,783</b>
<b>Net Assets, end of year</b>	<b>\$ 5,889,799</b>	<b>\$ 6,994</b>	<b>\$ 5,896,793</b>

*See accompanying notes to the financial statements.*

# New Visions Charter High School for the Humanities

## Statement of Functional Expenses

*Year ended June 30, 2023*

	No. of Positions	Program Services			Supporting Services	Total
		General Education	Special Education	Total Program Services	Management and General	
<b>Personnel Service Costs</b>						
Administrative staff personnel	28	\$ 1,200,826	\$ 215,457	\$ 1,416,283	\$ 1,080,230	\$ 2,496,513
Instructional personnel	52	3,155,533	1,484,197	4,639,730	-	4,639,730
<b>Total Salaries and Staff</b>	<b>80</b>	<b>4,356,359</b>	<b>1,699,654</b>	<b>6,056,013</b>	<b>1,080,230</b>	<b>7,136,243</b>
Fringe benefits and payroll taxes		878,264	355,039	1,233,303	225,817	1,459,120
Retirement		324,119	126,457	450,576	80,371	530,947
Management company fee		705,214	122,770	827,984	145,419	973,403
Legal services		16,162	2,671	18,833	875	19,708
Accounting and audit services		-	-	-	34,039	34,039
Other purchases of professional and consulting services		360,435	59,146	419,581	88,100	507,681
Repairs and maintenance		149,908	24,577	174,485	104,657	279,142
Insurance		62,152	10,820	72,972	12,816	85,788
Utilities		51,342	10,087	61,429	10,129	71,558
Instructional supplies and materials		85,805	17,058	102,863	-	102,863
Equipment and furnishings		41,456	7,464	48,920	7,396	56,316
Staff development		16,182	3,344	19,526	1,738	21,264
Marketing and recruitment		5,359	1,919	7,278	79	7,357
Technology		201,954	36,059	238,013	35,999	274,012
Food service		97,893	18,426	116,319	10,927	127,246
Student services		280,915	46,602	327,517	-	327,517
Office expense		124,622	21,465	146,087	23,680	169,767
Depreciation		35,118	6,114	41,232	7,242	48,474
Other		17,483	2,996	20,479	5,067	25,546
		<b>\$ 7,810,742</b>	<b>\$ 2,572,668</b>	<b>\$ 10,383,410</b>	<b>\$ 1,874,581</b>	<b>\$ 12,257,991</b>

*See accompanying notes to the financial statements.*

# New Visions Charter High School for the Humanities

## Statement of Functional Expenses

Year ended June 30, 2022

	No. of Positions	Program Services			Supporting Services	Total
		General Education	Special Education	Total Program Services	Management and General	
<b>Personnel Service Costs</b>						
Administrative staff personnel	28	\$ 1,133,082	\$ 219,576	\$ 1,352,658	\$ 868,195	\$ 2,220,853
Instructional personnel	53	3,100,337	1,576,376	4,676,713	-	4,676,713
<b>Total Salaries and Staff</b>	<b>81</b>	<b>4,233,419</b>	<b>1,795,952</b>	<b>6,029,371</b>	<b>868,195</b>	<b>6,897,566</b>
Fringe benefits and payroll taxes		795,116	356,736	1,151,852	164,273	1,316,125
Retirement		288,407	122,352	410,759	59,147	469,906
Management company fee		743,739	137,860	881,599	64,545	946,144
Legal services		5,646	1,046	6,692	471	7,163
Accounting and audit services		-	-	-	28,100	28,100
Other purchases of professional and consulting services		365,347	65,397	430,744	48,853	479,597
Repairs and maintenance		10,372	2,411	12,783	17,113	29,896
Insurance		54,779	10,154	64,933	4,754	69,687
Utilities		38,695	8,347	47,042	5,563	52,605
Instructional supplies and materials		54,195	10,022	64,217	-	64,217
Equipment and furnishings		11,511	2,223	13,734	3,732	17,466
Staff development		29,253	5,565	34,818	2,008	36,826
Marketing and recruitment		13,151	3,467	16,618	285	16,903
Technology		303,724	55,017	358,741	23,254	381,995
Food service		120,138	23,224	143,362	5,089	148,451
Student services		355,193	64,936	420,129	-	420,129
Office expense		122,625	22,774	145,399	11,804	157,203
Depreciation		36,164	6,703	42,867	3,140	46,007
Other		18,856	3,842	22,698	1,825	24,523
		\$ 7,600,330	\$ 2,698,028	\$ 10,298,358	\$ 1,312,151	\$ 11,610,509

*See accompanying notes to the financial statements.*



# New Visions Charter High School for the Humanities

## Statements of Cash Flows

<i>Year ended June 30,</i>	<b>2023</b>	<b>2022</b>
<b>Cash Flows from Operating Activities</b>		
Cash received from operating revenue	\$ 10,739,861	\$ 10,942,124
Other cash received	240,255	118,660
Cash paid to employees and suppliers	(12,254,374)	(11,816,810)
<b>Net Cash Used in Operating Activities</b>	<b>(1,274,258)</b>	<b>(756,026)</b>
<b>Cash Flows from Investing Activities</b>		
Purchase of property and equipment	(4,722)	(53,525)
<b>Net Decrease in Cash</b>	<b>(1,278,980)</b>	<b>(809,551)</b>
<b>Cash, Cash Equivalents and Restricted Cash, beginning of year</b>	<b>5,020,078</b>	<b>5,829,629</b>
<b>Cash, Cash Equivalents and Restricted Cash, end of year</b>	<b>\$ 3,741,098</b>	<b>\$ 5,020,078</b>
<b>Reconciliation of Change in Net Assets to Net Cash Used in Operating Activities</b>		
Change in net assets	\$ (1,202,145)	\$ 285,010
Adjustments to reconcile change in net assets to net cash used in operating activities:		
Depreciation	48,474	46,007
Changes in operating assets and liabilities:		
Grants receivable	(76,289)	(801,940)
Prepaid expenses and other assets	65,080	(71,523)
Due from related entities	(35,333)	(562)
Accounts payable and accrued expenses	(80,304)	(6,526)
Accrued salaries and other payroll related expenses	(20,440)	(142,747)
Due to NYC Department of Education	559	(32,795)
Due to related entities	26,140	(30,950)
<b>Net Cash Used in Operating Activities</b>	<b>\$ (1,274,258)</b>	<b>\$ (756,026)</b>
<b>Supplemental Disclosure of Cash Flow Information</b>		
Cash, cash equivalents and restricted cash:		
Cash and cash equivalents	\$ 3,662,677	\$ 4,943,514
Restricted cash	78,421	76,564
<b>Cash, Cash Equivalents and Restricted Cash, end of year</b>	<b>\$ 3,741,098</b>	<b>\$ 5,020,078</b>

*See accompanying notes to the financial statements.*

# New Visions Charter High School for the Humanities

## Notes to Financial Statements

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### 1. Nature of the Organization

New Visions Charter High School for the Humanities (the School) is a New York State, not-for-profit educational corporation that was incorporated on December 14, 2010 to operate a charter school pursuant to Article 56 of the Education Law of the State of New York. The School, led by the Board of Trustees, received a charter from The Charter Schools Institute - State University of New York (SUNY-CSI) to operate a charter school in the State of New York pursuant to certain terms and conditions set forth in its approved charter application and charter agreement dated November 19, 2010. The School endeavors to extend equally to all students, regardless of their previous academic history, the highest quality education in an atmosphere of respect, responsibility, and safety. The School's charter was renewed for an additional five years, expiring in July 2026.

The School, as determined by the Internal Revenue Service, is exempt from federal income tax under Section 501(a) of the Internal Revenue Code (IRC) as an organization described in Section 501(c)(3) of the IRC. It is also exempt under a similar provision under New York State income tax laws. The School has also been classified as an entity that is not a private foundation within the meaning of Section 509(a) of the IRC and qualifies for deductible contributions as provided in Section 170(b)(1)(A)(ii) of the IRC.

In fiscal year 2023 and 2022, the School operated classes for students in ninth through twelfth grade.

There are nine New Visions Charter Schools in New York City, and they are managed by New Visions for Public Schools (NVPS), a not-for-profit organization dedicated to supporting public schools and helping to start and manage charter schools as a Charter Management Organization (CMO). There are no control or common board members between the CMO and New Visions Charter Schools.

### 2. Significant Accounting Policies

#### *Financial Statement Presentation*

The School's financial statements have been prepared on the accrual basis of accounting in accordance with accounting principles generally accepted in the United States of America (U.S. GAAP).

