



New York State Education Department

2022-2023 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 III

Renewal Site Visit Dates: December 15-16, 2022

Date of Final Draft Report: May 2, 2023

Date of Final Report: May 10, 2023

[Charter School Office](#)

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Table of Contents

SCHOOL DESCRIPTION	3
METHODOLOGY	5
BENCHMARK ANALYSIS	8
SUMMARY OF FINDINGS.....	10
BENCHMARK 1: STUDENT PERFORMANCE.....	11
BENCHMARK 2: TEACHING AND LEARNING.....	12
BENCHMARK 3: CULTURE, CLIMATE, AND FAMILY ENGAGEMENT	19
<i>BENCHMARK 4: FINANCIAL CONDITION</i>	24
BENCHMARK 5: FINANCIAL MANAGEMENT	25
BENCHMARK 6: BOARD OVERSIGHT AND GOVERNANCE	26
BENCHMARK 7: ORGANIZATIONAL CAPACITY.....	28
BENCHMARK 8: MISSION AND KEY DESIGN ELEMENTS.....	32
BENCHMARK 9: ENROLLMENT, RECRUITMENT, AND RETENTION	34
BENCHMARK 10: LEGAL COMPLIANCE	37

ATTACHMENT 1: 2021 NYSED CHARTER SCHOOL INFORMATION DASHBOARD

ATTACHMENT 2: CHARTER SCHOOL FISCAL ACCOUNTABILITY SUMMARY DASHBOARD

ATTACHMENT 3: 2021 CSO ANNUAL SURVEY OF CHARTER SCHOOL PARENTS/GUARDIANS, TEACHERS, AND STUDENTS

ATTACHMENT 4: 2022 CSO ANNUAL SURVEY OF CHARTER SCHOOL PARENTS/GUARDIANS, TEACHERS, AND STUDENTS

SCHOOL DESCRIPTION

Charter School Summary¹

Name of Charter School	New Visions Charter High School for Advanced Math and Science III
Board Chair	Lior Evan
District of location	NYC CSD 22
Opening Date	Fall 2013
Charter Terms	<ul style="list-style-type: none"> • Initial term: August 19, 2013 – June 30, 2018 • First Renewal Term: July 1, 2018 – June 30, 2023
Current Term Authorized Grades/ Approved Enrollment	Grades 9-12 / 500 students
Proposed Renewal Term Authorized Grades/ Proposed Approved Enrollment	Grades 9-12 / 430 students
Comprehensive Management Service Provider	New Visions for Public Schools
Facilities	3000 Avenue X, Brooklyn – Public Space
Mission Statement	<i>AMS III 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.</i>
Key Design Elements	<ul style="list-style-type: none"> • Innovative and Responsive Teaching and Learning: <ul style="list-style-type: none"> ○ 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

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

Requested Revisions (Revisions are not approved unless approved by the Board of Regents)	A revision requested by this charter school to decrease its authorized enrollment from the currently approved 500 students to 430 students to be fully implemented by year 5 of the renewal charter term.
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Noteworthy: Throughout this charter term, New Visions Charter High School for Advanced Math and Science III (AMS III) is committed to Diversity, Equity, and Inclusion. In partnership with Teaching Matters, the school is working on the development of a Culturally Responsive Sustaining Education (CRSE) pedagogy by reimagining its current pedagogy and student learning experiences to ensure that teachers implement culturally responsive instructional strategies that lead to responsive classrooms that promote student voice. Additionally, the school has created an Anti-Racist Working Group to ensure that adults have the skills to become active participants in ensuring AMS III becomes an anti-racist school in the years to come.

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 2018 to 2019	Year 2 2019 to 2020	Year 3 2020 to 2021	Year 4 2021 to 2022	Year 5 2022 to 2023
Grade Configuration	Grades 9-12	Grades 9-12	Grades 9-12	Grades 9-12	Grades 9-12
Total Approved Enrollment	430	460	475	500	500

Proposed Renewal Term Grade Levels and Proposed Enrollment Requested by the School²

	Year 1 2023 to 2024	Year 2 2024 to 2025	Year 3 2025 to 2026	Year 4 2026 to 2027	Year 5 2027 to 2028
Grade Configuration	Grades 9-12	Grades 9-12	Grades 9-12	Grades 9-12	Grades 9-12
Total Proposed Enrollment	400	410	420	425	430

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:

² This proposed chart was submitted by New Visions Charter High School for Advanced Math and Science III in its renewal application. It is subject to change pending the final renewal recommendation and approval by the Board of Regents.

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 renewal site visit was conducted at AMS III on December 15-16, 2022. The New York State Education Department's Charter School Office (CSO) team conducted interviews with the board of trustees, school leadership team, school support staff, parents, teachers, and students. In cooperation with school leadership, the CSO administered anonymous online surveys to teachers and parents.

The team conducted twelve classroom observations in Grade 9-12. The observations were approximately 15 minutes in length and conducted jointly with an assistant principal or director of instruction. 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 2022-2023 organizational chart;**
- **A 2022-2023 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;**
- **2022 CSO Annual Survey of Charter Schools Parents/Guardians, Teachers, and Students**
- **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 2022 Self-Evaluation Tool;**
- **Prior CSO monitoring reports (check-in, mid-term, renewal);**

- **School's SY 22-23 renewal application;**
- **School's 2021 Notice of Deficiency**
- **Any supplementary evidence or data submitted to NYSED by the school; and**
- **School-submitted lesson plans.**

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 from December 15-16, 2022 at AMS III, see the following Performance Framework benchmark ratings and narrative.

**New York State Education Department
2015 Charter School Performance Framework Rating³**

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).	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 III is in year ten 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 III is part of the New Visions for Public Schools network (New Visions network) which provides substantial infrastructure, resources, and support. The school continues to demonstrate strong student cohort performance and graduation rates, exceeding the state in most areas. The school has a comprehensive curriculum in place that is modified based on the assessed needs of students and is designed to empower students as they move toward college and career readiness. The school administers a range of assessments and uses project-based learning (PBL) to evaluate and enhance student learning. AMS III has a strong social-emotional wellness program, including a daily credit-bearing advisory course. As mentioned above, the school is working on the development of a CRSE pedagogy and has created an Anti-Racist workgroup to ensure the school environment represents, understands, celebrates, and respects the diversity of students who attend. AMS III has a well-established leadership team and dedicated student support team with systems in place to identify and support at-risk students. The school provides consistent coaching and professional development to support its teachers. Finally, AMS III continues to enroll a higher percentage of students who are economically disadvantaged (ED) when compared to its district of location, NYC CSD 22.
- **Summary of Areas in Need of Improvement:** AMS III continues to have difficulty recruiting students. For this reason, it is seeking a revision to decrease its maximum approved enrollment from 500 to 430 students. Over the course of the charter term, the school has implemented several strategies to increase overall enrollment but is still unable to maintain 85 percent of its current maximum approved enrollment.

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 for this benchmark has been consistent as a Meets.

This school has, over the past five cohorts (2014 through 2018), consistently outperformed NYS on the 4-year Cohort Regents' exams both overall and for each subgroup, with only two exceptions which came within -3 percentage points of NYS. This school has also consistently, for those same cohorts, exceeded the 4-year NYS graduation rates without exception. This school has consistently exceeded the 3rd Year On-Track to Graduate target of 75 percent, with the only exceptions being within the 2015 cohort for SWD and ELL students with 53 percent and 50 percent respectively.

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 (NYSL) 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

<i>Element</i>	<i>Indicators</i>
1. <i>Curriculum</i>	<ul style="list-style-type: none"> a. The school has a documented curriculum that is aligned to the NYSL. 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. <i>Instruction</i>	<ul style="list-style-type: none"> 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. <i>Assessment and Program Evaluation</i>	<ul style="list-style-type: none"> 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. <i>Supports for Diverse Learners</i>	<ul style="list-style-type: none"> 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 uses a range of assessments, including Performance Series, mock Regents, program-based assessments, and performance tasks as part of PBL.
- The school uses the CRSE framework to guide and support teachers in their use of culturally responsive instructional strategies.
- The school has robust supports for the whole student, focusing on social and emotional wellness in addition to students' academic success.

Academic Program for SWDs and ELLs:

- **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 geometry.
- **ELLs/MLLs:**
 - The school offers ICT classes in core content areas.
 - Teachers provide modifications and supports, such as translating materials and scaffolding, for ELLs in mainstream classes.
 - AMS III has an English as a New Language (ENL) lab space and an ENL coordinator who provides 1:1 support for ELLs
 - The ENL coordinator supports special education teachers in lesson planning and scaffolding strategies in support of ELLs in the classroom.

Summative Evidence for Benchmark 2:

Over this charter term, the trajectory for this benchmark has been consistent as a Meets.

- AMS III 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 and school leadership continues to reflect on the school's programs to ensure that curriculum and instruction are culturally inclusive, relevant, engaging to students, and responsive to all students' needs. With the support of the New Visions network and a committed staff, AMS III is

able to deliver a rigorous and coherent curriculum that supports all students and advances their college and career readiness.

1. Element: **Curriculum:**

- **Indicator a:** The school has a documented curriculum that is aligned to NYSLS. As stated in the renewal application, AMS III utilizes the New Visions curriculum framework for all Regents-culminating classes. 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. In order to strengthen the school’s math and science curriculum in alignment with its identity, AMS III has increased its computer science class offerings to include an accessible introduction to computer science and an Advanced Placement computer science class. Participants in the teacher focus group stated that they are redeveloping the curriculum to align with the Next Generation Learning Standards and that the New Visions network is supporting them in this work.
- **Indicator 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. Lesson plans that the school provided during the site visit documented use of these planning tools. During the focus group, teachers explained how they use the workshop model and incorporate backwards planning (Understanding by Design) when developing lessons, starting with the learning standards and the requisite skills and content needed. Teachers co-plan their lessons and submit them to their supervisors weekly for review; supervisors meet individually with teachers a minimum of 30 minutes per week. Participants in the school leadership focus group reported that all teachers are required to have students complete at least one authentic assessment per semester. According to the renewal application, “This requirement for teachers is aimed at promoting the development of students’ critical thinking, problem-solving, and communication skills.” More experienced and accomplished teachers (those identified as tier two or higher) are encouraged to create authentic assessments that are interdisciplinary.
- **Indicator c:** The curriculum is aligned horizontally across classrooms at the same grade level and vertically across grade levels. Participants in the school leadership focus group reported that teachers meet regularly within their departments to coordinate vertical alignment of the curriculum with a focus on skills needed for college, especially writing. Department teams review instructional goals and use skills trackers to determine progress and establish alignment. School leaders discussed AMS III’s continued focus on PBL to facilitate interdisciplinary connections across the curriculum. Participants in the teacher focus group explained how the science and math departments and the English and social studies departments meet monthly to coordinate interdisciplinary projects. As one teacher noted, these provide further opportunities to align skills across content areas. One example of an interdisciplinary authentic assessment students have worked on this year is a project looking into the Black Death and the empire of Genghis Khan. Living Environment and Global Studies classes brought the study of science and history together to put Genghis Khan on trial for biological warfare.
- **Indicator d:** The school’s curriculum is differentiated to provide opportunities for all students to master grade-level skills and concepts. Participants in the teacher focus group reported that co-teachers meet at least once a week to plan lessons. Together they plan for differentiation to meet the individual needs of their students such as creating modified assignments, determining intentional student groupings for specific targeted instruction, and the use of different team-teaching models. Teachers described these as “learning routines that allow for equity of voice and

equity of student choice.” One teacher explained that, during remote instruction, her team created “mild, medium, or spicy” levels of questions to broaden their course offerings to attract more students. Students may choose assignments from Google Classroom. She said that she has incorporated these into her in-person lessons as well. Teachers noted that some of the online learning platforms that the school used during remote instruction, such as Delta Math, remain useful tools for providing individualized instruction. The CSO site visit team observed the use of differentiated instruction during classroom observations, such as team teaching, small group instruction, student choice, use of visuals, scaffolded activities, texts provided at different reading levels, and modified handouts. During the focus group, one teacher noted that “content teachers can ‘differentiate up’ because the special education team so seamlessly handles the differentiation for their students.”

- **Indicator e:** According to the renewal application, AMS III reviews and revises its curriculum during the summer and at strategic points throughout the school year based on student assessment data, student needs, and teacher input. The school also reviews and revises its course offerings based on the needs of the student population. In the focus group, teachers reported that, in the beginning of the year, they look back at their curriculum maps, adapted from the New Visions curriculum framework, and work with Teaching Matters to create professional development around curriculum development and review. In department meetings, teachers work with their supervisor and instructional coach to review student data and lessons, determine skills gaps, and plan for how best to address them.

2. Element: **Instruction:**

Indicator a: The school staff has a common understanding of high-quality instruction, and observed instructional practices align to this understanding. During the focus group, school leadership reported that instructional routines were a focus at the beginning of the year. As stated in the school leadership and teacher focus groups and observed during classroom observations, lessons follow the workshop model and all teachers must incorporate and make evident a clearly defined aim, objective, Do Now activity, agenda, and homework. The CSO site visit team observed classes in various stages, or “gears,” of their lessons, noting the continuity of the instructional models as they moved from whole group to independent to small group learning. According to the renewal application, the school focuses on a different instructional objective each year. In 2020-2021, teachers engaged in culturally responsive vocabulary instruction across content areas and in 2021-2022, they focused on the four interrelated Rs: relationship, rigor, relevance, and reflection. According to participants in the student support staff focus group, one of the main goals this year is moving students from dependent to independent learners.

- **Indicator b:** Instructional delivery fosters engagement with all students. According to the renewal application, a typical lesson at AMS III is required to include multiple entry points for all learners, skills that build on one another, opportunities for students to explore and discuss, and assessments that include tasks that are based on critical thinking, problem-solving, and expression. The effective use of instructional routines, the inclusion of meaningful activities that promote independent learning, and the consistently positive, respectful interactions among teachers and students all promote a high level of student engagement at AMS III. During classroom observations, students were actively engaged in learning. In a tenth grade Global Studies class, students were actively annotating the key ideas of a poem following the “CAPPO” guidelines of context, audience, point of view, purpose, and other explanation. In ninth grade algebra, students were sitting in pairs each completing separate problems and then explaining to

their partner, how to solve the problem they completed. In an eleventh-grade chemistry class, each student had his/her own laptop and was conducting a virtual lab on molecular polarity, where the teacher was able to remotely change the characteristics of the virtual experiment.

3. Element: ***Assessment and Program Evaluation:***

- **Indicator a:** The school uses a balanced system of formative, diagnostic and summative assessments. According to the renewal application and information provided during the leadership and student support staff focus groups, AMS III administers performance series diagnostic assessments at the start of the school year for ninth and tenth grade students. Based on a student's Lexile level, he/she may be placed in a reading intervention course utilizing either Wilson, Read 180, or Just Works reading programs. The school utilizes a variety of formative assessments such as mock Regents, baseline assessments, quizzes, writing tasks, and lab activities to monitor student learning and to provide feedback to teachers related to instruction and learning. As described above, each semester students complete authentic assessments to showcase their learning.
- **Indicator b:** The school uses qualitative and quantitative data to inform instruction and improve student outcomes. In school leadership and teachers focus groups, participants reported that the school uses multiple mechanisms to record both quantitative and qualitative data. The school collects qualitative data on student behavior with a points system to create positive behavioral incentives using the HERO app. Teachers and staff can enter data into the app in real time. PowerSchool is used to collect quantitative data such as student grades, credit accumulation, and skills attainment. Teachers are required to enter data on each student into PowerSchool at least twice a week. The math department uses Delta Math to track student content and skills mastery on homework assignments. The science department uses Nearpod, an interactive slide-deck incorporated into a teacher's lesson that allows them to gather real-time data on students' understanding and completion of a lesson. A jointly developed skills tracker between AMS III teachers and the New Visions network that is customizable for each teacher/department helps teachers track student skill levels. For instance, ELA teachers are focusing on collecting student data on reading analysis and evidence-based written responses, the science department is focusing on students' ability to communicate scientific information, and the math department is collecting data on students' ability to solve algebraic equations. In the school leadership focus group, the principal stated that data-driven continuous improvement is the common thread to all the work they do.
- **Indicator c:** The school uses qualitative and quantitative data to evaluate the quality and effectiveness of the academic program and modifies the program accordingly. According to the school's renewal application, AMS III leadership uses data from the sources described above to evaluate the effectiveness of the academic program and to inform decisions around program modification and revision, staff retention and hiring, and specific program supports necessary to address individual student needs. Participants in the school leadership focus group reported that, since returning from remote learning, student skills and behavior declined, necessitating the jointly developed skills tracker and the HERO app for positive behavioral reinforcements. Due to inequities brought on by the pandemic, AMS III provided uniform notebooks and other supplies to all students. As noted above, AMS III added more computer science classes to broaden its course offerings and to bolster its identity as a math and science school.

4. Element: ***Supports for Diverse Learners:***

- **Indicator a:** The school provides supports to meet the academic needs for all students, including but not limited to SWDs, ELLs, and ED students. According to the school’s renewal application, AMS III offers ICT classes for all core academic subjects including all four Regents science classes and relies upon the New Visions response to intervention (RtI) framework to provide a multi-tiered approach to efficiently differentiate instruction based on student literacy assessment data. In the focus group, student support staff reported that incoming ninth and tenth graders are given the STAR inventory, and those whose Lexile level fall below the cut-off point are placed in an intervention course utilizing Read 180, Wilson reading, or WIST encoding and decoding, based on their level of need. Participants in the teacher focus group reported that ICT teaching pairs meet once a week to plan lessons and make modifications based on student needs, including variable scaffolding questions, sentence starters, and small group pull-out for individual attention. Approximately four percent of the school’s population are ELLs with most at a level 4 (Expanding). According to the ENL coordinator, last year every ELL student either improved one level or transitioned out of ELL status. While the ENL coordinator is unable to push into classrooms, she works with the SPED team to support ELLs in the classroom. All ELLs are enrolled in ICT classes and all teachers print translated documents for their students. ELLs that are below grade level proficiency are placed in the ENL lab to improve their reading comprehension, writing, speaking, and listening skills in English. Students who are ED receive school supplies, metro cards, hot spots for internet connectivity at home, and other assistance to help keep them coming to school and able to perform. The CSE reports positive relationships between the school and the families during IEP meetings. The school appears to understand the importance of specially designed instruction and includes it in the Present Levels of Performance section of its IEPs. The school supports their students in transitioning to college and career after graduation. The school and the CSE collaborate well together. The school asks the CSE for information and support as needed and the school is responsive to the CSE’s questions. The school has not had any students need a manifestation determination review this year.
- **Indicator 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. According to the renewal application, student progress is monitored, and interventions are refined on a weekly basis by the leadership team, school counselors, social workers, teachers, and in-house advisors. Participants in the student support staff focus group reported that AMS III has seven SPED teachers who focus on specific content areas, a speech therapist who is currently working with 21 students, and a school-based clinic with a part-time social worker. AMS III also has a credit-bearing advisory class that every student is enrolled in and serves as a social-emotional support (safe space), academic progress check-in, and current issues forum for students. The school utilizes cohort teams consisting of an assistant principal, counselor, and dean that follow the same cohort for four years, building rapport with the students and their families, making sure students and families understand the supports the school offers and the graduation requirements, and providing interventions for those not on track to graduate and/or those who have behavioral issues. During the focus group, teachers reported that the instructional leads meet monthly to go over top-level instructional goals and collaborate on what the goals will look like (e.g., language around aligning writing vertically and horizontally). At the beginning of the year, teachers meet as a department to look back at their curriculum maps, identify any skills gaps between what is

required of the students and what was demonstrated by the students, and make adjustments for the upcoming school year. During weekly department meetings, teachers review data from grade books, work submission, attendance, counseling reports, and a skills tracker to troubleshoot issues, determine student needs, and plan future lessons.

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

<u>Element</u>	<u>Indicators</u>
<p>1. <i>Behavior Management and Safety</i></p>	<p>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.</p>
<p>2. <i>Family Engagement and Communication</i></p>	<p>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.</p>
<p>3. <i>Social-Emotional Supports</i></p>	<p>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.</p>

Summative Evidence for Benchmark 3:

Over this charter term, the trajectory for this benchmark has been consistent as a Meets. 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.

2021 Annual Survey of Charter School Parents/Guardians, Teachers, and Students

New Visions CHS for Advanced Math and Science III	Expected Responses	Total Responses	Response Rate	Target Response	Differential
Parent Survey	322	126	39%	50%	-11
Student Survey (Grades 9-12)	322	61	19%	80%	-61
Teacher Survey	32	35	109%	80%	29

NOTE: Expected responses for parents and students is based on 2020-2021 BEDs Day enrollment; for teachers it is based on the number of teachers reported in the 2021 Annual Report.

2022 Annual Survey of Charter School Parents/Guardians, Teachers, and Students

New Visions Charter High School for Advanced Math and Science III		Response Rate	Survey Population	Total Responses
Parent	95% Confidence	80%	294	237
Student	95% Confidence	76%	294	226
Teacher	Does not meet 90% or 95% Confidence	63%	40	25

NOTE: The survey population for parents and students is based on 2021-2022 BEDs Day enrollment; for teachers it is based on the number of teachers reported in the 2022 Annual Report.

For the 2021 CSO surveys, the parent and student surveys failed to meet the Target Response and aggregate results are not statistically dependable. The 2021 CSO Teacher survey exceeded the Target Responses and aggregate results are reliable indicators. For the 2022 CSO surveys, the parent and student response samples both reached a 95 percent confidence level and are reliable indicators. The 2022 CSO Teacher survey did not reach the minimum 90 percent confidence level and is not statistically dependable.

1. Element: **Behavior Management and Safety:**

- **Indicator a:** The school has a clear approach to behavioral management, including a written discipline policy. AMS III’s discipline policy is accessible to all on its website. While it has not been updated for the 2022-20223 school year, it is detailed in its description and focuses on restorative practices as a means for providing a safe, supportive environment for the AMS III community. The AMS III code of conduct clearly defines levels of infractions with associated supportive interventions as a primary means of addressing the issue and possible disciplinary responses to be used in addition to the supportive interventions. In the focus group, student support staff reported that, with the return to in-person learning, students are re-learning barriers, restrictions, and personal space. Although the school reported 36 suspensions overall last year, a number that they said is high for the school, many of them were for “horseplay incidents” as opposed to more serious offenses. They noted that only eleven SWDs were suspended with only one being a repeat suspension. Upon their return, students who are suspended have parent re-entry meetings and are provided with “holistic support.” Participants in the teacher focus group explained that the HERO app, used to provide positive behavioral reinforcements through incentives, has aided in reducing negative interactions among students. According to the 2022 CSO Parent Survey, 85 percent of parents who responded agree that the school’s discipline policy is clear, 80 percent

agree that the school's discipline policy is fair to all students, and 83 percent agree that the school's discipline policy is enforced by all teachers and staff.

- **Indicator b:** The school appears safe, and all school constituents can articulate how the school community maintains a safe environment. On the day of the site visit, no unsafe behavior was observed. The hallways were orderly with numerous staff members present ushering students toward their next class. Participants in the student focus group stated that teachers are always looking out for students, even outside of the school grounds. They noted that deans and security guards are outside, even at the bus stops, making sure that students are getting on the buses safely. They also reported that coaches “make sure you go to your sport and stay off the street.” In the 2022 CSO Student Survey, 61 percent of respondents agreed that they feel physically safe in their school.
- **Indicator c:** The school has systems in place to ensure that the environment is free from harassment and discrimination. In school leadership, teacher, and student support staff focus groups, participants reported that AMS III has multiple means of ensuring respect for all. For three years, AMS III has incorporated CRSE, which focuses on using culturally responsive and relevant vocabulary and content across all subject areas to empower student voices and ensure an inclusive environment for all students at the school. AMS III organizes monthly cultural events celebrating the diversity of the student population. The school also has an ongoing Anti-Racist Working Group (ARWG) which, according to teachers, equips them with the ability to be more aware and to address unconscious bias that may be happening in their classroom. Teachers discuss and break down with their students the experiences that happen to them in a way that helps the students gain insight and understanding of the experience. In addition to the student advisory (described below), the school also has a staff advisory where staff learn about group leadership skills, verbal and nonverbal communications, and SEL techniques to better serve their students during student advisory meetings. During the site visit, students were observed in classrooms genuinely supporting one another. In the 2022 CSO Parent Survey, 77 percent of respondents agreed the school has systems in place to ensure that the environment is free from bullying, harassment, and discrimination.
- **Indicator d:** During the site visit, classroom environments appeared conducive to learning and free from disruptive behavior. Classes were inviting, displaying exemplars of student work, and appeared uniform in their student expectations. All teachers prominently displayed the lesson's aim, objective, agenda, and homework assignment. In the 2022 CSO Parent and Student Surveys, 75 percent of parents and 53 percent of student respondents, agreed classroom environments support learning and are generally free from disruption. Students participating in the focus group discussion said that they “give props to the teachers” because some students, especially freshmen, have “very bad attitudes.” They went on to say that it was a difficult situation because freshmen “spent most of their middle school years online and so they don't yet have the skills” needed to create a classroom environment conducive to learning.

2. Element: ***Family Engagement and Communication:***

- **Indicator a:** The school communicates with and engages families with the school community. According to the renewal application, the school uses multiple means of communicating with families, including email, phone calls, the school website, social media, and multiple apps. All official communications to families are sent via email in multiple languages. A school calendar is sent to families every month and two progress reports are sent each semester. In the focus group,

parents reported that during town hall meetings and Family School Alliance (FSA) meetings, the school solicits their input on a broad range of topics. One parent stated that “the school sends a lot of emails, and if I don’t answer them right away, they call.” Another parent noted that all of her son’s teachers have her telephone number and keep her informed of his grades. According to another parent, “there is never a point where they are not communicating. Sometimes it’s just a text to say [my son] is doing great today.” According to the 2022 CSO Parent Survey, 83 percent of respondents agree the school provides opportunities for parent participation within the school community.

