New York State Education Department

2021-2022 Renewal Site Visit Report for BoR-Authorized Charter Schools under the 2015 Charter School Performance Framework

New Visions Charter High School for Advanced Math and Science II

Renewal Site Visit Dates: December 1 and 3, 2021
Date of Report: February 28, 2022

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ATTACHMENT 1: 2021 NYSED CHARTER SCHOOL INFORMATION DASHBOARD

ATTACHMENT 2: CHARTER SCHOOL FISCAL ACCOUNTABILITY SUMMARY DASHBOARD

SCHOOL DESCRIPTION

Charter School Summary[1]

Name of Charter School	New Visions Charter High School for Advanced Math and Science II
Board Chair	Nancy Grossman
District of location	NYC CSD 8
Opening Date	Fall 2012
Charter Terms	• Initial Charter: August 13, 2012 - June 30, 2017 • First Renewal Term: July 1, 2017 - June 30, 2022
Current Term Authorized Grades/ Approved Enrollment	Grades 9-12 / 566 students
Proposed Renewal Term Authorized Grades/ Proposed Approved Enrollment	Grades 9-12 / 566 students
Comprehensive Management Service Provider	New Visions for Public Schools
Facilities	900 Tinton Avenue, Bronx, NY – Public Space
Mission Statement	*AMS II is part of the New Visions charter school 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 post-secondary 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 math and science concepts, 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.*

Key Design Elements	• Innovative and Responsive Teaching and Learning:
	  ○ Culturally Relevant Curriculum and Instruction
	  ○ Teacher Development
	  ○ Literacy and Math Skills for Every Student
	  ○ Authentic Assessment.
	• Individualized Support for Diverse Learners
	• Holistic Social Emotional Supports
	• Comprehensive Postsecondary Readiness
	• Inclusive Family Engagement
	• Civic and Community Engagement
	• Data-Driven Continuous Improvement

Requested Revisions	None

[1] The information in this section was provided by the NYS Education Department Charter School Office.

Noteworthy: New Visions Charter High School for Advanced Math and Science II (AMS II) is committed to nurturing the social and emotional well-being of students and maintains a collaborative environment that supports and empowers all stakeholder groups. The school provides its students with opportunities critical for post-secondary success. For example, among other strategies, AMS II employs a full-time college and career counselor, offers several Advanced Placement and Career and College Readiness courses, and participates in both the College Now program in partnership with CUNY Bronx Community College and the state's Seal of Civic Readiness pilot program. AMS II is successful in achieving its mission, consistently achieving a four-year graduation rate of 94%+ for each of the last six years, far exceeding the state graduation rate for all students, including students with disabilities (SWDs), English language learners (ELLs), and economically disadvantaged (ED) students. For additional details, please reference BM 8.

COVID-19 PANDEMIC NOTE: As of the publication of this document, New York State continues to be in the midst of responding to the COVID-19 pandemic. NYSED understands that these are challenging times. The NYSED Charter School Performance Framework is a robust document that allows NYSED to continue to use it as an evaluative tool even during the current statewide crisis. With state assessments cancelled for the 2019-2020 school year and administered under the constraints of the COVID-19 pandemic for the 2020-2021 school year (see the applicable memos at Laws, Regulations & Memos | New York State Education Department. Benchmark 1 allows for the use of longitudinal data. The NYSED Charter School Performance Framework is a robust document that allows NYSED to continue to use it as an evaluative tool even during the current statewide crisis. NYSED has also implemented a local assessment plan that will supplement, not supplant, state assessment data as per the memo (See Monitoring Plan section).

Renewal Outcomes

Pursuant to the Board of Regents Renewal Policy, the following are possible renewal outcomes:

- **Full-Term Renewal:** A school's charter may be renewed for the maximum term of five years. For a school to be eligible for a full-term renewal, during the current charter term the school must have compiled a strong and compelling record of meeting or exceeding Benchmark 1, and at the time of the renewal analysis, have met substantially all other performance benchmarks in the Framework.

- **Short-Term Renewal:** A school's charter may be renewed for a shorter term, typically of three years. As discussed above, the Regents will place an even greater emphasis on student performance for schools applying for their second or subsequent renewal**,** which is consistent with the greater time that a school has been in operation and the corresponding increase in the quantity and quality of student achievement data that the school has generated. In order for a school to be eligible for short-term renewal, a school must either:

  (a) have compiled a mixed or limited record of meeting Benchmark 1, but at the time of the renewal analysis, have met substantially all of the other performance benchmarks in the Framework which will likely result in the school's being able to meet Benchmark 1 with the additional time that short-term renewal permits, **or**
  (b) have compiled an overall record of meeting Benchmark 1 but falls far below meeting one or more of the other performance benchmarks in the Framework.

- **Non-Renewal:** A school's charter will not be renewed if the school does not apply for renewal or the school fails to meet the criteria for either full-term or short-term renewal. In the case of non-renewal, a school's charter will be terminated upon its expiration and the school will be required to comply with the Charter School Office's Closing Procedures to ensure an orderly closure by the end of the school year.

Please Note: The Regents may include additional terms, conditions, and/or requirements in a school's Full-Term or Short-Term Renewal charter to address specific situations or areas of concern. For example, a school may meet the standards for full-term renewal or short-term renewal with regard to its educational success but may be required to address organizational deficiencies that need to be corrected but do not prevent the Regents from making the required legal findings for renewal. A school may also meet the standards for full-term renewal or short-term renewal of only a portion of its educational program (e.g., for the elementary school program, but not the middle school program). Such additional terms and/or requirements may include, but are not limited to, restrictions on the number of students and grades to be served by the school, additional student performance metrics, heightened reporting requirements, or specific corrective action.

SCHOOL CHARACTERISTICS

Current Grade Levels and Approved Enrollment

	Year 1 2017 to 2018	Year 2 2018 to 2019	Year 3 2019 to 2020	Year 4 2020 to 2021	Year 5 2021 to 2022
Grade Configuration	Grades 9-12	Grades 9-12	Grades 9-12	Grades 9-12	Grades 9-12
Total Approved Enrollment	550	560	560	566	566

Proposed Renewal Term Grade Levels and Proposed Enrollment Requested by the School[2]

	Year 1 2022 to 2023	Year 2 2023 to 2024	Year 3 2024 to 2025	Year 4 2025 to 2026	Year 5 2026 to 2027
Grade Configuration	Grades 9-12	Grades 9-12	Grades 9-12	Grades 9-12	Grades 9-12
Total Proposed Enrollment	566	566	566	566	566

[2] This proposed chart was submitted by AMS II in its renewal application. It is subject to change pending the final renewal recommendation and approval by the Board of Regents.

METHODOLOGY

Purpose of the Renewal Report

The primary purpose of the renewal site visit to Board of Regents-authorized charter schools is to supplement and validate the information collected over the charter term by the New York State Education Department (NYSED) Charter School Office (CSO). This information is used to inform the action taken by the Board of Regents to approve, modify, or disapprove the charter school's request for renewal. In advance of action by the Board of Regents, the CSO prepares a renewal recommendation that is based on the school's performance in three broad areas:

1. The school's **academic success** and ability to operate in an educationally sound manner;
2. The school's **organizational viability** and ability to operate in a fiscally sound manner; and
3. The school's faithfulness to the terms of its charter and **adherence to applicable laws and regulations**.

In addition, NYSED, on behalf of the New York State Board of Regents, is a community-based authorizer committed to principles of equity and access for all students across New York State. Community-based authorizing is based on the principle that community stakeholder voice, and response to community need, is an integral component of charter school decision making at all levels. During the renewal visit, the CSO will look for evidence of community voice across the school from governance to the educational program, as well as a commitment to the principles of diversity, equity, and inclusion, in the school's policies and practices.

A two-day hybrid renewal site visit was conducted at AMS II on December 1 and 3, 2021. One member of the CSO team joined the school's staff and students in-person while the other CSO team member joined in all activities remotely. The CSO team conducted interviews with the board of trustees, school leadership team, student support staff, special populations staff, and students. The board focus group was conducted fully remotely. In cooperation with school leadership, the CSO administered anonymous online surveys to teachers, students, and parents.

The team conducted 12 classroom observations in Grades 9-12. Six of these were conducted in-person and six of these were conducted via remote video conferencing. The observations were approximately 20 minutes in length and conducted jointly with the school's acting principal, director of human relations, assistant principal, science department head, social studies department head, and ELA department head. NYSED utilizes the CSO's remote Classroom Observation Worksheet as a lens for remote classroom observations. It is shared with the school prior to the site visit and can be found in the Renewal SV Protocol.

The documents and data reviewed by the team before, during, and after the site visit included the following:

- **Current 2021-2022 organizational chart;**
- **A 2021-2022 master school schedule;**
- **Board materials (roster, minutes, and strategic plan, if applicable) and a narrative describing the board's self-evaluation process;**
- **Narrative describing the process used to evaluate school leadership;**
- **Narrative describing the process school leadership uses to evaluate teachers;**

- **Optional: NYCDOE School Quality Reports showing survey results;**
- **CSO's 2021 Annual Survey of Charter School Parent/Guardians, Teachers, and Students – prepared for New Visions Charter High School for Advance Math and Science II:**
- **Current school policies, including the discipline policy, complaint policy, enrollment and admissions policy, and by-laws;**
- **NYSED Attachment 1: 2021 NYSED Charter School Information Dashboard;**
- **NYSED Attachment 2: Charter School Fiscal Accountability Summary Dashboard;**
- **Narrative describing the school's progress and efforts made toward reaching its enrollment and retention targets;**
- **Admissions and Waitlist information;**
- **2021-2022 Faculty/Staff Roster;**
- **Fingerprint Clearance Certificates for all instructional and non-instructional staff;**
- **School-submitted Annual Reports during current charter term;**
- **School's 2021 Self-Evaluation Tool;**
- **Prior CSO monitoring reports (check-in, mid-term, renewal);**
- **School's 2021 renewal application;**
- **School's 2021 Notices of Concern;**
- **Any supplementary evidence or data submitted to NYSED by the school;**
- **Lesson plans for classes visited by the CSO team; and**
- **NYCDOE Committee on Special Education Report.**

BENCHMARK ANALYSIS

The 2015 Performance Framework, which is part of the oversight plan included in the Charter Agreement for each school, outlines 10 Performance Framework benchmarks in three key areas of charter school performance:

- Educational Success
- Organizational Soundness
- Faithfulness to Charter and Law

Observational findings from the review of the renewal application, supporting data, and the site visit will be presented in alignment with the 2015 Performance Framework benchmarks and Indicators according to the rating scale below. A brief summary of the school's strengths will precede the benchmark analysis. Each benchmark will be rated; and the report narrative will provide evidence-based information relative to each indicator.

Level	Description
Exceeds	The school meets the performance benchmark; potential exemplar in this area.
Meets	The school generally meets the performance benchmark; few concerns are noted.
Approaches	The school does not meet the performance benchmark; a number of concerns are noted.
Falls Far Below	The school falls far below the performance benchmark; significant concerns are noted.

For the site visit conducted on December 1 and December 3, 2021 at AMS II, see the following Performance Framework benchmark ratings and narrative.

New York State Education Department
2015 Charter School Performance Framework Rating[3]

	2015 Performance Benchmark	Level
Educational Success	**Benchmark 1: Student Performance:** The school has met or exceeded achievement indicators for academic trends toward proficiency, proficiency and high school graduation. At all grade levels and all assessments, scoring proficiently means achieving a performance level of 3 or higher (high school Regents and Common Core Regents exam score of 65 or higher). **Note: Due to the ongoing impact of the COVID-19 pandemic, the data used to formulate this rating has not been updated since the administration of the state 3-8 math and ELA Assessments in SY 2018-2019. Therefore, this rating does not reflect the efficacy of the school's academic program in SY 2019-2020 through the current academic year which is reflected in the Benchmark 2 and 3 ratings.**	**Meets**
	Benchmark 2: Teaching and Learning: School leaders have systems in place designed to cultivate shared accountability and high expectations and that lead to students' well-being, improved academic outcomes, and educational success. The school has rigorous and coherent curriculum and assessments that are aligned to the New York State Learning Standards (NYSLS) for all students. Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn so that all students experience consistent high levels of engagement, thinking and achievement.	**Meets**
	Benchmark 3: Culture, Climate, and Family Engagement: The school has systems in place to support students' social and emotional health and to provide for a safe and respectful learning environment. Families, community members and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being. Families and students are satisfied with the school's academics and the overall leadership and management of the school.	**Meets**
Organizational Soundness	**Benchmark 4: Financial Condition:** The school is in sound and stable financial condition as evidenced by performance on key financial indicators.	**Meets**
	Benchmark 5: Financial Management: The school operates in a fiscally sound manner with realistic budgets pursuant to a long-range financial plan, appropriate internal controls and procedures, and in accordance with state law and generally accepted accounting practices.	**Meets**
	Benchmark 6: Board Oversight and Governance: The board of trustees provides competent stewardship and oversight of the school while maintaining policies, establishing performance goals, and implementing systems to ensure academic success, organizational viability, board effectiveness and faithfulness to the terms of its charter.	**Meets**
	Benchmark 7: Organizational Capacity: The school has established a well-functioning organizational structure, clearly delineated roles for staff, management, and board members. The school has systems and protocols that allow for the successful implementation, evaluation, and improvement of its academic program and operations.	**Meets**
Faithfulness to Charter & Law	**Benchmark 8: Mission and Key Design Elements:** The school is faithful to its mission and has implemented the key design elements included in its charter.	**Meets**
	Benchmark 9: Enrollment, Recruitment, and Retention: The school is meeting or making annual progress toward meeting the enrollment plan outlined in its charter and its enrollment and retention targets for students with disabilities, English language learners, and students who are eligible applicants for the free and reduced priced lunch program; or has demonstrated that it has made extensive good faith efforts to attract, recruit, and retain such students.	**Approaches**
	Benchmark 10: Legal Compliance: The school complies with applicable laws, regulations, and the provisions of its charter.	**Meets**

[3] Charter schools authorized or renewed beginning in the 2019-2020 school year and thereafter use the 2019 Charter School Performance Framework, and all other charter schools use the 2015 Charter School Performance Framework until renewal. Refer to the appropriate framework for the applicable benchmark standards.

Summary of Findings

- AMS II is in year 10 of operation and serves students in Grades 9-12. During its current charter term, the school is rated in the following manner: meeting nine benchmarks and approaching one benchmark. A summary of those ratings is provided below.

- **Summary of Areas of Growth and Strengths**: AMS II is a well-established school that has grown strong over time, including navigating the current pandemic. The school is part of the New Visions for Public Schools network (New Visions network) which provides substantial infrastructure, resources, and support. AMS II has a committed and deep leadership team that advances a clear and inspiring mission for the school, consistent with the network but also unique in its unwavering focus on the whole student. The school's commitment to students' social and emotional well-being is understood and supported by all stakeholders; there is a clear sense that members of the school community share and act upon a unified vision. The school has strong curriculum and instruction, supported by the New Visions network, and a robust math and science curriculum and college readiness program. Holistic supports for students are an area of focus; the school is staffed appropriately and provides appropriate professional development (PD) to staff to support students' social and emotional wellness. The school's governing board is an area of strength. Board members have the experience and diverse skill set to effectively govern the school, and members have demonstrated stability and commitment. AMS II is healthy financially and is located in a facility with sufficient space that is seen as safe by the school community.

- **Summary of Areas in Need of Improvement**: Two areas in need of improvement relate to enrollment and teacher licensure. The school has not met enrollment targets for SWDs or ELLs. AMS II has implemented several strategies to increase enrollment for these groups, though results have not yet been evident. The pandemic is impacting progress in this area; however, the school does demonstrate an ongoing commitment to increase numbers for both SWDs and ELLs. AMS II has not met teacher certification requirements during the term of the contract, though the school leadership and board are well aware of this issue and have taken steps to address it. School leadership reports that the current number of uncertified teachers has been reduced from 22 in the 2018-2019 school year to 16 in the 2021-2022 school year, with a further drop to eight anticipated by the 2022-2023 school year.

Benchmark 1: Student Performance

The school has met or exceeded achievement indicators for academic trends toward proficiency, proficiency, and high school graduation. At all grade levels and all assessments, scoring proficiently means achieving a performance level of 3 or higher (high school Regents and Common Core Regents exam score of 65 or higher).

Finding: Meets

Summative Evidence for Benchmark 1:

Over this charter term, the trajectory of student performance at AMS II has remained strong in its consistent rating as Meets. The school's four-, five-, and six-year graduation rates are consistently above the NYS average for all student population groups. Four-year graduation rates for all students in the aggregate have been at 94% or higher for each year of the contract. Additionally, four-year graduation rates for SWDs, ELLs, and ED students have been consistently strong, ranging from 11 to 51 percentage points above the NYS average for comparable student population groups. AMS II's 4-year cohort Regents testing outcomes for the 2016 and 2017 cohorts surpass the state average for all subject areas and all student population groups. In four of the five subject areas (ELA, global history, math, and science), the school's outcomes for all students as well as the ELL and ED student population groups has matched or exceeded the NYS average for all cohorts, dating back to 2013. AMS II has demonstrated significant improvement in terms of the percent of students on-track to graduate for all students as well as SWDs, ELLs, and ED students. For the 2017 and 2018 cohorts, all groups were at 95% or higher, with 99% of all students on-track to graduate.