The classification of the School's net assets and its support, revenues, and expenses is based on the existence or absence of donor-imposed restrictions. It requires that the amounts for each of the two classes of net assets - with donor restrictions or without donor restrictions - be displayed in a statement of financial position and that the amount of the change in each of those classes of net assets be displayed in a statement of activities.

These classes are defined as follows:

*Net Assets with Donor Restrictions* - This class consists of contributions and other inflows of assets whose use is subject to donor-imposed restrictions that are more specific than broad limits reflecting the nature of the not-for-profit entity, the environment in which it operates and the purposes specified in its articles of incorporation or bylaws or comparable documents. Donor-imposed restrictions may be temporary in nature, such as stipulating that resources may be used only after a specified date or limited to specific programs or services. Certain donor-imposed restrictions are perpetual in nature.

# New Visions Charter High School for the Humanities

## Notes to Financial Statements

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*Net Assets without Donor Restrictions* - This class consists of contributions and other inflows of assets whose use is not subject to donor-imposed restrictions. This net asset category includes both contributions not subject to donor restrictions and exchange transactions, and are, therefore, available for general operations.

At June 30, 2023 and 2022, net assets with donor restrictions of \$4,762 and \$6,994, respectively, are restricted for a scholarship fund.

### ***Restricted Cash***

An escrow account in the amount of \$78,421 and \$76,564 was held aside under the provisions of the School's charter to pay for legal and audit expenses that would be associated with a dissolution should it occur, as required by the New York State Education Department for the years ended June 30, 2023 and 2022.

### ***Grants Receivable***

Grants receivable represent federal and state entitlements and grants. Grants receivable are expected to be collected within one year, are recorded at net realizable value, and amounted to \$1,588,982 and \$1,512,693 at June 30, 2023 and 2022, respectively. The School evaluates the collectability of the receivables and employs the allowance method. The School has determined that no allowance for uncollectible accounts was necessary at June 30, 2023 and 2022. Such estimate is based on management's assessment of the aged basis of its receivables, as well as current economic conditions and historical information.

### ***Contributions***

Transfers of cash or other assets or settlement of liabilities that are both voluntary and nonreciprocal are recognized as contributions.

Contributions may either be conditional or unconditional. A contribution is considered conditional when the donor imposes both a measurable barrier and a right of return. Conditional contributions are recognized as revenue on the date all donor-imposed barriers are overcome or explicitly waived by the donor. Barriers may include specific and measurable outcomes, limitations on the performance of an activity and other stipulations related to the contribution. A donor has a right of return of any assets transferred or a right of release of its obligation to transfer any assets in the event the School fails to overcome one or more barriers. Assets received before the barrier is overcome are accounted for as refundable advances.

Unconditional contributions may or may not be subject to donor-imposed restrictions. Donor-imposed restrictions limit the use of the donated assets as to time or purpose restrictions.

Contributions subject to donor restrictions are recognized in changes in net assets with donor restrictions. When a purpose restriction is satisfied or when a time restriction expires, the contribution is reported as net assets released from restrictions and is recognized in changes in net assets without donor restrictions in the statement of activities.

# New Visions Charter High School for the Humanities

## Notes to Financial Statements

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### *Revenue Recognition*

#### *Per-Pupil Revenue*

The School recognizes revenues from per-pupil funding in the fiscal year in which the academic programs are provided. Per-pupil revenue is billed and received based on the total number of full-time equivalent (FTE) students and the basic charter school tuition rate for the school district of residence of the students attending the School in any given fiscal year for general education and special education. The FTE is formula-driven and based on the number of days the student has been with the School as a proportion of the number of days in the entire school year (the calculation is done by using the New York State calculator online). The School's total student population includes general education and special education students. The School has determined that revenue from its students has the same performance obligations, types of contract, and services rendered. As a result, the student body is viewed as one customer base for revenue purposes. The School uses a portfolio approach to account for per-pupil contracts as a collective group rather than recognizing revenue on an individual-contract basis. The School believes that revenue recognized by utilizing the portfolio approach approximates the revenue that would have been recognized if an individual contract approach were used.

Per-pupil invoicing is managed on a bi-monthly basis to the funding source (local school district). Billing is a function of student enrollment for the upcoming fiscal year, which is the basis for the first two invoices per-pupil due June 1<sup>st</sup> and July 31<sup>st</sup>, which is a projection. Subsequent invoices are due bi-monthly. With the implementation of an automated-invoicing process through a dedicated website, the submission of each invoice is done online. After the year is complete, the School submits the FTE per-pupil reconciliation, listing every student who attended any part of the year, and the FTE each represents. Based on this final count, it calculates how much should have been paid to the School and included in the reconciliation will be any amounts due from the funding source included in grants and other receivables on the statement of financial position at year end, or any amounts payable to the funding source included as a liability on the statement of financial position at year end, as amounts are tried up to actual based on actual numbers submitted at year end.

Additional funding is also provided to support special education services. All students who are identified to need special education services or settings have an Individualized Education Program (IEP), formalized for his or her unique needs. Based on this IEP, the student is categorized into one of three levels of service: 0-20% service, 20-60% service, or 60% or more service required and provided by the School. For a student receiving less than 20% in services, no additional funding is received. For a student receiving services between 20% and 60% and 60% or more services of the school day, additional funding per FTE is received. Billing for this support is incorporated into the per-pupil invoices and is also settled in the same FTE per-pupil reconciliation process.

As the students receive the benefit of these services simultaneously as the School is providing them, the School recognizes per-pupil revenue from these services over time. The School believes that this method provides a reasonable depiction of the transfer of services over the term of the performance obligation based on the services needed to satisfy the obligation. Generally, performance obligations satisfied over time relate to students receiving academic or school services. The School measures the performance obligation from admission or enrollment into the School to the point when the student is discharged or the end of the school year where it is no longer required to provide services to the student, which is generally at the time of discharge or the completion of the school year. All of these services are bundled and considered a single-performance obligation,

# New Visions Charter High School for the Humanities

## Notes to Financial Statements

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and as such, the School accounts for these bundled-performance obligations under state and local per pupil operating revenue in the statement of activities and recognizes the per-pupil revenue over time.

### *Government Grants*

Revenue from federal, state, and local government grants and contracts is recognized by the School when qualifying expenditures are incurred and billable to the government, or when required services have been provided.

### *Contract Assets and Contract Liabilities*

In accordance with Financial Accounting Standards Board (FASB) Accounting Standards Codification *Revenue from Contracts with Customers* (ASC 606), contract assets are to be recognized when an entity has the right to receive consideration in exchange for goods or services that have been transferred to a customer when that right is conditional on something other than the passage of time. The School does not recognize contract assets, as the right to receive consideration is unconditional in accordance with the passage of time criteria. Also, in accordance with ASC 606, contract liabilities are to be recognized when an entity is obligated to transfer goods or services for which consideration has already been received. The School does not receive consideration prior to the transfer of goods or services and, therefore, does not recognize contract liabilities.

### *Contributions of Nonfinancial Assets*

The School may receive contributed services that are an integral part of its operations. Such services are only recorded as contributions of nonfinancial assets, at their fair value, provided the services create or enhance nonfinancial assets, require specified skills provided by individuals possessing those skills, and typically need to be purchased, if not provided by donation.

The School receives donated space from the New York City Department of Education (NYCDOE) that it shares with a New York City public school (Note 9). The donated space will be used for operating, general, and administrative activities. In valuing the donated space, which is located in the Bronx, New York, the School estimated the fair value on the basis of recent comparable sales prices in the Bronx, New York's real estate market, taking into account the restriction on use of the space.

### *Property and Equipment*

Purchased property and equipment are recorded at cost. Property and equipment acquired with certain government funding are recorded as expenses pursuant to the terms of the contract in which ownership of such property and equipment is retained by the funding source. Maintenance and repairs are expensed as they occur. The School has established a \$3,000 threshold above which assets are evaluated to be capitalized. The School expenses leasehold improvements because it has no lease and is uncertain that the space will be available beyond the close of the current fiscal year. Removable equipment that can be transferred to new space, if necessary, is capitalized, based on the established threshold. Depreciation is provided on the straight-line method over the estimated useful lives as follows:

# New Visions Charter High School for the Humanities

## Notes to Financial Statements

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Asset Category	Useful Life (Years)
Furniture and office equipment	3
Computer equipment	3

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### ***Impairment***

The School reviews long-lived assets to determine whether there has been any permanent impairment whenever events or circumstances indicate the carrying amount of an asset may not be recoverable. If the sum of the expected future undiscounted cash flows is less than the carrying amount of the assets, the School recognizes an impairment loss. No impairment losses were recognized for the years ended June 30, 2023 and 2022.