- **Indicator b:** Teachers communicate with parents to discuss students’ strengths and needs. During the focus group, teachers reported that they are expected to make phone calls to parents each week and that, for students who are struggling, the expected outreach is at least five calls home per quarter. Families have access to student grades and behavior through the PowerSchool and HERO apps, through which teachers can also communicate directly with families. In the 2022 CSO Parent Survey, 90 percent of respondents agreed that they receive regular and timely information on their child's academic progress in their home language.
- **Indicator c:** The school assesses family and student satisfaction using a variety of strategies, such as surveys, feedback sessions, and community forums, and considers results when making schoolwide decisions. According to the school’s renewal application AMS III relies on the annual NYCDOE School survey to identify areas of strength and weakness and uses those results in developing school-wide goals. During focus group discussions, school leaders and parents reported that, during townhalls and quarterly FSA meetings, the school solicits feedback from families through surveys and questionnaires. In the 2022 CSO Parent Survey, 90 percent of respondents agree the school seeks feedback from parents through surveys, meetings, or some other way.
- **Indicator d:** The school has a systematic process for responding to family or community concerns. The school’s complaint process is found in the Student and Family Handbook which is made available to families on the school’s website. Like the discipline code, it is dated 2021-2022 school year and has not been updated. During the parent focus group, participants expressed that they were highly satisfied with the level of communication and felt that their voices were heard. Parents readily identified a staff member - the parent coordinator, a guidance counselor, a member of the leadership team, or a teacher - who they could call with any issue they may have. In the 2022 CSO Parent Survey, 63 percent of respondents agreed that the school has a complaint policy that is easy to find, and 64 percent agreed that the school has a complaint policy that is easy to understand; for both questions, only seven percent of respondents disagreed.
- **Indicator e:** AMS III shares school-level academic data with the broader school community to promote transparency and accountability among parents, students, and school constituents. The school posts its annual report on its website and provides a link to the latest NYSED report card. In the 2022 CSO Parent Survey, 70 percent of respondents agreed the school informs parents about how it performs compared to other schools in the district and New York State.

3. Element: ***Social-Emotional Supports:***

- **Indicator a:** The school has systems and programs in place to support the social-emotional needs of students. AMS III has a robust social emotional student support system anchored around its credit-bearing, four-year student advisory program. In ninth and tenth grades, the advisory course focuses on building proper study habits, student self-advocacy, and conflict resolution, and in eleventh and twelfth grades, its focus turns to college awareness, college access, internships,

and other activities to strengthen postsecondary success. In the focus group meeting, school leadership reported that advisory meets five days a week for 28 minutes and is aligned to state college and career readiness standards. Advisory groups consist of no more than 14 students that stay with the same advisor and student group for all four years. Some specific topics covered during advisory are bullying identification and coping strategies and bringing social-emotional awareness to topics that come up in the postsecondary environment, such as race in college and relationship issues. School leaders also noted that the advisory curriculum is jointly developed by school counselors and teachers. Once a week, school counselors lead teacher advisory meetings to debrief the student advisory lesson, share best strategies and discuss current social-emotional issues. Participants in the student support staff focus group stated that the school administers an SEL screener created by New Visions for all incoming students. Student responses to the screener are used to inform decision-making around upcoming school-wide goals and to provide topics to explore during advisory. One outcome of the screener this year was the focus on giving students a voice and more choice in the classroom. The screener is given again at the end of the year to judge progress made in those focus areas. In the 2022 CSO Parent Survey, 81 percent of respondents agree they are aware of how the school supports student social-emotional development and the school has social, emotional, and mental health programs and supports for all students.

- **Indicator b:** School leaders collect and use data to track the socio-emotional needs of students. As mentioned above, the main tool for collecting social emotional data is the SEL screener. In addition to the screener, staff members use the HERO app to record and track “on the spot” student behavior utilizing a merit/demerit points system to provide rewards as positive behavior reinforcement (currently it is only used for tracking merit points). Parents and students can see the students’ accumulated merit points and staff can communicate to families through the HERO app. Points can then be redeemed for rewards such as choosing the music played during class transition, receiving movie tickets, or having pizza parties or dress down days.
- **Indicator c:** School leaders collect and use data regarding the impact of programs designed to support students’ social and emotional health. AMS III collects and uses data gathered through the SEL screener (at the beginning and ending of the year), PowerSchool, and the HERO app to assess the impact of programs and inform programmatic changes. During the focus group, teachers reported that during teacher advisory meetings, student behavior data from the HERO app and PowerSchool are reviewed to determine the impact of advisory and make changes where necessary. Student academic data is regularly reviewed by staff during the weekly department meetings while more holistic student data is reviewed during monthly cohort meetings.

Benchmark 4: Financial Condition

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

Finding: Meets

Over this charter term, the trajectory for this benchmark has been consistent as a 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 III is part of the New Visions Charter Schools education corporation. New Visions Charter Schools appears to be in good financial condition as evidenced by performance on key indicators derived from the education corporation’s independently audited financial statements. However, the school should monitor student enrollment and the impact of not meeting enrollment projections on the school’s financial condition.

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 Schools’ 2021-2022 composite score is 3.00.

**Composite Scores
2017-2018 to 2021-2022**

<i>Year</i>	<i>Composite Score</i>
2017-2018	2.66
2018-2019	2.90
2019-2020	3.00
2020-2021	2.30
2021-2022	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

Over this charter term, the trajectory for this benchmark has been consistent as a 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 absence of a going concern disclosure.

Summative Evidence for Benchmark 5:

NYSED CSO reviewed New Visions Charter Schools' 2021-2022 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

<i>Element</i>	<i>Indicators</i>
1. <i>Board Oversight and Governance</i>	<ul style="list-style-type: none"> 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 for this benchmark has been consistent as a Meets.

1. Element: **Board Oversight and Governance:**

- **Indicator a:** 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. The board recruits and selects board members with skills and expertise that meet the needs of the school. The board currently consists of nine members; included in this number are two new trustees who received SED approval this past fall. Board members bring diverse experiences to the board in such areas as finance, real estate, education, and law. During the focus group, trustees indicated that they would like to recruit one or two more members specifically with experience in SEL, counseling, or social work. The board does not operate in committees but develops working groups, or ad hoc committees, as topics come up.
- **Indicator 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. During the focus group, board members were able to identify and convey the school’s mission and key design elements (KDEs). They indicated that their main goal this year is to increase enrollment and described some of the strategies the school has been using to achieve this goal (discussed in Benchmark 10). Some other areas of focus for the board are increasing the number of students

graduating with advanced Regents diplomas and strengthening the school's civic and community engagement. Board meeting minutes document the board's agenda topics and various issues the school is facing but do not provide evidence of the board engaging in goal development or formal strategic continuous improvement planning.

- **Indicator c:** The 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, participants showed awareness and understanding of the school's strengths, such as the supports available to diverse learners, and areas in need of improvement such as enrollment. A review of recent board meeting minutes shows that members are keenly aware and knowledgeable about the performance of the school in areas of academics, finance, and operations, CMO leadership, and issues the school may be facing. The board receives monthly reports from both the CMO and the AMS III principal, while also hearing from principals of other schools in the New Visions network and reviewing comparison data among the four schools.
- **Indicator d:** The board regularly updates school policies. According to the renewal application, the board reviews and votes on key policies annually, to reflect the changing needs of the school and to comply with state law.
- **Indicator e:** The board utilizes a performance-based evaluation process for evaluating school leadership, itself, and providers. According to the renewal application, the board informally assesses its effectiveness annually by taking a self-evaluation survey administered using Google Forms. In the focus group, board members reported that during monthly meetings with the school's principal, the board solicits feedback from the principal on the board's performance. They noted that the board does not need to evaluate many service providers because the New Visions network offers academic and operational supports to the school. The board reported that the school principal is evaluated by the New Visions superintendent of charter schools who administers the evaluation utilizing a multidimensional principal performance rubric based on school performance data which comprises 40 percent of the evaluation, and from observations and interactions with the school principal, which the board reviews before finalizing.
- **Indicator f:** The board demonstrates full awareness of its legal obligations to the school and stakeholders. According to the renewal application, the board requested the CMO provide them with a monthly report on the status of compliance activities and, at the board's request, the CMO works with the school's attorney annually to ensure all policies and procedures reflect current law, rules, and regulations. Board meeting minutes document that the board regularly monitors the compliance of legal obligations through CMO reports, 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

<u>Element</u>	<u>Indicators</u>
1. <i>School Leadership</i>	<p>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.</p> <p>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.</p> <p>c. The school has clear and well-established communication systems and decision-making processes in place which ensure effective communication across the school.</p> <p>d. The school successfully recruits, hires, and retains key personnel, and makes decisions – when warranted – to remove ineffective staff members.</p>
2. <i>Professional Climate</i>	<p>a. The school is fully staffed with high quality personnel to meet all educational and operational needs, including finance, human resources, and communication.</p> <p>b. The school has established structures for frequent collaboration among teachers.</p> <p>c. The school ensures that staff has requisite skills, expertise, and professional development necessary to meet students’ needs.</p> <p>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.</p> <p>e. The school has mechanisms to solicit teacher feedback and gauge teacher satisfaction.</p>
3. <i>Contractual Relationships</i> □N/A	<p>a. The board of trustees and school leadership establish effective working relationships with the management company or comprehensive service provider.</p> <p>b. Changes in the school’s charter management or comprehensive service provider contract comply with required charter amendment procedures.</p> <p>c. The school monitors the efficacy of contracted service providers or partners.</p>

Summative Evidence for Benchmark 7:

Over this charter term, the trajectory for this benchmark has been consistent as a Meets.

1. Element: **School Leadership:**

- **Indicator a:** The school has a well-established and effective school leadership team that obtains staff commitment to a clearly defined mission and set of goals, allowing for continual

improvement in student learning. According to the school's renewal application, the school leadership team (SLT) consists of the principal, four assistant principals, the deputy director of operations, the director of instruction, the school counseling department lead, and the special education coordinator. According to the school's renewal application, the SLT meets monthly to plan and evaluate long term goals, while a smaller subset of the SLT meets weekly to review major school-wide decisions, plan on how to best disseminate information from the monthly SLT meetings within their departments and conduct data inquiry. Six of the SLT members were present during the school leadership focus group meeting and were able to articulate the school's mission and how the KDEs were reflected in their departments' work. Staff commitment to the school's mission was shown during the teachers focus group where those present were able to convey the mission of the school and how the KDEs were reflected in their instructional planning and implementation.

- **Indicator 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. The school has a clearly defined organizational chart and participants in all staff focus groups were able to describe clear roles and responsibilities for other staff members. In both parent and student focus groups, participants were able to identify specific staff members they could reach out to for various types of questions or concerns they may have.
- **Indicator c:** The school has clear and well-established communication systems and decision-making processes in place which ensure effective communication across the school. In the focus group, school leaders reported that, every Monday, the Weekly Calendar and Expectations (WCE) is emailed to all staff with reminders and upcoming events. Each department has its own section that includes information specific to that department. Every week, the department leads get an email from the director of instruction regarding the main goals for the Friday department meetings. Staff is able to conduct more informal communication through Google Suites.
- **Indicator d:** The school successfully recruits, hires, and retains key personnel, and makes decisions – when warranted – to remove ineffective staff members. According to NYSED data, for 2020-2021, AMS III retained 92 percent of its faculty members. During the focus group, school leaders stated that, during the pandemic, the teacher retention rate was 67 percent, but they report that it has now been brought up to 81 percent. Reasons cited for the decline were the location of the school not being easily accessible, teachers leaving for leadership positions at other schools, people moving out of state, and the onset of the desire for remote work brought on by the pandemic. School leaders noted that, when the school had 67 percent retention, half of those staff members left to take on leadership roles elsewhere. The school has since instituted a bonus pay structure that has aided in attracting and retaining teachers. It also promotes from within when appropriate.

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

Indicator a: 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 group, school leaders did not report any current staff vacancies. According to NYSED data, in 2020-2021 AMS III reported that 22 of its teachers had teacher certification and 10 did not, placing the school within the legal limits.

Indicator b: The school has established structures for frequent collaboration among teachers. The school uses its formal team structure and meeting times to facilitate collaboration, such as monthly SLT meetings. In weekly leadership team meetings, members discuss the school's

progress on school-wide goals for the year and evaluate the effectiveness of programs and supports. Cohort teams meet monthly to discuss best continuous improvement practices; departments meet each Friday to review student data and plan lessons; and co-teachers meet every Monday for common planning time.

Indicator c: The school ensures that staff has requisite skills, expertise, and professional development necessary to meet students' needs. In focus group meetings with school leadership, teachers, and student support staff, participants describe numerous professional development opportunities the school offers. The special education department provides professional development on reading and understanding student IEPs and the different types of disabilities a student may have. Other examples of professional development offered at the school include: instructional leads showing teachers how to effectively use backward design lesson planning; counselors offering sessions on adult SEL and restorative justice conversations; deans providing professional development on SEL, relationship building, and going from the ladder of consequences to the ladder of responsibilities. Not all PD is in-house; AMS III has partnered with Girls for Gender Equity which has, according to school leadership, "equipped them to focus on social justice in a different way" and Teaching Matters offer professional development on instructional routines and CRSE based pedagogy. The New Visions network provides many opportunities for professional development and facilitates regular meetings for deans across the New Visions network to share best practices. Additionally, the network provides a literacy coach and mentoring support for first year teachers. Weekly professional development times are part of the school calendar.

Indicator 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. Participants in the school leadership focus group reported that AMS III follows the Danielson framework for teacher evaluations. Each semester teachers receive two informal observations that include a write-up and one formal observation with pre- and post-observation conferences with a school leader. After the process is complete, the school leader will stop by the teacher's class to see if what was discussed during the post conference is being implemented in the classroom. Based on their "impactfulness," teachers at AMS III are categorized by tiers, going from one, which represents a new or inexperienced teacher to six, which represents a master teacher. Teacher observation reports are stored in an online repository, Teachboost, where they can easily be reviewed and referenced. Participants in the teacher focus group stated that the evaluation process is fair and equitable and noted that Teachboost is also a place where teachers upload their lesson plans and goals for the year for their instructional lead and/or coach to review.

Indicator e: The school has mechanisms to solicit teacher feedback and gauge teacher satisfaction. According to the renewal application, AMS III administers the NYCDOE School Survey to teachers annually. That survey, along with the CSO surveys, informs school leadership of the strengths and areas in need of improvement. During the teacher focus group, participants reported that school leadership solicits their input through surveys and feedback forms after professional development sessions and meetings with school leadership.

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

- **Indicator a:** The board of trustees and school leadership have established an effective working relationship with the New Visions network. As noted in Benchmark 6, the New Visions superintendent of charter schools also serves as a board of trustees member. New Visions staff

support AMS III across function areas, including instructional leadership and operations. In addition, the school leverages the network's resources and connections, such as relationships with community-based organizations.

- **Indicator b:** Changes in the school's CMO contract comply with required charter amendment procedures. According to the school's renewal application, the proposed educational service agreement (ESA) between the board and New Visions is largely the same as the current ESA and the agreement complies with the required charter amendment procedures.
- **Indicator c:** The school monitors the efficacy of contracted service providers and partners. According to the renewal application, 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. Contracts that do not meet these criteria are not renewed.

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

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

Summative Evidence for Benchmark 8:

Over this charter term, the trajectory for this benchmark has been consistent as a Meets.

1. Element: **Mission and Key Design Elements:**

- **Indicator a:** School stakeholders share a common and consistent understanding of the school's mission and KDEs outlined in the charter. As mentioned previously, in both school leadership and teacher focus groups, participants were able to articulate the school's mission and KDEs and how these are reflected in the work they do. The school's focus on CRSE, SEL supports, closing skill gaps, and PBLs were emphasized by all focus groups as was a commitment to post-secondary preparation. School leaders and teachers highlighted the school's focus on culturally responsive curriculum and instruction, authentic assessments, robust professional development, and the advisory program. Board members emphasized the school's commitment to strong academic outcomes while also supporting students holistically, and student support staff highlighted the robust systems of supports that are in place for all learners.
- **Indicator b:** The school has fully implemented six and partially implemented one of the key design elements in the approved charter and in any subsequently approved revisions. AMS III was granted a revision to its KDEs by the Board of Regents in April 2021 and, as such, this site visit report will focus on the revised KDEs listed below.
 - *Innovative and Responsive Teaching and Learning (fully implemented):*
AMS III frames its instructional practice around a CRSE based pedagogy and has partnered with Teaching Matters to support this initiative. The school has a continual focus on PBL and providing students both a choice and a voice in the work they do. The school considers the use of authentic assessments 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 staff gave examples of authentic assessments undertaken by the students. The ARWG committees have informed the staff of anti-racist pedagogical practices and helped unpackage unconscious bias within the classroom. The school offers multiple literacy interventions for students including Wilson Reading, Read 180, and WIST.

- *Individualized Supports for Diverse Learners (fully implemented):*
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 (fully implemented):*
The school is fully implementing this KDE as described in Benchmark 3 above. The school provides many programs and services to support students' social-emotional wellness.
- *Comprehensive Postsecondary Readiness (fully implemented):*
All students at AMS III begin exploring college and career readiness in the ninth grade. College counselors meet with all ninth graders exploring future goals and ambitions with them including college, military, or trade schools. The school has partnered with Kingsborough Community College for College Now courses and is looking to expand its offering of advanced placement courses. Every year, the school holds a college and career fair. All students at AMS III are expected to take three years of art or music, three years of Spanish, and four years of math and science, work toward a New York State Advanced Regents diploma, and apply to a City University of New York (CUNY) by twelfth grade.
- *Inclusive Family Engagement (fully implemented):*
As described in Benchmark 3, the school has strong, deliberate, and accessible means of communication with families, which includes the multiple platforms where families can view student data and communicate with school staff. The school has regular FSA and town hall meetings where the school solicits feedback, and the families can provide input. In the focus group meeting with parents, many lauded the school's communication and engagement with families.
- *Civic & Community Engagement (Partially Implemented):*
All students at AMS III are required to complete a minimum of 100 hours of community service or internship activity. While AMS III has partnerships with community organizations connected to the school's government course, such as Generation Citizen, school leaders have acknowledged that they need to improve on student civic and community engagement and are working on a partnership with Genesys Works, an organization offering business and technology skills training internships to students. Finally, the school is working toward being CDOS certified by 2025.
- *Data-Driven Continuous Improvement (Fully Implemented):*
As described in Benchmark 2, AMS III has robust data gathering and continuous improvement cycles to build capacity in their teachers and to support student achievement.

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

<u>Element</u>	<u>Indicators</u>
1. <i>Targets are met</i>	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. <i>Targets are not met</i>	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 for this benchmark has been consistent as an Approaches.

1. Element: **Targets are met:**

- **Indicator a:** The school consistently meets its obligation to enroll comparable percentages of subgroups. For SWDs, ELLs, and ED students, the differentials are -3, -2, and +4 percentage points, respectively. While the school’s retention of all students, SWDs, and ED students remained the same from 2020-2021 to 2021-2022, at 88 percent, 85 percent, and 89 percent, respectively, the district of location’s student retention for all student population groups decreased, causing AMS III’s differential to NYC CSD 22 to show positive growth at +5, +28, and -2 percentage points for the three respective student groups. The school’s retention of ELL students decreased from 97 percent to 82 percent, a differential of -6 percentage points to the district of location.

2. Element: **Targets are not met:**

- **Indicator a:** This school is currently, 2021-2022, at 59 percent of its contracted enrollment. AMS

III continues to struggle to maintain its maximum approved enrollment numbers. At the time of the last renewal, the Board of Regents approved a decrease in AMS III's maximum approved enrollment from 566 to 500 students. Since the last charter term, however, AMS III has experienced a decrease in its total enrollment each year. In April 2021, the CSO issued a Notice of Deficiency for low overall student enrollment. According to NYSED data, the school's total enrollment during the 2021-2022 school year was 294 students, which is 59 percent of the maximum approved enrollment of 500. During this charter term the school was at 92 percent of its maximum approved enrollment, then declined to 78 percent in 2019-2020, and 67 percent in 2020-2021. This year, with an influx of students transferring from New Visions Charter High School for the Humanities III, AMS III's co-located sister school that closed in June 2022, enrollment has improved. That being said, AMS III is looking to decrease its overall student enrollment and, along with the renewal application, submitted a revision request to decrease the maximum approved enrollment from 500 to 430 students starting in the next school year. The school projects a gradual increase leading up to 430 students in year 5 of the next charter term.

- **Indicator b:** The school has implemented extensive recruitment strategies and program services to attract and retain SWDs, ELLs, and ED students. According to the school's renewal application and on-site focus group discussions, strategies include but are not limited to:
 - Working with the Lincoln Barretta marketing firm which has assisted in maximizing the school's digital marketing budget;
 - Hiring a new recruitment coordinator;
 - Conducting virtual open houses and phone call campaigns, and continuing to develop partnerships with feeder middle schools;
 - Accessing real-time applicant data through SchoolMint, the application and enrollment system managed by the New Visions network and determines connections that may exist between outreach and marketing efforts and student applications;
 - Annually identifying and analyzing 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;
 - Making the enrollment application available to families in September, which allows for increased time to build relationships with families prior to the April lottery;
 - Conducting mailing campaigns in English and Spanish to 15,000 eighth-graders;
 - Advertising through digital and social media as well as bus shelter ads;
 - Deploying a street outreach team;
 - Participating in local community events, fairs, and presentations hosted by local community-based organizations and social service networks;
 - Holding information sessions and open houses hosted by Student Ambassadors and school staff;
 - Offering monthly Saturday registration sessions;
 - Utilizing New Visions network's database to connect with its list of over 700 partner organizations;
 - Translating all marketing materials into Spanish, Haitian Creole, and Urdu to reflect the school's current student population;
 - Ensuring that students from all subgroup populations are represented in the Student Ambassador program; and

- Partnering with the NYC Charter Center in using the Common Application to make the application, which is available in English and Spanish, more accessible.
- **Indicator c:** AMS III 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. It also mentions that the principal has been “a key partner in this work” over the last few years as the school focuses more efforts on mitigating the enrollment decrease. Additionally, the marketing firm provides the school with “a monthly Key Performance Indicator report based on [the school’s] marketing allocation,” which allows the school to continuously evaluate its efforts.

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

<i>Element</i>	<i>Indicators</i>
1. <i>Legal Compliance</i>	<p>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.</p> <p>b. The school has undertaken appropriate corrective action when needed and has implemented necessary safeguards to maintain compliance with all legal requirements.</p> <p>c. The school has sought Board of Regents and/or Charter School Office approval for significant revisions.</p>

Summative Evidence for Benchmark 10:

Over this charter term, the trajectory for this benchmark has been consistent as a Meets.

1. Element: **Legal Compliance:**

- Indicator a:** The school benefits from working with a CMO with many years of experience working with numerous district and charter schools. As reported in the renewal application, the CMO’s director of operations meets weekly with the director of operations at AMS III to review current and upcoming compliance deadlines and identify any areas of needed additional support. The CMO utilizes an internally developed task management plan to ensure compliance with the submission of family income inquiry or housing forms, tracking of immunization rates, the logistics of assessment ordering, and the completion of annual BEDS reporting. In the focus group, school leaders stated that the most robust supports provide by the New Visions network focus on finance, budget formulation, and compliance. The AMS III Board of Trustees monitors its compliance at its monthly meetings, which is evident in meeting minutes. As discussed in Benchmark 9, the CSO issued AMS III a Notice of Deficiency in April 2021 for enrollment deficiencies. The notice also outlined an operational deficiency as well as an operational concern. The deficiency referenced the school’s fingerprint clearance violations in the 2019-2020 school year; that year, the school hired one teacher whose clearance was provided two days after the hiring date. The school submitted a CAP for this issue on May 28, 2021, and, according to NYSED data, has had no issues with fingerprint clearance in the 2020-2021 and 2021-2022 school years. Current NYSED data shows that AMS III is currently meeting all teacher certification requirements (see Benchmark 7). Not all NYSED-required website school documents links are operational or readily available. The links lead to a website list of school documents, but the District Safety Plan

and FOIL policies and records are not included. Also, board meeting information, agendas, and minutes are current to August 2022 only.

- **Indicator b:** As noted above in Benchmark 9, the NYSED CSO issued a Notice of Deficiency on April 30, 2021 to AMS III for being below the 85 percent threshold for the maximum approved enrollment. The school submitted a Corrective Action Plan (CAP) on May 28, 2021, which included goals for increasing overall enrollment for the following school year. Due to the closing of HUM III, AMS III was able to meet its enrollment target for SY 2022-2023. AMS III is currently working with the CMO on additional recruitment strategies around branding and marketing AMS III to prospective students. See indicator a for a discussion of other corrective actions taken by the school during this charter term.
- **Indicator c:** The school is currently seeking approval for a material revision request to decrease its authorized enrollment from the currently approved 500 students to 430 students to be fully implemented by year five of the renewal charter term. In 2021, the school submitted a material revision request to amend the school key design elements to better reflect the practices and values of the New Visions charter school network. The revision request was approved by the Board of Regents in May 2021.

2022 NYSED Charter School Information Dashboard

Overview

Charter School Selection

NEW VISIONS CHARTER HIGH SCHOOL FOR ADVANCED MATH AND SCIENCE III

BEDS Code

332200861053

2021-2022 Enrollment

294

ESEA Accountability Designation (2021-2022):

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 #22
Total Public School Enrollment of Resident Students attending Charter Schools:	11%
Additional School District: (if applicable)*	N/A
Total Public School Enrollment of Resident Students attending Charter Schools:	-
Grades Served:	9-12
Address:	3000 AVE X BROOKLYN NY 11235
Website:	www.newvisions.org/charter/ams
RIC:	NEW YORK CITY
Regents Region:	NEW YORK CITY REGION - BROOKLYN
Regent:	KATHLEEN M. CASHIN
Active Date:	7/1/2013
Authorizer:	NYS BOR
CEO:	NISSI JONATHAN
CEO Phone:	(646) 808-4566
CEO Email:	njonathan6@charter.newvisions.org
BOT President:	LIOR EVAN
BOT President Phone:	(212) 645-5110
BOT President Email:	liorevan@gmail.com
Institution ID:	800000075843

*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.