See Attachment 1 for data tables and additional academic information.

Benchmark 2: Teaching and Learning

School leaders have systems in place designed to cultivate shared accountability and high expectations and that lead to students' well-being, improved academic outcomes, and educational success. The school has rigorous and coherent curriculum and assessments that are aligned to the New York State Learning Standards (NYSLS) for all students. Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn so that all students experience consistent high levels of engagement, thinking and achievement.

Finding: Meets

Element	*Indicators*
1. Curriculum	a. The school has a documented curriculum that is aligned to the NYSLS. b. Teachers use unit and lesson plans that introduce complex materials, stimulate higher order thinking, and build deep conceptual understanding and knowledge around specific content. c. The curriculum is aligned horizontally across classrooms at the same grade level and vertically between grades. d. The curriculum is differentiated to provide opportunities for all students to master grade-level skills and concepts. e. The curriculum is systematically reviewed and revised.
2. Instruction	a. The school staff has a common understanding of high-quality instruction, and observed instructional practices align to this understanding. b. Instructional delivery fosters engagement with all students.
3. Assessment and Program Evaluation	a. The school uses a balanced system of formative, diagnostic and summative assessments. b. The school uses qualitative and quantitative data to inform instruction and improve student outcomes. c. The school uses qualitative and quantitative data to evaluate the quality and effectiveness of the academic program and modifies the program accordingly.
4. Supports for Diverse Learners	a. The school provides supports to meet the academic needs for all students, including but not limited to: students with disabilities, English language learners, and economically disadvantaged students. b. The school has systems to monitor the progress of individual students and facilitate communication between interventionists and classroom teachers regarding the needs of individual students.

Academic Program for High School:

- AMS II is part of the New Visions network and serves students in Grades 9-12.
- The school uses the New Visions network's curriculum framework in all core content areas, which it modifies to meet the needs of its students and develops its own curriculum in other areas.
- The school offers a range of classes in math, science, and the humanities, along with a wide selection of Advanced Placement classes, college-level courses through the College Now program, and internship experiences.
- The school has a comprehensive assessment system in place, including diagnostic, formative, and summative tools, and teachers are building out implementation of authentic assessments.
- The school has robust supports for the whole student, focusing on social and emotional wellness in addition to students' academic success.

Academic Program for Students with Disabilities and English language learners:

- SWDs:
  - The school implements integrated co-taught (ICT) classes in core content areas.
  - Special education teachers provide push-in support in all core classes and co-planning with content area teachers.
  - The school provides counselling and other related services based on students' individualized education programs (IEPs).
  - The school provides supplemental pull-out supports through special education teacher support services (SETSS) for students in literacy and foundational classes in algebra and science.
- ELLs:
  - The school offers ICT classes in core content areas.
  - ELLs receive support from peers who speak the same language; peers help in navigating the school, providing in-class assistance, and translating materials.
  - Teachers provide modifications and supports, such as translating materials and scaffolding, for ELLs in mainstream classes.
  - The school provides stand-alone English as a New Language (ENL) classes in science for all 9th grade ELLs to support content-based literacy development.

Summative Evidence for Benchmark 2:

Over this charter term, the trajectory with regard to this benchmark has been consistent. AMS II earned a rating of Meets for Benchmark 2 on its Mid-Term Site Visit Report (SVR) in 2020 and continues to do so on this Renewal SVR. The school has well-established systems in place around teaching and learning. The New Visions network supports the school significantly in this area, providing curriculum, assessment, and instructional support. Additionally, AMS II supplements this support, delivering unique program elements that advance students' college and career readiness.

1. Element: ***Curriculum***:
   - **Indicator a:** The school's renewal application states that the curriculum department at the New Visions network provides "high-quality curricula that are aligned to the NYSLS," and that teachers have the autonomy to supplement as needed. The network's curriculum includes resources such as common scope and sequence, unit plans, teacher-facing resources, student activities, formative and summative assessments, Regents resources, and accommodations for all learners.

On the CSO 2021 survey, 96% of the 48 teachers who responded agreed that the school has a documented curriculum aligned to NYSLS. Lesson plans reviewed as part of the site visit include the state standards addressed for each lesson as well as learning objectives, key resources and materials to be used, instruction, and activities.

- **Indicator b:** The school's renewal application states that plans provided by the New Visions network outline conceptual understandings and big ideas in each unit. Teachers use the unit plan toolbox to create their own daily lesson plans, and, as described in the school's self-evaluation, departments and content teams meet weekly to design and review curriculum and assessments aligned to standards. This includes identifying key content and skills to be taught. The CSO team reviewed lesson plans as part of the site visit. These plans document how teachers introduce complex materials, stimulate higher order thinking, and build deep conceptual understanding and knowledge around specific content. Examples of concepts and skills addressed include evaluating the strength of evidence in an ELA class, representing experimental data with a mathematical expression in a chemistry class, and assessing how conflict impacts individuals and societies in a history class. During classroom visits, the CSO team observed teachers delivering lessons consistent with the provided plans. In most classes, students were engaged in challenging content-based learning with complex materials that required higher-order thinking. During the focus group, students were able to articulate some of the complex ideas they were grappling with, including the impact of acid rain and applying civics concepts to real world situations, as well as how their learning builds year to year. One student shared, "I know I'm learning because I can relate to things I learned last year to what I'm learning this year." The high expectations for learning are also evidenced by the fact that the school offers 10 Advanced Placement courses across different content areas and offers a College Now program to eligible students in partnership with the Bronx Community College.

- **Indicator c:** The renewal application outlines the school's approach to horizontal and vertical curriculum alignment, which is achieved through weekly department and content-alignment meetings as well as monthly grade-level team meetings. During weekly department meetings, teachers vertically align key content and priority skills while developing summative and formal writing assessments. Monthly grade-level team meetings allow teachers to horizontally align assignments and skill focus areas, such as writing, speaking, and presenting. Administrators regularly review unit plans to ensure alignment both horizontally and vertically. On the CSO survey, 81% of teachers who responded agreed that the curriculum is horizontally aligned, and 86% agreed that it is vertically aligned.

- **Indicator d:** As described in AMS II's renewal application, teachers use a variety of strategies to differentiate curriculum that include guided notes, sentence starters, graphic organizers, differentiated reading, and other supports. Ninety-eight percent of teachers who responded to the CSO survey agreed that "curriculum and corresponding materials are differentiated to provide opportunities for all students to master grade-level skills and concepts." Additionally, teachers provided multiple examples of how they differentiate instruction in their classrooms on the open-ended responses in the survey. Some of the lesson plans reviewed by the CSO team during the site visit included information on differentiation, such as incorporation of graphic organizers or guided notes. During classroom observations the team saw evidence of differentiation, such as the use of the ICT model to provide targeted instruction in small groups, the translation of materials into Spanish in a math class, student access to a read-aloud link in a science class, and a variety of materials and instructional methods used across classrooms.

- **Indicator e:** The school's renewal application outlines AMS II's systematic approach to curriculum review and revision. This starts prior to the commencement of each school year through the creation of yearlong scope and sequencing and adapting unit plans developed by the New Visions network, followed by weekly and daily lesson planning by teachers. Supervisors provide teachers with feedback on unit plans so that they are responsive to students' needs. Additionally, the school consistently reviews and revises course offerings to reflect the needs of the current student population. Ninety percent of teachers responding to the CSO survey agreed that the "curriculum is systematically reviewed and revised."

2. Element: ***Instruction***:
   - **Indicator a:** As described in the school's renewal application, the core of the school's instructional model is "ensuring that students' social emotional needs are being met." Teachers are trained and coached on incorporating the Collaborative for Academic, Social, and Emotional Learning's (CASEL) five core competencies of social emotional learning (SEL). Further, a typical lesson at AMS II is expected to include, among other things: multiple points of entry for learners, alignment to assessment outcomes, skills that build upon one another, student-to-student discussion, student-led inquiry (i.e., students doing more of the work), integration of language skills, and connections to the real world. One hundred percent of teachers who responded to the CSO survey agreed that school staff "has a shared understanding of high-quality instruction that supports all learners" and in open-ended responses, teachers shared very similar descriptions of what an "academically rigorous lesson" looks like in their classrooms. Some of the themes across responses were fostering student collaboration and autonomy, integrating writing across content areas, challenging students to think critically and to use prior knowledge while learning new skills, and engaging students in creative problem-solving. During classroom visits, the CSO team observed a number of the instructional practices outlined above across multiple classrooms, including student-to-student discussion, the integration of SEL approaches, frequent check-ins, small group work with students doing the "heavy lifting," and students using academic language to describe their work.

   - **Indicator b**: The CSO team reviewed weekly lesson plans for classrooms visited that, according to AMS II's renewal application, "are created to permit students to interact with content both independently and collaboratively, while applying content to solve larger questions raised." Many lesson plans included a "Do-Now," a mini-lesson, guided practice, checks for understanding, and an exit ticket as well as a variety of writing and thinking skills and related activities to be worked on during the lesson. Lesson plans also include specific assignments or activities students are to be working on during the lesson. Most of this information, including the learning objective for the day, are posted on the white board in classrooms for students to see. The CSO team observed the strategies outlined above in many of the classrooms visited. Most classrooms had high levels of student engagement. Much of the classroom activity in many of the classes included small group discussion and problem-solving work by students, including labs. Some classes involved whole group discussion and some focused on independent student work. Activities such as Do Nows and Exit Tickets were observed, and for the most part, students demonstrated high levels of engagement during the entire class period. During focus groups, students spoke highly of the instructional approach at the school, sharing that teachers "help students whenever they don't understand," they "teach us in different ways," and "sometimes conversations continue after class, and we don't even realize we are still learning." Additionally, students appreciated the level of choice they had in completing projects and tying them to the real world. Teachers' approaches to integrating SEL into instructional practices were evident in some of the classrooms visited by

the CSO team. In one class, the teacher spent a good amount of time engaging students in discussion about their stress level given the Regents exams were upcoming. During the focus group one student said, "we appreciate that teachers ask how we are feeling." While the CSO team observed high levels of student engagement, the school's self-evaluation described some challenges with classroom engagement since returning to in-person learning.

3. Element: ***Assessment and Program Evaluation***:
   - **Indicator a:** As described in the school's renewal application, teachers implement the New Visions Charter High School (NVCHS) instructional framework "by regularly and consistently utilizing diagnostic, formative, and summative assessments to understand the content and skills students have mastered and where students struggle." The school implements baseline reading assessments during "Summer Bridge" to all 9th and 10th graders, having recently switched to the Diagnostic Online Reading Assessment (DORA). DORA data is shared with teachers to support instruction, including groupings and targeting students' needs. Formative assessments used at the school include mock Regents, quizzes, exit tickets, writing assessments, and labs. Summative assessments include unit tests, writing assignments, Advanced Placement exams, and Regents exams. In addition, the school has recently increased the use of PSAT and SAT in line with its elevated focus on college and career preparation. During remote learning, teachers were encouraged to design "authentic, multidisciplinary assessments" that allow students to demonstrate their understanding of priority skills and content. During the focus groups, school leadership talked about how the school's science curriculum is inquiry-based and uses authentic assessments, highlighting Earthwatch trips that students have taken to Belize, the Bahamas, and Arizona. The school is also part of the state's Seal of Civic Readiness pilot project which includes students engaging in culminating capstone projects. Students highlighted projects and activities such as a mock trial in Advanced Placement World History, and projects in government that require research and presentations. On the CSO survey, 100% of teachers who responded agreed that the school "uses a system of formative, diagnostic, and summative assessments."

   - **Indicator b:** Ninety-eight percent of teachers who responded to the CSO survey agreed that the school "uses qualitative and quantitative data to inform instruction and improve student outcomes." On the survey, teachers shared a variety of ways that they use data in their classrooms to guide instruction, such as reviewing exit tickets to assess student understanding of concepts taught, using data to inform student groupings, identifying areas for reteaching and differentiation, refining lesson plans, identifying students for whom one-on-one support is needed, and many more. The school's renewal application describes other tools used by teachers, including the New Visions On-Demand Writing baseline to determine writing gaps. With support from the network, teachers in the ELA and history departments analyze results from the baseline assessment to determine needed interventions and then review student work to determine the impact of the interventions and any ongoing needed support for students. Grade-level teams engage in "Kid Talk" sessions during which teachers analyze student data and plan interventions. During the focus group, one teacher described how this team meeting time is used to talk about individual students, skill gaps, and intervention planning. Another teacher talked about specific ways teachers look at and analyze student work to determine appropriate next steps for instruction. AMS II received a grant from the Gates Foundation that also supports how the school uses data to improve student outcomes. During the focus group, school leadership noted that participation in the grant has helped streamline use of data and that the grade-level student support teams (SST) review data weekly to identify at-risk students and develop academic support plans.

- **Indicator c:** Ninety-one percent of teachers who responded to the CSO survey agreed that the school "uses qualitative and quantitative data to evaluate the quality and effectiveness of the academic program and modifies the program accordingly." As described above, the school uses both qualitative and quantitative assessments and data to inform instruction and evaluate the academic program. During the focus group, school leadership described collaboration across the network that helps inform programming; for example, leaders across the network meet quarterly to review progress on KDEs by looking at student work samples and other artifacts. AMS II has expanded Advanced Placement class offerings and has increased focus on post-secondary readiness by focusing more on preparation for the SAT as well as by pushing all students to, at a minimum, complete Algebra II. Even students shared that AMS II is a "self-aware school" that "doesn't shy away from reevaluating how we do things."

4. Element: ***Supports for Diverse Learners***:
   - **Indicator a:** AMS II provides supports to meet the academic needs of all students. According to NYSED data, AMS II's SWD population was at 17% for three out of the first four years of the school's current charter term; in the second year, the number had temporarily increased to 19%. Although the school consistently trails the district of location's SWD enrollment numbers by an average of nine percentage points, AMS II's retention rate for SWDs was higher than that of the district of location by an average of twelve percentage points for the same timeframe. All SWDs are served in mainstream classes, and the school implements the ICT model in core classes, which pairs a special education teacher with a general education teacher. The school provides additional reading support to students as needed (whether IEP-mandated or not) through Wilson, Read 180 or Just Words. These supports are evident on the master class schedule. Additionally, as needed, students are pulled out for related services such as speech, vision, or hearing services. Special education teachers each manage a caseload of approximately 10 students, and the school has a mandated counselor who provides necessary counseling services to students and supports teachers in ensuring that the academic and social emotional needs of students are met. Further, the school recently hired a SETSS teacher for added support. AMS II provides additional support to SWDs in the senior year to connect them with appropriate resources at the post-secondary level. Although the school's enrollment of ELLs has been decreasing throughout the charter term, from 17% in 2017-2018 to 12% in 2020-2021, AMS II's retention rate for ELLs has remained higher than that of the local district during the same timeframe. As with SWDs, ELLs are served in ICT classes for all core content, and all 9th grade ELLs have one stand-alone ENL class, such as Living Environment, which focuses on teaching literacy through science. The school implements a reading lab for ELLs, conducts the DORA in Spanish for appropriate students, and provides Spanish language arts instruction for native Spanish speakers. During the special populations focus group, school staff highlighted the strong working relationship between ICT teachers. Teachers have an equal voice in the classroom and work together to modify assignments, provide scaffolds for students, and focus on specific student groups as needed. They reported that students understand that there are two teachers in the classroom on equal footing. Staff also noted the focus on students' social emotional skills, highlighting that for ELLs, it is important to be safe and comfortable to speak out loud in English. During the site visit, CSO team members observed ICT classes in action. It was evident during these classes that teachers were equal partners and that they provided targeted supports to students. The CSO team also observed a native Spanish language arts lesson focused on grammar. On the CSO survey, 100% of teachers who responded agreed that the school provides supports to meet the academic needs of SWDs, 98% agreed for ELLs, and 94% agreed for ED students. The NYCDOE CSE reports that AMS II is responsive to parents and has a solid understanding of specially designed instruction. One area of improvement

is the school's communication with the CSE including timely and accurate submission of data and reports from teachers. School leadership reports that these issues are being addressed by providing more time and support to teachers.

- **Indicator b:** As described in its renewal application and above, the school has a variety of systems to monitor the progress of individual students and facilitate communication between interventionists and classroom teachers regarding the needs of individual students, and 100% of teachers who responded to the CSO survey agreed. These include grade-level team meetings and SST meetings during which general education and special education teachers and support staff analyze student data and identify needed supports for struggling students. Additionally, during weekly content alignment meetings, special education and ENL teachers meet with general education teachers about students in their classrooms and identify needed interventions. ICT teachers also have co-planning times to discuss individual student needs. During focus groups, special populations staff added that teachers and support staff review a variety of data points such as mock Regents exams, DORA results, Gates grant metrics, and student progress on IEP goals and that case managers inform general education teachers of accommodations for individual students.