### ***Functional Allocation of Expenses***

The costs of providing programs and other activities have been summarized on a functional basis and by natural classification in the accompanying statement of activities. Accordingly, certain costs have been allocated among the respective programs and activities according to the functional categories, as follows:

*Program Services* - This category represents expenses related to general education and special education for certain students requiring additional attention and guidance. These costs are allocated based on the FTE allocation method.

*Management and General* - This category represents expenses related to the overall administration and operation of the School that are not specific to any program services or development. These costs are allocated based on the FTE allocation method.

### ***Estimates***

The preparation of financial statements in conformity with U.S. GAAP requires management to make estimates and assumptions that affect certain reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenues and expenses during the reporting period. Actual results could differ from those estimates.

### ***Income Taxes***

The School is exempt from federal, state and local income taxes under Section 501(c)(3) of the IRC and, therefore, has made no provision for income taxes in the accompanying financial statements. In addition, the School has been determined by the Internal Revenue Service not to be a “private foundation” within the meaning of Section 509(a) of the IRC. There was no unrelated business income for the years ended June 30, 2023 and 2022.

Under U.S. GAAP, an organization must recognize the tax benefit associate with tax positions taken for tax-return purposes when it is more likely than not that the position will not be sustained upon examination by a taxing authority. The School does not believe it has taken any material uncertain tax positions and, accordingly, it has not recorded any liability for unrecognized tax benefits. The School is subject to routine audits by a taxing authority. As of June 30, 2023, the School was not

# New Visions Charter High School for the Humanities

## Notes to Financial Statements

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subject to any examination by a taxing authority.

### ***Reclassification***

Certain amounts in the 2022 financial statements were classified to conform with the 2023 presentation. These reclassifications had no effect on the School's financial position and change in net assets.

### ***Recently Adopted Accounting Pronouncements***

#### *Lease Accounting*

In February 2016, the FASB issued ASU 2016-02, *Accounting for Leases*, which applies a right-of-use (ROU) model that requires a lessee to record, for all leases with a lease term of more than 12 months, an asset representing its right to use the underlying asset and a liability to make lease payments. For leases with a term of 12 months or less, a practical expedient is available whereby a lessee may elect, by class of underlying asset, not to recognize an ROU asset or lease liability. At inception, lessees must classify all leases as either finance or operating based on five criteria. Balance sheet recognition of finance and operating leases is similar, but the pattern of expense recognition in the income statement, as well as the effect on the statement of cash flows, differs depending on the lease classification. In addition, lessees and lessors are required to provide certain qualitative and quantitative disclosures to enable users of financial statements to assess the amount, timing, and uncertainty of cash flows arising from leases. The FASB issued ASU 2020-05, which deferred the effective date for the Organization until annual periods beginning after December 15, 2021. The provisions of ASU 2016-02 were adopted by the School beginning July 1, 2022 following the modified retrospective method of application. The adoption of this accounting guidance did not have a material effect on the School's financial statements.

### ***Recently Issued but not yet Adopted Accounting Pronouncements***

#### *Financial Instruments - Credit Losses*

In June 2016, the FASB issued ASU 2016-13, *Financial Instruments - Credit Losses (Topic 326): Measurement of Credit Losses on Financial Instruments*. The new credit losses standard changes the impairment model for most financial assets and certain other instruments. For trade and other receivables, contract assets recognized as a result of applying ASC 606, loans and certain other instruments, entities will be required to use new forward looking "expected loss" model that generally will result in earlier recognition of credit losses than under today's incurred loss model. ASU 2016-13 is effective for annual periods beginning after December 15, 2022. The School is currently evaluating the impact of this ASU on its financial statements.

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# New Visions Charter High School for the Humanities

## Notes to Financial Statements

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### 3. Liquidity and Availability of Resources

The School maintains a policy of structuring its financial assets to be available as its general expenditures, liabilities and other obligations come due. The School strives to maintain a cash reserve equal to a minimum of three months of operating expenses, with a target of three to six months. Cash is kept in interest-bearing bank accounts to maximize returns.

The School's financial assets available within one year of the statements of financial position date for general expenditures are as follows:

<i>June 30,</i>	<b>2023</b>	<b>2022</b>
Cash and cash equivalents	\$ 3,662,677	\$ 4,943,514
Restricted cash	78,421	76,564
Grants receivable	1,588,982	1,512,693
Due from related entities	36,492	1,159
<b>Total Financial Assets</b>	<b>5,366,572</b>	<b>6,533,930</b>
Less amounts unavailable for general expenditures within one year due to:		
Restricted by contract	(78,421)	(76,564)
Restricted by donors with purpose restrictions	(4,762)	(6,994)
<b>Total Financial Assets Available to Management for General Expenditures within One Year</b>	<b>\$ 5,283,389</b>	<b>\$ 6,450,372</b>

### 4. NVPS and Affiliate Charters Transactions

NVPS is a not-for-profit organization dedicated to supporting public schools and helping start and manage charter schools. Pursuant to the terms of the Educational Services Agreement by and between the School and NVPS dated July 22, 2011, NVPS provides educational management, operational, and fundraising services to the School. As compensation to NVPS for these services rendered, the School paid 9% and 8% of its gross revenue as at June 30, 2023 and June 30, 2022 respectively. Gross revenue is defined as all such funding provided by the State, Federal, and local governments, but excludes any private grant funding awarded to the School.

The balance due to New Visions from the School at June 30, 2023 and 2022 amounted to \$276,889 and \$254,631, respectively, which is comprised of management fees is included in due to NVPS and affiliate charters on the statements of financial position. Total management fees incurred by the School for the years ended June 30, 2023 and 2022 totaled \$973,403 and \$946,144, respectively. The balance due from NVPS to the School at June 30, 2023 and 2022 amounted to \$36,492 and \$0, respectively.

For operational efficiency and purchasing power, the School also shares expenses with other charter schools related by common management. At June 30, 2023 and 2022, the balance due to other charter schools was \$3,882 and \$0, respectively, which is included in due to NVPS and affiliate charters on the statements of financial position. At June 30, 2023 and 2022, the balance due from other charter schools was \$0 and \$1,159, respectively.



# New Visions Charter High School for the Humanities

## Notes to Financial Statements

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### 5. Property and Equipment

Property and equipment consist of the following:

<i>June 30,</i>		<b>2023</b>		<b>2022</b>
Computer equipment	\$	<b>522,642</b>	\$	517,921
Furniture and fixtures		<b>49,251</b>		49,251
		<b>571,893</b>		567,172
Less: accumulated depreciation		<b>(532,686)</b>		(484,213)
<b>Property &amp; Equipment, Net</b>	<b>\$</b>	<b>39,207</b>	<b>\$</b>	<b>82,959</b>

Depreciation expense amounted to \$48,474 and \$46,007 for the years ended June 30, 2023 and 2022, respectively.

### 6. Grants Receivable

Grants receivable consist of federal and state entitlements and grants. The School expects to collect these receivables within one year. Grants receivable consist of the following:

<i>June 30,</i>		<b>2023</b>		<b>2022</b>
ESSER III - ARP	\$	<b>880,813</b>	\$	474,174
ESSER II - CRRSA		<b>394,217</b>		453,987
Title I		<b>189,250</b>		203,213
E-Rate Reimbursement		<b>94,198</b>		33,911
Title II		<b>16,468</b>		34,462
Title IV		<b>10,847</b>		15,022
Other		<b>3,189</b>		3,528
Mount Vernon - Per Pupil		-		183,980
ESSER I - CARES		-		60,466
CSP		-		49,950
<b>Grants Receivable, Net</b>	<b>\$</b>	<b>1,588,982</b>	<b>\$</b>	<b>1,512,693</b>

### 7. Pension Plan

The School has adopted the New Visions for Public Schools' pension plan (the Plan) which is qualified under Internal Revenue Code 403(b) for the benefit of its eligible employees. The Plan is an elective contribution plan. Employees are eligible to enroll in the Plan once they have completed at least one full year of service and completion of 1,000 work hours and are also eligible for discretionary employer contributions. The School's contribution becomes fully vested after the sixth year of the employee's service. Pension expense amounted to \$530,947 and \$469,906 net of forfeitures, for the years ended June 30, 2023 and 2022, respectively, and is included in retirement in the statements of functional expenses.

# New Visions Charter High School for the Humanities

## Notes to Financial Statements

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### 8. Agreement with School Facility

The School shares space with a New York City public school, located at 99 Terrace View Avenue, Bronx, New York 10463. As part of the New York City Chancellor's Charter School Initiative, the NYCDOE has provided this space to the School at no charge. The services provided by the NYCDOE to the charter school, such as rent, utilities, custodial services, maintenance and school safety services are provided at no cost.