BoR Charter School Office Information

Regional Liaison:	Laura Hill
Performance Framework:	2015
Current Term:	7/1/18-6/30/23
2018-2019	Check-in
2019-2020	Midterm
2020-2021	Check-in
2021-2022	Check-in
2022-2023	Renewal

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

2022 CSO Survey Results	Confidence Interval	Response Rate	Survey Population	Total Responses
Parent Survey	95% Confidence	80%	294	237
Student Survey (Grades 9-12)	95% Confidence	76%	294	226
Teacher Survey	Does not meet 90% or 95% Confidence	63%	40	25

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 III

New Visions CHS for Advanced Math and Science III		ELA Differential	Math Differential	Science Differential	Graduation Rate Differential	
High School	+/- 5	Bayside HS	.	.	.	-1
		Binghamton HS	.	.	.	+21
		Business Technology Early College HS	.	.	.	-1
		Cobble Hill School of American Studies	.	.	.	+15
		Excelsior Preparatory HS	.	.	.	+14
		George Washington Carver HS for the Sciences	.	.	.	+13
		HS for Community Leadership	.	.	.	+2
		HS for Health Professions & Human Services	.	.	.	+2
		Hutchinson Central Technical HS	.	.	.	+4
		International Leadership Charter HS	.	.	.	+8
		Jamestown HS	.	.	.	+19
		Manhattan Center for Science & Mathematics	.	.	.	+1
		Manhattan Early College School for Advertising	.	.	.	+6
		Middle Early College HS	.	.	.	+10
		Middletown HS	.	.	.	+8
		Midwood HS	.	.	.	+2
		Mount Vernon Steam Academy	.	.	.	+11
		New Visions CHS for Advanced Math and Science IV	.	.	.	+2
		Robert H Goddard HS for Communication Arts & Tech	.	.	.	-1
		Solvay HS	.	.	.	+6
		Thomas A Edison Career and Technical Education HS	.	.	.	+4
		Yonkers HS	.	.	.	+3
		Mean	.	.	.	+7
	+/- 7.5	Academy for Conservation and the Environment	.	.	.	0
		Academy for Health Careers	.	.	.	+9
		Academy of American Studies	.	.	.	-1
		Academy of Finance and Enterprise	.	.	.	+1
		Benjamin Banneker Academy	.	.	.	+2
		Benjamin N Cardozo HS	.	.	.	+5
		Brooklyn Emerging Leaders Academy CS	.	.	.	+2
		Central Park East HS	.	.	.	-1
		Clara Barton HS	.	.	.	+22
		East Upper HS	.	.	.	+13
		Energy Tech HS	.	.	.	+3
		Epic HS - North	.	.	.	+5
		Epic HS-South	.	.	.	+6
		Forest Hills HS	.	.	.	+6
		Gramercy Arts HS	.	.	.	+3
		HS for Environmental Studies	.	.	.	+5
		HS for Language and Diplomacy (The)	.	.	.	+16
		HS for Medical Professions	.	.	.	+8
		HS for Public Service-Heroes of Tomorrow	.	.	.	+5
		HS of Economics & Finance	.	.	.	+6
		HS-Construction, Trades, Engineering & Architecture	.	.	.	-1
		Hudson HS	.	.	.	+13
		Institute of Technology At Syracuse Central	.	.	.	+5
		John Adams HS	.	.	.	+14
		Lackawanna HS	.	.	.	+21
		Leonardo Da Vinci HS	.	.	.	+2
		Martin Van Buren HS	.	.	.	+11
		Middle College HS At Laguardia Community College	.	.	.	+9

2022 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 1: Similar Schools Comparison

	Mount Vernon HS	.	.	.	+33
	New Visions CHS for Advanced Math and Science	.	.	.	+2
	Pathways In Technology Early College HS (P-Tech)	.	.	.	+17
	Poughkeepsie HS	.	.	.	+37
	Research Laboratory HS for Bioinformatics and Life Sci	.	.	.	+5
	Richard R Green HS of Teaching	.	.	.	+10
	Robert F Kennedy Community HS	.	.	.	+10
	Saunders Trades & Technical HS	.	.	.	+2
	Urban Assembly School for Law and Justice (The)	.	.	.	+5
	Urban Assembly School for Media Studies	.	.	.	+9
	Mean	.	.	.	+8
+/- 10	Abraham Lincoln HS	.	.	.	+12
	Academy for Careers In Television and Film	.	.	.	-2
	Academy of Innovative Technology	.	.	.	+7
	Albany HS	.	.	.	+16
	Amsterdam HS	.	.	.	+12
	Astor Collegiate Academy	.	.	.	+18
	Aviation Career and Technical Education HS	.	.	.	0
	Bedford Academy HS	.	.	.	0
	Benjamin Franklin HS for Finance and Information Tec	.	.	.	+6
	Broadway Academy	.	.	.	+98
	Bronx Health Sciences HS	.	.	.	0
	Brooklyn Academy of Science and the Environment	.	.	.	+15
	Brooklyn College Academy	.	.	.	+1
	Brooklyn Collegiate: A College Board School	.	.	.	+9
	Brooklyn Community HS for Excellence and Equity	.	.	.	+18
	Brooklyn HS for Law and Technology	.	.	.	+15
	Brooklyn HS of the Arts	.	.	.	+4
	Brooklyn Institute for Liberal Arts	.	.	.	+6
	Brooklyn Preparatory HS	.	.	.	+4
	Business of Sports School	.	.	.	+11
	Cambria Heights Academy	.	.	.	+11
	Celia Cruz Bronx HS of Music (The)	.	.	.	-2
	Central Valley Academy	.	.	.	+7
	Cheektowaga HS	.	.	.	+12
	City Polytechnic HS of Engineering, Architecture and T	.	.	.	+2
	Civic Leadership Academy	.	.	.	+4
	Collegiate Institute for Math and Science	.	.	.	+11
	Curtis HS	.	.	.	+23
	Digital Arts and Cinema Technology HS	.	.	.	+1
	Dunkirk Senior HS	.	.	.	+18
	Edward R Murrow HS	.	.	.	+12
	Francis Lewis HS	.	.	.	+4
	Gloversville HS	.	.	.	+22
	HS of Fashion Industries (The)	.	.	.	+3
	Hannibal HS	.	.	.	+23
	Harvest Collegiate HS	.	.	.	+7
	Hillside Arts & Letters Academy	.	.	.	+2
	Humanities Preparatory Academy	.	.	.	+4
	Information Technology HS	.	.	.	+10
	James Madison HS	.	.	.	+6
	Kingston HS	.	.	.	+15
	Lansingburgh Senior HS	.	.	.	+17
	Leaders HS	.	.	.	+5
	Liberty HS	.	.	.	+17
	Manhattan Village Academy	.	.	.	-2
	Manhattan/Hunter Science HS	.	.	.	+1
	Maspeth HS	.	.	.	-1
	Math, Engineering and Science Academy CHS	.	.	.	+4
	Mathematics, Science Research and Technology Magn	.	.	.	+25
	Mckinley Vocational HS	.	.	.	+11
	Millenium Art Academy	.	.	.	+19

2022 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 1: Similar Schools Comparison

	New Visions CHS for the Humanities IV	.	.	.	+4
	Niagara Falls HS	.	.	.	+21
	Queens Preparatory Academy	.	.	.	+12
	Queens Technical HS	.	.	.	+14
	Repertory Company HS for Theatre Arts	.	.	.	+2
	Schenectady HS	.	.	.	+18
	Science Skills Center HS for Science, Technology and th	.	.	.	-1
	Union Square Academy for Health Sciences	.	.	.	+10
	University Heights Secondary School-Bronx Communit	.	.	.	-1
	Urban Assembly School for Collaborative Healthcare (T	.	.	.	+7
	Urban Assembly School for Emergency Management (T	.	.	.	+5
	Williamsburg Preparatory School	.	.	.	-1
	Mean	.	.	.	+10
	Mean	.	.	.	+9

*See NOTES (1) and (11).

2022 NYSED Charter School Information Dashboard

Regents Outcomes

Charter School

NEW VISIONS CHARTER HIGH SCHOOL FOR ADVANCED MATH AND SCIENCE III

Regents Testing Outcomes – Aggregate and Subgroup Annual Regents Outcomes:

Annual Regents Outcomes

		All Students				SWD				ELL				ED			
		Charter Total Tested	New Visions CHS for Advanced Math and Science III	NYS	Differential to NYS	Charter Total Tested	New Visions CHS for Advanced Math and Science III	NYS	Differential to NYS	Charter Total Tested	New Visions CHS for Advanced Math and Science III	NYS	Differential to NYS	Charter Total Tested	New Visions CHS for Advanced Math and Science III	NYS	Differential to NYS
Algebra I (Common Core)	2017-2018	139	64%	64%	0	30	53%	39%	+14	19	47%	46%	+1	122	63%	56%	+7
	2018-2019	123	70%	66%	+4	23	48%	43%	+5	19	68%	50%	+18	105	72%	59%	+13
	2019-2020	109	85%	93%	-8	23	74%	90%	-16	17	82%	90%	-8	85	84%	92%	-8
	2020-2021	52	100%	97%	+3	9	100%	96%	+4	12	100%	98%	+2	43	100%	97%	+3
Algebra II (Common Core)	2017-2018	68	53%	82%	-29	8	25%	61%	-36	-	-	-	-	56	50%	72%	-22
	2018-2019	73	67%	83%	-16	-	-	-	-	5	40%	63%	-23	58	62%	72%	-10
	2019-2020	63	97%	99%	-2	-	-	-	-	-	-	-	-	51	96%	99%	-3
	2020-2021	64	100%	100%	0	8	100%	100%	0	8	100%	100%	0	54	100%	100%	0
English Language Arts (Common Core)	2017-2018	154	60%	79%	-19	30	47%	52%	-5	14	64%	47%	+17	134	60%	70%	-10
	2018-2019	172	88%	84%	+4	26	81%	61%	+20	19	68%	56%	+12	138	88%	78%	+10
	2019-2020	127	97%	96%	+1	21	100%	91%	+9	21	86%	89%	-3	105	97%	94%	+3
	2020-2021	77	100%	99%	+1	9	100%	98%	+2	11	100%	98%	+2	57	100%	99%	+1
	2021-2022	5	100%	84%	+16	-	-	-	-	-	-	-	-	-	-	-	-
Geometry (Common Core)	2017-2018	220	40%	67%	-27	32	22%	38%	-16	14	36%	45%	-9	182	41%	54%	-13
	2018-2019	191	40%	70%	-30	26	12%	41%	-29	17	18%	46%	-28	154	41%	57%	-16
	2019-2020	140	88%	98%	-10	21	81%	97%	-16	16	100%	97%	+3	112	88%	97%	-9
	2020-2021	106	100%	100%	0	14	100%	100%	0	15	100%	100%	0	80	100%	100%	0
	2021-2022	6	100%	57%	+43	-	-	-	-	-	-	-	-	6	100%	44%	+56
Global History	2018-2019	96	77%	79%	-2	12	67%	52%	+15	12	58%	56%	+2	79	76%	72%	+4
	2019-2020	114	97%	98%	-1	15	100%	95%	+5	16	100%	95%	+5	95	97%	97%	0
	2020-2021	90	100%	100%	0	14	100%	100%	0	13	100%	100%	0	67	100%	100%	0
Global History Transition	2017-2018	114	46%	73%	-27	19	37%	45%	-8	10	50%	44%	+6	102	46%	62%	-16
	2018-2019	61	51%	62%	-11	9	22%	34%	-12	5	20%	36%	-16	48	52%	51%	+1
	2019-2020	16	38%	84%	-46	-	-	-	-	-	-	-	-	14	43%	80%	-37
Living Environment	2017-2018	146	66%	70%	-4	33	48%	44%	+4	24	38%	43%	-5	131	65%	60%	+5
	2018-2019	130	58%	71%	-13	24	42%	45%	-3	22	45%	43%	+2	111	59%	61%	-2
	2019-2020	121	94%	96%	-2	26	85%	93%	-8	22	95%	94%	+1	95	96%	95%	+1
	2020-2021	50	100%	98%	+2	7	100%	97%	+3	11	100%	98%	+2	41	100%	98%	+2
Physical Setting/ Chemistry	2017-2018	89	56%	72%	-16	5	20%	49%	-29	7	57%	50%	+7	77	56%	59%	-3
	2018-2019	82	37%	73%	-36	10	10%	47%	-37	5	20%	48%	-28	69	33%	60%	-27
	2019-2020	107	91%	98%	-7	10	70%	98%	-28	9	78%	99%	-21	86	91%	98%	-7
	2020-2021	73	100%	100%	0	11	100%	100%	0	12	100%	100%	0	59	100%	100%	0

2022 NYSED Charter School Information Dashboard

Regents Outcomes

Physical Setting/ Earth Science	2017-2018	95	60%	68%	-8	13	46%	44%	+2	-	-	-	-	75	57%	58%	-1
	2019-2020	53	100%	97%	+3	7	100%	95%	+5	7	100%	96%	+4	41	100%	96%	+4
	2020-2021	82	100%	98%	+2	13	100%	98%	+2	10	100%	99%	+1	65	100%	98%	+2
Physical Setting/ Physics	2017-2018	35	57%	83%	-26	-	-	-	-	-	-	-	-	26	46%	75%	-29
	2018-2019	71	10%	82%	-72	-	-	-	-	6	0%	67%	-67	59	7%	73%	-66
	2019-2020	44	89%	100%	-11	-	-	-	-	-	-	-	-	37	89%	100%	-11
	2020-2021	34	100%	100%	0	-	-	-	-	5	100%	100%	0	27	100%	100%	0
US History	2017-2018	119	71%	81%	-10	14	36%	56%	-20	7	57%	58%	-1	92	72%	73%	-1
	2018-2019	89	61%	77%	-16	13	46%	51%	-5	7	57%	47%	+10	68	60%	67%	-7
	2019-2020	111	93%	97%	-4	14	100%	93%	+7	11	91%	92%	-1	93	94%	95%	-1
	2020-2021	84	100%	100%	0	11	100%	100%	0	8	100%	100%	0	73	100%	100%	0
	2021-2022	71	100%	100%	0	10	100%	100%	0	9	100%	100%	0	49	100%	100%	0

*See NOTES (1), (2), (3), (4), and (7).

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 III

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 III	NYS	Differential to NYS	Charter Total Cohort	New Visions CHS for Advanced Math and Science III	NYS	Differential to NYS	Charter Total Cohort	New Visions CHS for Advanced Math and Science III	NYS	Differential to NYS	Charter Total Cohort	New Visions CHS for Advanced Math and Science III	NYS	Differential to NYS
ELA	2014 Cohort	90	98%	84%	+14	17	94%	54%	+40	5	100%	52%	+48	72	97%	78%	+19
	2015 Cohort	105	99%	84%	+15	14	93%	55%	+38	7	100%	55%	+45	86	99%	79%	+20
	2016 Cohort	93	100%	88%	+12	8	100%	66%	+34	6	100%	69%	+31	73	100%	84%	+16
	2017 Cohort	83	100%	89%	+11	9	100%	69%	+31	11	100%	75%	+25	70	100%	86%	+14
	2018 Cohort	94	100%	87%	+13	13	100%	71%	+29	10	100%	68%	+32	78	100%	83%	+17
Global History	2014 Cohort	90	91%	77%	+14	17	88%	42%	+46	5	80%	43%	+37	72	90%	69%	+21
	2015 Cohort	105	88%	78%	+10	14	64%	43%	+21	7	86%	48%	+38	86	86%	70%	+16
	2016 Cohort	93	99%	84%	+15	8	100%	60%	+40	6	100%	63%	+37	73	99%	80%	+19
	2017 Cohort	83	99%	87%	+12	9	100%	66%	+34	11	100%	69%	+31	70	99%	84%	+15
	2018 Cohort	94	99%	86%	+13	13	100%	72%	+28	10	100%	68%	+32	78	99%	83%	+16
Math	2014 Cohort	90	96%	83%	+13	17	88%	49%	+39	5	100%	59%	+41	72	96%	77%	+19
	2015 Cohort	105	95%	84%	+11	14	71%	51%	+20	7	57%	60%	-3	86	97%	78%	+19
	2016 Cohort	93	100%	88%	+12	8	100%	64%	+36	6	100%	72%	+28	73	100%	85%	+15
	2017 Cohort	83	100%	90%	+10	9	100%	69%	+31	11	100%	79%	+21	70	100%	88%	+12
	2018 Cohort	94	100%	91%	+9	13	100%	76%	+24	10	100%	78%	+22	78	100%	89%	+11
Science	2014 Cohort	90	96%	83%	+13	17	94%	52%	+42	5	80%	50%	+30	72	94%	76%	+18
	2015 Cohort	105	95%	83%	+12	14	71%	51%	+20	7	86%	51%	+35	86	95%	76%	+19
	2016 Cohort	93	99%	87%	+12	8	100%	64%	+36	6	100%	66%	+34	73	99%	83%	+16
	2017 Cohort	83	100%	90%	+10	9	100%	70%	+30	11	100%	74%	+26	70	100%	87%	+13
	2018 Cohort	94	99%	91%	+8	13	100%	77%	+23	10	90%	73%	+17	78	99%	88%	+11
US History	2014 Cohort	90	89%	80%	+9	17	88%	48%	+40	5	80%	50%	+30	72	90%	72%	+18
	2015 Cohort	105	82%	79%	+3	14	50%	48%	+2	7	71%	48%	+23	86	80%	71%	+9
	2016 Cohort	93	81%	84%	-3	8	100%	61%	+39	6	83%	61%	+22	73	82%	79%	+3
	2017 Cohort	83	88%	85%	+3	9	89%	66%	+23	11	64%	67%	-3	70	89%	81%	+8
	2018 Cohort	94	98%	84%	+14	13	92%	69%	+23	10	90%	67%	+23	78	97%	80%	+17

*See NOTES (1), (2), (3), (4), and (7).

2022 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 3: High School Outcomes

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

Aggregate and Subgroup College and Career Readiness

		College and Career			ELA			Math		
		New Visions CHS For Advanced Math And Science Iii	NYS	Differential to NYS	New Visions CHS For Advanced Math And Science Iii	NYS	Differential to NYS	New Visions CHS For Advanced Math And Science Iii	NYS	Differential to NYS
All Students	2013 Cohort	21%	39%	-18	64%	72%	-8	23%	41%	-18
	2014 Cohort	9%	29%	-20	72%	71%	+1	12%	30%	-18
	2015 Cohort	17%	34%	-17	69%	68%	+1	18%	36%	-18
SWD	2013 Cohort	0%	7%	-7	22%	33%	-11	0%	9%	-9
	2014 Cohort	6%	4%	+2	53%	32%	+21	12%	5%	+7
	2015 Cohort	0%	6%	-6	43%	29%	+14	0%	8%	-8
ELL	2014 Cohort	20%	8%	+12	60%	28%	+32	20%	10%	+10
	2015 Cohort	14%	9%	+5	43%	30%	+13	14%	12%	+2
ED	2013 Cohort	19%	27%	-8	63%	63%	0	22%	29%	-7
	2014 Cohort	8%	18%	-10	72%	61%	+11	11%	19%	-8
	2015 Cohort	17%	22%	-5	67%	58%	+9	19%	24%	-5

*See NOTES: (1), (2), (3), and (12).

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 III	NYS Graduation Rate	Differential to NYS	Charter Total Cohort	New Visions CHS for Advanced Math and Science III	NYS Graduation Rate	Differential to NYS	Charter Total Cohort	New Visions CHS for Advanced Math and Science III	NYS Graduation Rate	Differential to NYS	Charter Total Cohort	New Visions CHS for Advanced Math and Science III	NYS Graduation Rate	Differential to NYS
2014 Cohort	4 Year	90	97%	83%	+14	17	94%	60%	+34	5	100%	54%	+46	72	96%	76%	+20
	5 Year	88	99%	86%	+13	17	94%	66%	+28	5	100%	62%	+38	70	99%	81%	+18
	6 Year	88	99%	87%	+12	17	94%	68%	+26	5	100%	66%	+34	70	99%	83%	+16
2015 Cohort	4 Year	105	92%	83%	+9	14	64%	62%	+2	7	86%	58%	+28	86	92%	77%	+15
	5 Year	101	96%	87%	+9	11	82%	67%	+15	6	100%	68%	+32	81	96%	82%	+14
	6 Year	101	96%	88%	+8	11	82%	70%	+12	6	100%	70%	+30	81	96%	84%	+12
2016 Cohort	4 Year	93	95%	85%	+10	8	100%	63%	+37	6	100%	63%	+37	73	95%	80%	+15
	5 Year	91	98%	88%	+10	8	100%	69%	+31	6	100%	70%	+30	71	99%	83%	+16
	6 Year	91	98%	89%	+9	8	100%	72%	+28	6	100%	71%	+29	71	99%	85%	+14
2017 Cohort	4 Year	83	98%	86%	+12	9	100%	65%	+35	11	100%	70%	+30	70	97%	81%	+16
	5 Year	81	100%	89%	+11	9	100%	72%	+28	11	100%	75%	+25	68	100%	85%	+15
2018 Cohort	4 Year	94	97%	87%	+10	13	92%	69%	+23	10	90%	70%	+20	78	96%	82%	+14

*See NOTES (2) and (3).

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 III	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
2015	109	95	87%	15	8	53%	8	4	50%	87	74	85%
2016	98	90	92%	9	8	89%	7	7	100%	76	70	92%
2017	87	84	97%	10	10	100%	12	10	83%	69	68	99%
2018	97	97	100%	15	15	100%	12	12	100%	83	83	100%
2019	68	65	96%	15	15	100%	12	12	100%	83	83	100%

*See NOTES (2), (3), and (9).

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 III

1.a.i. Aggregate Enrollment:

Aggregate Enrollment: Reported vs Contracted - Target = 100%

New Visions CHS for Advanced Math and Science III	Contracted Enrollment	Reported Enrollment	Percent of Contracted Enrollment
2018-2019	430	397	92%
2019-2020	460	360	78%
2020-2021	475	319	67%
2021-2022	500	294	59%

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 III	NYC CSD 22	Differential to District	New Visions CHS for Advanced Math and Science III	NYC CSD 22	Differential to District	New Visions CHS for Advanced Math and Science III	NYC CSD 22	Differential to District
2018-2019	15%	15%	0	8%	13%	-5	82%	72%	+10
2019-2020	12%	15%	-3	10%	12%	-2	78%	72%	+6
2020-2021	13%	15%	-2	13%	13%	0	82%	73%	+9
2021-2022	13%	16%	-3	10%	12%	-2	76%	72%	+4

*See NOTES (2) and (6).

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 III	NYC CSD 22	Differential to District	New Visions CHS for Advanced Math and Science III	NYC CSD 22	Differential to District	New Visions CHS for Advanced Math and Science III	NYC CSD 22	Differential to District	New Visions CHS for Advanced Math and Science III	NYC CSD 22	Differential to District
2019-2020	82%	92%	-10	62%	88%	-26	89%	89%	0	82%	92%	-10
2020-2021	88%	92%	-4	85%	83%	+2	97%	90%	+7	89%	94%	-5
2021-2022	88%	83%	+5	85%	57%	+28	82%	88%	-6	89%	91%	-2

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

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
2018 Cohort	4 Year	92	76	83%	16	11	69%	8	8	100%	82	67	82%

*See NOTES (2), (3), and (10) below.

2022 NYSED Charter School Information Dashboard

Notes

(1) Data in the table above represents tested students who scored proficiently on the NYSTP ELA, math, or science assessments or on the Regents math or science exams.

(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).

(11) Data in the table above is a comparison of the differentials of the 3-8 assessments and the 4-year graduation rate for the school and other schools with the same grade structure and similar subgroup enrollment pattern. The notation +/- 5, indicates the highest level of similarity.

(12) Data in the table above represents students who passed their Regents ELA exam with a score equal to or higher than 75 and also passed at least one of their Regents math exams with a score equal to or higher than 80.