Benchmark 3: Culture, Climate, and Family Engagement

The school has systems in place to support students' social and emotional health and to provide for a safe and respectful learning environment. Families, community members and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being. Families and students are satisfied with the school's academics and the overall leadership and management of the school.

Finding: Meets

Element	*Indicators*
1. *Behavior Management and Safety*	a. The school has a clear approach to behavioral management, including a written discipline policy. b. The school appears safe, and all school constituents are able to articulate how the school community maintains a safe environment. c. The school has systems in place to ensure that the environment is free from harassment and discrimination. d. Classroom environments are conducive to learning and generally free from disruption.
2. *Family Engagement and Communication*	a. The school communicates with and engages families with the school community. b. Teachers communicate with parents to discuss students' strengths and needs. c. The school assesses family and student satisfaction using strategies such as surveys, feedback sessions, community forums, or participation logs, and considers results when making schoolwide decisions. d. The school has a systematic process for responding to family or community concerns. e. The school shares school-level academic data with the broader school community to promote transparency and accountability among parents, students and school constituents.
3. *Social-Emotional Supports*	a. The school has systems or programs in place to support the social-emotional needs of students. b. School leaders collect and use data to track the socio-emotional needs of students. c. School leaders collect and use data regarding the impact of programs designed to support students' social and emotional health.

Summative Evidence for Benchmark 3:

Over this charter term, the trajectory with regard to this benchmark has been consistent. AMS II earned a rating of Meets on its Mid-Term SVR in 2020 and continues to do so on this Renewal SVR. The school has a clear approach to student behavior management and is fully staffed to support its approach. The school provides many opportunities for parent engagement and uses multiple forms of communication

with families to inform them of their child's progress and solicit feedback. Additionally, social-emotional student supports are robust, and students feel supported by the school.

1. Element: ***Behavior Management and Safety:***
   - **Indicator a:** AMS II has a clear approach to school culture and behavioral management focused on restorative practices and supporting students' social emotional needs. The school's R.I.C.H.E.R. core values (Respect, Integrity, Commitment, Honor, Excellence, Responsibility) provide a framework for student behavior along with the school's written discipline policy or code of conduct, which can be found on the school's website in the Student and Family Handbook. The school is well staffed to support positive student behavior, with four grade-level deans who report to the associate director of school culture. During focus groups, student support staff discussed the school's restorative approach, highlighting informal and formal check-ins with students, restorative circles (which are sometimes led by student ambassadors), training for all staff, peer conflict resolution, and treating students as partners in the work. Additionally, the emphasis on students' wellness aligns closely with the school's approach to school culture and behavioral management, as behavior inconsistent with school values is viewed as an opportunity for support and healing, not for punishment.

   - **Indicator b:** On the day of the site visit, the school appeared safe, calm, and relaxed, with no evidence of safety issues or disruptive behavior in classrooms or other locations. The school is co-located with one other network school, and AMS II is spread across two floors of the building, which is staffed by school safety officers. Upon entrance to the building, all visitors must check in with the safety officer who was a welcoming presence, as noted by the onsite CSO team member. AMS II's principal and the principal of the co-located school participate on the Building Council to make joint decisions to support a cohesive learning environment, and other school staff attend a monthly building safety meeting to address any emerging concerns. During focus groups, multiple staff members spoke to the sense of family at AMS II, and students echoed the sense of community and safety in the school. One student said there had only been one or two fights in his nearly four years at the school, and a school safety officer who has worked at the site for many years shared that the atmosphere is generally calm at the school, and when things happen (as they will in a high school) everyone works together to ensure safety and resolve any issues. Three hundred thirty-seven of a potential 590 parent responses were provided on the CSO survey, indicating a 57% parent response rate. Similarly, 301 students responded, indicating a 51% response rate. Eighty-five percent of parents who responded to the CSO survey agreed that the school is safe, and multiple parents mentioned the sense of safety in survey responses. Seventy-two percent of students who responded to the survey agreed that the school is safe. (In the case of both parents and students, some – including all 9th graders at the time - had no experience with in-person learning which could account for a relatively high percentage of respondents who neither agreed nor disagreed on this item and some below). One hundred percent of teachers who responded to the CSO survey agreed that the school is safe.

   - **Indicator c:** As described in the school's renewal application, AMS II has multiple systems in place to ensure that the environment is free from harassment and discrimination. On the CSO survey, 79% of parents who responded agreed with this statement (only 4% disagreed) as did 96% of teachers who responded. The school focuses on creating an inclusive environment through multicultural clubs, Gay-Straight Alliance, AMS II Organizing Committee (which was created to respond to challenging community and national issues), and multiple community spaces created

over the past year. In addition, AMS II holds school-wide events that celebrate diversity and promote inclusivity. On the CSO survey, teachers provided multiple ways that the school responds to bullying, discrimination, or harassment, including engaging with school deans, proactive SEL lessons and initiatives, and implementation of restorative practices. The school has a clear policy on bullying, harassment, and discrimination, and 90% of teachers who responded provided a name when asked on the CSO survey to identify the school's Dignity for All Students Act (DASA) coordinator. Additionally, 87% of teachers who responded indicated that they had been provided the DASA policy that year or the year before, and 75% who responded indicated that they had received training within the same timeframe. These numbers demonstrate meaningful increases from those identified on the 2020 Mid-Term SVR. On the CSO survey, a high percentage of student respondents indicated that various forms of bullying or harassment occur rarely or never, though for a few survey questions, as many as 5-10% of respondents indicated that they had experienced or observed bullying in some fashion. During the on-site focus group, students said that there was no bullying in the school, that the school prepares students for such situations, and that students know to talk to counselors if there are issues. Nonetheless, the school's self-evaluation describes some challenges since returning to in-person learning, particularly an increase in incidences of online bullying or conflict via social media. The school is increasing communication efforts with students and families and strengthening PD with staff around these issues.

- **Indicator d:** During the site visit, classroom environments appeared conducive to learning and generally free from disruption. In most classes observed, students were productive and on-task. Seventy-six percent of students who responded to the CSO survey agreed that classroom environments support learning and are generally free from disruption, and 8% disagreed. (Again, many had not experienced in-learning at the school when the survey was given.) Eighty-eight percent of teachers who responded to the survey agreed. While the CSO team observed classroom environments that were conducive to learning, the school's self-evaluation described some challenges students are having following rules since returning to in-person learning, particularly around cell phones.

2. Element: ***Family Engagement and Communication:***
   - **Indicator a:** The school's renewal application outlines various means by which AMS II engages and communicates with families in English and Spanish, including personal phone calls, automated calls, text messages, weekly family announcements via email, flyers, surveys, and social media. The school also implements Family and Student Alliance nights that provide parents opportunities to discuss a variety of school topics and parent support workshops facilitated by the family and student engagement (FSE) team. One hundred percent of teachers and 96% of parents who responded to the CSO survey agreed that the "school uses many methods of communication with families." During focus groups, students shared that sometimes teachers call parents "just to say something good" about a student. Voicemails are in Spanish for parents who need it; one student said that their parents who speak only French also receive communications in their native language. The school's website calendar shows a variety of events that have been held over the past year. There is also a monthly newsletter on the website, though at the time of the site visit it had not been updated since September 2020.

   - **Indicator b:** The school's renewal application outlines that teachers are encouraged to "communicate with families as regarding students' strengths and areas of growth." Advisors are a consistent point of contact with families, communicating on a bi-weekly basis about student

wellness and other updates. The school conducts parent-teacher conferences six times per year and the school also conducts progress report calls with families. Parents have access to PowerSchool and Google Classroom to review student progress on assignments and grades. Ninety-five percent of parents and 100% of teachers who responded to the CSO survey agreed that "parents receive regular and timely information on their child's academic progress in their home language." The NYCDOE CSE report to the CSO noted that the school is very responsive to parents of students with IEPs.

- **Indicator b:** As described in the school's renewal application, AMS II teachers are encouraged to communicate with families as often as possible regarding students' strengths and areas of growth, and advisors communicate with families bi-weekly. Parents have access to PowerSchool where they can monitor students' attendance, grades, assignments, etc., and the school provides workshops at the beginning of the year as well as a resource guide to support parents' use and understanding of PowerSchool. In addition, the school sends periodic progress reports and report cards and hosts parent-teacher conferences six times per year. Grade-level family dinner night events provide another opportunity for parents to meet with teachers and to learn about their student's progress. These are in addition to celebrations of student achievement including honor roll, school-wide forums, National Honor Society, and end-of-school-year award ceremonies. Further, during focus groups, one student shared that sometimes teachers call parents just to say something good about the student.

- **Indicator c:** AMS II uses NYCDOE surveys as well as the CSO surveys to assess family and student satisfaction and to inform decision-making. The school's renewal application provides examples of how the school used survey data to make changes, including developing a framework for classroom and lesson rigor and providing students with more time to submit assignments or demonstrate mastery. School leadership shared how the school adapted the application of its uniform policy to meet student and family needs upon return to the school building this year, allowing dark hoodies, sweatshirts, or other clothing consistent with the typical school uniform instead of only allowing students to wear the formal school uniform. The school also obtains feedback from families through community meetings, town halls, and the Family and Student Alliance meetings, in addition to the open office hours and other communication opportunities through the FSE. One hundred percent of teachers and 95% of parents who responded to the CSO survey agreed that the school "seeks feedback from parents through surveys, meetings, or some other way." During focus groups, one student shared that the school makes sure "students' voices are heard." School leadership also indicated that the school is pushing student government to take on a bigger role and that the school has allowed students to hold protests.

- **Indicator d:** The school's complaint process is found in the Student and Family Handbook, which can be found on the website. Seventy-five percent of parents who responded to the CSO survey agreed that the school complaint policy is easy to find and 78% agreed that it is easy to understand. (Only 2% disagreed with each.) The school's renewal application highlights multiple ways that families can address concerns they may have. In addition to the principal's monthly office hours and an open-door policy for family requests for a meeting, grade-level assistant principals (APs) hold weekly office hours, and the school holds monthly Family and Student Alliance meetings which allow for all members of the school community to have a voice in addressing issues. The school's FSE is also a main point of contact for families for any concerns they may have. While the school's Instagram page includes announcements of the Family and

Student Alliance meetings, these are not evident on the school's website or calendar. Further, there is no information on the school's website as to when APs' weekly office hours or the principal's monthly office hours are held.

- **Indicator e:** The school's annual report and state report card are posted on the school's website. Seventy-five percent of parents and 88% of teachers who responded to the CSO survey agreed that the school informs parents about how it performs compared to other schools. (Five percent of parents disagreed).

3. Element: ***Social-Emotional Supports***:
   - **Indicator a:** AMS II has systems and programs in place to support the social-emotional needs of students. This is a central area of focus for the school. Ninety-eight percent of teachers and 88% of parents who responded to the CSO survey agreed that they were "aware of how the school supports students' social-emotional development," and 98% of teachers and 81% of parents who responded agreed that the school "has social-emotional and mental health programs and supports for all students." On the survey, teachers provided myriad examples of how the school supports students' social-emotional and mental health needs, highlighting advisory, counselors, restorative circles, after-school clubs, and check-ins, even during remote learning. The renewal application further describes the social-emotional supports outlining the weekly advisory meeting which focuses on SEL, goal setting, team building, circles, reflection, and current events. Advisory time is planned by grade level with three staff and one student representative (typically a senior) helping to plan lessons. The school uses the NYS SEL Benchmarks to aid in planning. AMS II has multiple staff members focused on supporting students' social-emotional wellness, including social workers, counselors, deans, and other support staff. In addition to family support services, the school implements student support groups, an SEL screener, and individual and small group counseling with students, as appropriate. The school's SEL team is comprised of 19 staff members, including teachers, leadership, social workers, operations staff, and the SEL lead teacher. The team focuses on four separate areas during its weekly meetings: school environment, family engagement, restorative practices, and adult SEL. AMS II provides teachers with an SEL Toolkit that includes practical strategies to support students in and out of the classroom. During the culture and climate focus group, school staff highlighted many of the systems and programs outlined above in addition to the multiple layers of teacher PD and teacher supports provided by the team. All stakeholders interviewed during the visit demonstrated a clear, shared understanding of how students' social-emotional well-being supports strong academic outcomes. Students highlighted that they feel extremely supported, understood, and safe in expressing themselves at the school, noting that the difficult transition from virtual learning to in-person learning has been eased by the supportive environment. During classroom visits, the CSO team observed teachers integrating social-emotional supports during lessons through such methods as quick check-ins and student reflections.

   - **Indicator b:** The school's renewal application outlines AMS II's approach to tracking the social-emotional needs of students, including an SEL screener, student survey data, classroom observations, and referral forms – both for staff and student self-referrals. The self-referral forms were noted as particularly important during the pandemic given that many students suffered losses. This data helps inform specific interventions for students. Ninety-two percent of teachers who responded to the CSO survey agreed that school leaders collect and use data to track the

social-emotional needs of students. Additionally, on the survey many teachers highlighted that the SEL and grade-level teams regularly discuss social-emotional issues related to students.

- **Indicator c:** The school uses data gathered through the approaches mentioned above to assess the impact of programs and inform program changes. For example, SEL goals and advisory lessons are informed by SEL screen data and teacher insight from content classes. In addition, at the beginning of the school year, students fill out an extracurricular interest survey which guides programming for after-school activities. Eighty-eight percent of teachers who responded to the CSO survey agreed that "school leaders collect and use data regarding the impact of the school's social-emotional programs."

Benchmark 4: Financial Condition

The school is in sound and stable financial condition as evidenced by performance on key financial indicators.

Finding: Meets

Summative Evidence for Benchmark 4:

See the school's fiscal dashboard attached to the end of this report (Charter School Fiscal Accountability Summary). The fiscal dashboard provides detailed information regarding the school's compliance with Benchmark 4 of the Charter School Performance Framework. Unless otherwise indicated, financial data is derived from the school's annual independently audited financial statements which can be found on the NYSED website at http://www.p12.nysed.gov/psc/csdirectory/CSLaunchPage.html.

- Financial Composite Score
- Working Capital
- Debt to Asset
- Cash Position
- Total Margin

Financial Condition

New Visions Charter High School for Advanced Math and Science II appears to be in very good financial condition as evidenced by performance on key indicators derived from the school's independently audited financial statements.

Overall Financial Outlook

A financial composite score is an overall measure of financial health based on a weighting of primary reserves, equity, and net income. A charter school with a score between 1.5 and 3.0 is generally considered to be in good financial health. New Visions Charter High School for Advanced Math and Science II's 2020-2021 composite score is 3.00.

Composite Scores
2016-2017 to 2020-2021

Year	*Composite Score*
2016-2017	3.00
2017-2018	3.00
2018-2019	3.00
2019-2020	3.00
2020-2021	3.00

Benchmark 5: Financial Management

The school operates in a fiscally sound manner with realistic budgets pursuant to a long-range financial plan, appropriate internal controls and procedures, and in accordance with state law and generally accepted accounting practices.

Finding: Meets

Renewal is based on evidence that the following indicators are generally present:

1. The school has an accurate and functional accounting system that includes monthly budgets.
2. The school sets budget objectives and regularly analyzes its budget in relation to those objectives.
3. The school has allocated budget surpluses in a manner that is fiscally sound and directly attends to the social and academic needs of the students attending the school.
4. The school has and follows a written set of fiscal policies.
5. The school has complied with state and federal financial reporting requirements.
6. The school has and is maintaining appropriate internal controls and procedures.
7. The school follows generally accepted accounting principles as evidenced by independent financial audits with an unqualified audit opinion, a limited number of findings that are quickly corrected, and the absences of a going concern disclosure.

Summative Evidence for Benchmark 5:

NYSED CSO reviewed New Visions Charter High School for Advanced Math and Science II's 2020-2021 audited financial statements to determine whether the independent auditor observed sufficient internal controls over financial reporting. The auditor did not identify deficiencies in internal controls that could be considered material weaknesses.

Benchmark 6: Board Oversight and Governance

The board of trustees provides competent stewardship and oversight of the school while maintaining policies, establishing performance goals, and implementing systems to ensure academic success, organizational viability, board effectiveness and faithfulness to the terms of its charter.

Finding: Meets

Element	*Indicators*
1. Board Oversight and Governance	a. The board recruits and selects board members with skills and expertise that meet the needs of the school. b. The board engages in strategic and continuous improvement planning by setting priorities and goals that are aligned with the school's mission and educational philosophy. c. The board demonstrates active oversight of the charter school management, fiscal operations, and progress toward meeting academic and other school goals. d. The board regularly updates school policies. e. The board utilizes a performance-based evaluation process for evaluating school leadership, itself, and providers. f. The board demonstrates full awareness of its legal obligations to the school and stakeholders.