The School is using a relative valuation model to measure the fair value of the donated space. The NYCDOE has not provided a value for the space and there is no lease agreement in place. In applying the valuation model, significant inputs include the total square footage allocated the School, the average cost per square foot based on comparable sales prices in the Bronx, New York, and the estimated discount factor applied to the cost per square foot to account for the restricted use of the space. Based on such assumptions, the School applies a relative cost per square foot calculated using all available market information in the Bronx, New York.

Square footage totaling 14,728 feet is allocated to the School. The value of the space and related utilities and services calculated by applying the relative valuation model is immaterial and, therefore, is not recorded in these financial statements.

### 9. Risk Management

The School is exposed to various risks of loss related to torts; thefts of, damage to, and destruction of assets; injuries to employees; and natural disasters. The School maintains commercial insurance to help protect itself from such risks. The School also intends to defend its positions on these matters. As of June 30, 2023, there are no matters for which the School believes the ultimate outcome would have a material adverse effect on the School's financial position.

The School entered into contractual relationships with certain governmental funding sources. The governmental agencies may request return of funds as a result of noncompliance by the School, as well as additional funds for the use of facilities. The accompanying financial statements make no provision for the possible disallowance or refund. The School is of the opinion that such cost disallowances, if any, will not have a material effect in the School's financial statements and will record them in the fiscal year they become known.

### 10. Concentration Risks

Financial instruments that potentially subject the School to a concentration of credit risk include cash accounts at a major financial institution that, at times, exceeded the Federal Deposit Insurance Corporation insured limit of \$250,000. The School has not experienced any losses in such accounts and does not believe it is exposed to any significant credit risk on its cash accounts.

The School received approximately 81% and 82% of its total revenue from per-pupil funding from the NYCDOE for years ended June 30, 2023 and 2022, respectively.

The School's grants receivable consist of two major grantors accounting for approximately 92% and 98% at June 30, 2023 and 2022, respectively.

The School's payables consist of two major vendors accounting for approximately 33% at June 30, 2023 and one major vendor accounting for approximately 21% at June 30, 2022.

# New Visions Charter High School for the Humanities

## Notes to Financial Statements

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### 11. Subsequent Events

The School's management has performed subsequent event procedures through October 30, 2023, which is the date the financial statements were available to be issued, and there were no subsequent events requiring adjustment to the financial statements or disclosures as stated herein.

## Supplementary Information

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# New Visions Charter High School for the Humanities

## Schedule of Expenditures of Federal Awards

*Year ended June 30, 2023*

Federal Grantor/Pass-Through Grantor/ Program or Cluster Title	Federal Assistance Listing Number	Pass-through Entity Identifying Number	Provided to Subrecipients	Total Federal Expenditures
<b>United States (U.S) Department of Education</b>				
Pass-through the New York State				
Education Department:				
Title I Grants to Local Education				
Agencies (Title I Part A of the ESEA)	84.010	Not Applicable	\$ -	\$ 307,733
Supporting Effective Instruction State Grants	84.367	Not Applicable	-	32,571
Student Support and Academic Enrichment Program	84.424	Not Applicable	-	19,645
Special Education Cluster (IDEA):				
Special Education - Grants to States (IDEA, Part B)	84.027	Not Applicable	-	116,709
Elementary and Secondary School Emergency Relief (ESSER) Fund	84.425D	Not Applicable	-	394,217
American Rescue Plan - Elementary And Secondary School Emergency Relief (ARP ESSER)	84.425U	Not Applicable	-	880,813
<b>Total U.S. Department of Education</b>			-	<b>1,751,688</b>
<b>Total Expenditures of Federal Awards</b>			<b>\$ -</b>	<b>\$ 1,751,688</b>

*The accompanying notes are an integral part of this schedule.*

# New Visions Charter High School for the Humanities

## Notes to the Schedule of Expenditures of Federal Awards

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### 1. Basis of Presentation

The accompanying schedule of expenditures of federal awards (the Schedule) includes the federal award activity of New Visions Charter High School for the Humanities (the School) under programs of the federal government for the year ended June 30, 2023. The information in this Schedule is presented in accordance with the requirements of Title 2 *U.S. Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Because the Schedule presents only a selected portion of the operations of the School, it is not intended to and does not present the financial position, changes in net assets or cash flows of the School.

### 2. Summary of Significant Accounting Policies

Expenditures reported on the Schedule are reported on the accrual basis of accounting. Such expenditures are recognized following the cost principles contained in the Uniform Guidance, wherein certain types of expenditures are not allowable or limited as to reimbursement.

### 3. Indirect Cost Rate

The School has elected to use the 10% de minimis indirect cost rate allowed under the Uniform Guidance.

### 4. Reconciliation of Schedule of Expenditures of Federal Awards to the Statements of Activities

Expenditures of federal awards are reported on the statements of activities as operating expenses. In certain programs, the expenditures reported in the financial statements differ from the expenditures reported in the schedule of expenditures of federal awards. The Schedule includes expenses in the amount of \$34,125 and \$39,554 within Federal Assistance Listing Numbers 84.425D and 84.425U, respectively, which were incurred eligible expenses in a prior fiscal year and approved by New York State Education Department in fiscal year 2023. Therefore, based on New York State criteria it is appropriate to include these costs in the current year Schedule.



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622 Third Ave, Suite 3100  
New York, NY 10017

## **Independent Auditor’s Report on Internal Control over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance With *Government Auditing Standards***

The Board of Trustees  
New Visions Charter High School for the Humanities  
New York, New York

We have audited, in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States, the financial statements of New Visions Charter High School for the Humanities (the School), which comprise the statements of financial position as of June 30, 2023 and 2022, the related statements of activities, functional expenses, and cash flows for the year then ended, and the related notes to the financial statements and have issued our report thereon dated October 30, 2023.

### **Report on Internal Control Over Financial Reporting**

In planning and performing our audit of the financial statements, we considered the School’s internal control over financial reporting (internal control) as a basis for designing audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the School’s internal control. Accordingly, we do not express an opinion on the effectiveness of the School’s internal control.

*A deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity’s financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations during our audit, we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses or significant deficiencies may exist that have not been identified.



## Report on Compliance and Other Matters

As part of obtaining reasonable assurance about whether the School's financial statements are free of material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the financial statements. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

## Purpose of This Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the School's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the School's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

BDO USA, P.C.

October 30, 2023





Tel: 212-371-4446  
Fax: 212-371-9374  
www.bdo.com

622 Third Ave, Suite 3100  
New York, NY 10017

## **Independent Auditor's Report on Compliance For Each Major Federal Program and Report on Schedule of Expenditures of Federal Awards Required by the Uniform Guidance**

The Board of Trustees  
New Visions Charter High School for the Humanities  
New York, New York

### **Report on Compliance for Each Major Federal Program**

#### ***Opinion on Each Major Federal Program***

We have audited New Visions Charter High School for the Humanities (the School) compliance with the types of compliance requirements identified as subject to audit in the *OMB Compliance Supplement* that could have a direct and material effect on each of the School's major federal programs for the year ended June 30, 2023. The School's major federal programs are identified in the summary of auditor's results section of the accompanying schedule of findings and questioned costs.

In our opinion, the School complied, in all material respects, with the compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2023.

#### ***Basis for Opinion on Each Major Federal Program***

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America (GAAS); the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States; and the audit requirements of Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Our responsibilities under those standards and the Uniform Guidance are further described in the Auditor's Responsibilities for the Audit of Compliance section of our report.

We are required to be independent of the School and to meet our other ethical responsibilities, in accordance with relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion on compliance for each major federal program. Our audit does not provide a legal determination of the School's compliance with the compliance requirements referred to above.

#### ***Responsibilities of Management for Compliance***

Management is responsible for compliance with the requirements referred to above and for the design, implementation, and maintenance of effective internal control over compliance with the requirements of laws, statutes, regulations, rules, and provisions of contracts or grant agreements applicable to the School's federal programs.



### ***Auditor's Responsibilities for the Audit of Compliance***

Our objectives are to obtain reasonable assurance about whether material noncompliance with the compliance requirements referred to above occurred, whether due to fraud or error, and express an opinion on the School's compliance based on our audit. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS, *Government Auditing Standards*, and the Uniform Guidance will always detect material noncompliance when it exists. The risk of not detecting material noncompliance resulting from fraud is higher than for that resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Noncompliance with the compliance requirements referred to above is considered material, if there is a substantial likelihood that, individually or in the aggregate, it would influence the judgment made by a reasonable user of the report on compliance about the School's compliance with the requirements of each major federal program as a whole.