Charter School Fiscal Accountability Summary

NEW VISIONS CHARTER HIGH SCHOOL FOR ADVANCE MATH AND SCIENCE III

Grades Served
Maximum Chartered Grades Served
Chartered Enrollment
Maximum Chartered Enrollment
Actual Enrollment

2017-18	2018-19	2019-20	2020-21	2021-22
9-12	9-12	9-12	9-12	9-12
9-12	9-12	9-12	9-12	9-12
600	430	460	475	500
500	500	500	500	500
410	397	360	319	294

ASSETS

Current Assets

Cash and Cash Equivalents
Grants and Contracts Receivable
Prepaid Expenses
Other Current Assets

2017-18	2018-19	2019-20	2020-21	2021-22
4,720,748	6,438,261	10,121,715	9,209,559	9,159,385
2,062,151	516,411	747,120	707,747	2,394,366
98,060	130,097	80,650	69,970	133,924
22,406	29,875	16,709	-	42,353
6,903,365	7,114,644	10,966,194	9,987,276	11,730,028

Non-Current Assets

Property, Building and Equipment, net
Restricted Cash
Security Deposits
Other Non-Current Assets

2017-18	2018-19	2019-20	2020-21	2021-22
151,387	136,221	106,427	92,897	84,317
251,019	277,867	280,013	-	-
-	-	-	-	-
-	-	-	-	-
402,406	414,088	386,440	92,897	84,317

Total Non - Current Assets

Total Assets

2017-18	2018-19	2019-20	2020-21	2021-22
7,305,771	7,528,732	11,352,634	10,080,173	11,814,345

LIABILITIES and NET ASSETS

Current Liabilities

Accounts Payable and Accrued Expenses
Accrued Payroll and Payroll Taxes
Due to Related Parties
Refundable Advances
Other Current Liabilities

2017-18	2018-19	2019-20	2020-21	2021-22
583,641	210,074	73,680	179,199	187,835
591,189	576,182	821,600	1,090,160	953,094
497,840	438,046	476,248	558,880	562,901
-	-	300,410	-	-
51,474	23,083	72,536	155,149	761,985
1,724,144	1,247,385	1,744,474	1,983,388	2,465,815

Long-Term Liabilities

Deferred Rent
Other Long-Term Liabilities

2017-18	2018-19	2019-20	2020-21	2021-22
-	-	-	-	-
200,000	-	-	-	-
200,000	-	-	-	-
1,924,144	1,247,385	1,744,474	1,983,388	2,465,815

Total Liabilities

NET ASSETS

Unrestricted

Restricted

Total Net Assets

Total Liabilities and Net Assets

2017-18	2018-19	2019-20	2020-21	2021-22
5,381,627	6,281,347	9,608,160	8,096,785	9,340,130
-	-	-	-	8,400
5,381,627	6,281,347	9,608,160	8,096,785	9,348,530
7,305,771	7,528,732	11,352,634	10,080,173	11,814,345

OPERATING REVENUE

State and Local Per Pupil Revenue - Reg. Ed
State and Local Per Pupil Revenue - SPED
State and Local Per Pupil Facilities Revenue
Federal Grants
State and City Grants
Other Operating Income

2017-18	2018-19	2019-20	2020-21	2021-22
19,099,081	21,248,753	23,229,256	20,461,461	20,597,360
-	-	-	2,845,502	2,587,417
-	-	-	-	-
2,629,537	1,533,964	4,353,521	1,311,091	3,338,195
-	-	-	81,798	70,570
-	-	-	-	-
21,728,618	22,782,717	27,582,777	24,699,852	26,593,542

EXPENSES

Program Services

Regular Education
Special Education
Other Expenses

2017-18	2018-19	2019-20	2020-21	2021-22
18,870,350	19,462,771	21,567,404	16,997,455	16,435,139
-	-	-	5,972,143	5,655,382
-	-	-	-	-
18,870,350	19,462,771	21,567,404	22,969,598	22,090,521

Supporting Services

Management and General
Fundraising

2017-18	2018-19	2019-20	2020-21	2021-22
2,395,637	2,734,747	2,910,146	3,340,247	3,366,324
10,463	13,716	-	-	-
2,406,100	2,748,463	2,910,146	3,340,247	3,366,324

Total Expenses

Surplus/Deficit from Operations

2017-18	2018-19	2019-20	2020-21	2021-22
21,276,450	22,211,234	24,477,550	26,309,845	25,456,845
452,168	571,483	3,105,227	(1,609,993)	1,136,697

SUPPORT AND OTHER REVENUE

Interest and Other Income
Contributions and Grants
Fundraising Support
Other Support and Revenue

2017-18	2018-19	2019-20	2020-21	2021-22
8,667	38,999	51,853	6,375	5,673
86,668	289,238	169,733	92,243	109,375
-	-	-	-	-
-	-	-	-	-
95,335	328,237	221,586	98,618	115,048

Change in Net Assets

Net Assets - Beginning of Year

Net Assets - End of Year

2017-18	2018-19	2019-20	2020-21	2021-22
547,503	899,720	3,326,813	(1,511,375)	1,251,745
4,834,124	5,381,627	6,281,347	9,608,160	8,096,785
5,381,627	6,281,347	9,608,160	8,096,785	9,348,530

REVENUE & EXPENSE BREAKDOWN

Revenue - Per Pupil

Operating
Support and Other Revenue

2017-18	2018-19	2019-20	2020-21	2021-22
52,997	57,387	76,619	77,429	90,454
233	827	616	309	391
53,229	58,214	77,234	77,738	90,846

Expenses - Per Pupil

Program Services
Management and General, Fundraising
Total Expenses
% of Program Services
% of Management and Other
% of Revenue Exceeding Expenses

2017-18	2018-19	2019-20	2020-21	2021-22
46,025	49,025	59,909	72,005	75,138
5,869	6,923	8,084	10,471	11,450
51,894	55,948	67,993	82,476	86,588
88.7%	87.6%	88.1%	87.3%	86.8%
11.3%	12.4%	11.9%	12.7%	13.2%
2.6%	4.1%	13.6%	-5.7%	4.9%

FINANCIAL COMPOSITE SCORE

Composite Score
BENCHMARK and FINDING:
Strong: 1.5 - 3.0 / Adequate: 1.0 - 1.4 /
Needs Monitoring: -1.0 - 0.9

2017-18	2018-19	2019-20	2020-21	2021-22
2.66	2.90	3.00	2.30	3.00
Strong	Strong	Strong	Strong	Strong

WORKING CAPITAL

Net Working Capital
Working Capital (Current) Ratio
BENCHMARK and FINDING:
Ratio should be equal to or greater than 1.2

2017-18	2018-19	2019-20	2020-21	2021-22
5,179,221	5,867,259	9,221,720	8,003,888	9,264,213
4.0	5.7	6.3	5.0	4.8
Meets Standard	Meets Standard	Meets Standard	Meets Standard	Meets Standard

DEBT TO ASSET

Debt to Asset Ratio
BENCHMARK and FINDING:
Ratio should be equal to or less than 1.0

2017-18	2018-19	2019-20	2020-21	2021-22
0.3	0.2	0.2	0.2	0.2
Meets Standard	Meets Standard	Meets Standard	Meets Standard	Meets Standard

CASH POSITION

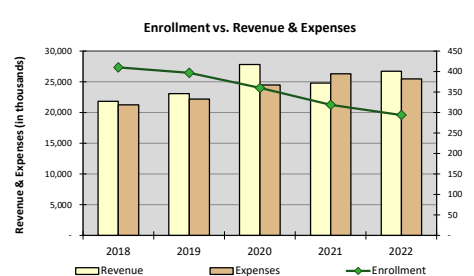
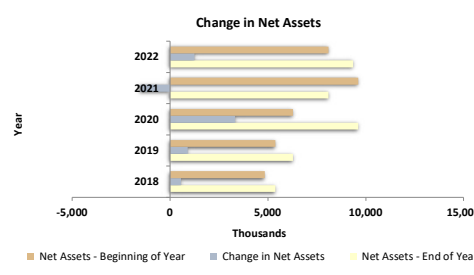
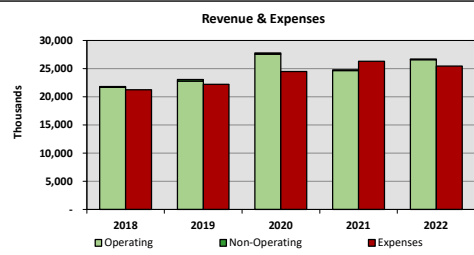
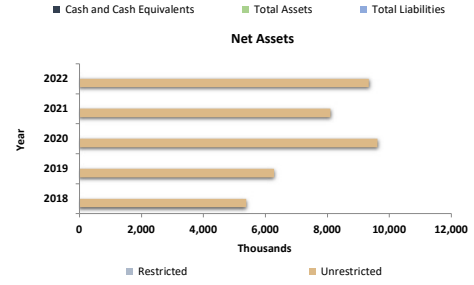
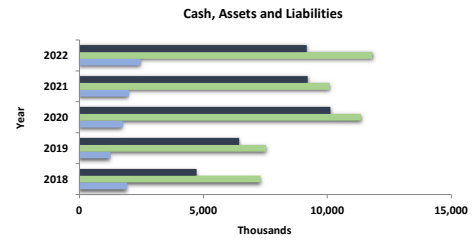
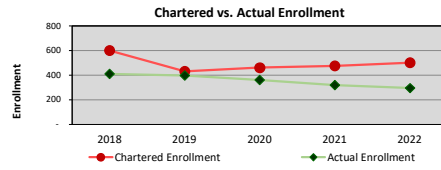
Days of Cash
BENCHMARK and FINDING:
Ratio should be equal to or greater than 60 days

2017-18	2018-19	2019-20	2020-21	2021-22
81.0	105.8	150.9	127.8	131.3
Meets Standard	Meets Standard	Meets Standard	Meets Standard	Meets Standard

TOTAL MARGIN

Total Margin Ratio
BENCHMARK and FINDING:
Ratio should be equal to or greater than 0.0

2017-18	2018-19	2019-20	2020-21	2021-22
0.0	0.0	0.1	(0.1)	0.0
Meets Standard	Meets Standard	Meets Standard	Does Not Meet Standard	Meets Standard





New York State
EDUCATION DEPARTMENT

Knowledge > Skill > Opportunity



NYS BOARD OF REGENTS AUTHORIZED CHARTER SCHOOLS

April 2021

2021 Annual
Survey of Charter
School
Parents/Guardians,
Teachers, and
Students

Prepared for
New Visions Charter High School for Advanced Math and Science III

NYS Education Department Charter School Office



Introduction

In February of 2021, the NYSED Charter School Office (CSO) published the first iteration of three new annual surveys: parents/guardians of students, teachers, and students in grades 9 through 12.

Building upon NYSED's commitment to community-based authorizing, these surveys assisted in sharing community voice and provided Board of Regents-authorized charter schools with an invaluable tool to engage in school improvement. 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. NYSED expects to see evidence of community voice, as well as a commitment to the principles of diversity, equity, and inclusion, as a central tenant of existing Board of Regents-authorized charter schools. Participation and the findings of these surveys are directly related to the standards of Benchmarks 2 and 3 of the Performance Framework for Board of Regents-authorized charter schools.

I am very pleased to share the school specific results of our first 'Survey of Parents/Guardians, Teachers, and Students 2021.' There was a total of 9,205 parent responses, 2,412 teacher responses, and 3,195 student responses from 92 Board of Regents-authorized charter schools.

Thank you to our charter schools for embracing the task of disseminating these surveys and assisting in the furtherance of our commitment to listening to your communities. I look forward to continuing our work together for the betterment of the students of the state of New York.

Sincerely,

A handwritten signature in black ink that reads "David M. Frank". The signature is fluid and cursive, with the first name "David" being the most prominent.

David Frank
Executive Director, Charter Schools Office

**New York State Department of Education
Charter School Office
Parent Survey 2021
All Charter Schools Response n = 9,205**

New Visions CHS for Advanced Math and Science III Response n = 126 Response Rate = 39%

		All Charter Schools		New Visions CHS for Advanced Math and Science III		Difference
Q1a The charter school has high academic expectations for my child.	Strongly Agree	77%	7,064	71%	89	-6
	Somewhat Agree	18%	1,633	23%	29	5
	Neither Agree nor Disagree	4%	331	3%	4	-1
	Somewhat Disagree	1%	96	0%	0	-1
	Strongly Disagree	1%	81	3%	4	2
Q1b I am aware of the academic supports available to my child.	Strongly Agree	71%	6,563	79%	99	8
	Somewhat Agree	21%	1,916	15%	19	-6
	Neither Agree nor Disagree	4%	401	2%	2	-2
	Somewhat Disagree	2%	198	2%	2	0
	Strongly Disagree	1%	127	3%	4	2
Q1c The teaching quality at this school is very high.	Strongly Agree	72%	6,617	72%	91	0
	Somewhat Agree	20%	1,887	21%	26	1
	Neither Agree nor Disagree	5%	443	3%	4	-2
	Somewhat Disagree	2%	154	1%	1	-1
	Strongly Disagree	1%	104	3%	4	2
Q2a The school's discipline policy is clear.	Strongly Agree	72%	6,640	68%	86	-4
	Somewhat Agree	17%	1,557	15%	19	-2
	Neither Agree nor Disagree	9%	792	13%	17	4
	Somewhat Disagree	1%	122	1%	1	0
	Strongly Disagree	1%	94	2%	3	1

**New York State Department of Education
Charter School Office
Parent Survey 2021
All Charter Schools Response n = 9,205**

New Visions CHS for Advanced Math and Science III Response n = 126 Response Rate = 39%

		All Charter Schools		New Visions CHS for Advanced Math and Science III		Difference
Q2b The school's discipline policy is fair to all students.	Strongly Agree	67%	6,210	67%	84	0
	Somewhat Agree	18%	1,628	15%	19	-3
	Neither Agree nor Disagree	11%	1,058	13%	16	2
	Somewhat Disagree	2%	159	1%	1	-1
	Strongly Disagree	2%	150	5%	6	3
Q2c The school's discipline policy is enforced by all teachers and staff.	Strongly Agree	67%	6,147	66%	83	-1
	Somewhat Agree	17%	1,574	15%	19	-2
	Neither Agree nor Disagree	13%	1,240	17%	21	4
	Somewhat Disagree	1%	133	1%	1	0
	Strongly Disagree	1%	111	2%	2	1
Q2d I am aware of how the school supports student social-emotional development.	Strongly Agree	67%	6,125	67%	84	0
	Somewhat Agree	20%	1,835	19%	24	-1
	Neither Agree nor Disagree	9%	840	7%	9	-2
	Somewhat Disagree	2%	218	3%	4	1
	Strongly Disagree	2%	187	4%	5	2
Q2e The school has social, emotional, and mental health programs and supports for all students.	Strongly Agree	61%	5,570	60%	75	-1
	Somewhat Agree	20%	1,873	21%	27	1
	Neither Agree nor Disagree	15%	1,367	13%	16	-2
	Somewhat Disagree	2%	207	2%	2	0
	Strongly Disagree	2%	188	5%	6	3

**New York State Department of Education
Charter School Office
Parent Survey 2021
All Charter Schools Response n = 9,205**

New Visions CHS for Advanced Math and Science III Response n = 126 Response Rate = 39%

		All Charter Schools		New Visions CHS for Advanced Math and Science III		Difference
Q3a The school provides a safe environment.	Strongly Agree	76%	7,006	66%	83	-10
	Somewhat Agree	15%	1,366	17%	21	2
	Neither Agree nor Disagree	7%	677	13%	17	6
	Somewhat Disagree	1%	95	0%	0	-1
	Strongly Disagree	1%	61	4%	5	3
Q3b The school has systems in place to ensure that the environment is free from bullying, harassment, and discrimination.	Strongly Agree	66%	6,075	61%	77	-5
	Somewhat Agree	20%	1,801	18%	23	-2
	Neither Agree nor Disagree	11%	1,018	15%	19	4
	Somewhat Disagree	2%	193	2%	2	0
	Strongly Disagree	1%	118	4%	5	3
Q3c Classroom environments support learning and are generally free from disruption.	Strongly Agree	65%	5,997	59%	74	-6
	Somewhat Agree	21%	1,916	25%	31	4
	Neither Agree nor Disagree	11%	1,026	10%	13	-1
	Somewhat Disagree	2%	160	2%	2	0
	Strongly Disagree	1%	106	5%	6	4
Q3d The school has high behavioral expectations for my child.	Strongly Agree	75%	6,923	68%	86	-7
	Somewhat Agree	17%	1,570	21%	26	4
	Neither Agree nor Disagree	6%	581	7%	9	1
	Somewhat Disagree	1%	57	2%	2	1
	Strongly Disagree	1%	74	2%	3	1

**New York State Department of Education
Charter School Office
Parent Survey 2021
All Charter Schools Response n = 9,205**

New Visions CHS for Advanced Math and Science III Response n = 126 Response Rate = 39%

		All Charter Schools		New Visions CHS for Advanced Math and Science III		Difference
Q4a The school provides opportunities for parent participation within the school community.	Strongly Agree	69%	6,353	72%	91	3
	Somewhat Agree	19%	1,753	16%	20	-3
	Neither Agree nor Disagree	9%	827	8%	10	-1
	Somewhat Disagree	2%	152	1%	1	-1
	Strongly Disagree	1%	120	3%	4	2
Q4b I receive regular and timely information on my child's academic progress in my home language.	Strongly Agree	77%	7,104	81%	102	4
	Somewhat Agree	15%	1,398	13%	16	-2
	Neither Agree nor Disagree	4%	354	2%	2	-2
	Somewhat Disagree	2%	204	2%	3	0
	Strongly Disagree	2%	145	2%	3	0
Q4c The school uses many methods of communication with families.	Strongly Agree	80%	7,393	85%	107	5
	Somewhat Agree	14%	1,274	9%	11	-5
	Neither Agree nor Disagree	4%	325	3%	4	-1
	Somewhat Disagree	1%	119	2%	2	1
	Strongly Disagree	1%	94	2%	2	1
Q4d The school seeks feedback from parents through surveys, meetings, or some other way.	Strongly Agree	76%	7,029	76%	96	0
	Somewhat Agree	16%	1,508	17%	21	1
	Neither Agree nor Disagree	5%	418	2%	2	-3
	Somewhat Disagree	2%	159	2%	3	0
	Strongly Disagree	1%	91	3%	4	2

**New York State Department of Education
Charter School Office
Parent Survey 2021
All Charter Schools Response n = 9,205**

New Visions CHS for Advanced Math and Science III Response n = 126 Response Rate = 39%

		All Charter Schools		New Visions CHS for Advanced Math and Science III		Difference
Q4e The school has a complaint policy that is easy to find.	Strongly Agree	53%	4,900	60%	75	7
	Somewhat Agree	20%	1,820	17%	22	-3
	Neither Agree nor Disagree	21%	1,970	18%	23	-3
	Somewhat Disagree	3%	288	2%	2	-1
	Strongly Disagree	2%	227	3%	4	1
Q4f The school has a complaint policy that is easy to understand.	Strongly Agree	55%	5,098	59%	74	4
	Somewhat Agree	19%	1,744	17%	22	-2
	Neither Agree nor Disagree	21%	1,970	19%	24	-2
	Somewhat Disagree	2%	211	2%	2	0
	Strongly Disagree	2%	182	3%	4	1
Q4g The school informs parents about how it performs compared to other schools in the district and New York State.	Strongly Agree	54%	4,989	48%	61	-6
	Somewhat Agree	20%	1,803	29%	37	9
	Neither Agree nor Disagree	19%	1,754	17%	21	-2
	Somewhat Disagree	4%	364	2%	2	-2
	Strongly Disagree	3%	295	4%	5	1
Q5 Thinking about this school's board meetings, which of the following statements best applies to you?	I attend almost every board meeting	15%	1,375	13%	16	-2
	I occasionally attend board meetings	27%	2,477	37%	46	10
	I know when board meetings take place, but do not attend	31%	2,808	26%	33	-5
	I do not know when board meetings take place and I do not attend	28%	2,545	25%	31	-3

**New York State Department of Education
Charter School Office
Parent Survey 2021
All Charter Schools Response n = 9,205**

New Visions CHS for Advanced Math and Science III Response n = 126 Response Rate = 39%

		All Charter Schools		New Visions CHS for Advanced Math and Science III		Difference
Q6 Do you feel the school is fulfilling its mission?	Yes	87%	7,969	84%	106	-3
	No	4%	353	6%	7	2
	I don't know the school's mission	10%	883	10%	13	0
Q7a The school has clear instructions on cleaning procedures and practices used in the school's buildings.	Strongly Agree	52%	4,758	37%	47	-15
	Somewhat Agree	12%	1,073	20%	25	8
	Neither Agree nor Disagree	7%	685	10%	13	3
	Somewhat Disagree	1%	57	0%	0	-1
	Strongly Disagree	0%	46	0%	0	0
	Did not experience in-person learning	28%	2,586	33%	41	5
Q7b I am confident the school is following the proper safety standards.	Strongly Agree	58%	5,347	48%	60	-10
	Somewhat Agree	10%	953	18%	23	8
	Neither Agree nor Disagree	6%	507	6%	7	0
	Somewhat Disagree	0%	43	2%	2	2
	Strongly Disagree	0%	39	1%	1	1
	Did not experience in-person learning	25%	2,316	26%	33	1
Q7c My child has difficulty learning in the current school setting.	Strongly Agree	13%	1,186	12%	15	-1
	Somewhat Agree	13%	1,191	13%	17	0
	Neither Agree nor Disagree	11%	1,021	10%	13	-1
	Somewhat Disagree	7%	604	13%	16	6
	Strongly Disagree	27%	2,455	15%	19	-12
	Did not experience in-person learning	30%	2,748	37%	46	7

**New York State Department of Education
Charter School Office
Parent Survey 2021
All Charter Schools Response n = 9,205**

New Visions CHS for Advanced Math and Science III Response n = 126 Response Rate = 39%

		All Charter Schools		New Visions CHS for Advanced Math and Science III		Difference
Q7d I worry my child will come in contact with COVID19 while in school.	Strongly Agree	23%	2,082	29%	36	6
	Somewhat Agree	15%	1,419	21%	26	6
	Neither Agree nor Disagree	13%	1,207	13%	16	0
	Somewhat Disagree	7%	631	4%	5	-3
	Strongly Disagree	14%	1,301	4%	5	-10
	Did not experience in-person learning	28%	2,565	30%	38	2
Q8a The school has provided me with help to support my child's remote learning.	Strongly Agree	69%	6,334	70%	88	1
	Somewhat Agree	19%	1,739	15%	19	-4
	Neither Agree nor Disagree	6%	552	8%	10	2
	Somewhat Disagree	3%	256	2%	3	-1
	Strongly Disagree	2%	202	5%	6	3
	Did not experience remote learning	1%	122	0%	0	-1
Q8b Handling remote learning platforms (Zoom, Google Meet, teacher apps, etc.) has been difficult.	Strongly Agree	28%	2,552	27%	34	-1
	Somewhat Agree	21%	1,913	18%	23	-3
	Neither Agree nor Disagree	11%	1,004	15%	19	4
	Somewhat Disagree	12%	1,094	13%	16	1
	Strongly Disagree	27%	2,529	27%	34	0
	Did not experience remote learning	1%	113	0%	0	-1

**New York State Department of Education
Charter School Office
Parent Survey 2021
All Charter Schools Response n = 9,205**

New Visions CHS for Advanced Math and Science III Response n = 126 Response Rate = 39%

		All Charter Schools		New Visions CHS for Advanced Math and Science III		Difference
Q8c Managing my work along with my child's remote learning schoolwork has been a challenge.	Strongly Agree	42%	3,829	29%	37	-13
	Somewhat Agree	25%	2,258	26%	33	1
	Neither Agree nor Disagree	11%	974	17%	22	6
	Somewhat Disagree	7%	656	8%	10	1
	Strongly Disagree	15%	1,381	19%	24	4
	Did not experience remote learning	1%	107	0%	0	-1
Q8d The internet in my home works when my child needs to access school materials for remote learning	Strongly Agree	65%	6,023	57%	72	-8
	Somewhat Agree	22%	2,003	27%	34	5
	Neither Agree nor Disagree	5%	479	10%	12	5
	Somewhat Disagree	4%	388	3%	4	-1
	Strongly Disagree	2%	227	3%	4	1
	Did not experience remote learning	1%	85	0%	0	-1
Q8e My child has access to a tech device for school when needed for remote learning.	Strongly Agree	84%	7,747	81%	102	-3
	Somewhat Agree	10%	928	15%	19	5
	Neither Agree nor Disagree	3%	263	2%	3	-1
	Somewhat Disagree	1%	97	1%	1	0
	Strongly Disagree	1%	88	1%	1	0
	Did not experience remote learning	1%	82	0%	0	-1
Q9a I have a clear idea how the school is educating my child.	Strongly Agree	67%	6,173	63%	80	-4
	Somewhat Agree	24%	2,170	25%	31	1
	Neither Agree nor Disagree	6%	508	9%	11	3
	Somewhat Disagree	3%	234	1%	1	-2
	Strongly Disagree	1%	120	2%	3	1

**New York State Department of Education
Charter School Office
Parent Survey 2021
All Charter Schools Response n = 9,205**

New Visions CHS for Advanced Math and Science III Response n = 126 Response Rate = 39%

		All Charter Schools		New Visions CHS for Advanced Math and Science III		Difference
Q9b I need to devote a great amount of time to support my child's school participation.	Strongly Agree	39%	3,628	35%	44	-4
	Somewhat Agree	27%	2,507	22%	28	-5
	Neither Agree nor Disagree	15%	1,420	23%	29	8
	Somewhat Disagree	9%	867	9%	11	0
	Strongly Disagree	9%	783	11%	14	2
Q9c I am concerned about my child's social or emotional well-being.	Strongly Agree	35%	3,258	35%	44	0
	Somewhat Agree	23%	2,123	25%	32	2
	Neither Agree nor Disagree	14%	1,313	15%	19	1
	Somewhat Disagree	10%	877	13%	16	3
	Strongly Disagree	18%	1,634	12%	15	-6
Q9d I am more connected with my child's day-to-day education now than ever before.	Strongly Agree	52%	4,773	43%	54	-9
	Somewhat Agree	24%	2,249	29%	37	5
	Neither Agree nor Disagree	15%	1,360	16%	20	1
	Somewhat Disagree	5%	447	5%	6	0
	Strongly Disagree	4%	376	7%	9	3

NYSED CSO Parent Survey 2021

New York State Department of Education
 Charter School Office
 Parent Survey 2021
 Open End Responses

New Visions CHS for Advanced Math and Science III

OPEN1 Why did you choose this school for your child to attend?	1. It promoted itself as ranking #2 highest charter school in the State 2. It is very close logistically in proximity to where we live
	After research and meeting with Ms Joseph I felt comfortable. My son felt comfortable and around family. I was happy with the initial experience and interaction with the teachers and staff.
	Another daughter was there, saw good improvement.
	Based on their performance
	Because I am working from home and I am working while she's in zoom.
	Because I had god-daughters that attend and they were doing very well academically and I thought I wanted my daughter to be afforded the same opportunities
	Because I heard many wonderful things about this school and what I heard was true.
	Because I know my daughters will be getting a good education from this school I always wanted them to go to a charter school.
	Because it prepares you for the real world and college and the school is very strict on discipline which I love.
	Because my other children attended that school
	Because of the student teacher interaction and my child felt a sense of belonging when we went for open house
	Because the school goes my Child good education in person learning
	Because they push the students to do more than their best and get them ready for college
	Because, I believe in them.
	Because it has good education
	Cause I heard it was a great school from a friend..
	Cause it is one the best from d Bronx
	Cause it is the best
	Close too home, and have heard great things
	Did not get into his public school choice and his Sister in school
Did not get into preferred Public HS	
Es una escuela excelente y enseñan muy bien y los maestros son muy dedicados y ayudan mucho a los alumnos a su aprendizaje y siempre están en contacto con los padres para que uno en cada ayude a sus hijos a que mejore en la escuela	
Excellent	
For a better education and more scholarship opportunities.	