Summative Evidence for Benchmark 6:

Over this charter term, the trajectory with regard to this benchmark has been consistent in maintaining its Meets rating. Board members demonstrate significant commitment, skills, and expertise to meet the needs of the school while engaging in appropriate and consistent oversight of the school's performance and management.

1. Element: ***Board Oversight and Governance:***
   - **Indicator a:** The AMS II board of trustees currently includes 12 members who also oversee three other New Visions network schools: NVCHS for Advanced Math and Science, NVCHS for the Humanities, and NVCHS for the Humanities II. Members have a diverse set of skills and expertise in such areas as youth development, community engagement, higher education, secondary education, law, business, human resources, and information technology. The school's renewal application notes that three members have resigned from the board over the past four years and that the board has recruited four new members recently to bring the total to 12. Many board members have served for four or more years, including a few who have served since the inception of AMS II. During the focus group, all members demonstrated a high level of engagement and understanding of the strengths and areas of growth for the school.

   - **Indicator b:** As described in the renewal application, school leadership engages in a formal goal-setting process each summer around school performance, and the board uses self-assessment

data to set goals for the board. The board chair meets regularly with the New Visions team to ensure board meetings and materials address school goals and student outcomes. During the focus group, board members described goals related to increasing the enrollment of ELL students, addressing learning gaps, and increasing the number of teachers who have their certification. Additionally, board members spoke strategically about the school's financial health and need to balance sufficient reserves with investment of resources "to improve the student experience." Members noted that they have pushed AMS II leadership to use resources to update facilities, citing the new weight room as an example. They also noted the need to consider teachers' salaries longer term given current inflationary pressures. Board meeting minutes document the board's tracking of progress on various goals through reports by the New Visions team and school principal. Minutes do not provide evidence of the board engaging in goal development or formal strategic planning over the course of the last two years.

- **Indicator c:** The AMS II board demonstrates active oversight of the charter school management, fiscal operations, and progress toward meeting academic and other school goals. During the board focus group, members spoke knowledgeably about the performance of the school in the areas of academics, finance, and operations. Board members were aware of performance in key areas of focus for the school, including enrollment of SWDs and ELLs, academic achievement across all student groups, graduation rates, Regents performance, and college enrollment as well as operational and financial performance. Board meeting minutes document the board's consistent oversight of these areas, including of school and CMO leadership and progress on key school goals. The board receives monthly reports from both the CMO and the AMS II principal while also hearing from principals of other schools in the network and reviewing comparison data among the four schools. The board reviews financials monthly, reviews and approves annual budgets and revisions as well as the annual 990 filing, considers key operational areas such as enrollment, teacher licensure, and CSE reports, and receives consistent reports on students' academic progress.

- **Indicator d:** Board meeting minutes document that the board regularly reviews and updates school policies. Over the past two years, the board has reviewed updated organizational bylaws, the employee handbook, and the complaint, grading, and conflict of interest policies, in addition to reviewing and updating the code of ethics.

- **Indicator e:** The school's renewal application outlines that the board does an "informal" self-evaluation using a survey that addresses multiple areas of performance. The board reviews the results to develop a shared understanding of areas of strength and growth and to set goals. Meeting minutes from the last two years show no evidence of this self-evaluation taking place. The renewal application states that the board annually evaluates the CMO through a survey and interviews school leadership about support received from the New Visions network. During focus groups, board members also shared this process, highlighting that the board chair regularly meets with the New Visions superintendent if there are any issues. The renewal application further states that the board and CMO conduct a shared evaluation of the school principal, with the New Visions network's superintendent of charter schools conducting the formal evaluation and reporting to the board for approval. The evaluation is based on the New Visions Principal Evaluation System, which focuses on five main categories: student performance, school environment, organizational systems, instructional leadership, and network participation. During focus groups, board members also similarly described the process. Board meeting minutes

document board members scheduling one-on-one meetings with school principals and meeting in executive session to discuss principal evaluations. Board members meet consistently with both the school principal, who attends and provides reports at board meetings, and New Visions leadership and staff, including the superintendent (who is also a board member), chief operating officer, and senior program officer, all who typically attend board meetings.

- **Indicator f:** Board meeting minutes document that the board regularly monitors compliance of legal obligations through consistent reports from New Visions, engagement with the school attorney, completion of conflict-of-interest documents and review and approval of key policies and contracts.

Benchmark 7: Organizational Capacity

The school has established a well-functioning organizational structure, clearly delineated roles for staff, management, and board members. The school has systems and protocols that allow for the successful implementation, evaluation, and improvement of its academic program and operations.

Finding: Meets

Element	*Indicators*
1. School Leadership	a. The school has an effective school leadership team that obtains staff commitment to a clearly defined mission and set of goals, allowing for continual improvement in student learning. b. Roles and responsibilities for leaders, staff, management, and board members are clearly defined. Members of the school community adhere to defined roles and responsibilities. c. The school has clear and well-established communication systems and decision-making processes in place which ensure effective communication across the school. d. The school successfully recruits, hires, and retains key personnel, and makes decisions – when warranted – to remove ineffective staff members.
2. Professional Climate	a. The school is fully staffed with high quality personnel to meet all educational and operational needs, including finance, human resources, and communication. b. The school has established structures for frequent collaboration among teachers. c. The school ensures that staff has requisite skills, expertise, and professional development necessary to meet students' needs. d. The school has systems to monitor and maintain organizational and instructional quality—which includes a formal process for teacher evaluation geared toward improving instructional practice. e. The school has mechanisms to solicit teacher feedback and gauge teacher satisfaction.
3. Contractual Relationships ☐*N/A*	a. The board of trustees and school leadership establish effective working relationships with the management company or comprehensive service provider. b. Changes in the school's charter management or comprehensive service provider contract comply with required charter amendment procedures. c. The school monitors the efficacy of contracted service providers or partners.

Summative Evidence for Benchmark 7:

Over this charter term, the trajectory with regard to this benchmark has been consistent. The school earned a rating of Meets for Benchmark 7 on its Mid-Term SVR in 2020 and continues to do so on this SVR. The school has a well-established leadership team, an effective staff team structure, a healthy professional climate, and a strong working relationship with the New Visions network.

1. Element: ***School Leadership:***

- **Indicator a:** The school's leadership team, referred to as the cabinet, consists of a principal, four APs, four associate directors, and three department heads. According to the school's renewal application, this team meets weekly to review major school-wide decisions and concerns, engages in collaborative goal-setting during the summer in response to end-of-year data, and shares out information to various school departments. Eighty-eight percent of teachers who responded to the CSO survey agreed that "the school has an effective leadership team that communicates a clearly defined mission and set of goals to staff and the school community." During the site visit, it was clear to the CSO team that all staff understood and were committed to the school's mission and goals and were focused on continual improvement. Additionally, a strong and collaborative working relationship among school leaders was evident. It is also noteworthy that multiple members of the leadership team are currently or will be going on maternity/paternity leave, including the school principal, and others on the team have stepped up to seamlessly fill needs.

- **Indicator b:** AMS II has a clear organizational structure with defined roles and responsibilities which are outlined in the school's renewal application and organizational chart. The principal is the primary instructional and operational leader, responsible for setting the school's vision as well as ensuring a safe environment conducive to learning in collaboration with others on the leadership team whom he or she supervises. The principal oversees the four APs, one for each grade level and designated departments. This team provides formal and informal coaching and evaluation of staff. The four associate directors manage areas of operations, school culture and climate, human relations, and school counseling, respectively. The school also has department heads to support curriculum alignment, use of instructional strategies to meet students' needs, and development and implementation of common assessments. Lead teachers facilitate development of quality teaching and learning and work closely with the New Visions network instructional specialists in their content areas and to design curriculum and PD for staff. School counselors and social workers work with each grade level to support the social and emotional needs of students as well as counseling and college planning. The school implements a variety of teams, such as those for grade-levels, departments, student supports, special education, family engagement, network inquiry, and operations. The New Visions network provides the school with a variety of instructional, fiscal, and operational supports, and the board maintains its governance role. Eighty-seven percent of teachers who responded to the CSO survey agreed that "roles and responsibilities for leaders, staff, management, and board members are clearly defined and adhered to." During the on-site focus groups, leadership spoke of the distribution of leadership and collaboration that occur with the team structures. The CSO team observed that leadership and staff had a clear understanding of staff roles and responsibilities as well as the purposes of the various teams and noted that the spirit of shared leadership and collaboration was quite evident.

- **Indicator c:** The school's renewal application outlines multiple communication strategies used across the school, including weekly and mid-week staff announcements that outline key priorities for the week, upcoming school events, and any identified staff and student expectations in addition to staff celebrations. During remote learning, school leadership held consistent live opportunities for staff questions or communications, and in person, leadership has an open-door policy. The various team meetings discussed above also provide multiple opportunities for communication among staff and these various teams have decision-making and advisory roles. The school holds monthly staff meetings to revisit goals and priorities as an entire team and

engages in tri-annual all-staff meetings for the state-of-the-school address. AMS II also has established systems of communication with students and families as noted above. Ninety percent of teachers who responded to the CSO survey agreed that "the school has clear and well-established communication systems and decision-making processes in place to ensure effective communication across the school."

- **Indicator d:** On the CSO survey, 84% of teachers who responded agreed that "the school successfully recruits, hires, and retains key personnel that meets the needs of all students and subgroups and makes decisions – when warranted – to remove ineffective staff members," and 81% agreed that "there is a long-term career pathway and opportunities for professional growth" at AMS II. The renewal application outlines the school's hiring process which is supported by the New Visions network. The network provides job posting, recruitment, and pre-screening, and the school has a robust candidate evaluation process through which it makes staffing decisions. AMS II takes pride in the tenure of many of the teachers and staff, which include six founding staff members, and the school has a staff retention strategy that includes a staff culture and retention committee, incentives, and a focus on a healthy staff culture. The CSO survey shows that nearly 50% of teachers have been at the school at least four years, and multiple open-ended responses highlighted that AMS II is a great place to work. During the focus groups, staff members all talked about why they love the school and why they stay. The strong sense of family, professional support and growth opportunities, and commitment to the whole student were themes that came up across focus groups. The school also works hard to support new and/or struggling staff members, proactively and through implementation of a Professional Improvement Plan. During the site visit, the school principal spoke about targeted PD for new teachers, and artifacts of that PD were evident in the principal's office. During one classroom visit, the CSO team observed a more experienced teacher modeling for a struggling teacher to support her success.

2. Element: ***Professional Climate:***

- **Indicator a:** On the CSO survey, 96% of teachers who responded agreed that "the school is fully staffed with high quality personnel to meet all educational and operational needs, including finance, human resources and communication." During the focus groups, school leadership noted that the hardest part of the pandemic has been staffing, indicating that there has been a lot of staff turnover, staffing shortages in some areas caused by resignations during the first month of school, and the need to provide coverage for some classes. School leadership reported that AMS II currently has vacancies for two math teachers and two special education teachers and that candidates in these areas are difficult to find. The school has combined some classes to address these issues and is hiring for positions which are posted on the New Visions network website. In addition, the school has multiple staff in leadership roles on (or soon to go on) maternity/paternity leave, as noted above. The CSO team did not sense a high level of stress during the site visit related to these staffing challenges which is often evident when schools experience such struggles. AMS II is not unique in terms of its current staffing challenges, and no concerns have been previously noted by the CSO with respect to this indicator on previous site visits during the current contract term. See Benchmark 10 below for issues related to teacher licensure.

- **Indicator b:** Ninety-four percent of teachers who responded to the CSO survey agreed that AMS II "has established procedures for effective collaboration among teachers." These include co-teacher meetings, weekly department meetings, grade-level team meetings, staff meetings, coaching meetings, and more which are described in the school's renewal application and

highlighted in Benchmark 2 above. During the focus groups, school leadership noted that many of these meetings are collaborative professional learning community (PLC) meetings that foster a high level of engagement and problem solving among teachers. They also spoke about teacher-led professional development and informal intervisitation by teachers to one another's classrooms after which teachers provide feedback to one another.

- **Indicator c**: As described in its renewal application, AMS II's committees are "based on school-wide goals to provide key stakeholders with autonomy and decision-making power regarding professional development. The school holds bi-weekly PD meetings, and staff with particular strengths or expertise lead training sessions for their peers. Grade-level teacher clusters comprised of three teachers provide an opportunity for more experienced teachers to provide direct mentorship to newer teachers, who are also supported through monthly meetings with the principal. Newer staff also receive PD from the New Visions network. During the focus groups, the special populations staff spoke about the PD and others support provided to all staff around serving SWDs and ELLs. This includes PD on literacy supports for all students, lunch and learns during which special education and ENL teachers provide feedback and supports for general education teachers, and the integration of special education and ENL staff into grade-level and department teams to promote adult inquiry. Student support staff spoke about the SEL and Teacher PD toolkits that have been developed collaboratively at the school. These include effective practices implemented by teachers that can be shared with and used by colleagues. The SEL committee, which started in 2018, provides supports to teachers in implementing SEL in the classroom, and the school also has an advisory committee which helps teachers implement weekly advisory content. Ninety-four percent of teachers who responded to the CSO survey agreed that "the school ensures staff has the requisite skills, expertise, and PD necessary to meet students' needs."

- **Indicator d:** As described in the renewal application, AMS II uses the New Visions Charter High School Teacher Development Framework, which includes twelve components from the Danielson Framework for Teaching, along with TeachBoost, which is a platform used to centralize and support the coaching, observation, and performance management process. The evaluation includes goal setting aligned to school goals and individual growth needs, multiple formal and informal observations, self-reflections, coaching, and check-ins with coaches and/or school leadership. Ninety-eight percent of teachers who responded to the CSO survey agreed that the school "has systems to monitor and maintain organizational and instructional quality—which includes a formal process for teacher evaluation geared toward improving instructional practice." When asked to describe the process on the survey, teachers mentioned the Danielson Framework, formal and informal classroom observations, coaching, reflection, and feedback. Multiple teachers spoke highly of the system, stating that it provides "actionable feedback," is a "fair and awesome" process, and has been "really helpful."

- **Indicator e:** On the 2021 CSO survey, 94% of teachers who responded agreed that the school "has mechanisms to solicit teacher and staff feedback and to gauge teachers' satisfaction." Teacher responses indicate that feedback is sought through multiple means, including surveys, check-ins, open office hours, staff meetings, email, Google forms, one-on-one check ins, and other forums. The school's renewal application includes an assessment of teacher DOE survey results, highlighting strengths and areas for growth and notes that teacher feedback has led to changes in some key areas over the past year, such as including more stakeholders in decision making,

increasing PD on student-to-student discourse, and providing time during department and grade-level team meetings to reflect on areas of weakness and develop collective goals in these areas.

3. Element: ***Contractual Relationships***:

- **Indicator a:** AMS II's renewal application describes an effective working relationship between the school and the New Visions network. During the board focus group, it was evident to the CSO team that there was a collaborative relationship among trustees and the superintendent of New Visions charter schools. Board members spoke well of the support provided by the network to the school. School leadership and staff highlighted positive elements of the relationship between the school and the CMO as well as the value the New Visions network adds, including opportunities for collaboration across the network, PD support, and curriculum redesign during remote learning. Board meeting minutes document a strong engagement by the New Visions network's staff and school leadership in reporting to the board.

- **Indicator b:** The school submitted a proposed management agreement with New Visions to the CSO as part of the renewal application. According to the application, the proposed agreement, although largely the same as the one currently in effect, "includes procedural changes that clarify CMO, board, and school roles around intellectual property, human resources and employment related services, contract termination protocol, as well as budgeting and financial services." In compliance with required charter amendment procedures, the CSO will review the proposed agreement that the school submitted.

- **Indicator c:** As noted in the governance section above, the board regularly monitors and reviews the services provided by the CMO. The school's renewal application states that "other contractual relationships are evaluated by the extent to which the contractor has fulfilled the requirements in their Scope of Work as well as the quality of their service delivery as measured by participant and leadership feedback." The network assists in this monitoring process by providing a monthly report to the board which details the status of compliances activities and a list of contracts along with the expiration dates to ensure that contracts are not renewed without input from the board.

Benchmark 8: Mission and Key Design Elements

The school is faithful to its mission and has implemented the key design elements included in its charter.

Finding: Meets

Element	*Indicators*
1. Mission and Key Design Elements	a. School stakeholders share a common and consistent understanding of the school's mission and key design elements outlined in the charter. b. The school has fully implemented the key design elements in the approved charter and in any subsequently approved revisions.

Summative Evidence for Benchmark 8:

Over this charter term, the trajectory with regard to this benchmark has been consistent. The school earned a rating of Meets on its Mid-Term SVR in 2020 and continues to do so on this SVR. The school community has consistently demonstrated a clear and shared understanding of the school's mission and KDEs and they have been implemented with fidelity.