In performing an audit in accordance with GAAS, *Government Auditing Standards*, and the Uniform Guidance, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material noncompliance, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the School's compliance with the compliance requirements referred to above and performing such other procedures as we considered necessary in the circumstances.
- Obtain an understanding of the School's internal control over compliance relevant to the audit in order to design audit procedures that are appropriate in the circumstances and to test and report on internal control over compliance in accordance with the Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control over compliance. Accordingly, no such opinion is expressed.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and any significant deficiencies and material weaknesses in internal control over compliance that we identified during the audit.



## Report on Internal Control Over Compliance

A *deficiency in internal control over compliance* exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis. A *material weakness in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis. A *significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the Auditor's Responsibilities for the Audit of Compliance section above and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies in internal control over compliance. Given these limitations, during our audit we did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses, as defined above. However, material weaknesses or significant deficiencies in internal control over compliance may exist that were not identified.

Our audit was not designed for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, no such opinion is expressed.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Accordingly, this report is not suitable for any other purpose.

*BDO USA, P.C.*

October 30, 2023

# New Visions Charter High School for the Humanities

## Schedule of Findings and Questioned Costs Year Ended June 30, 2023

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### Section I. Summary of Auditor’s Results

#### *Financial Statements*

Type of report the auditor issued on whether the financial statements audited were prepared in accordance with U.S. GAAP:

Unmodified

Internal control over financial reporting:

- Material weakness(es) identified?  Yes  No
- Significant deficiency(ies) identified?  Yes  None reported
- Noncompliance material to financial statements noted?  Yes  No

#### *Federal Awards*

Internal control over major federal programs:

- Material weakness(es) identified?  Yes  No
- Significant deficiency(ies) identified?  Yes  None reported

Type of auditor’s report issued on compliance for major federal programs:

Unmodified

Any audit findings disclosed that are required to be reported in accordance with 2 CFR 200.516(a)?

Yes  No

Identification of major federal programs:

Assistance Listing Number	Name of Federal Program or Cluster
84.425D	Elementary and Secondary School Emergency Relief (ESSER) Fund
84.425U	American Rescue Plan - Elementary and Secondary School Emergency Relief (ARP ESSER)

Dollar threshold used to distinguish between Type A and Type B programs:

\$750,000

Auditee qualified as low-risk auditee?

Yes  No

### Section II. Financial Statement Findings

There were no findings related to the financial statements that are required to be reported, in accordance with generally accepted government auditing standards.

### Section III. Federal Award Findings and Questioned Costs

There were no findings and questioned costs for federal awards (as defined in 2 CFR 200.516(a)) that are required to be reported.

**Disclosure of Financial Interest by a Current  
or Former Trustee**

**Trustee Name:**

peter cantillo

**Name of Charter School Education Corporation:**

New Visions Charter School for Advanced Math & Science  
New Visions Charter High School for the Humanities

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.).

Trustee

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

Yes  No

If **Yes**, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

Yes  No

If **Yes**, please describe the nature of your relationship and if the student could benefit from your participation.

4. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of the education corporation?

Yes  No

If **Yes**, please describe the nature of your relationship and if this person could benefit from your participation.

5. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

Yes  No

If **Yes**, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

6. Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six months prior to such service. If there has been no such interest or transaction, check **None**.

**None**

<b>Date(s)</b>	<b>Nature of financial interest / transaction</b>	<b>Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)</b>	<b>Name of person holding interest or engaging in transaction and relationship to you</b>

7. Identify each individual, business, corporation, union association, firm, partnership, franchise holding company, joint-stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) operated by the education corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) you reside with had a financial interest or other relationship. If you are a member, director, officer, or employee of an organization formally partnered with and/or doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, check **None**.

**None**

<b>Organization conducting business with the school(s)</b>	<b>Nature of business conducted</b>	<b>Approximate value of the business conducted</b>	<b>Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest</b>	<b>Steps taken to avoid conflict of interest</b>



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**Business Telephone:**

---

**Business Address:**

---

**E-mail Address:**

petercantillo@gmail.com

**Home Telephone:**

917 531 0739

**Home Address:**

13 windward lane bronx NY 10464

*peter cantillo*  
peter cantillo (Jun 26, 2023 14:35 EDT)

Jun 26, 2023

**Signature**

**Date**

Acceptable signature formats include:

- Digitally certified PDF signature
- Print form, manually sign, scan to PDF

*last revised 04/2022*



**Disclosure of Financial Interest by a Current  
or Former Trustee**

**Trustee Name:**

**Lisa A. Gibson**

---

**Name of Charter School Education Corporation:**

New Visions Charter School for Advanced Math & Science  
New Visions Charter High School for the Humanities

---

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.).

Member

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

Yes  No

If **Yes**, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

Yes  No

If **Yes**, please describe the nature of your relationship and if the student could benefit from your participation.

4. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of the education corporation?

Yes  No

If **Yes**, please describe the nature of your relationship and if this person could benefit from your participation.

5. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

Yes  No

If **Yes**, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

6. Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six months prior to such service. If there has been no such interest or transaction, check **None**.

**None**

<b>Date(s)</b>	<b>Nature of financial interest / transaction</b>	<b>Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)</b>	<b>Name of person holding interest or engaging in transaction and relationship to you</b>

7. Identify each individual, business, corporation, union association, firm, partnership, franchise holding company, joint-stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) operated by the education corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) you reside with had a financial interest or other relationship. If you are a member, director, officer, or employee of an organization formally partnered with and/or doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, check **None**.

**None**

<b>Organization conducting business with the school(s)</b>	<b>Nature of business conducted</b>	<b>Approximate value of the business conducted</b>	<b>Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest</b>	<b>Steps taken to avoid conflict of interest</b>
			Lisa A Gibson	

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**Business Telephone:**

917-535-1946

---

**Business Address:**

2775 Morris Avenue, Bronx, NY 10468

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**E-mail Address:**

mylisa@renmanserv.com

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**Home Telephone:**

718-825-3465

---

**Home Address:**

2775 Morris Avenue, Bronx, NY 10468

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Jun 22, 2023

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**Signature**

**Date**

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*last revised 04/2022*










# AMS & HUM 2021-22 Current-former-trustee-financial-disclosure-form

Final Audit Report

2023-06-22

Created:	2023-06-22
By:	SYNTOSHA ALLEN-SANCHEZ (sallen@newvisions.org)
Status:	Signed
Transaction ID:	CBJCHBCAABAAP2OHFIGuztzX6b7Evg-3utu4Hfaybk1M

## "AMS & HUM 2021-22 Current-former-trustee-financial-disclosure-form" History

-  Document created by SYNTOSHA ALLEN-SANCHEZ (sallen@newvisions.org)  
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-  Document emailed to Lisa Gibson-Wilson (mylisa@renmanserv.com) for signature  
2023-06-22 - 6:45:48 PM GMT
-  Email viewed by Lisa Gibson-Wilson (mylisa@renmanserv.com)  
2023-06-22 - 6:52:25 PM GMT- IP address: 69.113.188.14
-  Document e-signed by Lisa Gibson-Wilson (mylisa@renmanserv.com)  
Signature Date: 2023-06-22 - 6:55:15 PM GMT - Time Source: server- IP address: 69.113.188.14
-  Agreement completed.  
2023-06-22 - 6:55:15 PM GMT



**Disclosure of Financial Interest by a Current  
or Former Trustee**

**Trustee Name:**

Dr. Nancy Grossman

---

**Name of Charter School Education Corporation:**

New Visions Charter School for Advanced Math & Science  
New Visions Charter High School for the Humanities

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1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.).

Chair until Dec 2022, member since then

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

Yes  No

If **Yes**, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

Yes  No

If **Yes**, please describe the nature of your relationship and if the student could benefit from your participation.

4. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of the education corporation?

Yes  No

If **Yes**, please describe the nature of your relationship and if this person could benefit from your participation.

5. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

Yes  No

If **Yes**, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

6. Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six months prior to such service. If there has been no such interest or transaction, check **None**.

**None**

<b>Date(s)</b>	<b>Nature of financial interest / transaction</b>	<b>Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)</b>	<b>Name of person holding interest or engaging in transaction and relationship to you</b>

7. Identify each individual, business, corporation, union association, firm, partnership, franchise holding company, joint-stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) operated by the education corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) you reside with had a financial interest or other relationship. If you are a member, director, officer, or employee of an organization formally partnered with and/or doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, check **None**.