**New York State Department of Education
Charter School Office
Parent Survey 2021
Open End Responses**

New Visions CHS for Advanced Math and Science III

For it's strong academic teaching.
Good experience with current student sibling
Great school
Heard great things about the teachers and staff on how they care
Heard it is great academic institution.
I believe AMSIII provides better and higher level of education and learning opportunities for my child.
I chose this school because I liked how everything works.
I chose this school because it is what's best for my child especially growing up in this generation
I chose this school for my children because I believe she's safer and protected here at the school and the school have grate academics programs they teachers are excellent and in tune with the students and ther overall well-being.
I found the school to be suitable for my child's needs.
I got great reviews academically from a family member who is currently an alumni.
I have heard a lot of great things about the staff and students that attend this school. The teachers are very helpful and takes my son education very seriously.
I have heard good things about it
I have heard good things about the school
I heart a lot of good reviews
I like the school discipline, the academic and the staff.
I love the school discipline and the academic.
I older daughter when to this school, I really like that school
I thought it would be a change for them
I thought that it would have been a great school for my child to attend however I have seen some challenges with some teachers and staff. Some situations that I addressed never really got solved. Disappointed that this issue still happens even though I complaint about it.
I told them to
I was impressed with the academic structure, school policies, and dress code.
I was looking for a better situation

**New York State Department of Education
Charter School Office
Parent Survey 2021
Open End Responses**

New Visions CHS for Advanced Math and Science III

	I was out of options and the advertisement AMS3 had put out made it seems like a good place but now since my child has attended for a year and a half I now know that it was all lies, is a terrible place with many student fights on the B44 bus that start in the school and with prejudice against African American students.
	I went to a high school fair and this school had a 94 graduation rate and my son said I want to go to this school. So we where lucky to get picked through lottery.. We live in the 10455 and this is the only school in the area that has a high graduation rate... This school is awesome and grateful to all the teachers and staff
	It gonna help him progress further to where he want to be in college.
	It has good ratings
	It is a safe environment school and very close to where we live and it gives great academic and non academic support
	It was a big mistake on my part.
	It was a mistake on my part. I would not recommend this school.
	It was recommended by a parent who's child attend the school
	It's a Charter School, it was fairly new. I wanted my child to be part of the growth of this school.
	It's a charter school one, and I had my niece who was at the school before.
	It's a good school, my oldest child graduate from this school
	It's near my house
	Last option
	Level of academic variety and school graduation rate
	Mu daughter has always been in school with smaller classrooms and structured individualized learning plans. When she entered into her old high school it was definitely a shock as I was never kept abreast of her academics and she fell in between the cracks. This school was recommended to me form a friend of the family whose child is also enrolled and is doing well. She felt that the structure and support was fantastic and she highly rated the school.
	My Nephew Attended New Visions Charter High School for the Humanities III in the same building as New Visions Charter High School For Advanced Math and Science III. I applied to both of the schools and he got accepted to both of them however he wanted to attend New Visions Charter High School For AMS III and my nephew said it was a good school.
	My child is very I interested in science and technology

**New York State Department of Education
Charter School Office
Parent Survey 2021
Open End Responses**

New Visions CHS for Advanced Math and Science III

	My daughter and I chose it together because of the curriculum and she wanted to experience a smaller environment
	My daughter attended this school before.
	My daughter graduated from this school and we had a great experience with her and are replicating experience with my son
	My older daughter is a senior now and no complaints with her. love the environment
	My oldest daughter graduated from AMS II and went to college
	My other child attended
	My son attended public schools all his life and I wanted a better learning experience for high school.
	None
	Other family members attended this school .
	Por el aprendizaje que otorga a los alumnos
	Por el nivel de educación , que mi hijo necesita , y entiendo que esta escuela cuentas con el nivel educacional para forjar adolescentes hacia un futuro mejor.
	Por la diciplina
	Por ser una escuela cárter, con alto nivel de interés por el aprendizaje de los estudiantes, buen promedio con relación a otras escuelas del distrito 8
	Porque da mucha ayuda en cuanto a los alumni a necesitan siempre están apoyándolo y ayudándolo en lo que necesita.
	Porque es buena
	Porque es una buena escuela en todos los sentidos.
	Porque es una buena escuela y mis otras hijas también hasistieron a la misma escuela
	Porque es una buena escuela.
	Porque es una muy buena en cuestión de aprendizaje, disciplina, un buen comportamiento del estudiante. Estoy muy agradecida.
	Porque megusta el personal de la escuela y mi hija se siente bien asistiendo a clases.
	Principalmente, es una escuela k se ocupa de la educación del niño, muchas disciplina, muy comportamiento de l oí s estudiantes .estoy satisfecha con todos lo mi hijo aprendió. Además lo preparan muy bien para ir a la universidad. Este es último año estoy muy agradecida. Gracias
	Recommendation

**New York State Department of Education
Charter School Office
Parent Survey 2021
Open End Responses**

New Visions CHS for Advanced Math and Science III

	The education at this school I heard was super good! Also how much help they give out and how organized it was caught our eye ! Thank you!
	The greeting and what it offers
	Their communication with the parents is second to none. Their "No bullying" policy makes me feel my child's safety is a priority unlike other schools.
	Their zero tolerance for bullying. My child was bullied in his previous school and not enough was done to protect him. AMS3 has always kept my son safe.
	They are a great school
	This school is better then all other schools previously attended by my son in terms of academic and also the teacher are friendly can relate with my son both social academy wise
	Tiene buena referencias.
	To have a better education
	Was informed that it's a good school with high percentages of graduates
	Was referred by a family friend. And it's close to home
	We were interested in what school had to offer academically and socially.
	college credits
	reference

**New York State Department of Education
Charter School Office
Parent Survey 2021
Open End Responses**

New Visions CHS for Advanced Math and Science III

OPEN2 Please use the box below if you have any additional comments or concerns regarding this school or click **SUBMIT** to submit your survey.

Thanks to some of the teachers in school who has been there for my son who have also contributed to the academy success of my son especially as a physical challenge child . I appreciate you all
1 of the Best charter schools
I applaud the teachers/staff for always being on top of their duties, and for going above and beyond for their students. May God continues to bless them all!
Keep up the great work for our further generations
N/A
Ninguno
None
None at this time
Quiero que mi hijo siga en aprendizaje remoto.
The personal attention and support my son has received at AMS3 is unlike anything I've ever experienced at any public school. The staff is amazing and always made an effort to be 100% accessible whenever I had a question or concern.
They always provide forums for parents to participate and under the circumstances, curriculum is very creative and conducive to online learning
This school community is the best decision we've made
This school is a terrible place for with prejudice against African American students as the teachers and make many subtle effort to discourage their learning and success. There are numerous student fights that start in the school and play out on the bus B44, bus stop and side walk that are dangerous, especially those that involve the other New Vision school Humanities. The principal and AP will talk you but they don't really correct anything as they blame the students. The DOE should fix this place.
This school is refusing to give my son the support he needs and follow the recommendations of his medical and neuropsychological evaluation.
none they are doing a magnificent job

**New York State Department of Education
Charter School Office
Teacher Survey 2021
All Charter Schools Response n = 2,412**

New Visions CHS for Advanced Math and Science III Response n = 35

		All Charter Schools		New Visions CHS for Advanced Math and Science III		Difference
Q1a The school has a documented curriculum that is aligned to the New York State learning standards.	Strongly Agree	75%	1,804	69%	24	-6
	Somewhat Agree	19%	456	20%	7	1
	Neither Agree nor Disagree	4%	87	11%	4	7
	Somewhat Disagree	2%	41	0%	0	-2
	Strongly Disagree	1%	24	0%	0	-1
Q1b The school's curriculum is aligned horizontally across same grade level classrooms.	Strongly Agree	66%	1,602	49%	17	-17
	Somewhat Agree	22%	528	40%	14	18
	Neither Agree nor Disagree	8%	182	9%	3	1
	Somewhat Disagree	3%	66	3%	1	0
	Strongly Disagree	1%	34	0%	0	-1
Q1c The school's curriculum is aligned vertically between grade levels.	Strongly Agree	59%	1,413	46%	16	-13
	Somewhat Agree	28%	664	40%	14	12
	Neither Agree nor Disagree	9%	219	11%	4	2
	Somewhat Disagree	3%	83	3%	1	0
	Strongly Disagree	1%	33	0%	0	-1
Q1d The curriculum and corresponding materials are differentiated to provide opportunities for all students to master grade-level skills and concepts.	Strongly Agree	60%	1,436	66%	23	6
	Somewhat Agree	29%	692	23%	8	-6
	Neither Agree nor Disagree	5%	130	6%	2	1
	Somewhat Disagree	4%	108	6%	2	2
	Strongly Disagree	2%	46	0%	0	-2

**New York State Department of Education
Charter School Office
Teacher Survey 2021
All Charter Schools Response n = 2,412**

New Visions CHS for Advanced Math and Science III Response n = 35

		All Charter Schools		New Visions CHS for Advanced Math and Science III		Difference
Q1e The curriculum is systematically reviewed and revised.	Strongly Agree	61%	1,480	63%	22	2
	Somewhat Agree	24%	576	26%	9	2
	Neither Agree nor Disagree	8%	196	6%	2	-2
	Somewhat Disagree	4%	101	6%	2	2
	Strongly Disagree	2%	59	0%	0	-2
Q1f The school has a strong science curriculum.	Strongly Agree	42%	1,009	49%	17	7
	Somewhat Agree	27%	660	34%	12	7
	Neither Agree nor Disagree	21%	509	17%	6	-4
	Somewhat Disagree	6%	135	0%	0	-6
	Strongly Disagree	4%	99	0%	0	-4
Q2a The school staff has a shared understanding of high-quality instruction that supports all learners.	Strongly Agree	65%	1,572	69%	24	4
	Somewhat Agree	27%	650	26%	9	-1
	Neither Agree nor Disagree	4%	87	6%	2	2
	Somewhat Disagree	3%	69	0%	0	-3
	Strongly Disagree	1%	34	0%	0	-1
Q2b Instructional delivery fosters engagement with all students.	Strongly Agree	61%	1,468	63%	22	2
	Somewhat Agree	31%	751	34%	12	3
	Neither Agree nor Disagree	4%	104	3%	1	-1
	Somewhat Disagree	3%	69	0%	0	-3
	Strongly Disagree	1%	20	0%	0	-1

**New York State Department of Education
Charter School Office
Teacher Survey 2021
All Charter Schools Response n = 2,412**

New Visions CHS for Advanced Math and Science III Response n = 35

		All Charter Schools		New Visions CHS for Advanced Math and Science III		Difference
Q2c The school differentiates instruction to ensure equity and access for all students.	Strongly Agree	63%	1,509	63%	22	0
	Somewhat Agree	28%	673	34%	12	6
	Neither Agree nor Disagree	5%	110	3%	1	-2
	Somewhat Disagree	4%	90	0%	0	-4
	Strongly Disagree	1%	30	0%	0	-1
Q2d The school provides staff with professional development opportunities that promote best practices and improves all students' success, including subgroups: Students with disabilities (SWDs), English language learners (ELLs), and economically disadvantaged students (EDs)	Strongly Agree	58%	1,405	71%	25	13
	Somewhat Agree	26%	634	26%	9	0
	Neither Agree nor Disagree	6%	146	0%	0	-6
	Somewhat Disagree	7%	166	3%	1	-4
	Strongly Disagree	3%	61	0%	0	-3
Q2e There is a uniform expectation for teachers' implementation of academic rigor in the school.	Strongly Agree	64%	1,535	69%	24	5
	Somewhat Agree	23%	560	17%	6	-6
	Neither Agree nor Disagree	6%	154	9%	3	3
	Somewhat Disagree	5%	111	6%	2	1
	Strongly Disagree	2%	52	0%	0	-2
Q3a The school uses a system of formative, diagnostic, and summative assessments.	Strongly Agree	69%	1,676	71%	25	2
	Somewhat Agree	25%	606	23%	8	-2
	Neither Agree nor Disagree	3%	77	6%	2	3
	Somewhat Disagree	2%	37	0%	0	-2
	Strongly Disagree	1%	16	0%	0	-1

**New York State Department of Education
Charter School Office
Teacher Survey 2021
All Charter Schools Response n = 2,412**

New Visions CHS for Advanced Math and Science III Response n = 35

		All Charter Schools		New Visions CHS for Advanced Math and Science III		Difference
Q3b The school uses qualitative and quantitative data to inform instruction and improve student outcomes.	Strongly Agree	67%	1,623	74%	26	7
	Somewhat Agree	26%	633	20%	7	-6
	Neither Agree nor Disagree	4%	89	6%	2	2
	Somewhat Disagree	2%	41	0%	0	-2
	Strongly Disagree	1%	26	0%	0	-1
Q3c The school uses qualitative and quantitative data to evaluate the quality and effectiveness of the academic program.	Strongly Agree	63%	1,508	71%	25	8
	Somewhat Agree	26%	632	23%	8	-3
	Neither Agree nor Disagree	6%	152	6%	2	0
	Somewhat Disagree	4%	87	0%	0	-4
	Strongly Disagree	1%	33	0%	0	-1
Q3d The school modifies its academic program after using data measurements.	Strongly Agree	59%	1,419	51%	18	-8
	Somewhat Agree	26%	631	43%	15	17
	Neither Agree nor Disagree	8%	190	6%	2	-2
	Somewhat Disagree	5%	124	0%	0	-5
	Strongly Disagree	2%	48	0%	0	-2
Q3e The school uses multiple measures to assess student progress toward State learning standards.	Strongly Agree	64%	1,555	69%	24	5
	Somewhat Agree	25%	614	26%	9	1
	Neither Agree nor Disagree	6%	142	6%	2	0
	Somewhat Disagree	3%	76	0%	0	-3
	Strongly Disagree	1%	25	0%	0	-1

**New York State Department of Education
Charter School Office
Teacher Survey 2021
All Charter Schools Response n = 2,412**

New Visions CHS for Advanced Math and Science III Response n = 35

		All Charter Schools		New Visions CHS for Advanced Math and Science III		Difference
Q4a The school follows the NYSED approved identification process for students with disabilities.	Strongly Agree	72%	1,743	77%	27	5
	Somewhat Agree	16%	375	11%	4	-5
	Neither Agree nor Disagree	10%	238	11%	4	1
	Somewhat Disagree	1%	30	0%	0	-1
	Strongly Disagree	1%	26	0%	0	-1
Q4b The school follows the NYSED approved identification process for English language learners.	Strongly Agree	68%	1,648	86%	30	18
	Somewhat Agree	17%	404	6%	2	-11
	Neither Agree nor Disagree	12%	296	9%	3	-3
	Somewhat Disagree	2%	38	0%	0	-2
	Strongly Disagree	1%	26	0%	0	-1
Q4c The school provides supports to meet the academic needs for students with disabilities.	Strongly Agree	67%	1,606	80%	28	13
	Somewhat Agree	23%	553	14%	5	-9
	Neither Agree nor Disagree	5%	128	6%	2	1
	Somewhat Disagree	3%	83	0%	0	-3
	Strongly Disagree	2%	42	0%	0	-2
Q4d The school provides supports to meet the academic needs for English language learners.	Strongly Agree	63%	1,520	77%	27	14
	Somewhat Agree	23%	560	20%	7	-3
	Neither Agree nor Disagree	8%	181	3%	1	-5
	Somewhat Disagree	4%	102	0%	0	-4
	Strongly Disagree	2%	49	0%	0	-2

**New York State Department of Education
Charter School Office
Teacher Survey 2021
All Charter Schools Response n = 2,412**

New Visions CHS for Advanced Math and Science III Response n = 35

		All Charter Schools		New Visions CHS for Advanced Math and Science III		Difference
Q4e The school provides supports to meet the academic needs for economically disadvantaged students.	Strongly Agree	72%	1,725	77%	27	5
	Somewhat Agree	19%	466	20%	7	1
	Neither Agree nor Disagree	6%	148	3%	1	-3
	Somewhat Disagree	2%	49	0%	0	-2
	Strongly Disagree	1%	24	0%	0	-1
Q4f The school has systems to monitor the progress of individual students and to facilitate communication between interventionists and classroom teachers regarding the needs of individual students.	Strongly Agree	67%	1,627	77%	27	10
	Somewhat Agree	22%	533	17%	6	-5
	Neither Agree nor Disagree	7%	159	6%	2	-1
	Somewhat Disagree	3%	67	0%	0	-3
	Strongly Disagree	1%	26	0%	0	-1
Q5a The school has processes and procedures in place to address chronic absenteeism for all students.	Strongly Agree	55%	1,337	69%	24	14
	Somewhat Agree	27%	644	17%	6	-10
	Neither Agree nor Disagree	8%	199	11%	4	3
	Somewhat Disagree	7%	157	3%	1	-4
	Strongly Disagree	3%	75	0%	0	-3
Q5b In general, attendance is not an issue at the school.	Strongly Agree	32%	776	54%	19	22
	Somewhat Agree	30%	719	23%	8	-7
	Neither Agree nor Disagree	15%	353	14%	5	-1
	Somewhat Disagree	15%	353	3%	1	-12
	Strongly Disagree	9%	211	6%	2	-3

**New York State Department of Education
Charter School Office
Teacher Survey 2021
All Charter Schools Response n = 2,412**

New Visions CHS for Advanced Math and Science III Response n = 35

		All Charter Schools		New Visions CHS for Advanced Math and Science III		Difference
Q5c The school has processes and procedures in place to address out of school suspension rates for all students and sub-groups such that all students are fully engaged within the school community and have access to the educational program.	Strongly Agree	50%	1,202	51%	18	1
	Somewhat Agree	22%	541	37%	13	15
	Neither Agree nor Disagree	23%	547	11%	4	-12
	Somewhat Disagree	3%	75	0%	0	-3
	Strongly Disagree	2%	47	0%	0	-2
Q5d The school has a process in place to measure and evaluate school climate culture.	Strongly Agree	51%	1,240	46%	16	-5
	Somewhat Agree	27%	642	37%	13	10
	Neither Agree nor Disagree	12%	301	11%	4	-1
	Somewhat Disagree	6%	136	6%	2	0
	Strongly Disagree	4%	93	0%	0	-4
Q6a The school's discipline policy is clear.	Strongly Agree	54%	1,306	49%	17	-5
	Somewhat Agree	29%	696	40%	14	11
	Neither Agree nor Disagree	7%	178	3%	1	-4
	Somewhat Disagree	7%	169	9%	3	2
	Strongly Disagree	3%	63	0%	0	-3
Q6b The school's discipline policy is fair to all students.	Strongly Agree	57%	1,371	37%	13	-20
	Somewhat Agree	25%	601	29%	10	4
	Neither Agree nor Disagree	10%	248	14%	5	4
	Somewhat Disagree	6%	134	20%	7	14
	Strongly Disagree	2%	58	0%	0	-2

**New York State Department of Education
Charter School Office
Teacher Survey 2021
All Charter Schools Response n = 2,412**

New Visions CHS for Advanced Math and Science III Response n = 35

		All Charter Schools		New Visions CHS for Advanced Math and Science III		Difference
Q6c The school's discipline policy is enforced by all teachers and staff.	Strongly Agree	44%	1,067	37%	13	-7
	Somewhat Agree	32%	766	34%	12	2
	Neither Agree nor Disagree	12%	281	11%	4	-1
	Somewhat Disagree	9%	216	17%	6	8
	Strongly Disagree	3%	82	0%	0	-3
Q6d The school's discipline policy is updated as necessary with feedback from faculty.	Strongly Agree	49%	1,188	43%	15	-6
	Somewhat Agree	25%	595	31%	11	6
	Neither Agree nor Disagree	14%	337	14%	5	0
	Somewhat Disagree	7%	179	9%	3	2
	Strongly Disagree	5%	113	3%	1	-2
Q6e The school utilizes behavior intervention plans for students who require specific social and behavioral skills in an academic setting.	Strongly Agree	62%	1,484	57%	20	-5
	Somewhat Agree	25%	613	31%	11	6
	Neither Agree nor Disagree	8%	185	6%	2	-2
	Somewhat Disagree	4%	89	6%	2	2
	Strongly Disagree	2%	41	0%	0	-2
Q6f Teachers and staff interacting with students with disabilities are aware of and follow specific discipline and prevention protocols for these students.	Strongly Agree	58%	1,409	54%	19	-4
	Somewhat Agree	26%	626	29%	10	3
	Neither Agree nor Disagree	9%	229	6%	2	-3
	Somewhat Disagree	5%	110	11%	4	6
	Strongly Disagree	2%	38	0%	0	-2

**New York State Department of Education
Charter School Office
Teacher Survey 2021
All Charter Schools Response n = 2,412**

New Visions CHS for Advanced Math and Science III Response n = 35

		All Charter Schools		New Visions CHS for Advanced Math and Science III		Difference
Q7a The school provides a safe environment.	Strongly Agree	78%	1,879	71%	25	-7
	Somewhat Agree	17%	409	23%	8	6
	Neither Agree nor Disagree	3%	77	6%	2	3
	Somewhat Disagree	1%	29	0%	0	-1
	Strongly Disagree	1%	18	0%	0	-1
Q7b The school has systems in place to ensure that the environment is free from bullying, harassment, and discrimination.	Strongly Agree	66%	1,596	49%	17	-17
	Somewhat Agree	24%	590	37%	13	13
	Neither Agree nor Disagree	6%	141	6%	2	0
	Somewhat Disagree	2%	57	6%	2	4
	Strongly Disagree	1%	28	3%	1	2
Q7c Classroom environments support learning and are generally free from disruption.	Strongly Agree	61%	1,470	57%	20	-4
	Somewhat Agree	27%	662	37%	13	10
	Neither Agree nor Disagree	5%	130	6%	2	1
	Somewhat Disagree	5%	110	0%	0	-5
	Strongly Disagree	2%	40	0%	0	-2
Q7d The school has high behavioral expectations for all students	Strongly Agree	67%	1,627	66%	23	-1
	Somewhat Agree	22%	528	26%	9	4
	Neither Agree nor Disagree	6%	134	6%	2	0
	Somewhat Disagree	3%	84	3%	1	0
	Strongly Disagree	2%	39	0%	0	-2

**New York State Department of Education
Charter School Office
Teacher Survey 2021
All Charter Schools Response n = 2,412**

New Visions CHS for Advanced Math and Science III Response n = 35

		All Charter Schools		New Visions CHS for Advanced Math and Science III		Difference
Q7e Teacher-student interactions could typically be described as supportive and respectful.	Strongly Agree	76%	1,836	71%	25	-5
	Somewhat Agree	20%	480	26%	9	6
	Neither Agree nor Disagree	2%	59	3%	1	1
	Somewhat Disagree	1%	24	0%	0	-1
	Strongly Disagree	1%	13	0%	0	-1
Q7f There is a uniform expectation for all teachers' classroom management in your school.	Strongly Agree	66%	1,600	57%	20	-9
	Somewhat Agree	23%	554	34%	12	11
	Neither Agree nor Disagree	6%	138	6%	2	0
	Somewhat Disagree	4%	85	3%	1	-1
	Strongly Disagree	1%	35	0%	0	-1
Q8 What is the name of your school's Dignity for All Students Act (DASA) coordinator?	Name Given	66%	1,597	57%	20	-9
	Don't Know	34%	815	43%	15	9
Q9 When is the last time you received a copy of the school's DASA policy?	This school year	61%	1,469	37%	13	-24
	The previous school year	16%	381	23%	8	7
	Prior to the previous school year	5%	121	11%	4	6
	I'm not aware of any DASA policy	18%	441	29%	10	11
Q10 When is the last time you received DASA training?	<1 year ago	48%	1,147	31%	11	-17
	1-2 years ago	23%	549	29%	10	6
	3-4 years ago	11%	270	6%	2	-5
	>4 years ago	9%	214	23%	8	14
	I've never received DASA training	10%	232	11%	4	1
Q11_Open What is the name of your school's McKinney-Vento Coordinator?	Name Given	49%	1,191	51%	18	2
	Don't Know	51%	1,221	49%	17	-2

**New York State Department of Education
Charter School Office
Teacher Survey 2021
All Charter Schools Response n = 2,412**

New Visions CHS for Advanced Math and Science III Response n = 35

		All Charter Schools		New Visions CHS for Advanced Math and Science III		Difference
Q11a The school provides opportunities for parent participation within the school community.	Strongly Agree	66%	1,601	71%	25	5
	Somewhat Agree	24%	579	29%	10	5
	Neither Agree nor Disagree	6%	139	0%	0	-6
	Somewhat Disagree	3%	68	0%	0	-3
	Strongly Disagree	1%	25	0%	0	-1
Q11b Parents receive regular and timely information on their child's academic progress in their home language.	Strongly Agree	71%	1,721	83%	29	12
	Somewhat Agree	22%	528	17%	6	-5
	Neither Agree nor Disagree	4%	90	0%	0	-4
	Somewhat Disagree	2%	54	0%	0	-2
	Strongly Disagree	1%	19	0%	0	-1
Q11c The school uses many methods of communication with families.	Strongly Agree	81%	1,960	89%	31	8
	Somewhat Agree	15%	365	9%	3	-6
	Neither Agree nor Disagree	2%	48	3%	1	1
	Somewhat Disagree	1%	27	0%	0	-1
	Strongly Disagree	0%	12	0%	0	0
Q11d The school seeks feedback from parents through surveys, meetings, or some other way.	Strongly Agree	73%	1,772	69%	24	-4
	Somewhat Agree	18%	443	23%	8	5
	Neither Agree nor Disagree	6%	134	9%	3	3
	Somewhat Disagree	2%	39	0%	0	-2
	Strongly Disagree	1%	24	0%	0	-1