1. Element: ***Missions and Key Design Elements:***
    - **Indicator a:** During site visit focus groups, all stakeholders - from school leadership, culture and climate staff, and special populations staff to board members, parents, and students - exhibited a common understanding of the school's mission and KDEs. Most notably, the school's focus on students' social and emotional needs were emphasized by all focus groups as was a commitment to post-secondary preparation. School leadership highlighted culturally responsive teaching, the focus on authentic assessments, and the supports for all learners. Students echoed these ideas noting their sense of connection to the school community and opportunity to engage in projects to demonstrate and deepen their learning. Further, they felt very supported in planning for their ongoing education after high school. Board members highlighted the commitment to strong academic outcomes while also supporting students holistically, and the special populations and culture and climate teams highlighted the robust systems of supports that are in place for all learners. On the CSO survey, 86% of parents who responded indicated that the school is fulfilling its mission and only 12% indicated that they did not know the school's mission. Teachers provided multiple open-ended responses with descriptions of the mission and KDEs that included focusing on the whole student; preparing students for 21st century college and career; supporting the social and emotional well-being of students; providing a quality education for all students, especially ELLs and SWDs; and implementing strong PD, use of data, and teacher collaboration, among others.

    - **Indicator b:** AMS II sought and was granted a revision to its KDEs by the Board of Regents in 2021. This was done to more thoroughly reflect the unified practices and values implemented by all New Visions Charter High Schools. As such, during the contract term, the school operated under its original KDEs for the first four years of operation and has been operating under its new KDEs during the current year, 2021-2022. While these KDEs are similar in many respects, there are some notable differences. While the recent site visit to the school focused on the new KDEs, mid-term

site visits and related reports by the CSO focused on the original KDEs and will be referenced below. Where the KDEs overlap, information from both the renewal and mid-term site visits will be referenced. Overall, AMS II fully implemented its original KDE and earned a rating of Meets on the Mid-Term SVR and is now fully implementing the revised KDEs.

ORIGINAL KDEs:

System of Assessment and Continuous Assessment of Data

As reported in the 2020 Mid-Term SVR, AMS II fully implemented this KDE. As described in Benchmark 2 of this Renewal SVR, the school has continued to implement a robust system of assessment and use of data to inform instruction and school programs. This KDE is similar to the new KDE of Data-Driven Continuous Improvement below.

Aligned Goal Setting Focused on Student Need

This KDE is noted as being fully implemented in the Mid-Term SVR, through annual goal setting in response to data provided by the authorizer and New Visions network, and weekly department and content alignment meetings. The school continues to engage in school-wide goal setting as well as goal setting for individual students and teachers. This is noted in Benchmark 2 of this Renewal SVR, particularly how the school develops school-wide goals each summer and how teachers develop their own professional goals aligned to both their own needs and school-wide goals.

Adult inquiry

This KDE is noted as being fully implemented in the Mid-Term SVR through grade-level team clusters or Cohort Inquiry Teams and engagement in inquiry at the New Visions network level through participation in the Network Inquiry Team. The school continues to engage in adult inquiry as noted in Benchmarks 2 and 7 of this Renewal SVR.

Challenge-Based Curriculum Aligned to NYSLS and Anchor Projects

This KDE is noted as being implemented in the Mid-Term SVR, though not without some challenges due to time restraints. All teachers were required to conduct one Challenge-Based Learning (CBL) unit or project each school year.

Learning Framework: Capacities for Imaginative Thinking

This KDE is documented as being implemented in the Mid-Term SVR, particularly through the Lincoln Center for Education (LCE) teaching artist program. Ninth-grade students at AMS II work with an LCE teaching artist, attend two separate performances at the Lincoln Center, and engage in activities that help them develop their personal voice through self-reflection, revision, noticing deeply, and making choices.

Writing

This KDE is noted as being fully implemented in the Mid-Term SVR through implementation of a network-wide writing initiative. The school continues to have writing and literacy as a strong area of focus as noted above in Benchmarks 2 and 7.

Additional Reading Specialists on Staff

The Mid-Term SVR documents full implementation of this KDE. The school had an on-site math specialist who taught a Foundations of Algebra class and worked with general education, SPED,

and ENL teachers to provide targeted support. In addition, the school had a reading specialist to provide programmed literacy interventions. These specialists continue to be utilized.

Remediation and Acceleration
This KDE was noted on the Mid-Term SVR as being implemented through multiple enrichment opportunities, including the College Now partnership with Bronx Community College, internship experiences, and a grant program provided by the Bill and Melinda Gates Foundation. These programs and more continue to be implemented at the school as discussed above in Benchmark 2.

Team Teacher – Gen Ed, SpEd, ELL Specialists
As noted on the Mid-Term SVR, the school implemented this KDE primarily through ICT classes, though the school did not have an ENL teacher for the upper grades and at times did not have enough special education teachers for ICT classes, in which case two general education teachers co-taught courses. The school continues to implement ICT classes and provide special education and ELL specialists as described above in Benchmark 2.

Extended day and Saturday Classes
The Mid-Term SVR noted that this KDE was implemented. Specifically, students who needed extra time to prepare for the Regents exams received targeted support during mandatory after-school and Saturday classes.

REVISED KDEs (effective as of the 2021-2022 school year):
Innovative and Responsive Teaching and Learning:
AMS II is implementing this KDE, which include four elements:

- *Culturally Relevant Curriculum and Instruction* is developing and evident through professional development and a focus on SEL. As described in the renewal application, the school has had a focus on PD related to culturally responsive teaching. This happened during all-faculty PD sessions in 2020-2021 and has continued with the development of the culturally responsive teaching committee in 2021-2022. The school's SEL Toolkit for teachers includes a section on culturally relevant pedagogy and culturally responsive teachers. While the toolkit lacks concrete examples, it does provide a theoretical foundation for this work. In the focus groups, school leadership highlighted some of the ways culturally responsive curriculum and instruction comes to life in the school, including through relevant texts, student choice and voice, and appropriate questioning. Lesson plans templates do not require teachers to describe how the teaching is culturally responsive, though supervisors discuss this with teachers during coaching sessions.
- The school's goal of implementing *authentic assessment*, discussed above in Benchmark 2, allows the opportunity for student choice, which the school considers central to honoring student diversity and potential. It also often creates opportunities for students to connect their learning to the world outside of school, including their communities. During focus groups, school leadership and students gave examples of some of the projects that students engage in to demonstrate their content and skill knowledge.
- *Teacher development* is discussed in Benchmarks 2 and 7 above and relates to many of the other KDEs. AMS II provides consistent teacher development aligned to school goals and KDEs through PD, peer and supervisor coaching, team meetings, and other supports.

- *Literacy and math skills for every student* is described in Benchmark 2 above and is evident in the school's focus on literacy across the curriculum. During focus groups, board members mentioned that in-class writing has become even more of a focus. Additionally, this focus area is evident in the additional math and reading specialists on staff and the Foundations of Algebra course for all students enrolled in Algebra class to ensure they have the necessary scaffolding to succeed.

Individualized Support for Diverse Learners
This KDE is fully implemented as described above in Benchmark 2. The school provides robust supports for diverse learners, including but not limited to SWDs and ELLs.

Holistic Social Emotional Supports
The school is fully implementing this KDE as described in Benchmark 3 above. Students' social-emotional wellness is a central focus of AMS II, and the school is fully staffed to address student needs in this area.

Comprehensive Postsecondary Readiness
AMS II is fully implementing this KDE through delivery of standards-based academic programming, comprehensive counseling services with a robust counseling team, including a full-time college and career counselor, access to an expanding number of Advanced Placement courses, college and career readiness (CCR) classes, College Now program in partnership with CUNY Bronx Community College, and PSAT and SAT preparation with multiple opportunities for students to take these tests. The success of AMS II's comprehensive postsecondary readiness programming is evident in the data; for the 2015 cohort, CCR as measured by Regents testing outcomes surpassed that of the state by 3 percentage points for all students and by 14 points by ED students. During focus groups, school leadership discussed additional programs focused on postsecondary readiness and highlighted that AMS II's message to students around postsecondary success is "where is your success?" – that four-year college is not the only path of successful students. Leadership reported that all students in the most recent graduated class were accepted into college, with approximately 90% attending – from Stanford University to community college. Students reported that the school helps with college and financial aid applications and takes student to visit colleges. Students have internship opportunities and, in their CCR class, talk about college, jobs, resume writing, prepping for taxes, and creating smart goals. One student shared that he has applied to 19 colleges and another that she applied for early admission to Yale.

Inclusive Family Engagement
As described in Benchmark 3 above, AMS II is fully implementing this KDE. From comprehensive communications and multiple parent-teacher conferences annually to Family Student Alliance nights and grade-level family dinners, the school has a strong commitment to family engagement.

Civic and Community Engagement
The school is fully implementing this KDE. As noted above in Benchmark 2, AMS II is one of approximately 40 high schools in New York City approved to be a part of the Seal of Civic Readiness pilot program through the Board of Regents, thus promoting student engagement in community and civic life. The school also has partnerships with community organizations such as First Workings, which provides work experience opportunities for juniors; Local Civics, which engages students in solving community issues; and Reality Check, a youth-led movement that empowers students. Further, AMS II leadership empowers student voice in the school community through

the student ambassador program and through student participation in leading advisory, among other ways.

Data-Driven Continuous Improvement
AMS II is fully implementing this KDE as described in full in Benchmark 2 above. The school has multiple systems and practices in place for using data to inform instruction, program improvement, and improved student outcomes.

Benchmark 9: Enrollment, Recruitment, and Retention

The school is meeting or making annual progress toward meeting the enrollment plan outlined in its charter and its enrollment and retention targets for students with disabilities, English language learners, and students who are eligible applicants for the free and reduced priced lunch program; or has demonstrated that it has made extensive good faith efforts to attract, recruit, and retain such students.

Finding: Approaches

Element	*Indicators*
1. Targets are met	a. The school maintains sufficient enrollment demand for the school to meet or come close to meeting the enrollment plan outlined in the charter.
2. Targets are not met	a. The school is making regular and significant annual progress toward meeting the targets. b. The school has implemented extensive recruitment strategies and program services to attract and retain students with disabilities, English language learners, and students who are eligible for free and reduced priced lunch. Strategies include, but are not limited to: outreach to parents and families in the surrounding communities, widely publicizing the lottery for such school, efforts to academically support these students, and enrollment policy revisions, such as employing a weighted lottery or enrollment preference, to increase the proportion of enrolled students from the three priority populations. c. The school has implemented a systematic process for evaluating recruitment and outreach strategies and program services for each of the three categories of students, and makes strategic improvements as needed.

Summative Evidence for Benchmark 9:

Over this charter term, the trajectory with regard to this benchmark has been consistent as AMS II has maintained its rating of Approaches. While the school has consistently met performance targets in terms of overall enrollment and enrollment of ED students, the school's enrollment of SWDs and ELLs has consistently been below the rates of the district of location. The CSO issued a Notice of Concern to the school in April 2021 related to this issue. The school has consistently implemented strategies to increase enrollment of these student populations, but to date, those strategies have not resulted in increases.

1. Element: ***Target are met:***
   - **Indicator a:** The school has consistently met overall enrollment targets, achieving a range of 95% to 104% over the course of the current charter term. In the 2020-2021 school year, the school reported an enrollment of 587 students, which is 104% over its contracted enrollment of 566 students. ED student enrollment exceeded the district of location from 2017-2018 to 2020-2021.

2. Element: ***Targets are not met:***
   - **Indicator a:** AMS II's enrollment of SWDs has been consistent, ranging between 17% and 19% of total enrollment over the current charter term. The school's enrollment of ELLs experienced a downward trend over the past four years, going from 17% in 2017-2018 to 12% in 2020-2021.

Throughout the charter term, enrollment for both of these subgroup populations has consistently been below that of the district of location. Conversely, the school has maintained strong retention rates for all student populations, ranging from five to 18 percentage points above the district of location during the same time period.

- **Indicator b:** AMS II has implemented effective strategies in terms of recruiting ED students, as evident in the consistently high enrollment noted above, and while the school has robust program services to support and retain SWDs and ELLs, as described above in Benchmark 2 and as evidenced in retention rates well above those of the local district, enrollment of SWDs and ELLs has not increased over the past five years. The school implements multiple recruitment strategies which are outlined in the renewal application and the school's self-evaluation, many with the support of the New Visions network. These include:
  - open houses (both virtual and in-person, as appropriate);
  - targeted mailings and targeted marketing in Spanish in print media, digital and social media advertising, and newspaper ads among others;
  - cultivating relationships with feeder middle schools in the area and conducting direct outreach to middle school representatives across the Bronx;
  - the student ambassador program, which includes students who speak multiple languages – these ambassadors serve as recruiters at all events and the school seeks to broaden the program to recruit and train ELLs and SWDs to represent the school at recruitment events; and
  - post-lottery engagement with families through phone calls, registration appointments held at times convenient for families, communicating with families of students on the waitlist as seats become available, the Welcome BBQ, in June, Uniform Pickup Day in August, and individualized student ambassador outreach videos to students who are currently enrolled.

  During focus groups, school leadership noted that the school's name – Advanced Math and Science – can be a deterrent for enrolling ELLs and SWDs, indicating that some students and families expect an exceptionally rigorous math and science curriculum that they believe may not be accessible for their students. Some students in the focus group also highlighted that the math and science piece concerned them initially, but as one student stated, "the math and science is there and really good, but the school is so much more." Board members had a clear focus on enrollment of ELLs and SWDs and noted that they are tracking progress in this area.

- **Indicator c:** AMS II implements a systematic process for evaluating recruitment and outreach strategies and program services for each of the three categories of students, and makes strategic improvements as needed. As described in the renewal application, the New Visions network provides a mechanism of bi-weekly check-ins to review progress toward enrollment goals. Additionally, through the network, the school's enrollment team has the opportunity to connect with their colleagues at other network schools to share effective practices. Annually, AMS II identifies and analyzes feeder school information as well as information reported by students and families as to why they enrolled in the school or ultimately declined enrollment. The school is paying particular attention to the schools attended by currently enrolled SWDs and ELLs to increase efforts in these schools. AMS II has outlined future recruitment strategies that focus on further developing its social media and website presence along with student showcases to increase clarity around the school's program offerings.

See Attachment 1 for data tables and additional information.

Benchmark 10: Legal Compliance

The school complies with applicable laws, regulations, and the provisions of its charter.

Finding: Meets

Element	*Indicators*
1. Legal Compliance	a. The school has compiled a record of substantial compliance with applicable state and federal laws and the provisions of its charter including, but not limited to: those related to student admissions and enrollment; FOIL and Open Meetings Law; protecting the rights of students and employees; financial management and oversight; governance and reporting; and health and safety requirements. b. The school has undertaken appropriate corrective action when needed and has implemented necessary safeguards to maintain compliance with all legal requirements. c. The school has sought Board of Regents and/or Charter School Office approval for significant revisions.

Summative Evidence for Benchmark 10:

Over this charter term, the trajectory with regard to this benchmark has improved. The school earned a rating of Approaches on its 2020 Mid-Term SVR RPT to a Meets during this Renewal SVR. AMS II has strong systems in place to ensure compliance with relevant legal, fiscal, governance, and CSO requirements. While the school continues to experience challenges related to teacher certification it has developed a plan for meeting certification requirements which has already shown positive results.

1. Element: ***Legal Compliance:***
   - **Indicator a:** The school has been in substantial compliance with applicable state and federal laws and the provisions of its charter based on a review of CSO documents. The school benefits from its relationship with the New Visions network, a service provider with many years of experience working with districts and charter schools. The school's renewal application describes how AMS II operations staff work closely with the CMO to ensure the school is in compliance. The network's director of operations confers weekly with all NVCHS directors of school operations to review current and upcoming deadlines, assess progress, and/or identify support needs. This also provides a role-alike sharing and learning space for all school-level operations directors. The AMS II board of trustees monitors compliance at its monthly meetings, which is evident in meeting minutes. The school has had consistent issues in two compliance areas as outlined in a Notice of Concern issued by the CSO on April 30, 2021. This notice outlines the school's failure to ensure a comparable number of SWDs and ELLs when compared to the district of location and for exceeding the maximum number of uncertified teachers allowed for charter schools in NYS, including having uncategorized, uncertified teachers. While the school has generally met its contracted enrollment for the first three years of this charter term, the school was overenrolled in the 2020-2021 school year, serving 104% of its maximum authorized enrollment.
   - **Indicator b:** While no corrective action was required for the Notice of Concern noted above, the school has taken and continues to take action to address the areas of concern. As described in the

renewal application, the New Visions network has developed a committee to review uncertified teacher candidates to verify that they meet allowable exemptions under law. The network also provides certification resources on an individualized basis to uncertified teachers at AMS II and works with the NYC Charter Center teacher certification support program. During the site visit, a member of school leadership reported significant progress in terms of teacher certification, noting that many of the teachers who recently left the school were uncertified and will be replaced by certified teachers and that four teachers currently working at the school are pending certification (two are in graduate school, and two are waiting on TEACH). Since AMS II strives to hire teachers who are a "good fit" for the school community and who are dedicated to serving the school's population, school leaders indicate a commitment to building a strong workforce from within. He indicated that the current number of uncertified teachers is 16, and next year they are anticipating it will be eight, down from 20 as reported in the school's 2020-2021 Annual Report. As noted above in Benchmark 9, while the school has not made substantial progress in terms of enrolling SWDs and ELLs, AMS II and the network are implementing strategies designed to do so. Outside of these two areas, the school has implemented necessary safeguards to maintain compliance with legal requirements with the support of the New Visions network.