**None**

<b>Organization conducting business with the school(s)</b>	<b>Nature of business conducted</b>	<b>Approximate value of the business conducted</b>	<b>Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest</b>	<b>Steps taken to avoid conflict of interest</b>

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**Business Telephone:**

914-671-5893

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**Business Address:**

Na

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**E-mail Address:**

nancygrossman1@gmail.com

---

**Home Telephone:**

1-914-671-5893

---

**Home Address:**

200 Amsterdam Avenue NYC NY 10023

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Nancy Grossman (Jul 17, 2023 16:40 EDT)

---

Jul 17, 2023

---

**Signature**

**Date**

Acceptable signature formats include:

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- Print form, manually sign, scan to PDF

*last revised 04/2022*

**Disclosure of Financial Interest by a Current  
or Former Trustee**

**Trustee Name:**

**Kenton Kirby**

---

**Name of Charter School Education Corporation:**

New Visions Charter School for Advanced Math & Science  
New Visions Charter High School for the Humanities

---

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.).

Trustee

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

Yes  No

If **Yes**, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

Yes  No

If **Yes**, please describe the nature of your relationship and if the student could benefit from your participation.



4. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of the education corporation?

Yes  No

If **Yes**, please describe the nature of your relationship and if this person could benefit from your participation.

5. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

Yes  No

If **Yes**, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

6. Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six months prior to such service. If there has been no such interest or transaction, check **None**.

**None**

<b>Date(s)</b>	<b>Nature of financial interest / transaction</b>	<b>Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)</b>	<b>Name of person holding interest or engaging in transaction and relationship to you</b>

7. Identify each individual, business, corporation, union association, firm, partnership, franchise holding company, joint-stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) operated by the education corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) you reside with had a financial interest or other relationship. If you are a member, director, officer, or employee of an organization formally partnered with and/or doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, check **None**.

**None**

<b>Organization conducting business with the school(s)</b>	<b>Nature of business conducted</b>	<b>Approximate value of the business conducted</b>	<b>Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest</b>	<b>Steps taken to avoid conflict of interest</b>

*This document is considered a public record and, as such, may be made available to members of the public upon request under the Freedom of Information Law. The personal contact information provided below will be redacted.*

**Business Telephone:**

**(917) 524-6175**

---

**Business Address:**

**2327 62nd Street, 2nd Floor Brooklyn, NY 11204**

---

**E-mail Address:**

**kenton.p.kirby@gmail.com**

---

**Home Telephone:**

**(917) 518-6979**

---

**Home Address:**

**2327 62nd Street, 2nd Floor Brooklyn, NY 11204**

---

*Kenton Kirby*

**Jul 31, 2023**

---

**Signature**

**Date**

Acceptable signature formats include:

- Digitally certified PDF signature
- Print form, manually sign, scan to PDF

*last revised 04/2022*








# AMS & HUM 2021-22 Current-former-trustee-financial-disclosure-form

Final Audit Report

2023-07-31

Created:	2023-06-22
By:	SYNTOSHA ALLEN-SANCHEZ (sallen@newvisions.org)
Status:	Signed
Transaction ID:	CBJCHBCAABAAxG4VQ8RgkqFZ2RGmRzxrhFkHjDrMeOzZ

## "AMS & HUM 2021-22 Current-former-trustee-financial-disclosure-form" History

-  Document created by SYNTOSHA ALLEN-SANCHEZ (sallen@newvisions.org)  
2023-06-22 - 6:44:22 PM GMT
-  Document emailed to Kenton Kirby (kenton.p.kirby@gmail.com) for signature  
2023-06-22 - 6:45:44 PM GMT
-  Email viewed by Kenton Kirby (kenton.p.kirby@gmail.com)  
2023-07-31 - 9:51:43 PM GMT- IP address: 68.199.72.2
-  Document e-signed by Kenton Kirby (kenton.p.kirby@gmail.com)  
Signature Date: 2023-07-31 - 9:54:03 PM GMT - Time Source: server- IP address: 68.199.72.2
-  Agreement completed.  
2023-07-31 - 9:54:03 PM GMT

**Disclosure of Financial Interest by a Current  
or Former Trustee**

**Trustee Name:**

Fred Levy

---

**Name of Charter School Education Corporation:**

New Visions Charter School for Advanced Math & Science  
New Visions Charter High School for the Humanities

---

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.).

Chair

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

Yes  No

If **Yes**, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

Yes  No

If **Yes**, please describe the nature of your relationship and if the student could benefit from your participation.

6. Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six months prior to such service. If there has been no such interest or transaction, check **None**.

**None**

<b>Date(s)</b>	<b>Nature of financial interest / transaction</b>	<b>Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)</b>	<b>Name of person holding interest or engaging in transaction and relationship to you</b>



*This document is considered a public record and, as such, may be made available to members of the public upon request under the Freedom of Information Law. The personal contact information provided below will be redacted.*

**Business Telephone:**

---

**Business Address:**

---

**E-mail Address:**

Fredlevy17@gmail.com

---

**Home Telephone:**

212.866.8239

---

**Home Address:**

57 W 93d St, NYC 10025

---

  
Fred Levy (Jun 22, 2023 18:01 EDT)

Jun 22, 2023

---

**Signature**

**Date**

Acceptable signature formats include:

- Digitally certified PDF signature
- Print form, manually sign, scan to PDF

*last revised 04/2022*

**Disclosure of Financial Interest by a Current  
or Former Trustee**

**Trustee Name:**

**Dr. Eva Lopez**

---

**Name of Charter School Education Corporation:**

New Visions Charter School for Advanced Math & Science  
New Visions Charter High School for the Humanities

---

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.).

Member

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

Yes  No

If **Yes**, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

N/A

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

Yes  No

If **Yes**, please describe the nature of your relationship and if the student could benefit from your participation.

N/A

4. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of the education corporation?

Yes  No

If **Yes**, please describe the nature of your relationship and if this person could benefit from your participation.

N/A

5. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

Yes  No

If **Yes**, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

N/A

6. Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six months prior to such service. If there has been no such interest or transaction, check **None**.

**None**

Date(s)	Nature of financial interest / transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you
N/A	N/A	N/A	

7. Identify each individual, business, corporation, union association, firm, partnership, franchise holding company, joint-stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) operated by the education corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) you reside with had a financial interest or other relationship. If you are a member, director, officer, or employee of an organization formally partnered with and/or doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, check **None**.

**None**

<b>Organization conducting business with the school(s)</b>	<b>Nature of business conducted</b>	<b>Approximate value of the business conducted</b>	<b>Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest</b>	<b>Steps taken to avoid conflict of interest</b>
		N/A	N/A	

*This document is considered a public record and, as such, may be made available to members of the public upon request under the Freedom of Information Law. The personal contact information provided below will be redacted.*

**Business Telephone:**

**212-237-8749**

---

**Business Address:**

**524 West 59th Street NY, NY 10019**

---

**E-mail Address:**

**ELopez@jjay.cuny.edu**

---

**Home Telephone:**

**646-701-4199**

---

**Home Address:**

**15 Lloyd Pl Belleville, NJ 07109**

---

*Eva Lopez*

Eva Lopez (Jun 26, 2023 18:31 EDT)

**Jun 26, 2023**

---

**Signature**

**Date**

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*last revised 04/2022*



**Disclosure of Financial Interest by a Current  
or Former Trustee**

**Trustee Name:**

Carolyn Lynton

---

**Name of Charter School Education Corporation:**

New Visions Charter High School for Advanced Math & Science (AMS)  
New Visions High Charter Schools for the Humanities (HUM)

---

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.).

Trustee

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

Yes  No

If **Yes**, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

Yes  No

If **Yes**, please describe the nature of your relationship and if the student could benefit from your participation.



4. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of the education corporation?

Yes  No

If **Yes**, please describe the nature of your relationship and if this person could benefit from your participation.

5. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

Yes  No

If **Yes**, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

6. Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six months prior to such service. If there has been no such interest or transaction, check **None**.

**None**

<b>Date(s)</b>	<b>Nature of financial interest / transaction</b>	<b>Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)</b>	<b>Name of person holding interest or engaging in transaction and relationship to you</b>

7. Identify each individual, business, corporation, union association, firm, partnership, franchise holding company, joint-stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) operated by the education corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) you reside with had a financial interest or other relationship. If you are a member, director, officer, or employee of an organization formally partnered with and/or doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, check **None**.