**New York State Department of Education
Charter School Office
Teacher Survey 2021
All Charter Schools Response n = 2,412**

New Visions CHS for Advanced Math and Science III Response n = 35

		All Charter Schools		New Visions CHS for Advanced Math and Science III		Difference
Q11e The school has a systematic and transparent process for responding to family or community concerns.	Strongly Agree	66%	1,599	69%	24	3
	Somewhat Agree	22%	536	26%	9	4
	Neither Agree nor Disagree	7%	175	6%	2	-1
	Somewhat Disagree	3%	65	0%	0	-3
	Strongly Disagree	2%	37	0%	0	-2
Q11f The school informs parents about how it performs compared to other schools in the district and New York State.	Strongly Agree	59%	1,425	54%	19	-5
	Somewhat Agree	18%	437	29%	10	11
	Neither Agree nor Disagree	20%	475	17%	6	-3
	Somewhat Disagree	2%	43	0%	0	-2
	Strongly Disagree	1%	32	0%	0	-1
Q12a The school has social, emotional, and mental health programs and supports for all students.	Strongly Agree	68%	1,632	71%	25	3
	Somewhat Agree	23%	553	26%	9	3
	Neither Agree nor Disagree	4%	106	3%	1	-1
	Somewhat Disagree	3%	84	0%	0	-3
	Strongly Disagree	2%	37	0%	0	-2
Q12b School leaders collect and use data to track the social-emotional needs of all students, including students in subgroups.	Strongly Agree	54%	1,299	60%	21	6
	Somewhat Agree	24%	578	31%	11	7
	Neither Agree nor Disagree	14%	335	9%	3	-5
	Somewhat Disagree	6%	144	0%	0	-6
	Strongly Disagree	2%	56	0%	0	-2

**New York State Department of Education
Charter School Office
Teacher Survey 2021
All Charter Schools Response n = 2,412**

New Visions CHS for Advanced Math and Science III Response n = 35

		All Charter Schools		New Visions CHS for Advanced Math and Science III		Difference
Q12c School leaders collect and use data regarding the impact of programs designed to support the social and emotional health of all students.	Strongly Agree	53%	1,276	54%	19	1
	Somewhat Agree	23%	552	34%	12	11
	Neither Agree nor Disagree	17%	400	11%	4	-6
	Somewhat Disagree	5%	129	0%	0	-5
	Strongly Disagree	2%	55	0%	0	-2
Q12d The school provides staff with professional development opportunities to support the social-emotional and mental health of students in a culturally responsive manner.	Strongly Agree	58%	1,409	69%	24	11
	Somewhat Agree	26%	624	23%	8	-3
	Neither Agree nor Disagree	8%	189	9%	3	1
	Somewhat Disagree	6%	133	0%	0	-6
	Strongly Disagree	2%	57	0%	0	-2
Q12e The school has processes and procedures in place to address the learning and social-emotional needs of McKinney-Vento eligible students.	Strongly Agree	46%	1,106	46%	16	0
	Somewhat Agree	16%	393	23%	8	7
	Neither Agree nor Disagree	32%	766	31%	11	-1
	Somewhat Disagree	3%	76	0%	0	-3
	Strongly Disagree	3%	71	0%	0	-3
Q13 How many total years of K-12 teaching experience do you have?	Less than 1 year	6%	146	3%	1	-3
	1-3 years	21%	513	31%	11	10
	4-6 years	29%	711	46%	16	17
	7-10 years	19%	466	20%	7	1
	More than 10 years	24%	576	0%	0	-24

**New York State Department of Education
Charter School Office
Teacher Survey 2021
All Charter Schools Response n = 2,412**

New Visions CHS for Advanced Math and Science III Response n = 35

		All Charter Schools		New Visions CHS for Advanced Math and Science III		Difference
Q14 How long have you been teaching in this school in your current grade level?	Less than 1 year	25%	602	11%	4	-14
	1-3 years	44%	1,065	43%	15	-1
	4-6 years	22%	523	37%	13	15
	7-10 years	6%	134	9%	3	3
	More than 10 years	4%	88	0%	0	-4
Q15 How long have you been teaching in this school in your current subject area/teaching assignment?	Less than 1 year	19%	470	9%	3	-10
	1-3 years	42%	1,016	37%	13	-5
	4-6 years	24%	584	43%	15	19
	7-10 years	7%	180	9%	3	2
	More than 10 years	7%	162	3%	1	-4
Q16a The school has an effective school leadership team that communicates a clearly defined mission and set of goals to staff and the school community.	Strongly Agree	60%	1,439	57%	20	-3
	Somewhat Agree	26%	625	40%	14	14
	Neither Agree nor Disagree	6%	137	3%	1	-3
	Somewhat Disagree	5%	121	0%	0	-5
	Strongly Disagree	4%	90	0%	0	-4
Q16b The school has a clear and well-established communication systems and decision-making processes in place to ensure effective communication across the school.	Strongly Agree	53%	1,273	60%	21	7
	Somewhat Agree	27%	658	31%	11	4
	Neither Agree nor Disagree	7%	172	3%	1	-4
	Somewhat Disagree	8%	185	6%	2	-2
	Strongly Disagree	5%	124	0%	0	-5

**New York State Department of Education
Charter School Office
Teacher Survey 2021
All Charter Schools Response n = 2,412**

New Visions CHS for Advanced Math and Science III Response n = 35

		All Charter Schools		New Visions CHS for Advanced Math and Science III		Difference
Q16c 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.	Strongly Agree	48%	1,154	54%	19	6
	Somewhat Agree	26%	639	31%	11	5
	Neither Agree nor Disagree	12%	294	14%	5	2
	Somewhat Disagree	8%	201	0%	0	-8
	Strongly Disagree	5%	124	0%	0	-5
Q16d The school's leadership demonstrates a high level of accountability such that leadership takes responsibility for outcomes.	Strongly Agree	56%	1,353	63%	22	7
	Somewhat Agree	24%	578	26%	9	2
	Neither Agree nor Disagree	8%	189	9%	3	1
	Somewhat Disagree	7%	166	0%	0	-7
	Strongly Disagree	5%	126	3%	1	-2
Q17a Roles and responsibilities for leaders, staff, management, and the board of trustees are clearly defined and adhered to.	Strongly Agree	54%	1,304	69%	24	15
	Somewhat Agree	26%	635	29%	10	3
	Neither Agree nor Disagree	10%	251	3%	1	-7
	Somewhat Disagree	6%	141	0%	0	-6
	Strongly Disagree	3%	81	0%	0	-3
Q17b The school ensures that staff has the requisite skills, expertise, and professional development necessary to meet all students' needs, including students in subgroups.	Strongly Agree	57%	1,370	74%	26	17
	Somewhat Agree	27%	657	23%	8	-4
	Neither Agree nor Disagree	8%	194	3%	1	-5
	Somewhat Disagree	5%	129	0%	0	-5
	Strongly Disagree	3%	62	0%	0	-3

**New York State Department of Education
Charter School Office
Teacher Survey 2021
All Charter Schools Response n = 2,412**

New Visions CHS for Advanced Math and Science III Response n = 35

		All Charter Schools		New Visions CHS for Advanced Math and Science III		Difference
Q17c The school is fully staffed with personnel who are able to meet all operational needs, including finance, human resources, and communications.	Strongly Agree	60%	1,446	74%	26	14
	Somewhat Agree	24%	575	23%	8	-1
	Neither Agree nor Disagree	8%	199	3%	1	-5
	Somewhat Disagree	5%	121	0%	0	-5
	Strongly Disagree	3%	71	0%	0	-3
Q18a The school has established procedures for effective collaboration among teachers.	Strongly Agree	62%	1,501	71%	25	9
	Somewhat Agree	27%	645	23%	8	-4
	Neither Agree nor Disagree	5%	125	6%	2	1
	Somewhat Disagree	4%	92	0%	0	-4
	Strongly Disagree	2%	49	0%	0	-2
Q18b The school has systems to monitor and maintain organizational and instructional quality through a formal evaluation process for teacher and other staff.	Strongly Agree	65%	1,567	74%	26	9
	Somewhat Agree	26%	621	23%	8	-3
	Neither Agree nor Disagree	5%	129	0%	0	-5
	Somewhat Disagree	2%	57	3%	1	1
	Strongly Disagree	2%	38	0%	0	-2
Q18c The school has mechanisms to solicit teacher and staff feedback and to gauge their satisfaction.	Strongly Agree	58%	1,391	66%	23	8
	Somewhat Agree	25%	607	23%	8	-2
	Neither Agree nor Disagree	7%	171	3%	1	-4
	Somewhat Disagree	6%	136	9%	3	3
	Strongly Disagree	4%	107	0%	0	-4

**New York State Department of Education
Charter School Office
Teacher Survey 2021
All Charter Schools Response n = 2,412**

New Visions CHS for Advanced Math and Science III Response n = 35

		All Charter Schools		New Visions CHS for Advanced Math and Science III		Difference
Q18d The school provides you with the resources and support to do your job well when teaching remotely.	Strongly Agree	63%	1,514	80%	28	17
	Somewhat Agree	24%	573	17%	6	-7
	Neither Agree nor Disagree	6%	145	0%	0	-6
	Somewhat Disagree	5%	123	3%	1	-2
	Strongly Disagree	2%	57	0%	0	-2
Q18e The school provides you with the resources and support to do your job well when teaching in-person.	Strongly Agree	64%	1,554	71%	25	7
	Somewhat Agree	22%	537	20%	7	-2
	Neither Agree nor Disagree	9%	219	6%	2	-3
	Somewhat Disagree	3%	65	3%	1	0
	Strongly Disagree	2%	37	0%	0	-2
Q18f The school provides you with the resources and support to do your job well when teaching concurrently.	Strongly Agree	57%	1,365	57%	20	0
	Somewhat Agree	22%	529	23%	8	1
	Neither Agree nor Disagree	16%	390	17%	6	1
	Somewhat Disagree	3%	71	3%	1	0
	Strongly Disagree	2%	57	0%	0	-2
Q19 How strongly do you agree or disagree that there is a long-term career pathway and opportunities for professional growth for you at this school?	Strongly Agree	45%	1,077	37%	13	-8
	Somewhat Agree	33%	804	40%	14	7
	Neither Agree nor Disagree	10%	244	11%	4	1
	Somewhat Disagree	7%	180	11%	4	4
	Strongly Disagree	4%	107	0%	0	-4

**New York State Department of Education
Charter School Office
Teacher Survey 2021
All Charter Schools Response n = 2,412**

New Visions CHS for Advanced Math and Science III Response n = 35

		All Charter Schools		New Visions CHS for Advanced Math and Science III		Difference
Q20 Meetings, such as faculty, staff, grade-level, curricular, child study, and the like are:	Well organized	78%	1,878	86%	30	8
	Well attended	83%	2,012	89%	31	6
	Focused on relevant content	70%	1,696	77%	27	7
	Recognized by all faculty as valuable	45%	1,092	49%	17	4
	None of the above	2%	60	0%	0	-2
Q21 Please select all types of meetings where faculty members collaborate with one another.	Team meetings	94%	2,271	91%	32	-3
	Department meetings	76%	1,834	97%	34	21
	Staff meetings	86%	2,081	86%	30	0
	Informal planning time	78%	1,892	83%	29	5
	Teacher/professional leadership meetings	73%	1,764	86%	30	13
	Other	9%	226	9%	3	0

NYSED CSO Teacher Survey 2021

**New York State Department of Education
Charter School Office
Teacher Survey 2021
Open End Responses**

New Visions CHS for Advanced Math and Science III

<p>Q2_Open1 Explain what an academically rigorous lesson looks like in your classroom:</p>	<p>A lesson that pushes students to grow and engages their curiosity, that is objective driven.</p>
	<p>All students are being challenged in a way suitable for their own needs and skill development. Lessons are not only differentiated down but also up.</p>
	<p>All students exploring a concept and problem-solving together. Working in a science space, we are always trying to push students to explore science concepts in hands-on ways and have them come up with explanations on their own, before we go into explaining a scientific concept.</p>
	<p>An academically rigorous lesson can take on many appearances. Specifically, our rigorous lessons challenge students to take evidence that they find whether through self-guided, or assigned documents and apply it to different writing prompts. Students work towards demonstrating connections in their writing to both the prompt and connections outside of the school environment.</p>
	<p>An academically rigorous lesson has check for understanding opportunities built-in numerous sections of the lesson. There are extension activities built-in to go along with an exit ticket at the end of the lesson.</p>
	<p>An academically rigorous lesson has students doing the cognitive lift, usually through inquiry-based lessons. Students have the chance to revise their prior knowledge based on new information.</p>
	<p>An academically rigorous lesson in my classroom is one that is aligned to common core learning standards and has clear learning and language objectives. These lessons promote explicit instruction strategies and support students active engagement with the curriculum.</p>

New York State Department of Education
Charter School Office
Teacher Survey 2021
Open End Responses

New Visions CHS for Advanced Math and Science III

An academically rigorous lesson in my classroom would feature students accessing the text on various levels by making connections to themselves, real-world concerns, and other texts. Student-led discussion wherein the teacher is a merely a facilitator rather than a prompter also defines the rigor of my lessons.

An academically rigorous lesson in one in which students are taking on the cognitive load and figuring out the content through guided instruction. Students are productively working together to inform new ideas.

An academically rigorous lesson is one that introduces a new topic and is made clear through examples, instruction, and rubrics which the students will then utilize to make connections to previous course material or the wider world.

An academically rigorous lesson looks like students being able to write full paragraphs with thesis statements and supporting evidence and analysis using prior knowledge from class discussions and doing so without teacher assistance.

An academically rigorous lesson teaches new material that is modeled, allows students to practice together and then practice further on their own levels, either with additional support or extra challenges.

As a college counselor I do not have a classroom, however students are given instruction in Junior and Senior Seminar courses. These courses outline and help prepare students for the college application process. This includes, completing their college essay, resume, college applications, FAFSA/TAP, SAT Prep, college fairs/admissions rep visits and college acceptances.

Clear objective, standards aligned lesson, teaching and reinforcing vocabulary.

Collegial level writing, discussion and reading, with annotation protocols to determine analysis and connection of information with past learning experiences.

**New York State Department of Education
Charter School Office
Teacher Survey 2021
Open End Responses**

New Visions CHS for Advanced Math and Science III

	Cooperative Learning, Zoom In And Zoom Out, Differentiated Learning, and PBLs
	Following a class routine, reviewing material from last class, then introducing a new concept, having using model and demonstrate the new skill
	I'm a Dean so I would say. Progressive academics and positive behavior
	Lessons must align to the standards, incorporate PBLs and inter dis-library opportunities.
	N/A
	N/A to me as a Counselor
	N/a
	Not a teacher but base on my observation, PDs and academic audits I can see that there is a strong emphasis on academic rigor.
	One that allows students to make connections with prior skills and ideas, prompts students to discover a new skill and explain it to others, and engages students through interest and relevance.
	Students answer questions to create predictions before new vocabulary is presented. Students participate throughout teacher led parts of lessons, students work independently and in small groups.
	Students are appropriately challenged to engage in a diverse set of learning activities.
	Students are challenged appropriately and work is scaffolded to meet the needs of SWD as well as writers who are more advanced. Questions are also phrased in ways that are accessible to all students while also providing higher order questions to push discussion. When grouping students, the task is considered and students are put either homogeneously or heterogeneously.
	Students are doing the thinking, students are asking questions, students are active in lessons and pushed to improve no matter their level of understanding or skill

**New York State Department of Education
Charter School Office
Teacher Survey 2021
Open End Responses**

New Visions CHS for Advanced Math and Science III

	Students are expected to work together to solve higher-order thinking analysis questions.
	Students often analyze and synthesize texts.
	Using bloom's taxonomy to increase student rigor when assigning reading and writing assignments
	academic rigor is pushing the students to ask questions, analyze data, and draw connections to other learning experiences.
	involves student choice and their own explanation on the subject
	meet learners need
	n/a

**New York State Department of Education
Charter School Office
Teacher Survey 2021
Open End Responses**

New Visions CHS for Advanced Math and Science III

<p>Q2_Open2 Explain how you differentiate instruction for students in your classes:</p>	<p>All assignments and lessons are differentiated to support a student's individual learning and language needs. Students are provided choice with assignments and activities in order to connect to their learning styles.</p>
	<p>As mentioned as a college counselor we focus our instruction on grade. Freshman- Career/College Exploration Sophomore- Career/College Exploration Junior - College/Career Exploration/College Application Process Senior - College/Career Exploration/College Application Process/Fafsa/Tap completion.</p>
	<p>Based on lexile level and one on one analysis of students needs I differentiate based on level of scaffolding, lexile level, and group support.</p>
	<p>Create scaffolded tasks for certain groups, provide supports such as sentence stems, chunked readings, read-aloud, etc.</p>
	<p>Depending on the need, students receive scaffolds such as guiding questions, graphic organizers, translated documents, small group instruction, lexile-appropriate readings, etc.</p>
	<p>Differentiated worksheets, guided questions, guided notes, worksheets made to lexile level, layered questioning, vocabulary instruction etc.</p>
	<p>Differentiated/shortened worksheets, Parallel teaching, accommodations.</p>
	<p>Differentiation is based on student needs and ranges from decreases the cognitive load, reducing the work load, providing sentence frames and other scaffolds. Purposeful grouping and small group instruction. Translating materials for MLLs.</p>
	<p>Disciplinary actions</p>
	<p>Each assignment is differentiated in 3 tiers: a version for the general ed population, a version for students who need additional support in reading/writing, a modified version for students on IEPS and/or ELL students</p>

New York State Department of Education
Charter School Office
Teacher Survey 2021
Open End Responses

New Visions CHS for Advanced Math and Science III

For students of higher levels, on some topics, I allow students to review material at their own pace and begin practicing on their own. While that is occurring, I explicitly teacher middle and lower level students, allowing mid-level students to practice with support of their peers and lower-level students to practice with teacher support. Sometimes differentiation comes in the form of Green, Yellow and Red worksheets, where students choose their own confidence level and work with appropriate amounts of support and challenges.

Google classroom and remote learning has made it easy for me to differentiate instruction as I can assign different lexiles of readings, different assignment criteria, and different scaffolding to students who may need it.

I decide on the ultimate takeaway from a lesson and allow students multiple access points to understand the concept. For example, we were teaching students about Charles's Law (a Gas Law) the other day and had students complete an experiment at home with household materials. If students didn't have household materials, they observed the teachers and their classmates complete the demo while following along on the instruction guide. For my students who struggle with understanding English, I did the experiment the day before and captured photos of the whole demo, so they could watch step-by-step changes happening in photos. The mix of written steps, visual explanation of the concept, a live demo, and the ability for students to engage with the demo at home allowed for multiple access points to students' understanding of the gas law.

I differentiate instruction for my students by providing translations for my MLL student population. For my students with disabilities. I provide scaffolded worksheets that include forced choice and scaffolded readings.

I give different supports via google classroom, have peer and group work, and give different options of approaches to complete an assignment

I provide word banks, sentence starters, and extension activities.

**New York State Department of Education
Charter School Office
Teacher Survey 2021
Open End Responses**

New Visions CHS for Advanced Math and Science III

	I teach AP so not much is differentiated. I differentiate based on tech needs and by giving choices
	Mini-Lessons, Reflections, and Formative Assesments
	Modifying worksheets/activities for low level students, providing extra support in breakout rooms for students who need help.
	My co-teacher and I make differentiated worksheets and for our higher-need kids I make a separate unit plan to pace their learning. We also do parallel teaching from time to time and we set up breakout rooms to ensure students have choice on how much help they want from their teacher.
	N/A
	N/A to me as a Counselor
	Not a teacher but base on my observation, PDs and academic audits I can see that there is a strong emphasis ensuring differential instructions conducive to our scholars' scholastic needs
	SWD are given graphic organizers as well as checklists. They also work in small group settings with directions repeated to them and additional processing time. At the same time, other students are given less organizational support and focus more on blending quotes into their writing as well as pushing their analysis.
	Students are provided with scaffolded tasks, have multiple opportunities to access material, whether it be through readings, videos or discussions. In the classroom, there are multiple opportunities that allow for small group & 1:1 instruction, as well chances for students to work with each other in a collaborative teams to dive deeper into content and skills.
	Students get vocabulary lists, texts according to lexile level.

New York State Department of Education
Charter School Office
Teacher Survey 2021
Open End Responses

New Visions CHS for Advanced Math and Science III

	<p>Texts are scaffolded as needed with various supports, such as adjusted vocabulary, chunked text, and opportunities for re-accessing the text in various ways through both visual and auditory methods.</p>
	<p>The entry point to the lesson is made accessible to all students. New terminology is highlighted and connected to student lives or previous knowledge, and students are provided multiple ways to engage with the content.</p>
	<p>Three levels of instruction and completion are provided for students. Visual, auditory and reading are incorporated into lessons. Multiple options for assessment are provided to students.</p>
	<p>To differentiate instruction for my students, I use different colored markers, I scaffold worksheets, I have word banks for lessons where students are asked to use vocabulary, and I offer choice to students on difficulty of worksheets</p>
	<p>We use lexile levels, IEP reports, ELL status, etc. to make groupings that will best support students in their learning. We differentiate or modify lesson materials for students, based on a number of factors. We use different co-teaching models frequently in instruction.</p>
	<p>lessons are scaffolded and translated.</p>
	<p>n/a</p>
	<p>through reading strategy, graphic organizer, concept mapping</p>

**New York State Department of Education
Charter School Office
Teacher Survey 2021
Open End Responses**

New Visions CHS for Advanced Math and Science III

<p>Q3_Open How do you use data in your classroom to guide instruction?</p>	<p>Based on the time constraint with class times and materials, I don't really rely on data during remote learning</p>
	<p>Constant formative data is collected from students throughout a lesson and skills assessments aligned to learning objectives are given at the end of a unit. Skills not mastered are addressed in future lessons.</p>
	<p>Data from assessments determine what content should be reviewed and which students should have targeted or small group instruction.</p>
	<p>Data from formative assessments is used to drive instruction in my classroom. I look for skill gaps that need to be addressed in upcoming lessons. In addition we look at data on the department and cohort level to drive instruction.</p>
	<p>Data is used frequently and I often use this to address misconceptions on material and see where there are still skill gaps. With this data, it helps to plan for re-engagement lessons and helps to navigate pacing, and where supports are needed, and where scaffolds can be taken away.</p>
	<p>Data is used in creating scaffolded worksheets and reading materials to meet learners where they are. Data is also used to create challenging materials for the general education students.</p>
	<p>Data is used to address misconceptions and keep a pulse on all types of learners.</p>
	<p>Data is used to reassess and modify curriculum and assessments.</p>
	<p>Data such as checks for understandings, exit tickets and formative assessments enable me to address misconceptions on the spot.</p>
	<p>Entry and exit tickets to target what students needed one on one check ins. Assignments to guide future lessons.</p>

**New York State Department of Education
Charter School Office
Teacher Survey 2021
Open End Responses**

New Visions CHS for Advanced Math and Science III

	Formative assessments such as homework, entry and exit tickets are analyzed for overall student understanding and content is retaught or revisited as necessary. For summative assessments, students are allowed to do corrections. Overall scores of the class determine whether this happens in class with re-instruction or on an individual level.
	Frequent formative and summative assessments that are targeted around learning objectives/standards. Progress tracked with students with a focus on writing. Instruction modified using assessment data.
	I keep a sharp eye on consistent patterns of student mistakes and for those who are not understanding.
	I use data to determine if any skills need to be retaught.
	I use data to help me with the pace of my classroom and progress of the students understanding concepts.
	I use data to look back and ensure that learning goals are reached. If not, I utilize the data to ensure gaps in skill or knowledge are fixed.
	I use data to see what skills my students mastered/have not mastered, then modify future lessons to give students a chance to spiral back to content they have been struggling with.
	I use formative and summative assessment data in order to view learning needs and guide future instruction.
	I use it to inform me on what parts of our argumentative essays we will need to work on next.
	I use weekly grades to determine my student groups and to assess what skills need to be retaught
	It helps to guide the curriculum and reengagement activities.