- **Indicator c:** In December 2020, the school sought approval from the Board of Regents to amend the KDEs for the school's charter. The Board of Regents approved this request at its meeting held on May 27, 2021. No other revisions have been requested by the school during this charter term.

2022 NYSED Charter School Information Dashboard

Overview

Charter School Selection	BEDS Code	2020-2021 Enrollment
NEW VISIONS CHARTER HIGH SCHOOL FOR ADVANCED MATH AND SCIENCE II	320800861017	587

ESEA Accountability Designation (2019-2020):	This school is designated as a school in **Good Standing** under current New York State criteria as defined by the Elementary and Secondary Education Act.

Charter School Information

School District of Location:	NEW YORK CITY GEOGRAPHIC DISTRICT # 8
Total Public School Enrollment of Resident Students attending Charter Schools:	20%
Additional School District: (if applicable)*	N/A
Total Public School Enrollment of Resident Students attending Charter Schools:	-
Grades Served:	High School
Address:	900 TINTON AVE BRONX NY 10456
Website:	www.newvisions.org/ams2
RIC:	NEW YORK CITY
Regents Region:	NEW YORK CITY REGION - BRONX
Regent:	ARAMINA FERRER
Active Date:	7/1/2012
Authorizer:	NYS BOR
CEO:	SANDY MANESSIS
CEO Phone:	(718) 665-3671
CEO Email:	smanessis10@charter.newvisions.org
BOT President:	NANCY GROSSMAN
BOT President Phone:	(914) 671-5893
BOT President Email:	nancygrossman1@gmail.com
Institution ID:	800000071080

BoR Charter School Office Information

Regional Liaison:	Laura Hill
Performance Framework:	2015
Current Term:	7/1/17-6/30/22
2017-2018	Check-in
2018-2019	Check-in
2019-2020	Midterm
2020-2021	call/email
2021-2022	Renewal

	Benchmark Rating	Year of Rating
BM1		
BM2		
BM3		
BM4		
BM5		
BM6		
BM7		
BM8		
BM9		
BM10		

2021 Survey Results	Expected Responses	Total Responses	Response Rate
Parent Survey	590	337	57%
Student Survey (Grades 9-12)	590	301	51%
Teacher Survey	-	48	-

***An additional district may be used for comparison if a school is chartered to serve a school district other than the one in which they are located or if 40% of their students are residents of a district other than the district in which they are located.**

2022 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 1: Similar Schools Comparison

Charter School

NEW VISIONS CHARTER HIGH SCHOOL FOR ADVANCED MATH AND SCIENCE II

2018-2019

NEW VISIONS CHS FOR ADVANCED MATH AND SCIENCE II			ELA Differential	Math Differential	Science Differential	Graduation Rate Differential
High School		ACAD FOR CONSERVATION & ENVIRONMENT	.	.	.	+4
		ACADEMY OF INNOVATIVE TECHNOLOGY	.	.	.	+4
		ACADEMY-FINANCE & ENTERPRISE	.	.	.	-3
		BENJAMIN FRANKLIN HS-FINANCE-INFO	.	.	.	+9
		BRONX CENTER FOR SCI & MATH	.	.	.	-1
		BRONX THEATRE HIGH SCHOOL	.	.	.	+8
		BROOKLYN SCHOOL FOR MATH AND RESEARC	.	.	.	+9
		CELIA CRUZ BRONX HS OF MUSIC (THE)	.	.	.	-5
		CORCORAN HIGH SCHOOL	.	.	.	+16
		EAST COMMUNITY SCHOOL	.	.	.	+46
		EXCELSIOR PREP HIGH SCHOOL	.	.	.	+5
		GLOBAL LEARNING COLLABORATIVE (THE)	.	.	.	+8
		HEALTH OPPORTUNITIES HIGH SCHOOL	.	.	.	+23
		HERITAGE SCHOOL (THE)	.	.	.	+9
		HIGH SCHOOL-ENTERPRISE, BUS & TECH	.	.	.	+9
		HS FOR ENVIRONMENTAL STUDIES	.	.	.	+5
		HS FOR LAW ADVCY & COMM JUST	.	.	.	+4
		HUMANITIES & ARTS MAGNET HS	.	.	.	+12
		INTERNATIONAL LEADERSHIP CHARTER HIG	.	.	.	+2
		JOSEPH C WILSON MAGNET HIGH SCH	.	.	.	+23
	+/- 5	LANDMARK HIGH SCHOOL	.	.	.	+23
		MANHATTAN BUSINESS ACADEMY	.	.	.	+2
		MANHATTAN CENTER-SCIENCE & MATH	.	.	.	-3
		MATH, ENG, SCI ACADEMY CHARTER HIGH	.	.	.	-1
		MCKINLEY VOC HIGH SCHOOL	.	.	.	+7
		NEW VISIONS CHARTER HS-HUMANITIES	.	.	.	-6
		PARK EAST HIGH SCHOOL	.	.	.	-4
		PEEKSKILL HIGH SCHOOL	.	.	.	+11
		QUEENS PREPARATORY ACADEMY	.	.	.	+10
		QUEENS TECHNICAL HIGH SCHOOL	.	.	.	+8
		ROBERT F KENNEDY COMMUNITY HS	.	.	.	+9
		ROOSEVELT HIGH SCHOOL - EARLY COLLEG	.	.	.	-2
		SECONDARY SCHOOL FOR JOURNALISM	.	.	.	+22
		SOUTH BRONX COMMUNITY CHARTER HIGH S	.	.	.	+11
		UNION SQUARE ACAD FOR HEALTH SCIENCE	.	.	.	0
		URBAN ACADEMY-GOVERNMENT & LAW	.	.	.	+5
		URBAN ASSEMBLY-EMERGENCY MANAGEMENT	.	.	.	0
		URBAN ASSMBLY SCH-MEDIA STUDIES	.	.	.	+2
		WESTCHESTER SQUARE ACADEMY	.	.	.	+14
		WILLIAMSBURG CHARTER HIGH SCHOOL	.	.	.	+10
		Mean	.	.	.	+8
		A PHILIP RANDOLPH CAMPUS HIGH SCHOOL	.	.	.	+15
		AUGUST MARTIN HIGH SCHOOL	.	.	.	+3

1/24/2022

	BRONX ACADEMY OF HEALTH CAREERS	.	.	.	+7
	BRONX COMPASS HIGH SCHOOL	.	.	.	+12
	BRONX ENVISION ACADEMY	.	.	.	+26
	BRONXDALE HIGH SCHOOL	.	.	.	+10
	BROOKLYN HIGH SCHOOL-LAW AND TECH	.	.	.	+4
	BURGARD HIGH SCHOOL	.	.	.	+30
	CHELSEA CAREER AND TECH ED HS	.	.	.	+5
	COBBLE HILL SCHOOL OF AMERICAN STUD	.	.	.	+21
	DEWITT CLINTON HIGH SCHOOL	.	.	.	+9
	EDISON CAREER AND TECHNOLOGY HIGH	.	.	.	+44
	EMERSON SCHOOL OF HOSPITALITY	.	.	.	+11
	FACING HISTORY SCHOOL (THE)	.	.	.	+11
	FOOD AND FINANCE HIGH SCHOOL	.	.	.	+10
	FOREST HILLS HIGH SCHOOL	.	.	.	+3
	FREDERICK DOUGLASS ACAD III	.	.	.	+19
	GORTON HIGH SCHOOL	.	.	.	+1
	HERBERT H LEHMAN HIGH SCHOOL	.	.	.	+15
	HIGH SCH FOR GLOBAL CITIZENSHIP	.	.	.	+7
	HIGH SCH OF FASHION INDUSTRIES (THE)	.	.	.	+1
	HIGH SCHOOL FOR CIVIL RIGHTS	.	.	.	+19
	HIGH SCHOOL FOR CONTEMPORARY ARTS	.	.	.	+14
	HIGH SCHOOL OF HOSPITALITY MGMNT	.	.	.	+19
	HUMANITIES PREP ACADEMY	.	.	.	-2
	JACQUELINE KENNEDY-ONASSIS HIGH SCH	.	.	.	+13
	KNOWLEDGE, POWER PREP ACAD INTER HS	.	.	.	+6
	LEADERSHIP & PUBLIC SERVICE HIGH SCH	.	.	.	+8
+/- 7.5	LEWIS J BENNETT HS OF INNOVATIVE TEC	.	.	.	+6
	LIFE SCIENCES SECONDARY SCHOOL	.	.	.	+14
	LINCOLN HIGH SCHOOL	.	.	.	+5
	LONG ISLAND CITY HIGH SCHOOL	.	.	.	+10
	MAXINE GREENE HS-IMAGINATIVE INQUIRY	.	.	.	+22
	MOTT HALL BRONX HIGH SCHOOL	.	.	.	+6
	MURRAY HILL ACADEMY	.	.	.	+7
	NEW VISIONS CHARTER HS-ADV MATH/SCIE	.	.	.	-2
	NEW VISIONS CHARTER HS-HUMANITIES II	.	.	.	+6
	NEW VISIONS CHTR HS-ADV MA/SCI III	.	.	.	-1
	NORTHEAST COLLEGE PREP HIGH SCHOOL	.	.	.	+22
	NYC CHARTER HS - AECI	.	.	.	-4
	PERF ARTS & TECH HIGH SCHOOL	.	.	.	+12
	RICHARD R GREEN HS OF TEACHING	.	.	.	+12
	RIVERSIDE HIGH SCHOOL	.	.	.	+8
	SCIENCE SKILLS CENTER HIGH SCHOOL	.	.	.	-6
	SOUTH PARK HIGH SCHOOL	.	.	.	+22
	STEPHEN T MATHER BLDG ARTS-CRAFTSMAN	.	.	.	+9
	UFT CHARTER SCHOOL	.	.	.	+2
	UNITY CENTER FOR URBAN TECHNOLOGIES	.	.	.	+2
	UNIVERSITY NEIGHBORHOOD HIGH SCHOOL	.	.	.	-3
	UNIVERSITY PREP CHARTER HIGH SCHOOL	.	.	.	-1
	URBAN ASSEMBLY FOR GREEN CAREERS	.	.	.	+1
	URBAN ASSEMBLY FOR THE PERFORM ARTS	.	.	.	+10

URBAN SCH-BUSINESS-YNG WOMEN	.	.	.	+10
WILLIAMSBURG HS-ARCH & DESIGN	.	.	.	-2
WILLIAMSBURG PREPARATORY SCHOOL	.	.	.	-3
WORLD ACAD FOR TOTAL COM HEALTH	.	.	.	+25
Mean	.	.	.	+9
ABRAHAM LINCOLN HIGH SCHOOL	.	.	.	+15
ACAD-SCHOLARSHIP & ENTREPRENEURSHIP	.	.	.	+12
ACADEMY FOR HEALTH CAREERS	.	.	.	+9
ACADEMY OF HOSPITALITY AND TOURISM	.	.	.	+8
AMERICAN SIGN LANG & ENG SECONDAR	.	.	.	-6
AMITYVILLE MEMORIAL HIGH SCHOOL	.	.	.	+8
ASTOR COLLEGIATE ACADEMY	.	.	.	+11
BELMONT PREPARATORY HIGH SCHOOL	.	.	.	+7
BOYS AND GIRLS HIGH SCHOOL	.	.	.	+24
BRONX ACAD FOR SOFTWARE ENGINEERING	.	.	.	+16
BRONX AEROSPACE HIGH SCHOOL	.	.	.	+24
BRONX COLLABORATIVE HIGH SCHOOL	.	.	.	+14
BRONX ENG & TECH ACADEMY	.	.	.	+29
BRONX HIGH SCHOOL-LAW & COMM SVC	.	.	.	-3
BRONX LEADERSHIP ACAD II HIGH SCHOOL	.	.	.	+19
BRONX RIVER HIGH SCHOOL	.	.	.	+15
BROOKLYN ACADEMY OF SCI & ENVIRON	.	.	.	+14
BROOKLYN COLLEGIATE	.	.	.	+10
BROOKLYN COMM ARTS-MEDIA HS	.	.	.	+3
BROOKLYN GENERATION SCHOOL	.	.	.	+18
BROOKLYN INSTITUTE FOR LIBERAL ARTS	.	.	.	+2
BROOKLYN PREPARATORY HS	.	.	.	+2
BROOKLYN SCHOOL FOR MUSIC & THEATER	.	.	.	+14
BROOKLYN THEATRE ARTS HIGH SCHOOL	.	.	.	+22
BROOKYLN ACAD OF GLOBAL FINANCE (THE	.	.	.	+3
BROOME ST ACADEMY CHARTER HIGH SCHOO	.	.	.	+26
CAPTAIN VERNON A RICHARDS HS-FIRE	.	.	.	+16
CAREERS IN SPORTS HS	.	.	.	+18
CENTRAL PARK EAST HIGH SCHOOL	.	.	.	-4
CHARTER HIGH SCHOOL-LAW AND SOCIAL	.	.	.	+22
CINEMA SCHOOL (THE)	.	.	.	+6
CIVIC LEADERSHIP ACADEMY	.	.	.	+4
CLARA BARTON HIGH SCHOOL	.	.	.	+18
CULTURAL ACADEMY-ARTS AND SCIENCES	.	.	.	+6
CURTIS HIGH SCHOOL	.	.	.	+18
DEAN STREET SCHOOL (THE)	.	.	.	+36
EAST UPPER HIGH SCHOOL	.	.	.	+16
EXIMIUS COLLEGE PREP ACADEMY	.	.	.	+6
EXPEDITIONARY LRN SCH-COMM LEADERS	.	.	.	+5
FORDHAM HIGH SCHOOL FOR THE ARTS	.	.	.	-2
GEORGE WESTINGHOUSE CAREER/TECH HS	.	.	.	-3
GOTHAM COLLABORATIVE HIGH SCHOOL	.	.	.	+24
GRAMERCY ARTS HIGH SCHOOL	.	.	.	-1
HENNINGER HIGH SCHOOL	.	.	.	+38
HIGH SCHOOL FOR COMMUNITY LEADERSHIP	.	.	.	-1

+/- 10	HIGH SCHOOL FOR ENERGY AND TECHNOLOG	.	.	.	+11
	HIGH SCHOOL OF ARTS AND TECHNOLOGY	.	.	.	+17
	HIGH SCHOOL OF ECONOMICS & FINANCE	.	.	.	+3
	HIGH SCHOOL OF SPORTS MANAGEMENT	.	.	.	+19
	HIGH SCHOOL OF TELECOMMUNICATION	.	.	.	+2
	HIGH SCHOOL-COMPUTERS & TECHNOLOGY	.	.	.	+13
	HIGH SCHOOL-LANGUAGE AND DIPLOMACY	.	.	.	+13
	HIGH SCHOOL-SVC & LRNG	.	.	.	+21
	HIGH SCHOOL-YOUTH & COMM DVLPMNT	.	.	.	+11
	HILLCREST HIGH SCHOOL	.	.	.	+19
	HS-APPLIED COMMUNICATIONS	.	.	.	+8
	HUDSON HS OF LEARNING TECHNOLOGIES	.	.	.	+6
	INSTITUTE FOR HEALTH PROFESIONS	.	.	.	+1
	JOHN JAY SCHOOL FOR LAW	.	.	.	+6
	KURT HAHN EXPEDITIONARY LRNING SCH	.	.	.	+12
	LACKAWANNA HIGH SCHOOL	.	.	.	+12
	LIFE ACAD HS FOR FILM AND MUSIC	.	.	.	+16
	LONGWOOD PREPARATORY ACADEMY	.	.	.	+27
	MANHATTAN VILLAGE ACADEMY	.	.	.	-5
	MARIE CURIE HIGH SCHOOL-NURSING	.	.	.	+34
	MARTA VALLE HIGH SCHOOL	.	.	.	+22
	METROPOLITAN SOUNDVIEW HIGH (THE)	.	.	.	+20
	MIDDLE EARLY COLLEGE HIGH SCHOOL	.	.	.	-2
	MILLENIUM ART ACADEMY	.	.	.	+9
	MORRIS ACADEMY FOR COLLA STUDIES	.	.	.	+13
	MT VERNON HIGH SCHOOL	.	.	.	+35
	MURRY BERGTRAUM HS FOR BUS CAR	.	.	.	+25
	NEW DESIGN HIGH SCHOOL	.	.	.	+13
	NEW VISIONS CHTR HS-ADV MA/SCI IV	.	.	.	-3
	NORTHSIDE CHARTER HIGH SCHOOL	.	.	.	+1
	NOTTINGHAM HIGH SCHOOL	.	.	.	+24
	PACE HIGH SCHOOL	.	.	.	+4
	PELHAM LAB HIGH SCHOOL	.	.	.	+19
	PORT RICHMOND HIGH SCHOOL	.	.	.	+19
	PUBLIC SERVICE LEADERSHIP ACA-FOWLER	.	.	.	+24
	ROCHESTER EARLY COLLEGE INTERNA HS	.	.	.	+1
	ROCKAWAY PARK HS-ENVIRONMENT SUSTAIN	.	.	.	+25
	THOMAS A EDISON CAREER-TECH HS	.	.	.	0
	THOMAS R PROCTOR HIGH SCHOOL	.	.	.	+16
	TRANSIT TECH CAREER AND TECH EDU	.	.	.	+16
	UNIVERSITY HEIGHTS SECONDARY SCHOOL	.	.	.	-6
	URBAN ASSEMBLY MAKER ACADEMY	.	.	.	+5
	URBAN ASSEMBLY SCHOOL FOR MUSIC-ART	.	.	.	+6
	URBAN ASSEMBLY-COLLABORATIVE HEALTHC	.	.	.	+4
	URBAN ASSEMBLY-GLOBAL COMMERCE	.	.	.	+18
	URBAN ASSMBLY SCH-DESIGN & CONST	.	.	.	+24
	VALIDUS PREP ACADEMY	.	.	.	+28
	VANGUARD COLLEGIATE HIGH SCHOOL	.	.	.	+49
	VICTORY COLLEGIATE HIGH SCHOOL	.	.	.	+3
	YONKERS HIGH SCHOOL	.	.	.	-3