**None**

<b>Organization conducting business with the school(s)</b>	<b>Nature of business conducted</b>	<b>Approximate value of the business conducted</b>	<b>Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest</b>	<b>Steps taken to avoid conflict of interest</b>

*This document is considered a public record and, as such, may be made available to members of the public upon request under the Freedom of Information Law. The personal contact information provided below will be redacted.*

**Business Telephone:**

917 602 4208

---

**Business Address:**

33 West 81 Street NY NY 10024

---

**E-mail Address:**

Lililynton@yahoo.com

---

**Home Telephone:**

212 595 8062

---

**Home Address:**

33 West 81 Street NY NY 10024

---

Signature:   
Carol Lynton (Jul 21, 2023 03:13 EDT)

Email: lililynton@yahoo.com

Jul 21, 2023

---

**Signature**

**Date**

Acceptable signature formats include:

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*last revised 04/2022*

**Disclosure of Financial Interest by a Current  
or Former Trustee**

**Trustee Name:**

**Marsha Milan-Bethel**

---

**Name of Charter School Education Corporation:**

New Visions Charter School for Advanced Math & Science  
New Visions Charter High School for the Humanities

---

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.).

Member

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

Yes  No

If **Yes**, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

Yes  No

If **Yes**, please describe the nature of your relationship and if the student could benefit from your participation.

4. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of the education corporation?

Yes  No

If **Yes**, please describe the nature of your relationship and if this person could benefit from your participation.

5. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

Yes  No

If **Yes**, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

6. Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six months prior to such service. If there has been no such interest or transaction, check **None**.

**None**

<b>Date(s)</b>	<b>Nature of financial interest / transaction</b>	<b>Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)</b>	<b>Name of person holding interest or engaging in transaction and relationship to you</b>

7. Identify each individual, business, corporation, union association, firm, partnership, franchise holding company, joint-stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) operated by the education corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) you reside with had a financial interest or other relationship. If you are a member, director, officer, or employee of an organization formally partnered with and/or doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, check **None**.

**None**

<b>Organization conducting business with the school(s)</b>	<b>Nature of business conducted</b>	<b>Approximate value of the business conducted</b>	<b>Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest</b>	<b>Steps taken to avoid conflict of interest</b>



*This document is considered a public record and, as such, may be made available to members of the public upon request under the Freedom of Information Law. The personal contact information provided below will be redacted.*

**Business Telephone:**

---

**Business Address:**

---

**E-mail Address:**

mmilanbethel@gmail.com

---

**Home Telephone:**

646/765-4609

---

**Home Address:**

1046 East 229th Street Bronx NY 10466

---

*Marsha Milan Bethel*

Jul 31, 2023

---

**Signature**

**Date**

Acceptable signature formats include:

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*last revised 04/2022*








# AMS & HUM 2021-22 Current-former-trustee-financial-disclosure-form

Final Audit Report

2023-07-31

Created:	2023-06-22
By:	SYNTOSHA ALLEN-SANCHEZ (sallen@newvisions.org)
Status:	Signed
Transaction ID:	CBJCHBCAABAApv_1V90rwXb5dw6LLPWEgzvLVlymuown

## "AMS & HUM 2021-22 Current-former-trustee-financial-disclosure-form" History

-  Document created by SYNTOSHA ALLEN-SANCHEZ (sallen@newvisions.org)  
2023-06-22 - 6:44:22 PM GMT
-  Document emailed to Marsha milan bethel (mmilanbethel@gmail.com) for signature  
2023-06-22 - 6:45:46 PM GMT
-  Email viewed by Marsha milan bethel (mmilanbethel@gmail.com)  
2023-07-31 - 7:54:45 PM GMT- IP address: 128.228.93.231
-  Document e-signed by Marsha milan bethel (mmilanbethel@gmail.com)  
Signature Date: 2023-07-31 - 7:57:25 PM GMT - Time Source: server- IP address: 128.228.93.231
-  Agreement completed.  
2023-07-31 - 7:57:25 PM GMT

**Disclosure of Financial Interest by a Current  
or Former Trustee**

**Trustee Name:**

**Michael D. Nathan**

---

**Name of Charter School Education Corporation:**

New Visions Charter School for Advanced Math & Science  
New Visions Charter High School for the Humanities

---

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.).

Acting Treasurer

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

Yes  No

If **Yes**, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

Yes  No

If **Yes**, please describe the nature of your relationship and if the student could benefit from your participation.

4. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of the education corporation?

Yes  No

If **Yes**, please describe the nature of your relationship and if this person could benefit from your participation.

5. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

Yes  No

If **Yes**, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

6. Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six months prior to such service. If there has been no such interest or transaction, check **None**.

**None**

<b>Date(s)</b>	<b>Nature of financial interest / transaction</b>	<b>Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)</b>	<b>Name of person holding interest or engaging in transaction and relationship to you</b>

7. Identify each individual, business, corporation, union association, firm, partnership, franchise holding company, joint-stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) operated by the education corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) you reside with had a financial interest or other relationship. If you are a member, director, officer, or employee of an organization formally partnered with and/or doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, check **None**.

**None**

<b>Organization conducting business with the school(s)</b>	<b>Nature of business conducted</b>	<b>Approximate value of the business conducted</b>	<b>Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest</b>	<b>Steps taken to avoid conflict of interest</b>

*This document is considered a public record and, as such, may be made available to members of the public upon request under the Freedom of Information Law. The personal contact information provided below will be redacted.*

**Business Telephone:**

---

**Business Address:**

---

**E-mail Address:**

Madjfamily@gmail.com

---

**Home Telephone:**

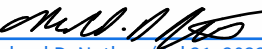
914-833-2787

---

**Home Address:**

25 Byron Lane. Larchmont NY 10538

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Michael D. Nathan (Jul 21, 2023 09:54 EDT)

Jul 21, 2023

---

**Signature**

**Date**

Acceptable signature formats include:

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- Print form, manually sign, scan to PDF

*last revised 04/2022*





**Disclosure of Financial Interest by a Current  
or Former Trustee**

**Trustee Name:**

Edgar Rodriguez

---

**Name of Charter School Education Corporation:**

New Visions Charter School for Advanced Math and Science (AMS)

New Visions Charter School for the Humanities (HUM)

---

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.).

Secretary

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

Yes  No

If **Yes**, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

Yes  No

If **Yes**, please describe the nature of your relationship and if the student could benefit from your participation.

4. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of the education corporation?

Yes  No

If **Yes**, please describe the nature of your relationship and if this person could benefit from your participation.

5. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

Yes  No

If **Yes**, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

Position held: I serve as the Superintendent of Charter Schools for New Visions for Public Schools, the charter management organization for AMS and HUM.

Responsibilities include supervision of the principals and the CMO team.

Salary: \$228,125

Start Date: 07/15/2021

6. Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six months prior to such service. If there has been no such interest or transaction, check **None**.

**None**

<b>Date(s)</b>	<b>Nature of financial interest / transaction</b>	<b>Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)</b>	<b>Name of person holding interest or engaging in transaction and relationship to you</b>
07/15/2021	Employment at the New Visions for Public Schools - the CMO.	I will abstain from voting, as necessary.	Edgar Rodriguez (myself)

7. Identify each individual, business, corporation, union association, firm, partnership, franchise holding company, joint-stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) operated by the education corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) you reside with had a financial interest or other relationship. If you are a member, director, officer, or employee of an organization formally partnered with and/or doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, check **None**.

**None**

<b>Organization conducting business with the school(s)</b>	<b>Nature of business conducted</b>	<b>Approximate value of the business conducted</b>	<b>Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest</b>	<b>Steps taken to avoid conflict of interest</b>
New Visions for Public Schools	Edgar Rodriguez serves as the Superintendent of Charter schools for the CMO.	see salary above	Edgar Rodriguez	I will abstain from voting, as necessary

*This document is considered a public record and, as such, may be made available to members of the public upon request under the Freedom of Information Law. The personal contact information provided below will be redacted.*

**Business Telephone:** (212) 645-5110

---

**Business Address:** New Visions for Public Schools  
205 E. 42nd Street, 4th Fl  
New York, NY 10017

---

**E-mail Address:** erodriguez@newvisions.org

---

**Home Telephone:** (917) 817-8902

---

**Home Address:** 4292 Oneida Avenue  
Bronx, NY 10470

---

Edgar Rodriguez  
Edgar Rodriguez (Jul 20, 2023 14:18 EDT)

Jul 20, 2023

**Signature**

**Date**

Acceptable signature formats include:

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- Print form, manually sign, scan to PDF

*last revised 04/2022*

**Disclosure of Financial Interest by a Current  
or Former Trustee**

**Trustee Name:**

**Edna R. Vega**

---

**Name of Charter School Education Corporation:**

**New Visions Charter School for Advanced Math & Science**

**New Visions Charter High School for the Humanities**

---

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.).