**New York State Department of Education
Charter School Office
Teacher Survey 2021
Open End Responses**

New Visions CHS for Advanced Math and Science III

	<p>My co-teachers and I use assessment data to gauge how many students have achieved mastery of the content and how many students need a review day. If it's clear a ton of students have not understood something, we try to do a re-engagement day of some sort. It's difficult to find time to analyze ALL data, though. There just isn't enough time in the day with teaching, lesson planning, and differentiation.</p>
	N/A
	N/A to me as a Counselor
	Not a teacher but data to ensure that scholars' educational needs are being address and met.
	Standardized testing and student assessments
	Student surveys are used to collect feedback on how to modify and adjust classroom tasks such as direct instruction, group work, and assessments. Student writing is used as data to determine writing, grammar, and critical thinking skills to focus on.
	Students who attend junior and senior seminar complete the same things each year. Each junior will receive the same instruction as prior years and so on.
	The data I use from assessments informs the pace that my class moves at. I may go back and have a re-engagement lesson if the data shows me there was a specific topic students struggled with. I may dedicate office hours time to focusing on a specific topic.
	Through hero and powerschool
	Use formative assessment data to make choices on upcoming planning and long-term planning

New York State Department of Education
Charter School Office
Teacher Survey 2021
Open End Responses

New Visions CHS for Advanced Math and Science III

	<p>We use Nearpod in both of my science classes (Earth Science and Chemistry) which is an interactive slide deck experience where students can answer poll questions, draw/type out responses, and participate in quizzes which provides us teachers with real-time data of whether or not students are understanding a concept. It also allows us to track participation and can see what percentage of those in our remote class are engaged in the lesson.</p>
	<p>We use formative data, checks for understanding and in class room data to drive our instruction and re-teach concepts. We also use data to help students with subskills they are lacking in.</p>
	<p>modify lesson plans according to learners' needs</p>
	<p>n/a</p>

**New York State Department of Education
Charter School Office
Teacher Survey 2021
Open End Responses**

New Visions CHS for Advanced Math and Science III

<p>Q6_Open Describe the methods available for teachers to raise student discipline concerns. If no such methods exist, write "none" in the space below.</p>	<p>1) Redirection (Verbal/Non verbal/Expectation Reminders) 2) 1-to-1 conversation/change of seat 3) Call home/Parent Communication (Email, text, etc) 4) Fix-It- Plan/Restorative Approach 5/ SST (Student Support Team)</p>
	<p>1. email to cohort team 2. email to dean team 3. hallway support staff or all staff chat for urgent concerns 4. family contacts and family meetings 5. counseling referral form</p>
	<p>A clear ladder is followed by teachers to address student discipline. It gives the student a chance to correct before it goes on to the next step in the ladder. Mediation is also used, which beneficial to the staff to understand and help a student as well as offer a student a chance to reframe their outcome.</p>
	<p>Concerns are raised to cohort leaders and deans.</p>
	<p>Conference with student, conference with parent (logging both) or notify deans or serious immediate behavior, or persistent unchanging behavior.</p>
	<p>Discipline comes from a place of SEL. Students have mediations, and the deans do a great job at facilitating this work and escalating when necessary.</p>
	<p>I can make a log about a discipline concern and arrange a conversation with a dean and counsellor to address the issue. Issues such as this tend to be quickly addressed at our school.</p>
	<p>If a student needs disciplinary action you can reach out to the AP and Dean team to intervene and take necessary steps.</p>
	<p>Last year, we started restorative justice circles in place of detention for things like lateness and uniform infractions. Teachers also log instances with students that may have been disrespectful or against school policy. We have a ladder of consequences and the deans typically handle most of the disciplinary action.</p>
	<p>Logging into Powerschool, conversations with deans, counselors and families.</p>

**New York State Department of Education
Charter School Office
Teacher Survey 2021
Open End Responses**

New Visions CHS for Advanced Math and Science III

	Logging on powerschool Talking to AP/dean team Discussing in grade level cohort meetings
	Meetings with all teachers teaching that student. Parent meetings. Kid talks.
	None
	Not a teacher but there multiple methods in place to support teachers in raising their discipline concerns e.g. mediation, referral form, safety/behavioral contracts and parent meeting.
	Often, we meet as a staff to discuss any necessary changes that should be made to the discipline concerns and the different tiers to each type of discipline. Unfortunately, it feels as if specific students have "special" rules strictly for them based off their relationships with staff and it mostly comes from 1 of the assistant principals in the school. Most assistant principals have clear and defined guidelines but one of the assistant principals does not, and is very inconsistent with the rules.
	Powerschool log entries, emails to deans and cohort leads.
	Put students into a individual breakout room for confidentiality, and explain to the students the AMS3 way.
	Reaching out to deans and Counselors for SEL check ins prior or after discipline concerns.
	Reaching out to the dean team or student's cohort AP
	School/Student referral, Open door policy, Powerschool logs, Faculty or grade team meetings, coaching conversations.
	Speaking with our supervisor.
	Teachers are able to approach Cohort Leads (AP & Counselor), as well as the Dean Team. Normally, teachers will try to reach out and make connections with families first prior to trying to escalate. There are people in the building who are able to help brainstorm and address concerns.

**New York State Department of Education
Charter School Office
Teacher Survey 2021
Open End Responses**

New Visions CHS for Advanced Math and Science III

	Teachers can contact deans or administration with egregious behavior concerns after attempting to remedy on their own.
	Teachers can speak with the student's counselor, cohort leaders, a dean, or the principal.
	Teachers complete a culture tracker that will be sent to the dean of that grade level
	Teachers work directly with the dean team and school operations staff when issues arise.
	The school uses restorative justice practices.
	We enter logs about student behavior, we make contact with families, we have a supportive team of counselors and deans that assist with emotional and behavioral issues.
	We first address a concern directly with the student, then escalate to the family of the student, then escalate to our deans and assistant principal.
	We have a ladder of consequences protocol where the teacher must intervene and redirect before escalating it to the Deans or Counseling team. We provide de-escalation PDs and SEL education to teachers to support their skills in addressing concerns.
	Weekly check-ins with supervisor.
	discussions with counselors and deans, also APs
	n/a
	none

**New York State Department of Education
Charter School Office
Teacher Survey 2021
Open End Responses**

New Visions CHS for Advanced Math and Science III

Q7_Open Describe how the school addresses issues of bullying, discrimination, and harassment. If you don't know, write "don't know."

Advisory lessons, and good classroom management
Advisory lessons, one on one conversations with guidance counselors, assemblies.
Ap's address the issue and deans respond with consequences. There are statements taken and investigations done
Deans will address these issues with students and hold mediations as needed.
Deans work with the students and families to address these issues.
Deans, Counselors, and Leadership are very bing on antibullying and creating safe spaces. We conduct mediations between parties with a focus on SEL. Assign consequences as necessary followed by restorative circles.
Go back to the AMS3 Way and mediations
Individual intervention plans
It gets escalated to guidance counselors and assistant principals
It is not tolerated and every instance of bullying, discrimination, and harassment that I have seen was dealt with swiftly and effectively, usually in a restorative manner.
Not sure. I know they have done peer mediation and restorative justice meetings for general confrontations between students. I don't know if bullying is addressed this way.
RJ circles, advisory
Regular student discussion with staff and staff meetings to address the issues.
Restorative justice practices.
School Operations manages these offenses.
Support for teachers during staff advisory. Additionally, conversations have occurred during faculty meetings and supervisor check-ins.

**New York State Department of Education
Charter School Office
Teacher Survey 2021
Open End Responses**

New Visions CHS for Advanced Math and Science III

	Teacher intervention, advisory program, Peer mediation, dean's, family conversations.
	The dean team investigates and depending on the issue students are given consequences, engage in a mediation, or restorative circles.
	The issues of bullying, discrimination, and harassment are address via peer mediation, mediation, parent meeting behavioral contracts/safety plans, our school handbook, PDs for parents, staff and scholars
	The school fosters a culture of respect through advisory lessons, assemblies, and restorative justice groups. If issues arise, students can have mediations.
	The school hosts grade level town halls and members of the student support team will reach out to students individually to have a discussion
	The school is very active in these matters, and will often work through a Peer Mediation Team & will also work with staff to help connect with students who are involved. The Dean Team has protocols that they follow in order to address specific behaviors, and notify those who need to know.
	There isn't one uniform way that our school addresses bullying, discrimination, and harassment. Our school does emphasize consequence over punishment but when issues of colorism and verbal bullying arise I often do not see teachers handling the situations as well as they could be. This, I believe, is due to lack of awareness and bias training as well as a lack of intervention training.
	These topics are spoken about in advisory and are escalated to the deans when necessary
	We attempt to use a restorative justice approach to all disputes and conflicts, so typically the issue would be addressed with all parties involved. In my individual classroom space I call out bullying directly if I see it and will address it directly with the affected parties as I have a zero tolerance for bullying.

**New York State Department of Education
Charter School Office
Teacher Survey 2021
Open End Responses**

New Visions CHS for Advanced Math and Science III

	We celebrate diversity and build community in advisory.
	We have a great culture were students and staff feel like they can talk about things. We offer mediation for students who have an issue with other students. AP and Dean team also intervene if necessary.
	We have advisory assignments once a year where each advisory has to come up with a bullying PSA that culminates in a bullying town hall.
	We provide advisory lessons and parent workshops as prevention and education. We operate from a restorative lens and meet with students- both those harmed and those causing harm to support their growth and development. We try to educate our young people and their families about social media as the majority of our incidences are a result of cyber conflicts.
	We reach out to parents, have multiple talks with the student who has been impacted, we have run restorative justice circles, and gather with staff to come up with workable solutions.
	Zero tolerance and with staff/student interventions
	Zero tolerance to bullying/cyberbullying and is always assessed very sensitively and carefully.
	don't know
	mediations, contact to families
	warning then suspension if needed

**New York State Department of Education
Charter School Office
Teacher Survey 2021
Open End Responses**

New Visions CHS for Advanced Math and Science III

<p>Q12_Open Provide examples of how the school supports students' social-emotional and mental health needs:</p>	<p>- SEL PDs for staff - SEL workshops for families - Counseling team consults together to support one another - Group and individual counseling support for students - Strong Advisory program for skill development - Parent/Student meetings with school leaders. - We also keep progress notes on supportive interventions we conduct with students.</p> <p>Advisory is everyday for 30 minutes for SEL. SEL is also incorporated into academics.</p> <p>Advisory program</p> <p>Advisory program focuses on developing socio-emotional capacities, teachers frequently attend PDs with a focus on the socio-emotional capacities and how to engage with/teach/reflect on them. One counselor per grade that frequently meets with students.</p> <p>Advisory, Student/staff check ins.</p> <p>Advisory, counseling sessions, RJ policies</p> <p>All students in the campus have access to a therapist. Additionally, students have access to the grade counselors who are always willing to talk with them if they are ever in need</p> <p>Consulers and one on one checkins with students</p> <p>Counseling, peer mediation, advisory</p> <p>Daily advisory sessions focused on social emotional learning, an amazing counseling team, staff advisory bi-weekly to guide adults towards supporting students social emotional needs.</p> <p>Each grade has a counselor that they go to for support. We also meet in smaller groups of teachers to talk to that counselor and make sure our students are given the support they need in advisory.</p> <p>Each student has an advisory group that meets once a day. This group focuses on SEL and provides support for students in academics and their personal life. We also have counseling services and other small groups for students who need it.</p>
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**New York State Department of Education
Charter School Office
Teacher Survey 2021
Open End Responses**

New Visions CHS for Advanced Math and Science III

	Frequent check-ins with guidance counsellors as well as a rigorous advisory curriculum that addresses socio-emotional concerns on a weekly basis.
	Guidance counselor referrals, School Student & Teacher meetings, parent meetings.
	Peer Meditation.
	SEL. check in from teachers, outreach, counselors and leadership, mandated counseling sessions, etc
	School counselors have weekly check-ins with students, mandated counselor as per IEP, daily small-group advisory sessions.
	Social emotional and mental health needs are address by the whole school collectively. Advisory spaces, mandate (or some time voluntarily) counseling, completing/screening for mental needs and making referral to outside providers
	Students have the ability to participate in Advisory, school-wide clubs and activities to increase their socialization. In advisory, students explore their social-emotional capacities and different ways to explore coping skills, time management, and dealing with frustrations. The school has a great counseling team, that all collaborate to support the students, and transfer information as needed to the staff.
	Students, Counselor, Dean, mediations and parent meetings
	The advisory space is a place for teachers to provide SEL support. Students complete a weekly reflection sharing about their mental, physical, and emotional space each week.
	The school hosts grade level townhalls, creates advisory lessons regarding SEL, teachers are given training on SEL strategies
	We have a strong advisory program that provides intentional lessons and opportunities for students to discuss issues in a safe space, along with counselors for each grade, and PD sessions for staff.

**New York State Department of Education
Charter School Office
Teacher Survey 2021
Open End Responses**

New Visions CHS for Advanced Math and Science III

	We have a strong counseling team, a social worker/therapist in the overall campus that I know sees some of our students, SEL supports in our daily advisory sessions, and a Do No Harm grading policy.
	We have advisory every day and have many mentorship programs that connect students with an adult they trust.
	We have advisory, we also have dedicated counselors that check in with students regularly.
	We have school counselors for students in crisis or in need of ongoing support. During Cohort Inquiry Team Meetings, we often collect and analyze data about how to best support each student and their SEL needs.
	We provide advisory and students each have check ins with the counseling team.
	Weekly & Biweekly check ins with Counselors as needed. Mediations between parties when conflicts arise. Restorative circles as needed and after consequences assigned as needed.
	advisory program, staff PD on the topics, relationship building first culture
	advisory, teacher advisory, PD on SEL in classrooms
	counselors
	individual student needs met by teachers
	meet with students
	n/a

**New York State Department of Education
Charter School Office
Teacher Survey 2021
Open End Responses**

New Visions CHS for Advanced Math and Science III

<p>Q18_Open1 Please describe the teacher evaluation process. If none exists, write "none" in the space below.</p>	<p>- We meet as a team to discuss school goals. - We create goals that align to the schoolwide goals. - We upload them to TeachBoost. - Supervisors do formal observations and periodic goal progress check ins. - We provide evidence of our goal progress. - Supervisor evaluates us in a formal meeting.</p> <p>Ap's observe a zoom session and give you feedback on Teachboost</p> <p>Both formal and informal evaluations with next - steps and check-in meetings with their supervisor.</p> <p>Coaching by supervisor, Goals, Looking over lesson plans, observations.</p> <p>Danielson Rubric used to evaluate teachers.</p> <p>Don't know</p> <p>During in-person instruction, we regularly get observed by our AP and debrief about glows/grows of the lesson. We will typically get 3-4 informal observations per semester and then 2 formal observations a year that determine our overall rating.</p> <p>Frequent observation and coaching conversations, teacher-created goals, frequent feedback focused around the rubric, informal and formal observations used.</p> <p>My Assistant Principal observes my classes and my lesson plans.</p> <p>None this year</p> <p>Not a teacher but their is a rubric in place that clearly defines our ratings. Also, there is a mid-year and a end of the evaluation process that this aligned with the rubric.</p> <p>Observations and reviews throughout the year</p> <p>Our school uses the Danielson Rubric. Depending on the level you are on the career ladder, there will be certain benchmarks of each category you have to hit in order to move up the ladder.</p>
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**New York State Department of Education
Charter School Office
Teacher Survey 2021
Open End Responses**

New Visions CHS for Advanced Math and Science III

	Pre-evaluation meetings, informal classroom visits 10-12 times per year, mid-year effectiveness checkin, year end evaluation.
	Staff meeting, Teacher's Advisory, Department Meeting, Leadership Evals, etc
	Supervisors have pre-observation check ins with teachers for formal observations then will complete formal observations followed by post-observation check ins. Informal observations followed by glows and grows occur throughout the year as well as lesson plan comments and feedback.
	Teachers are given informal and formal evaluations throughout the year by their direct supervisor
	Teachers create personalized goals, are observed regularly, debriefs are done afterwards, and feedback is given.
	Teachers have informal evaluations several times a year and formal evaluations twice a year. Each evaluation includes an observation and check-in with our supervisor, and we are provided feedback using the Danielson Rubric.
	The process is in 3-parts and occurs at different points in the year to gain a clear view of teacher effectiveness. Informal and formal observations and weekly check-ins with an AP.
	The teacher evaluation process consists of small informal observations with two formal evaluations & observations centered around our own personal goals for the year. Teachers are able to meet with their supervisors consistently to review lesson plans, ask questions, brainstorm in order to grow and achieve mastery on the Teaching Rubric that New Visions has adapted.
	The teacher evaluation process involves specifying a series of goals based on the teaching rubric we are provided. We check in about these goals with our supervisor throughout the year to monitor progress.

**New York State Department of Education
Charter School Office
Teacher Survey 2021
Open End Responses**

New Visions CHS for Advanced Math and Science III

	The teacher evaluation process involves using the Danielson rubric. My supervisor and I hold a meeting beforehand to look at my current progress and then from there she comes in to evaluate me using the rubric.
	The teacher/counselor meets with their supervisor to review goals/evaluations.
	There are a few informal teacher evaluations throughout the year and then 2 formal observations rated with the Danielson Rubric.
	We are followed by a coach where we meet weekly and have several "informal observations" throughout the year. Then there are 2 formal evaluations with a pre- and post- conference.
	We are observed both informally and formally, we meet with supervisors for feedback and goal monitoring weekly. When it comes to formal evaluation we are rated using the Danielson rubric.
	We get informal observations before our formal mid-year observation, then we use that feedback to improve before getting our formal end of year observation. We meet with our supervisor every week.
	We have check ins with a supervisor, we have mid-year evaluations, and leadership helps us improve our lesson plans and accomplish our year long goals.
	We use the Danielson rubric, set goals according to the things we want to work on, get informal and formal evaluations. We also meet with our supervisors before the evaluation period as well as after to debrief.
	formal observations using Danielson framework.
	goal setting, weekly check-ins, informal and formal observations, evaluations with debriefs
	nA
	poor

**New York State Department of Education
Charter School Office
Teacher Survey 2021
Open End Responses**

New Visions CHS for Advanced Math and Science III

**we are evaluated based on the Danielson rubric.
Our assistant principals meet with us weekly and
we have many informal observations as well.**

**New York State Department of Education
Charter School Office
Teacher Survey 2021
Open End Responses**

New Visions CHS for Advanced Math and Science III

<p>Q18_Open2 Provide examples of how school leadership solicits feedback from staff. If none exists, write "none" in the space below.</p>	<p>After all PDs, a feedback survey is sent out.</p>
	<p>During weekly check-ins and in lesson plans/documents.</p>
	<p>Feedback forms</p>
	<p>Feedback forms are sent out by leadership for all PDs. Teachers and faculty are encouraged to be open and honest with their supervisors.</p>
	<p>Google forms</p>
	<p>I am not sure how this is done.</p>
	<p>Leadership solicits feedback from the staff every time we have a professional development meeting. We have these meetings every week and this is a chance for leadership to know what we need the most professionally. Also, we give feedback in our department meetings to the department leaders.</p>
	<p>Leadership will send out bi-weekly staff surveys and there is time dedicated to give feedback during department meetings</p>
	<p>Leaderships gets feedback from staff through the School Leadership Team and Team Leads meetings that take place about twice per month.</p>
	<p>Limited feedback is solicited from staff.</p>
	<p>Only in the form of workshops and PD. A feedback form is provided at the end of these events.</p>
	<p>Open door policy, emails, check-ins, texts.</p>
	<p>PD and surveys</p>
	<p>Private emails or one on one discussions.</p>
	<p>Staff Survey feedback forms and emails</p>
	<p>Surveys</p>
<p>Surveys and family meetings</p>	
<p>Surveys for teachers to provide input about major policies shifts/changes leadership is considering before any changes take place. Leadership will listen to concerns and try best to support teachers after a major policy is changed that teachers had no say in.</p>	

**New York State Department of Education
Charter School Office
Teacher Survey 2021
Open End Responses**

New Visions CHS for Advanced Math and Science III

	Surveys, check ins with supervisors
	Surveys, check ins, full staff meetings
	Surveys, staff meetings
	The leadership team is very open to feedback and will regular send surveys regarding high leverage matters to gain staff insight. The team is also very open and during individual check-ins with staff will general provide the space to give feedback.
	Through google forms, through PD sessions and one on one check ins between teacher and supervisor.
	Through surveys and town-hall style meetings.
	Via feedback from PDs, surveys, staff advisory, mid year/end of the year evaluations.
	We have the opportunity to give feedback on many different things in different spaces.
	Weekly meetings with the AP
	Whenever we have PD's every Friday during remote learning, we are sent feedback forms to fill out and I first-hand have seen how they read it and take it into consideration. Each year, we also complete a 360 evaluation of our supervisor. Additionally, if we ever have feedback our principal and supervisors are always willing to listen and welcome new ideas with no judgment
	Whenever we have a PD session there is always a feedback form to fill out afterwards. We also have been having family meetings 2-3x a week during remote learning where leadership can iterate any important information and time is left open for questions and feedback. I also always feel comfortable giving feedback or expressing concerns directly to my AP, who will then bring it back to all of leadership if relevant.
	constant meetings and check ins.
	in check-ins with some staff, lead teacher team meetings
	none

**New York State Department of Education
Charter School Office
Teacher Survey 2021
Open End Responses**

New Visions CHS for Advanced Math and Science III

	sometimes surveys, I think
	staff receive feedback forms after every PD we attend. We also have a good relationship with our leadership and provide them with feedback openly.
	surveys, feedback forms, one-on-one conversations

**New York State Department of Education
Charter School Office
Teacher Survey 2021
Open End Responses**

New Visions CHS for Advanced Math and Science III

<p>Q22_Open Describe your understanding of the mission and key design elements of the school:</p>	<p>My understanding of AMS3 mission: it is to provide all students, regardless of their previous academic history, the highest quality education in an atmosphere of respect, responsibility, and rigor. In addition, to create a school culture of the highest academic standards that prepares and supports scholars with a formidable post secondary scholastic foundation that equipped them with college/career readiness for a 21st century economy.</p> <p>AMS 3 Pride</p> <p>AMS 3 has a mission to prepare students for post-secondary opportunities while keeping an equitable and rigorous curriculum.</p> <p>AMS 3 is a college and career prep school school that values collaboration amongst staff and students. We use PBL to allow students to show their learning in multiple ways and engage in real world experiences. Students social emotional learning is very important to us.</p> <p>AMS 3 is centered around rigorous instruction, culturally responsive pedagogy, community building and social emotional support.</p> <p>AMS II is committed to the personal, social & emotional well-being of students</p> <p>At AMS 3, we focus on enriching student lives. We hold scholars to the highest expectations, providing them experiences that challenge them to define their dreams and transform them into attainable goals.</p> <p>College and career readiness with SEL support</p> <p>Give every student an opportunity to attend a 4 year college.</p> <p>Having the dignity to motivate , inspire and teach scholars.</p> <p>I know that we as a school strive to provide a rigorous curriculum, prepare our students for college level work, support their socio-emotional needs as well as teach them to have accountability for their work and actions.</p>
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**New York State Department of Education
Charter School Office
Teacher Survey 2021
Open End Responses**

New Visions CHS for Advanced Math and Science III

	Our goal as a school is to prepare our scholars to be successful in post-secondary education (whether that is college, trade school, the military, or other working opportunities). We do this by equipping our students with critical and analytical skills.
	Our school embodies the acronym PRIDE and it is our mindset and the values that we embody as a school community. PRIDE stands for Perseverance, responsibility, integrity, dedication, and empathy
	Our school puts an emphasis on providing experiences that challenge students to define their dreams & transform them into attainable goals. At AMS III, we are college and career readiness focused.
	Our school was founded to provide all students with resources and opportunities for growth. Specifically, our emphasis is on providing students of color with advanced math and science opportunities.
	Our vision is that "all AMS 3 students will become the change they wish to see in the world." Our instructional philosophy is as follows: "AMS III scholars engage in learning that allows academic risk-taking, embraces multiple attempts at learning, cultivates imaginative and creative abilities, and celebrates achievement."
	PRIDE - getting kids to be professionals in the field of their choice with a good work ethic
	Provide quality all round education to ensure our students have the ability to leave high school both with a plan for post-school life and the skills necessary to implement said plan.
	Restorative and SEL focused to strengthen Academic experience and growth
	Students are provided with opportunities for rigorous academics, social emotional development, and personal growth so as to pursue interests and passions and prepare for successful post secondary life.
	Students education and welfare comes first

**New York State Department of Education
Charter School Office
Teacher Survey 2021
Open End Responses**

New Visions CHS for Advanced Math and Science III

	<p>The mission is to prepare students for their post secondary process. We provide opportunity for academic rigor with 5+ AP classes, leadership development and community service through programs like National Honors Society, extracurricular participation with music club, cooking club, & social justice club.</p>
	<p>The mission of the school is to provide an academically rigorous learning experience, by providing students the opportunities to grow in their own way. Providing students the chance to learn through unique authentic assessments, equitable grading practices and protocols, diverse learning experiences, etc. By doing these things, students will be well prepared for their post secondary experience, and will achieve college readiness.</p>
	<p>The school prepares students for college and workforce with academic rigor.</p>
	<p>The school provides rigorous academic instruction to all learners. We believe that every child can succeed and aim to support all students.</p>
	<p>The school's mission is to provide rigorous academic learning while supporting students' social-emotional growth, their career and life goals, and preparing for life after high school. Families and community collaboration are key to this mission</p>
	<p>This has changed over time, but our school cares about providing authentic learning experiences that allow them to be successful in post-secondary environments.</p>
	<p>To create a safe learning space for students, create a supportive community for students and staff and prepare our students for college or career.</p>
	<p>To prepare students for the level of academic rigor they will be faced with in college and to provide them with key life/socio-emotional skills that they will need to succeed</p>
	<p>To provide all students with an equitable education to be successful in the world and receive a post-secondary opportunity.</p>

**New York State Department of Education
Charter School Office
Teacher Survey 2021
Open End Responses**

New Visions CHS for Advanced Math and Science III

	To provide equitable learning and experience for all students.
	We strive to improve vocabulary, prepare students for post-secondary education, and ensure that they leave equipped to succeed in college.
	We want students to take risks academically and cultivate their imagination.
	n/a
	prepare students for post-high school