Benchmark 1 - Indicator 1: Similar Schools Comparison

		Mean	.	.	.	+13
		Mean	.	.	.	+11

2022 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

Charter School

NEW VISIONS CHARTER HIGH SCHOOL FOR ADVANCED MATH AND SCIENCE II

2.a.i. and 2.a.ii. Trending Toward Proficiency – Aggregate and Subgroup Standards-Based Trend Toward Proficiency **:**

Not applicable to this charter school

2022 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

2.b.i. and 2.b.ii Proficiency - Aggregate and Subgroup School Level Proficiency:

Not applicable to this charter school

Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

2.b.iii. Aggregate Grade-Level Proficiency:

Not applicable to this charter school

2022 NYSED Charter School Information Dashboard

Regents Outcomes

Regents Testing Outcomes – Aggregate and Subgroup Annual Regents Outcomes:

Annual Regents Outcomes: High School

		All Students				SWD				ELL				ED			
		Charter Total Tested	New Visions CHS for Advanced Math and Science II	NYS	Differential to NYS	Charter Total Tested	New Visions CHS for Advanced Math and Science II	NYS	Differential to NYS	Charter Total Tested	New Visions CHS for Advanced Math and Science II	NYS	Differential to NYS	Charter Total Tested	New Visions CHS for Advanced Math and Science II	NYS	Differential to NYS
Algebra I (Common Core)	2016-2017	201	81%	70%	+11	49	55%	46%	+9	38	66%	49%	+17	181	81%	63%	+18
	2017-2018	173	84%	64%	+20	38	66%	39%	+27	38	76%	46%	+30	164	84%	56%	+28
	2018-2019	161	76%	66%	+10	46	54%	43%	+11	28	57%	50%	+7	144	76%	59%	+17
	2019-2020	145	98%	93%	+5	35	94%	90%	+4	32	100%	90%	+10	138	98%	92%	+6
	2020-2021	124	100%	97%	+3	27	100%	96%	+4	15	100%	98%	+2	116	100%	97%	+3
Algebra II (Common Core)	2016-2017	112	79%	81%	-2	-	-	-	-	7	86%	67%	+19	98	81%	70%	+11
	2017-2018	101	92%	82%	+10	7	100%	61%	+39	7	86%	65%	+21	85	96%	72%	+24
	2018-2019	76	88%	83%	+5	-	-	-	-	10	80%	63%	+17	56	86%	72%	+14
	2019-2020	119	99%	99%	0	7	100%	98%	+2	12	100%	99%	+1	103	99%	99%	0
	2020-2021	142	100%	100%	0	21	100%	100%	0	15	100%	100%	0	122	100%	100%	0
English Language Arts (Common Core)	2016-2017	206	79%	84%	-5	34	35%	59%	-24	22	55%	47%	+8	186	77%	77%	0
	2017-2018	193	64%	79%	-15	49	27%	52%	-25	33	30%	47%	-17	170	62%	70%	-8
	2018-2019	293	64%	84%	-20	67	36%	61%	-25	57	44%	56%	-12	255	64%	78%	-14
	2019-2020	284	96%	96%	0	59	97%	91%	+6	43	98%	89%	+9	253	96%	94%	+2
	2020-2021	157	100%	99%	+1	30	100%	98%	+2	23	100%	98%	+2	144	100%	99%	+1
Geometry (Common Core)	2016-2017	222	66%	63%	+3	36	33%	34%	-1	22	36%	39%	-3	195	65%	50%	+15
	2017-2018	154	60%	67%	-7	29	24%	38%	-14	31	35%	45%	-10	132	58%	54%	+4
	2018-2019	188	71%	70%	+1	34	35%	41%	-6	32	63%	46%	+17	166	73%	57%	+16
	2019-2020	184	97%	98%	-1	36	92%	97%	-5	21	95%	97%	-2	167	97%	97%	0
	2020-2021	158	100%	100%	0	31	100%	100%	0	25	100%	100%	0	146	100%	100%	0
Global History	2018-2019	134	67%	79%	-12	18	50%	52%	-2	24	63%	56%	+7	120	66%	72%	-6
	2019-2020	211	100%	98%	+2	43	98%	95%	+3	27	96%	95%	+1	189	99%	97%	+2
	2020-2021	159	100%	100%	0	31	100%	100%	0	23	100%	100%	0	146	100%	100%	0
Global History Transition	2017-2018	159	50%	73%	-23	43	16%	45%	-29	38	29%	44%	-15	144	48%	62%	-14
	2018-2019	71	32%	62%	-30	35	11%	34%	-23	23	17%	36%	-19	64	30%	51%	-21
	2019-2020	20	30%	84%	-54	13	31%	76%	-45	7	29%	75%	-46	20	30%	80%	-50
Living Environment	2016-2017	160	69%	96%	-3	37	32%	45%	-13	30	27%	37%	-10	143	69%	62%	+7
	2017-2018	244	64%	96%	-6	56	38%	44%	-6	53	45%	43%	+2	226	63%	60%	+3
	2018-2019	219	61%	96%	-10	60	27%	45%	-18	52	46%	43%	+3	199	61%	61%	0
	2019-2020	188	98%	96%	+2	54	98%	93%	+5	39	100%	94%	+6	178	99%	95%	+4
	2020-2021	142	100%	98%	+2	35	100%	97%	+3	23	100%	98%	+2	135	100%	98%	+2

2022 NYSED Charter School Information Dashboard

Regents Outcomes

Physical Setting/ Chemistry	2016-2017	76	49%	74%	**-25**	-	-	-	-	6	50%	49%	**+1**	68	53%	61%	**-8**
	2017-2018	95	12%	72%	**-60**	10	10%	49%	**-39**	8	13%	50%	**-37**	81	11%	59%	**-48**
	2018-2019	162	17%	73%	**-56**	16	0%	47%	**-47**	13	23%	48%	**-25**	134	16%	60%	**-44**
	2019-2020	231	97%	98%	**-1**	22	100%	98%	**+2**	13	100%	99%	**+1**	204	97%	98%	**-1**
	2020-2021	5	100%	100%	**0**	-	-	-	-	-	-	-	-	5	100%	100%	**0**
Physical Setting/ Earth Science	2016-2017	167	27%	64%	**-37**	30	7%	40%	**-33**	24	8%	33%	**-25**	149	26%	53%	**-27**
	2017-2018	69	48%	68%	**-20**	9	11%	44%	**-33**	9	22%	42%	**-20**	62	48%	58%	**-10**
	2018-2019	16	50%	64%	**-14**	-	-	-	-	5	40%	37%	**+3**	12	50%	53%	**-3**
	2019-2020	95	98%	97%	**+1**	11	100%	95%	**+5**	13	92%	96%	**-4**	84	98%	96%	**+2**
	2020-2021	237	100%	98%	**+2**	41	100%	98%	**+2**	32	100%	99%	**+1**	215	100%	98%	**+2**
Physical Setting/ Physics	2019-2020	21	100%	100%	**0**	-	-	-	-	-	-	-	-	17	100%	100%	**0**
	2020-2021	91	100%	100%	**0**	9	100%	100%	**0**	5	100%	100%	**0**	72	100%	100%	**0**
US History and Government	2016-2017	183	68%	81%	**-13**	26	12%	55%	**-43**	18	56%	50%	**+6**	169	67%	73%	**-6**
	2017-2018	152	70%	81%	**-11**	32	41%	56%	**-15**	27	56%	58%	**-2**	135	70%	73%	**-3**
	2018-2019	134	57%	77%	**-20**	33	21%	51%	**-30**	24	25%	47%	**-22**	108	52%	67%	**-15**
	2019-2020	185	88%	97%	**-9**	45	71%	93%	**-22**	34	79%	92%	**-13**	172	87%	95%	**-8**
	2020-2021	128	100%	100%	**0**	19	100%	100%	**0**	14	100%	100%	**0**	104	100%	100%	**0**

**See NOTES (1), (2), (4), and (7) below.*

2022 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 3: High School Outcomes

Charter School

NEW VISIONS CHARTER HIGH SCHOOL FOR ADVANCED MATH AND SCIENCE II

3.a.i. and 3.a.ii. High School Outcomes – Aggregate and Subgroup Total Cohort Regents Testing Outcomes:

Aggregate and Subgroup 4-Year Cohort Regents Testing Outcomes

		All Students				SWD				ELL				ED			
		Charter Total Cohort	New Visions CHS for Advanced Math and Science II	NYS	Differential to NYS	Charter Total Cohort	New Visions CHS for Advanced Math and Science II	NYS	Differential to NYS	Charter Total Cohort	New Visions CHS for Advanced Math and Science II	NYS	Differential to NYS	Charter Total Cohort	New Visions CHS for Advanced Math and Science II	NYS	Differential to NYS
ELA	2013 Cohort	114	89%	85%	+4	17	47%	55%	-8	14	50%	41%	+9	98	88%	80%	+8
	2014 Cohort	151	90%	84%	+6	18	44%	54%	-10	18	67%	52%	+15	138	89%	78%	+11
	2015 Cohort	134	84%	84%	0	31	58%	55%	+3	21	62%	55%	+7	113	85%	79%	+6
	2016 Cohort	114	96%	88%	+8	25	92%	66%	+26	12	100%	69%	+31	102	96%	84%	+12
	2017 Cohort	125	99%	89%	+10	16	100%	69%	+31	17	94%	75%	+19	106	100%	86%	+14
Global History	2013 Cohort	114	87%	78%	+9	17	41%	42%	-1	14	64%	35%	+29	98	85%	70%	+15
	2014 Cohort	151	88%	77%	+11	18	33%	42%	-9	18	83%	43%	+40	138	88%	69%	+19
	2015 Cohort	134	78%	78%	0	31	35%	43%	-8	21	48%	48%	0	113	78%	70%	+8
	2016 Cohort	114	93%	84%	+9	25	84%	60%	+24	12	100%	63%	+37	102	93%	80%	+13
	2017 Cohort	125	99%	87%	+12	16	100%	66%	+34	17	94%	69%	+25	106	100%	84%	+16
Math	2013 Cohort	114	96%	85%	+11	17	88%	50%	+38	14	86%	53%	+33	98	97%	80%	+17
	2014 Cohort	151	95%	83%	+12	18	61%	49%	+12	18	89%	59%	+30	138	94%	77%	+17
	2015 Cohort	134	96%	84%	+12	31	90%	51%	+39	21	95%	60%	+35	113	96%	78%	+18
	2016 Cohort	114	99%	88%	+11	25	96%	64%	+32	12	100%	72%	+28	102	99%	85%	+14
	2017 Cohort	125	100%	90%	+10	16	100%	69%	+31	17	100%	79%	+21	106	100%	88%	+12
Science	2013 Cohort	114	91%	84%	+7	17	53%	52%	+1	14	64%	42%	+22	98	90%	78%	+12
	2014 Cohort	151	93%	83%	+10	18	50%	52%	-2	18	83%	50%	+33	138	93%	76%	+17
	2015 Cohort	134	84%	83%	+1	31	45%	51%	-6	21	62%	51%	+11	113	83%	76%	+7
	2016 Cohort	114	97%	87%	+10	25	92%	64%	+28	12	100%	66%	+34	102	97%	83%	+14
	2017 Cohort	125	99%	90%	+9	16	100%	70%	+30	17	94%	74%	+20	106	100%	87%	+13
US History	2013 Cohort	114	83%	81%	+2	17	35%	49%	-14	14	57%	40%	+17	98	81%	74%	+7
	2014 Cohort	151	73%	80%	-7	18	17%	48%	-31	18	56%	50%	+6	138	71%	72%	-1
	2015 Cohort	134	77%	79%	-2	31	39%	48%	-9	21	62%	48%	+14	113	76%	71%	+5
	2016 Cohort	114	89%	84%	+5	25	80%	61%	+19	12	83%	61%	+22	102	89%	79%	+10
	2017 Cohort	125	98%	85%	+13	16	100%	66%	+34	17	94%	67%	+27	106	100%	81%	+19

**See NOTES (1), (2), (4), and (7) below.*

2022 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 3: High School Outcomes

3.a.iii. and 3.a.vi. High School Outcomes – Aggregate and Subgroup College and Career Readiness:

Aggregate and Subgroup College and Career Readiness

		College and Career Readiness			ELA			Math		
		New Visions CHS For Advanced Math And Science Ii	NYS	Differential to NYS	New Visions CHS For Advanced Math And Science Ii	NYS	Differential to NYS	New Visions CHS For Advanced Math And Science Ii	NYS	Differential to NYS
All Students	2012 Cohort	25%	43%	-18	43%	69%	-26	37%	46%	-9
	2013 Cohort	27%	39%	-12	68%	72%	-4	34%	41%	-7
	2014 Cohort	15%	29%	-14	67%	71%	-4	15%	30%	-15
	2015 Cohort	37%	34%	+3	64%	68%	-4	40%	36%	+4
SWD	2012 Cohort	0%	8%	-8	11%	28%	-26	5%	11%	-6
	2013 Cohort	12%	7%	+5	29%	33%	-4	29%	9%	+20
	2014 Cohort	0%	4%	-4	11%	32%	-21	0%	5%	-5
	2015 Cohort	10%	6%	+4	29%	29%	0	10%	8%	+2
ELL	2012 Cohort	0%	10%	-10	0%	24%	-24	8%	16%	-8
	2013 Cohort	0%	8%	-8	29%	21%	+8	14%	11%	+3
	2014 Cohort	11%	8%	+3	44%	28%	+16	11%	10%	+1
	2015 Cohort	14%	9%	+5	14%	30%	-16	24%	12%	+12
ED	2012 Cohort	24%	29%	-5	39%	58%	-19	36%	33%	+3
	2013 Cohort	29%	27%	+2	69%	63%	+6	36%	29%	+7
	2014 Cohort	14%	18%	-4	65%	61%	+4	14%	19%	-5
	2015 Cohort	36%	22%	+14	61%	58%	+3	40%	24%	+16

**See NOTES (1), (2), (3), (4), and (8) below.*

2022 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 3: High School Outcomes

3.b.i. and 3.b.ii. Graduation Outcomes – Aggregate and Subgroup Cohort Graduation Rates:

High School Graduation Rates by Cohort

		All Students				SWD				ELL				ED			
		Charter Total Cohort	New Visions CHS for Advanced Math and Science II	NYS Graduation Rate	Differential to NYS	Charter Total Cohort	New Visions CHS for Advanced Math and Science II	NYS Graduation Rate	Differential to NYS	Charter Total Cohort	New Visions CHS for Advanced Math and Science II	NYS Graduation Rate	Differential to NYS	Charter Total Cohort	New Visions CHS for Advanced Math and Science II	NYS Graduation Rate	Differential to NYS
2013 Cohort	4 Year	114	98%	82%	+16	17	94%	58%	+36	14	86%	42%	+44	98	98%	76%	+22
	5 Year	114	98%	85%	+13	17	94%	64%	+30	14	86%	50%	+36	98	98%	80%	+18
	6 Year	114	98%	86%	+12	17	94%	66%	+28	14	86%	53%	+33	98	98%	82%	+16
2014 Cohort	4 Year	151	95%	83%	+12	18	89%	60%	+29	18	94%	54%	+40	138	94%	76%	+18
	5 Year	150	97%	86%	+11	18	94%	66%	+28	18	100%	62%	+38	136	97%	81%	+16
	6 Year	150	99%	87%	+12	18	94%	68%	+26	18	100%	66%	+34	136	99%	83%	+16
2015 Cohort	4 Year	134	94%	83%	+11	31	97%	62%	+35	21	90%	58%	+32	113	94%	77%	+17
	5 Year	134	95%	87%	+8	31	97%	67%	+30	21	95%	68%	+27	112	95%	82%	+13
	6 Year	134	95%	88%	+7	31	97%	70%	+27	21	95%	70%	+25	112	95%	84%	+11
2016 Cohort	4 Year	114	94%	85%	+9	25	84%	63%	+21	12	100%	63%	+37	102	94%	80%	+14
	5 Year	114	94%	88%	+6	25	84%	69%	+15	12	100%	70%	+30	102	94%	83%	+11
2017 Cohort	4 Year	125	98%	86%	+12	16	100%	65%	+35	17	94%	70%	+24	106	100%	81%	+19

**See NOTES (1), (2), (4), and (9) below.*

3.b.iii. and 3.b.iv. Graduation Outcomes – Aggregate and Subgroup Cohort On-Track to Graduate:

Third Year On-Track to Graduate – Target = 75%

New Visions CHS for Advanced Math and Science II	All Students			SWD			ELL			ED		
	Charter Total Cohort	Total On-Track	On-Track	Charter Total Cohort	Total On-Track	On-Track	Charter Total Cohort	Total On-Track	On-Track	Charter Total Cohort	Total On-Track	On-Track
2014	154	133	86%	18	5	28%	14	9	64%	144	123	85%
2015	140	112	80%	30	15	50%	25	13	52%	122	96	79%
2016	116	91	78%	25	9	36%	18	10	56%	91	68	75%
2017	129	128	99%	17	17	100%	19	18	95%	114	114	100%
2018	148	147	99%	22	21	95%	14	14	100%	121	120	99%

**See NOTES (1), (2), (4), (7), and (10) below.*

2022 NYSED Charter School Information Dashboard

Benchmark 9 - Indicator 1: Enrollment and Retention

Charter School

NEW VISIONS CHARTER HIGH SCHOOL FOR ADVANCED MATH AND SCIENCE II

1.a.i. Aggregrate Enrollment:

Aggregate Enrollment: Reported vs Contracted - Target = 100%

New Visions CHS for Advanced Math and Science II	Contracted Enrollment	Reported Enrollment	Percent of Contracted Enrollment
2016-2017	566	556	98%
2017-2018	550	545	99%
2018-2019	560	556	99%
2019-2020	560	534	95%
2020-2021	566	587	104%

1.a.ii. Subgroup Enrollment:

Subgroup Enrollment: Students with Disabilities, English Language Learners, and Economically Disadvantaged

	SWD			ELL			ED		
	New Visions CHS for Advanced Math and Science II	NYC CSD 8	Differential to District	New Visions CHS for Advanced Math and Science II	NYC CSD 8	Differential to District	New Visions CHS for Advanced Math and Science II	NYC CSD 8	Differential to District
2016-2017	18%	27%	-9	13%	16%	-3	89%	75%	+14
2017-2018	17%	27%	-10	17%	21%	-4	90%	83%	+7
2018-2019	19%	26%	-7	15%	21%	-6	86%	82%	+4
2019-2020	17%	25%	-8	13%	21%	-8	90%	84%	+6
2020-2021	17%	26%	-9	12%	21%	-9	88%	85%	+3

**See NOTES (2) and (6) below.*

2022 NYSED Charter School Information Dashboard

Benchmark 9 - Indicator 1: Enrollment and Retention

1.b.i. and 1.b.ii. Retention:

Retention - Aggregate and Subgroups

	All Students			SWD			ELL			ED		
	New Visions CHS for Advanced Math and Science II	NYC CSD 8	Differential to District	New Visions CHS for Advanced Math and Science II	NYC CSD 8	Differential to District	New Visions CHS for Advanced Math and Science II	NYC CSD 8	Differential to District	New Visions CHS for Advanced Math and Science II	NYC CSD 8	Differential to District
2016-2017	92%	79%	+13	88%	75%	+13	95%	75%	+20	93%	79%	+14
2017-2018	93%	80%	+13	88%	76%	+12	90%	79%	+11	92%	80%	+12
2018-2019	95%	79%	+16	95%	77%	+18	93%	79%	+14	96%	79%	+17
2019-2020	86%	78%	+8	81%	74%	+7	88%	76%	+12	86%	77%	+9
2020-2021	93%	83%	+10	86%	80%	+6	88%	83%	+5	94%	82%	+12

**See NOTES (2) and (6) below.*

2022 NYSED Charter School Information Dashboard

Benchmark 9 - Indicator 1: Enrollment and Retention

1.c.i. and 1.c.ii. High School Persistence:

Aggregate and Subgroup 4-, 5-, and 6-year Cohort Persistence Rates – Target = 85%

		All Students			SWD			ELL			ED		
		Original Cohort	Persistent	Percent Persistent	Original Cohort	Persistent	Percent Persistent	Original Cohort	Persistent	4 Year Persistent	Original Cohort	Persistent	Percent Persistent
2014 Cohort	4-Year	147	121	82%	20	13	65%	20	17	85%	137	112	82%
	5-Year	147	124	84%	20	14	70%	20	18	90%	137	115	84%
	6-Year	147	126	86%	20	14	70%	20	18	90%	137	117	85%
2015 Cohort	4-Year	150	119	79%	31	23	74%	30	23	77%	123	97	79%
	5-Year	150	120	80%	31	23	74%	30	24	80%	123	98	80%
	6-Year	150	120	80%	31	23	74%	30	24	80%	123	98	80%
2016 Cohort	4-Year	126	102	81%	25	19	76%	20	17	85%	111	91	82%
	5-Year	126	102	81%	25	19	76%	20	17	85%	111	91	82%
2017 Cohort	4-Year	123	99	80%	15	12	80%	22	20	91%	113	92	81%

**See NOTES (2) and (10) below.*

Notes

(1) Data in the table above represents tested students who scored proficiently (level 3 or above) on the NYS ELA and/or math assessment.

(2) For the students with disabilities and the English language learners subgroups, both current and former members of the subgroups have been combined.

(3) Pursuant to NYSED business rules, the data was suppressed for subgroups containing <5 students and the subgroup category may not be included for the metric.

(4) Data in the table above represents students who passed the Annual Regents or equivalents (score of 65 or better).

(5) The 4- and 5-year graduation rates reported are as of August. The 6-year graduation rates are as of June.

(6) Data in the table above represents a comparison between those grades served in the charter school to only those same grades in the district.

(7) A "." in any table indicates that the data was suppressed, no student sat for the exam, or the exam was not given.

(8) Data in the table above represents tested students who either maintained a proficient score from one year to the next or students whose proficiency level increased from one year to the next (a proficient score is level 3 or 4).

(9) Data in the table above represents students within their respective subgroups who have passed three out of the five Annual Regents and Regents Common Core Examinations (score of 65 or better) or equivalents.

(10) Data in the table above represents the percentage of students from the original 9th grade cohort who persisted within the same school to a 4-year graduation (includes August graduates).

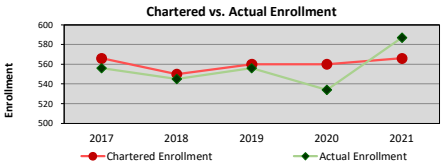
Charter School Fiscal Accountability Summary

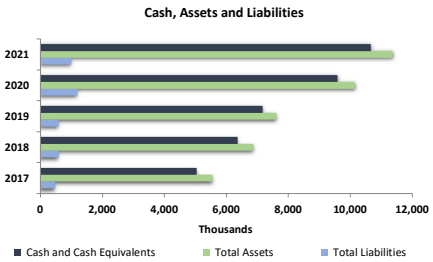
NEW VISIONS CHARTER HIGH SCHOOL FOR ADVANCED MATH AND SCIENCE II

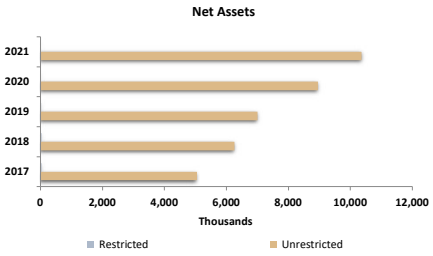
AUDITED FINANCIALS

STATEMENT OF FINANCIAL POSITION

	2016-17	2017-18	2018-19	2019-20	2020-21
Grades Served	9-12	9-12	9-12	9-12	9-12
Maximum Chartered Grades Served	9-12	9-12	9-12	9-12	9-12
Chartered Enrollment	566	550	560	560	566
Maximum Chartered Enrollment	566	566	566	566	566
Actual Enrollment	556	545	556	534	587
ASSETS					
Current Assets					
Cash and Cash Equivalents	5,036,170	6,356,181	7,165,418	9,589,819	10,656,374
Grants and Contracts Receivable	459,932	487,257	335,751	505,848	604,781
Prepaid Expenses	2,650	8,754	98,679	37,785	52,369
Other Current Assets	-	2,320	-	-	39,098
Total Current Assets	5,498,752	6,854,512	7,599,848	10,133,452	11,352,622
Non-Current Assets					
Property, Building and Equipment, net	53,495	10,716	5,512	13,739	12,256
Restricted Cash	-	-	-	-	-
Security Deposits	-	-	-	-	-
Other Non-Current Assets	-	-	-	-	-
Total Non - Current Assets	53,495	10,716	5,512	13,739	12,256
Total Assets	5,552,247	6,865,228	7,605,360	10,147,191	11,364,878
LIABILITIES and NET ASSETS					
Current Liabilities					
Accounts Payable and Accrued Expenses	127,424	81,076	80,207	35,793	207,002
Accrued Payroll and Payroll Taxes	133,275	228,033	253,782	327,946	481,792
Due to Related Parties	143,187	196,862	188,088	180,976	304,878
Refundable Advances	-	-	-	491,601	-
Other Current Liabilities	72,608	77,133	62,663	150,659	-
Total Current Liabilities	476,494	583,104	584,740	1,186,975	993,672
Long-Term Liabilities					
Deferred Rent	-	-	-	-	-
Other Long-Term Liabilities	-	-	-	-	-
Total Long-Term Liabilities	-	-	-	-	-
Total Liabilities	476,494	583,104	584,740	1,186,975	993,672
NET ASSETS					
Unrestricted	5,044,706	6,254,616	7,001,403	8,948,499	10,363,239
Restricted	31,047	27,508	19,217	11,717	7,967
Total Net Assets	5,075,753	6,282,124	7,020,620	8,960,216	10,371,206
Total Liabilities and Net Assets	5,552,247	6,865,228	7,605,360	10,147,191	11,364,878

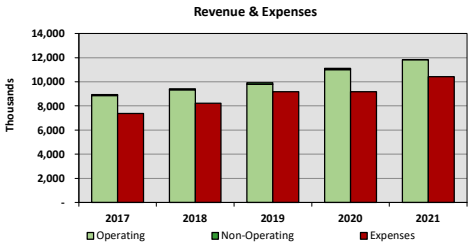


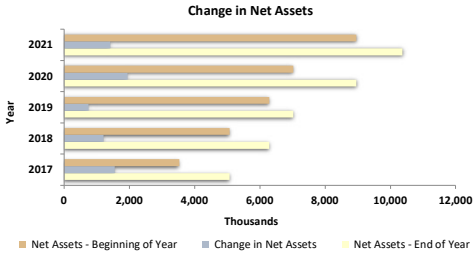




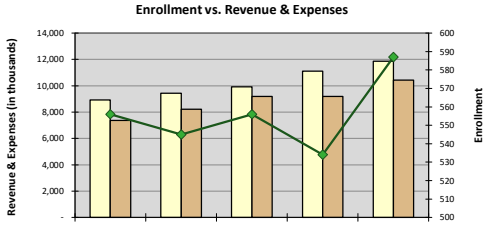
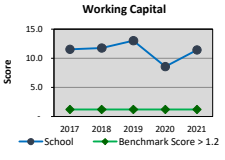
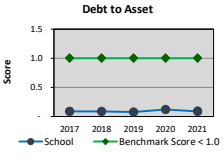
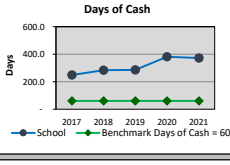
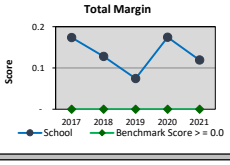
STATEMENT OF ACTIVITIES

OPERATING REVENUE					
State and Local Per Pupil Revenue - Reg. Ed	7,785,700	7,920,699	8,217,156	8,764,107	9,254,043
State and Local Per Pupil Revenue - SPED	410,530	711,629	694,056	617,814	1,278,238
State and Local Per Pupil Facilities Revenue	-	-	-	-	-
Federal Grants	434,384	483,863	573,289	1,508,401	1,263,520
State and City Grants	236,745	216,936	293,384	126,051	41,237
Other Operating Income	-	-	-	-	-
Total Operating Revenue	8,867,359	9,333,127	9,777,885	11,016,373	11,837,038
EXPENSES					
Program Services					
Regular Education	5,260,397	6,097,157	6,605,861	6,864,778	7,482,167
Special Education	1,291,882	1,306,619	1,610,576	1,480,465	2,153,527
Other Expenses	-	-	-	-	-
Total Program Services	6,552,279	7,403,776	8,216,437	8,345,243	9,635,694
Supporting Services					
Management and General	823,507	813,196	970,815	838,680	803,419
Fundraising	-	-	-	-	-
Total Support Services	823,507	813,196	970,815	838,680	803,419
Total Expenses	7,375,786	8,216,972	9,187,252	9,183,923	10,439,113
Surplus/Deficit from Operations	1,491,573	1,116,155	590,633	1,832,450	1,397,925
SUPPORT AND OTHER REVENUE					
Interest and Other Income	212	8,251	35,471	44,622	5,528
Contributions and Grants	60,753	81,965	112,392	62,524	7,537
Fundraising Support	-	-	-	-	-
Other Support and Revenue	-	-	-	-	-
Total Support and Other Revenue	60,965	90,216	147,863	107,146	13,065
Change in Net Assets	1,552,538	1,206,371	738,496	1,939,596	1,410,990
Net Assets - Beginning of Year	3,523,215	5,075,753	6,282,124	7,020,620	8,960,216
Net Assets - End of Year	5,075,753	6,282,124	7,020,620	8,960,216	10,371,206





FISCAL ANALYSIS

RATIOS, BENCHMARKS and FINDINGS

REVENUE & EXPENSE BREAKDOWN					
Revenue - Per Pupil					
Operating	15,948	17,125	17,586	20,630	20,165
Support and Other Revenue	110	166	266	201	22
Total Revenue	16,058	17,291	17,852	20,831	20,188
Expenses - Per Pupil					
Program Services	11,785	13,585	14,778	15,628	16,415
Mangement and General, Fundraising	1,481	1,492	1,746	1,571	1,369
Total Expenses	13,266	15,077	16,524	17,198	17,784
% of Program Services	88.8%	90.1%	89.4%	90.9%	92.3%
% of Management and Other	11.2%	9.9%	10.6%	9.1%	7.7%
% of Revenue Exceeding Expenses	21.0%	14.7%	8.0%	21.1%	13.5%
FINANCIAL COMPOSITE SCORE					
Composite Score	3.00	3.00	3.00	3.00	3.00
BENCHMARK and FINDING: Strong; 1.5 - 3.0 / Adequate; 1.0 - 1.4 / Needs Monitoring; -1.0 - 0.9	Strong	Strong	Strong	Strong	Strong
WORKING CAPITAL					
Net Working Capital	5,022,258	6,271,408	7,015,108	8,946,477	10,358,950
Working Capital (Current) Ratio	11.5	11.8	13.0	8.5	11.4
BENCHMARK and FINDING: Ratio should be equal to or greater than 1.2	Meets Standard	Meets Standard	Meets Standard	Meets Standard	Meets Standard
DEBT TO ASSET					
Debt to Asset Ratio	0.1	0.1	0.1	0.1	0.1
BENCHMARK and FINDING: Ratio should be equal to or less than 1.0	Meets Standard	Meets Standard	Meets Standard	Meets Standard	Meets Standard
CASH POSITION					
Days of Cash	249.2	282.3	284.7	381.1	372.6
BENCHMARK and FINDING: Ratio should be equal to or greater than 60 days	Meets Standard	Meets Standard	Meets Standard	Meets Standard	Meets Standard
TOTAL MARGIN					
Total Margin Ratio	0.2	0.1	0.1	0.2	0.1
BENCHMARK and FINDING: Ratio should be equal to or greater than 0.0	Meets Standard	Meets Standard	Meets Standard	Meets Standard	Meets Standard