Board Member

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

Yes  No

If **Yes**, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

Yes  No

If **Yes**, please describe the nature of your relationship and if the student could benefit from your participation.

6. Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six months prior to such service. If there has been no such interest or transaction, check **None**.

**None**

<b>Date(s)</b>	<b>Nature of financial interest / transaction</b>	<b>Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)</b>	<b>Name of person holding interest or engaging in transaction and relationship to you</b>



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**Business Telephone:**

N/A

---

**Business Address:**

N/A

---

**E-mail Address:**

eveganychoe@aol.com

---

**Home Telephone:**

917 288-1629

---

**Home Address:**

7600 Collins Ave, Apt 613, Miami Beach, FL 33141

---

Edna R. Vega  
Edna R. Vega (Jul 22, 2023 10:02 EDT)

Jul 22, 2023

---

**Signature**

**Date**

Acceptable signature formats include:

- Digitally certified PDF signature
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*last revised 04/2022*

## ***2023-2024 School Calendar - Trimesters***

### **School Start Date**

Thursday, September 7<sup>th</sup>

### **180 Days Required by NYSED (September-June instructional days, Regents days, and PD days total 182 days)**

September – June:

- 166 instructional/attendance days
- 12 Regents days (including rating days)
- 4 professional development days (September 6<sup>th</sup>, November 7<sup>th</sup>, January 29<sup>th</sup>, June 6<sup>th</sup>)
- Last day of school for students is Wednesday, June 26<sup>th</sup>

### **Trimester Instructional Days**

- Trimester 1: 55 instructional days
- Trimester 2: 55 instructional days
- Trimester 3: 56 instructional days

### **Assessment Dates & Windows**

Fall PSAT/SAT: October 2023

Spring PSAT/SAT: March 2024

NYSITELL: August 2023 – September 2023

Fall STAR Reading/Math: July 2023 – November 2023

Spring STAR Reading/Math: March 2024– May 2024

NYSESLAT Speaking: April 2024 – May 2024 / NYSESLAT LRW: May 2024 – May 2024

AP Exams: May 2024 – May 2024

Purple numbers in right corner indicate instructional days: 182 total (166 attendance days from September to June + 12 Regents days + 4 PD days). Note: NYSED requires 180 days per year. For credit purposes NYSED indicates 108 hours for unit (two credits) for full year=54 hours (or 3,240 minutes) = 1 credit per semester. New Visions Charter High School students earn 1 credit (3,240 minutes) per trimester.

# July 2023

## New Visions Charter High Schools

Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
2	3	4 Independence Day - School Closed	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

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# August 2023

## New Visions Charter High Schools

Sun	Mon	Tue	Wed	Thu	Fri	Sat
30	31	1	2	3	4	5
6	7	8	9	10	11	12
13	14	15 New Teacher Report Date: ALL SCHOOLS	16 Regents	17 Regents	18	19
20	21	22 Returning Teacher Report Date: ALL SCHOOLS	23	24	25	26
27	28	29	30	31		

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# September 2023

## New Visions Charter High Schools

September 2023						
New Visions Charter High Schools						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1	2
3	4 Labor Day – No School	5	6 Professional Development Day	7 First Day of School	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25 Yom Kippur – No School	26	27	28	29	30

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# October 2023

## New Visions Charter High Schools

Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3	4 BEDS Day	5	6	7
	17	18	19	20	21	
8	9 Indigenous Peoples' Day – No School	10	11	12	13	14
		22	23	24	25	
15	16	17	18	19	20	21
	26	27	28	29	30	
22	23	24	25	26	27	28
	31	32	33	34	35	
29	30	31				
	36	37				

Purple numbers in right corner indicate instructional days: 182 total (166 attendance days from September to June + 12 Regents days + 4 PD days). Note: NYSED requires 180 days per year. For credit purposes NYSED indicates 108 hours for unit (two credits) for full year=54 hours (or 3,240 minutes) = 1 credit per semester. New Visions Charter High School students earn 1 credit (3,240 minutes) per trimester.

# November 2023

## New Visions Charter High Schools

Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2	3	4
			38	39	40	
5	6	7 Election Day – No School for Students Professional Development Day	8	9	10	11
		41	42	43	44	
12	13	14	15	16	17	18
		45	46	47	48	49
19	20	21	22	23 Thanksgiving – No School	24 Day After Thanksgiving – No School	25
		50	51	52		
26	27	28	29 End of Trimester #1	30 Beginning of Trimester #2		
		53	54	55	1	

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# December 2023

## New Visions Charter High Schools

December 2023						
New Visions Charter High Schools						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1	2
					2	
3	4	5	6	7	8	9
		3	4	5	6	7
10	11	12	13	14	15	16
		8	9	10	11	12
17	18	19	20	21	22	23
		13	14	15	16	17
24	25	26	27	28	29	30
	Winter Break No School	Winter Break No School	Winter Break No School	Winter Break No School	Winter Break No School	

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# January 2024

## New Visions Charter High Schools

Sun	Mon	Tue	Wed	Thu	Fri	Sat
31	1 Winter Break No School	2	3	4	5	6
		18	19	20	21	
7	8	9	10	11	12	13
	22	23	24	25	26	
14	15 Martin Luther King Jr. Day – No School	16	17	18	19	20
		27	28	29	30	
21	22	23 Regents	24 Regents	25 Regents	26 Regents Rating Day	27
	31					
28	29 No School for Students Regents Scoring (if needed) Professional Development Day	30	31			
		32	33			

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# February 2024

## New Visions Charter High Schools

Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1	2	3
				34	35	
4	5	6	7	8	9	10
	36	37	38	39	40	
11	12	13	14	15	16	17
	41	42	43	44	45	
18	19 President's Day – No School	20 Mid-Winter Break – No School	21 Mid-Winter Break – No School	22 Mid-Winter Break – No School	23 Mid-Winter Break – No School	24
25	26	27	28	29		
	46	47	48	49		

Purple numbers in right corner indicate instructional days: 182 total (166 attendance days from September to June + 12 Regents days + 4 PD days). Note: NYSED requires 180 days per year. For credit purposes NYSED indicates 108 hours for unit (two credits) for full year=54 hours (or 3,240 minutes) = 1 credit per semester. New Visions Charter High School students earn 1 credit (3,240 minutes) per trimester.

# March 2024

## New Visions Charter High Schools

March 2024						
New Visions Charter High Schools						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1	2
					50	
3	4	5	6	7	8	9
					End of Trimester #2	
		51	52	53	54	55
10	11	12	13	14	15	16
	Beginning of Trimester #3					
	1	2	3	4	5	
17	18	19	20	21	22	23
		6	7	8	9	10
24	25	26	27	28	29	30
					Good Friday – No School	
		11	12	13	14	

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# April 2024

## New Visions Charter High Schools

Sun	Mon	Tue	Wed	Thu	Fri	Sat
31	1 Day After Easter – No School	2	3	4	5	6
		15	16	17	18	
7	8	9	10 Eid al-Fitr – No School	11	12	13
	19	20		21	22	
14	15	16	17	18	19	20
	23	24	25	26	27	
21	22 Spring Break – No School	23 Spring Break – No School	24 Spring Break – No School	25 Spring Break – No School	26 Spring Break – No School	27
28	29 Spring Break – No School	30 Spring Break – No School				

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# May 2024

## New Visions Charter High Schools

May 2024						
New Visions Charter High Schools						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2	3	4
			28	29	30	
5	6	7	8	9	10	11
	31	32	33	34	35	
12	13	14	15	16	17	18
	36	37	38	39	40	
19	20	21	22	23	24	25
	41	42	43	44	45	
26	27	28	29	30	31	1
	Memorial Day – No School	46	47	48	49	

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# June 2024

## New Visions Charter High Schools

Sun	Mon	Tue	Wed	Thu	Fri	Sat
2	3	4 Regents 50	5	6 No School for Students Professional Development Day 51	7 52	8
9	10 53	11 54	12 55	13 56	14 Regents	15
16	17 Eid al-Adha – No School	18 Regents	19 Juneteenth – No School	20 Regents	21 Regents	22
23	24 Regents	25 Regents	26 Regents Rating Day #2 Last Day of School for Students Report Card Distribution	27	28 Last Day of School for Teachers	29
30						

Purple numbers in right corner indicate instructional days: 182 total (166 attendance days from September to June + 12 Regents days + 4 PD days). Note: NYSED requires 180 days per year. For credit purposes NYSED indicates 108 hours for unit (two credits) for full year=54 hours (or 3,240 minutes) = 1 credit per semester. New Visions Charter High School students earn 1 credit (3,240 minutes) per trimester.