**New York State Department of Education
Charter School Office
Teacher Survey 2021
Open End Responses**

New Visions CHS for Advanced Math and Science III

<p>Q23_Open Please use this space to provide any additional information you feel is relevant to better inform the NYSED Charter School Office about this school and/or to make suggestions for areas the school can improve upon.</p>	<p>AMS 3 Ensures and Provides love and education to our children.</p>
	<p>AMS 3 is a great school. However, like many places there are the downsides and the upsides. Overall, it is a really good school to work at particularly as a new teacher. You have the confidence, support and comfort of knowing that most staff are also young just like you and want to learn and keep improving.</p>
	<p>I am hopeful for the direction that the school is moving in. We are moving away from punitive punishment and learning more to recognize our students as whole rather than just focusing on academic outcomes. I feel like we as a school value our kids, meet them where they are, and show empathy whenever possible.</p>
	<p>I am very proud of the work my school has been able to do in remote learning. We have been working tirelessly to ensure our students are cared for and are learning as much as possible in these unprecedented times. There is no other team I would rather be going through this experience with.</p>
	<p>N/A</p>
	<p>Our school needs more training on supporting our LGBTQ+ students and creating a safe space.</p>
	<p>Overall AMS3 is an excellent school to be a teacher and a student. Teachers and Leadership strive to support every student to the best of their abilities. Every teacher and administrator takes their responsibilities to students seriously.</p>
	<p>The charter school did an amazing job preparing us for teaching remote and we did not lose one day so far of the school year. My DOE friends were not as prepared to teach remote as we were. My school maintained a schedule that was fair for students and kept things as normal as possible for their social and emotional health. They provided social opportunities for students and we are connecting to families more. In zoom events we are allowing parents to see the success of the students in a larger way.</p>

New York State Department of Education
Charter School Office
Teacher Survey 2021
Open End Responses

New Visions CHS for Advanced Math and Science III

The school is run well, and has a consistent basis of expectations that teachers can recognize. One thing that I think should be noted is that throughout my time here, the communication and want for teacher feedback has increased. While at times there are some miscommunications, teacher opinion and voice are well respected and given a space to be heard.

n/a

**New York State Department of Education
Charter School Office
Student Survey 2021
All Charter Schools Response n = 3,195**

New Visions CHS for Advanced Math and Science III Response n = 61 Response Rate = 19%

		All Charter Schools		New Visions CHS for Advanced Math and Science III		Difference
Q1a_In-Person I regularly attend school-sponsored events, such as school dances, sporting events, student performances, or other school activities.	Strongly Agree	11%	358	5%	3	-6
	Somewhat Agree	15%	476	11%	7	-4
	Neither Agree nor Disagree	8%	257	7%	4	-1
	Somewhat Disagree	4%	132	7%	4	3
	Strongly Disagree	5%	147	2%	1	-3
	I have not attended in-person	57%	1,825	69%	42	12
Q1a_Remote I regularly attend school-sponsored events, such as school dances, sporting events, student performances, or other school activities.	Strongly Agree	18%	566	18%	11	0
	Somewhat Agree	22%	712	30%	18	8
	Neither Agree nor Disagree	19%	595	20%	12	1
	Somewhat Disagree	9%	291	10%	6	1
	Strongly Disagree	15%	478	13%	8	-2
	I have not attended remotely	17%	553	10%	6	-7
Q1b_In-Person I regularly participate in extra-curricular activities offered through this school such as school clubs or organizations, musical groups, sports teams, student government, or any other extra-curricular activities.	Strongly Agree	13%	423	3%	2	-10
	Somewhat Agree	13%	405	13%	8	0
	Neither Agree nor Disagree	8%	247	10%	6	2
	Somewhat Disagree	4%	131	5%	3	1
	Strongly Disagree	6%	184	5%	3	-1
	I have not attended in-person	56%	1,805	64%	39	8
Q1b_Remote I regularly participate in extra-curricular activities offered through this school such as school clubs or organizations, musical groups, sports teams, student government, or any other extra-curricular activities.	Strongly Agree	18%	584	18%	11	0
	Somewhat Agree	22%	702	39%	24	17
	Neither Agree nor Disagree	17%	537	20%	12	3
	Somewhat Disagree	10%	323	8%	5	-2
	Strongly Disagree	15%	485	11%	7	-4
	I have not attended remotely	18%	564	3%	2	-15
Q1c_In-Person At this school, students have the opportunity to help decide things like class activities and rules.	Strongly Agree	17%	532	16%	10	-1
	Somewhat Agree	18%	561	11%	7	-7
	Neither Agree nor Disagree	10%	304	5%	3	-5
	Somewhat Disagree	4%	134	3%	2	-1
	Strongly Disagree	3%	89	5%	3	2
	I have not attended in-person	49%	1,575	59%	36	10

**New York State Department of Education
Charter School Office
Student Survey 2021
All Charter Schools Response n = 3,195**

New Visions CHS for Advanced Math and Science III Response n = 61 Response Rate = 19%

		All Charter Schools		New Visions CHS for Advanced Math and Science III		Difference
Q1c_Remote At this school, students have the opportunity to help decide things like class activities and rules.	Strongly Agree	27%	876	26%	16	-1
	Somewhat Agree	33%	1,045	31%	19	-2
	Neither Agree nor Disagree	20%	629	33%	20	13
	Somewhat Disagree	8%	264	5%	3	-3
	Strongly Disagree	7%	226	3%	2	-4
	I have not attended remotely	5%	155	2%	1	-3
Q1d_In-Person There are opportunities for students at this school to get involved in sports, clubs, and other school activities outside of class.	Strongly Agree	31%	979	23%	14	-8
	Somewhat Agree	11%	361	11%	7	0
	Neither Agree nor Disagree	6%	194	5%	3	-1
	Somewhat Disagree	2%	60	0%	0	-2
	Strongly Disagree	1%	37	0%	0	-1
	I have not attended in-person	49%	1,564	61%	37	12
Q1d_Remote There are opportunities for students at this school to get involved in sports, clubs, and other school activities outside of class.	Strongly Agree	40%	1,285	41%	25	1
	Somewhat Agree	25%	789	39%	24	14
	Neither Agree nor Disagree	16%	524	11%	7	-5
	Somewhat Disagree	5%	169	5%	3	0
	Strongly Disagree	6%	199	3%	2	-3
	I have not attended remotely	7%	229	0%	0	-7
Q1e_In-Person I have the opportunity to be part of class discussions or activities.	Strongly Agree	33%	1,055	34%	21	1
	Somewhat Agree	12%	388	3%	2	-9
	Neither Agree nor Disagree	5%	148	5%	3	0
	Somewhat Disagree	1%	28	0%	0	-1
	Strongly Disagree	1%	27	0%	0	-1
	I have not attended in-person	48%	1,549	57%	35	9
Q1e_Remote I have the opportunity to be part of class discussions or activities.	Strongly Agree	60%	1,929	59%	36	-1
	Somewhat Agree	23%	722	26%	16	3
	Neither Agree nor Disagree	9%	286	13%	8	4
	Somewhat Disagree	2%	61	2%	1	0
	Strongly Disagree	2%	63	0%	0	-2
	I have not attended remotely	4%	134	0%	0	-4

**New York State Department of Education
Charter School Office
Student Survey 2021
All Charter Schools Response n = 3,195**

New Visions CHS for Advanced Math and Science III Response n = 61 Response Rate = 19%

		All Charter Schools		New Visions CHS for Advanced Math and Science III		Difference
Q2a The bathrooms in this school are clean.	Strongly Agree	21%	665	11%	7	-10
	Somewhat Agree	18%	588	16%	10	-2
	Neither Agree nor Disagree	9%	300	13%	8	4
	Somewhat Disagree	5%	151	7%	4	2
	Strongly Disagree	4%	119	3%	2	-1
	I have not attended in-person	43%	1,372	49%	30	6
Q2b The temperature in this school is comfortable (there is heat and air conditioning as necessary).	Strongly Agree	21%	684	18%	11	-3
	Somewhat Agree	21%	656	15%	9	-6
	Neither Agree nor Disagree	9%	284	7%	4	-2
	Somewhat Disagree	5%	158	7%	4	2
	Strongly Disagree	2%	71	3%	2	1
	I have not attended in-person	42%	1,342	51%	31	9
Q2c Repairs are made in a timely manner.	Strongly Agree	18%	560	11%	7	-7
	Somewhat Agree	16%	510	16%	10	0
	Neither Agree nor Disagree	18%	591	18%	11	0
	Somewhat Disagree	4%	118	0%	0	-4
	Strongly Disagree	2%	70	3%	2	1
	I have not attended in-person	42%	1,346	51%	31	9
Q2d I am proud of the way my school looks.	Strongly Agree	25%	811	20%	12	-5
	Somewhat Agree	18%	579	20%	12	2
	Neither Agree nor Disagree	12%	393	13%	8	1
	Somewhat Disagree	4%	112	2%	1	-2
	Strongly Disagree	3%	91	3%	2	0
	I have not attended in-person	38%	1,209	43%	26	5
Q3a This school provides instructional materials (e.g., textbooks, handouts) that reflect my cultural background, ethnicity, and identity.	Strongly Agree	41%	1,321	44%	27	3
	Somewhat Agree	29%	922	28%	17	-1
	Neither Agree nor Disagree	23%	745	23%	14	0
	Somewhat Disagree	4%	122	2%	1	-2
	Strongly Disagree	3%	85	3%	2	0

**New York State Department of Education
Charter School Office
Student Survey 2021
All Charter Schools Response n = 3,195**

New Visions CHS for Advanced Math and Science III Response n = 61 Response Rate = 19%

		All Charter Schools		New Visions CHS for Advanced Math and Science III		Difference
Q3b The things I'm learning in school are important to me.	Strongly Agree	34%	1,083	34%	21	0
	Somewhat Agree	36%	1,155	38%	23	2
	Neither Agree nor Disagree	17%	552	15%	9	-2
	Somewhat Disagree	8%	258	10%	6	2
	Strongly Disagree	5%	147	3%	2	-2
Q3c Classroom environments support learning and are generally free from disruption.	Strongly Agree	37%	1,187	26%	16	-11
	Somewhat Agree	36%	1,145	57%	35	21
	Neither Agree nor Disagree	18%	590	10%	6	-8
	Somewhat Disagree	6%	176	7%	4	1
	Strongly Disagree	3%	97	0%	0	-3
Q4a My classes are challenging.	Strongly Agree	23%	736	21%	13	-2
	Somewhat Agree	44%	1,391	46%	28	2
	Neither Agree nor Disagree	21%	680	20%	12	-1
	Somewhat Disagree	9%	293	13%	8	4
	Strongly Disagree	3%	95	0%	0	-3
Q4b I feel that I am on-track for high school graduation.	Strongly Agree	47%	1,492	51%	31	4
	Somewhat Agree	30%	951	31%	19	1
	Neither Agree nor Disagree	15%	470	10%	6	-5
	Somewhat Disagree	6%	204	7%	4	1
	Strongly Disagree	2%	78	2%	1	0
Q4c The school provides me with college prep assistance and information.	Strongly Agree	42%	1,356	54%	33	12
	Somewhat Agree	32%	1,035	26%	16	-6
	Neither Agree nor Disagree	19%	600	11%	7	-8
	Somewhat Disagree	4%	137	5%	3	1
	Strongly Disagree	2%	67	3%	2	1
Q4d I know who to talk to for information about different careers.	Strongly Agree	44%	1,393	48%	29	4
	Somewhat Agree	28%	895	21%	13	-7
	Neither Agree nor Disagree	17%	558	20%	12	3
	Somewhat Disagree	7%	213	5%	3	-2
	Strongly Disagree	4%	136	7%	4	3

**New York State Department of Education
Charter School Office
Student Survey 2021
All Charter Schools Response n = 3,195**

New Visions CHS for Advanced Math and Science III Response n = 61 Response Rate = 19%

		All Charter Schools		New Visions CHS for Advanced Math and Science III		Difference
Q5a_In-Person [How often type of bullying experienced or observed] Student to student based on a student's real or perceived race or ethnicity.	Daily	3%	87	2%	1	-1
	Weekly	2%	48	2%	1	0
	Monthly	1%	27	0%	0	-1
	A few times	5%	144	7%	4	2
	Rarely	10%	315	8%	5	-2
	Never	23%	743	15%	9	-8
	I have not attended in-person	57%	1,831	67%	41	10
Q5a_Remote [How often type of bullying experienced or observed] Student to student based on a student's real or perceived race or ethnicity.	Daily	3%	110	2%	1	-1
	Weekly	2%	61	0%	0	-2
	Monthly	1%	41	0%	0	-1
	A few times	5%	156	16%	10	11
	Rarely	11%	351	16%	10	5
	Never	71%	2,267	62%	38	-9
	I have not attended remotely	7%	209	3%	2	-4
Q5b_In-Person [How often type of bullying experienced or observed] Student to student based on a student's real or perceived religion.	Daily	2%	74	0%	0	-2
	Weekly	1%	29	2%	1	1
	Monthly	1%	25	0%	0	-1
	A few times	3%	108	5%	3	2
	Rarely	7%	220	5%	3	-2
	Never	29%	912	23%	14	-6
	I have not attended in-person	57%	1,827	66%	40	9
Q5b_Remote [How often type of bullying experienced or observed] Student to student based on a student's real or perceived religion.	Daily	3%	90	0%	0	-3
	Weekly	2%	60	5%	3	3
	Monthly	1%	33	0%	0	-1
	A few times	4%	125	10%	6	6
	Rarely	9%	286	11%	7	2
	Never	75%	2,402	72%	44	-3
	I have not attended remotely	6%	199	2%	1	-4

**New York State Department of Education
Charter School Office
Student Survey 2021
All Charter Schools Response n = 3,195**

New Visions CHS for Advanced Math and Science III Response n = 61 Response Rate = 19%

		All Charter Schools		New Visions CHS for Advanced Math and Science III		Difference
Q5c_In-Person [How often type of bullying experienced or observed] Student to student based on a student's real or perceived disability.	Daily	2%	78	0%	0	-2
	Weekly	1%	35	0%	0	-1
	Monthly	1%	25	2%	1	1
	A few times	4%	125	8%	5	4
	Rarely	8%	263	5%	3	-3
	Never	26%	846	18%	11	-8
	I have not attended in-person	57%	1,823	67%	41	10
Q5c_Remote [How often type of bullying experienced or observed] Student to student based on a student's real or perceived disability.	Daily	3%	96	2%	1	-1
	Weekly	2%	57	2%	1	0
	Monthly	1%	24	0%	0	-1
	A few times	4%	134	7%	4	3
	Rarely	10%	322	11%	7	1
	Never	74%	2,369	77%	47	3
	I have not attended remotely	6%	193	2%	1	-4
Q5d_In-Person [How often type of bullying experienced or observed] Student to student based on a student's real or perceived gender identity.	Daily	2%	74	2%	1	0
	Weekly	2%	51	0%	0	-2
	Monthly	1%	30	0%	0	-1
	A few times	5%	148	8%	5	3
	Rarely	7%	233	11%	7	4
	Never	26%	835	13%	8	-13
	I have not attended in-person	57%	1,824	66%	40	9
Q5d_Remote [How often type of bullying experienced or observed] Student to student based on a student's real or perceived gender identity.	Daily	3%	107	7%	4	4
	Weekly	2%	52	2%	1	0
	Monthly	1%	42	0%	0	-1
	A few times	5%	162	11%	7	6
	Rarely	10%	304	10%	6	0
	Never	73%	2,333	69%	42	-4
	I have not attended remotely	6%	195	2%	1	-4

**New York State Department of Education
Charter School Office
Student Survey 2021
All Charter Schools Response n = 3,195**

New Visions CHS for Advanced Math and Science III Response n = 61 Response Rate = 19%

		All Charter Schools		New Visions CHS for Advanced Math and Science III		Difference
Q5e_In-Person [How often type of bullying experienced or observed] Student to student based on a student's real or perceived sexual identity.	Daily	3%	87	2%	1	-1
	Weekly	1%	37	0%	0	-1
	Monthly	1%	26	0%	0	-1
	A few times	4%	143	7%	4	3
	Rarely	8%	264	8%	5	0
	Never	26%	816	18%	11	-8
	I have not attended in-person	57%	1,822	66%	40	9
Q5e_Remote [How often type of bullying experienced or observed] Student to student based on a student's real or perceived sexual identity.	Daily	3%	95	3%	2	0
	Weekly	2%	59	3%	2	1
	Monthly	1%	47	0%	0	-1
	A few times	5%	165	15%	9	10
	Rarely	10%	311	10%	6	0
	Never	73%	2,323	67%	41	-6
	I have not attended remotely	6%	195	2%	1	-4
Q5f_In-Person [How often type of bullying experienced or observed] Student to student based on a student's real or perceived economic status.	Daily	2%	73	0%	0	-2
	Weekly	2%	49	2%	1	0
	Monthly	1%	28	3%	2	2
	A few times	5%	169	7%	4	2
	Rarely	8%	243	8%	5	0
	Never	25%	800	13%	8	-12
	I have not attended in-person	57%	1,833	67%	41	10
Q5f_Remote [How often type of bullying experienced or observed] Student to student based on a student's real or perceived economic status.	Daily	3%	99	2%	1	-1
	Weekly	2%	52	2%	1	0
	Monthly	1%	42	3%	2	2
	A few times	5%	168	10%	6	5
	Rarely	10%	327	18%	11	8
	Never	72%	2,304	64%	39	-8
	I have not attended remotely	6%	203	2%	1	-4

**New York State Department of Education
Charter School Office
Student Survey 2021
All Charter Schools Response n = 3,195**

New Visions CHS for Advanced Math and Science III Response n = 61 Response Rate = 19%

		All Charter Schools		New Visions CHS for Advanced Math and Science III		Difference
Q5g_In-Person [How often type of bullying experienced or observed] Student to student based on another reason.	Daily	3%	103	3%	2	0
	Weekly	2%	63	3%	2	1
	Monthly	2%	53	0%	0	-2
	A few times	7%	237	7%	4	0
	Rarely	9%	272	8%	5	-1
	Never	20%	641	15%	9	-5
	I have not attended in-person	57%	1,826	64%	39	7
Q5g_Remote [How often type of bullying experienced or observed] Student to student based on another reason.	Daily	4%	116	5%	3	1
	Weekly	2%	61	0%	0	-2
	Monthly	1%	43	3%	2	2
	A few times	8%	269	16%	10	8
	Rarely	13%	401	18%	11	5
	Never	66%	2,098	56%	34	-10
	I have not attended remotely	6%	207	2%	1	-4
Q5h_In-Person [How often type of bullying experienced or observed] Teacher or administrator to student based on any of the categories listed above.	Daily	3%	86	0%	0	-3
	Weekly	1%	34	0%	0	-1
	Monthly	1%	17	0%	0	-1
	A few times	3%	108	5%	3	2
	Rarely	5%	162	3%	2	-2
	Never	30%	958	28%	17	-2
	I have not attended in-person	57%	1,830	64%	39	7
Q5h_Remote [How often type of bullying experienced or observed] Teacher or administrator to student based on any of the categories listed above.	Daily	4%	115	0%	0	-4
	Weekly	2%	48	3%	2	1
	Monthly	1%	39	2%	1	1
	A few times	5%	146	8%	5	3
	Rarely	8%	246	15%	9	7
	Never	75%	2,383	70%	43	-5
	I have not attended remotely	7%	218	2%	1	-5

**New York State Department of Education
Charter School Office
Student Survey 2021
All Charter Schools Response n = 3,195**

New Visions CHS for Advanced Math and Science III Response n = 61 Response Rate = 19%

		All Charter Schools		New Visions CHS for Advanced Math and Science III		Difference
Q6a [How often type of cyberbullying experienced or observed] Student to student based on a student's real or perceived race or ethnicity.	Daily	4%	130	0%	0	-4
	Weekly	2%	56	7%	4	5
	Monthly	1%	41	2%	1	1
	A few times	6%	201	11%	7	5
	Rarely	14%	449	16%	10	2
	Never	73%	2,318	64%	39	-9
Q6b [How often type of cyberbullying experienced or observed] Student to student based on a student's real or perceived religion.	Daily	4%	112	2%	1	-2
	Weekly	2%	55	3%	2	1
	Monthly	1%	47	2%	1	1
	A few times	5%	145	8%	5	3
	Rarely	12%	390	15%	9	3
	Never	77%	2,446	70%	43	-7
Q6c [How often type of cyberbullying experienced or observed] Student to student based on a student's real or perceived disability.	Daily	3%	98	0%	0	-3
	Weekly	2%	56	2%	1	0
	Monthly	2%	49	2%	1	0
	A few times	6%	180	11%	7	5
	Rarely	12%	393	11%	7	-1
	Never	76%	2,419	74%	45	-2
Q6d [How often type of cyberbullying experienced or observed] Student to student based on a student's real or perceived gender identity.	Daily	3%	110	2%	1	-1
	Weekly	2%	50	5%	3	3
	Monthly	2%	53	2%	1	0
	A few times	6%	195	7%	4	1
	Rarely	13%	419	16%	10	3
	Never	74%	2,368	69%	42	-5
Q6e [How often type of cyberbullying experienced or observed] Student to student based on a student's real or perceived sexual identity.	Daily	3%	108	2%	1	-1
	Weekly	2%	54	7%	4	5
	Monthly	2%	59	0%	0	-2
	A few times	7%	214	5%	3	-2
	Rarely	13%	400	18%	11	5
	Never	74%	2,360	69%	42	-5

**New York State Department of Education
Charter School Office
Student Survey 2021
All Charter Schools Response n = 3,195**

New Visions CHS for Advanced Math and Science III Response n = 61 Response Rate = 19%

		All Charter Schools		New Visions CHS for Advanced Math and Science III		Difference
Q6f [How often type of cyberbullying experienced or observed] Student to student based on a student's real or perceived economic status.	Daily	3%	110	2%	1	-1
	Weekly	2%	56	2%	1	0
	Monthly	2%	48	3%	2	1
	A few times	6%	202	11%	7	5
	Rarely	13%	422	13%	8	0
	Never	74%	2,357	69%	42	-5
Q6g [How often type of cyberbullying experienced or observed] Student to student based on another reason.	Daily	4%	127	0%	0	-4
	Weekly	2%	79	7%	4	5
	Monthly	2%	73	2%	1	0
	A few times	9%	297	13%	8	4
	Rarely	15%	464	15%	9	0
	Never	67%	2,155	64%	39	-3
Q6h [How often type of cyberbullying experienced or observed] Teacher or administrator to student based on any of the categories listed above.	Daily	3%	107	0%	0	-3
	Weekly	2%	52	2%	1	0
	Monthly	1%	40	0%	0	-1
	A few times	5%	145	5%	3	0
	Rarely	9%	300	8%	5	-1
	Never	80%	2,551	85%	52	5
Q7a I feel physically safe in my school.	Strongly Agree	43%	1,377	30%	18	-13
	Somewhat Agree	27%	877	31%	19	4
	Neither Agree nor Disagree	25%	798	34%	21	9
	Somewhat Disagree	3%	95	2%	1	-1
	Strongly Disagree	2%	48	3%	2	1
Q7b I feel safe traveling to and from my school.	Strongly Agree	41%	1,299	39%	24	-2
	Somewhat Agree	29%	929	31%	19	2
	Neither Agree nor Disagree	23%	748	20%	12	-3
	Somewhat Disagree	5%	158	10%	6	5
	Strongly Disagree	2%	61	0%	0	-2

**New York State Department of Education
Charter School Office
Student Survey 2021
All Charter Schools Response n = 3,195**

New Visions CHS for Advanced Math and Science III Response n = 61 Response Rate = 19%

		All Charter Schools		New Visions CHS for Advanced Math and Science III		Difference
Q7c I feel that the school culture supports me.	Strongly Agree	47%	1,488	46%	28	-1
	Somewhat Agree	28%	907	26%	16	-2
	Neither Agree nor Disagree	20%	651	15%	9	-5
	Somewhat Disagree	3%	101	7%	4	4
	Strongly Disagree	2%	48	7%	4	5
Q7d I feel that the school's discipline policy is applied fairly to all students.	Strongly Agree	40%	1,276	36%	22	-4
	Somewhat Agree	27%	864	33%	20	6
	Neither Agree nor Disagree	22%	690	18%	11	-4
	Somewhat Disagree	7%	231	10%	6	3
	Strongly Disagree	4%	134	3%	2	-1
Q7e I have not had anything stolen from me at this school.	Strongly Agree	54%	1,710	44%	27	-10
	Somewhat Agree	14%	436	16%	10	2
	Neither Agree nor Disagree	18%	561	23%	14	5
	Somewhat Disagree	6%	182	3%	2	-3
	Strongly Disagree	10%	306	13%	8	3
Q7f I have not seen any property damaged by students at this school.	Strongly Agree	36%	1,139	31%	19	-5
	Somewhat Agree	17%	529	25%	15	8
	Neither Agree nor Disagree	28%	883	25%	15	-3
	Somewhat Disagree	11%	344	11%	7	0
	Strongly Disagree	9%	300	8%	5	-1
Q8a Most or all of my teachers are available to help me with schoolwork.	Strongly Agree	57%	1,826	54%	33	-3
	Somewhat Agree	31%	994	38%	23	7
	Neither Agree nor Disagree	8%	255	5%	3	-3
	Somewhat Disagree	3%	89	3%	2	0
	Strongly Disagree	1%	31	0%	0	-1
Q8b My teachers care about me.	Strongly Agree	53%	1,690	43%	26	-10
	Somewhat Agree	27%	878	34%	21	7
	Neither Agree nor Disagree	16%	517	20%	12	4
	Somewhat Disagree	2%	67	3%	2	1
	Strongly Disagree	1%	43	0%	0	-1

**New York State Department of Education
Charter School Office
Student Survey 2021
All Charter Schools Response n = 3,195**

New Visions CHS for Advanced Math and Science III Response n = 61 Response Rate = 19%

		All Charter Schools		New Visions CHS for Advanced Math and Science III		Difference
Q8c My teachers give me individual attention when I ask and even when I don't ask but need it.	Strongly Agree	49%	1,575	56%	34	7
	Somewhat Agree	32%	1,025	26%	16	-6
	Neither Agree nor Disagree	14%	445	13%	8	-1
	Somewhat Disagree	3%	100	3%	2	0
	Strongly Disagree	2%	50	2%	1	0
Q8d My teachers expect me to do my best all the time.	Strongly Agree	66%	2,107	67%	41	1
	Somewhat Agree	24%	760	21%	13	-3
	Neither Agree nor Disagree	8%	271	11%	7	3
	Somewhat Disagree	1%	38	0%	0	-1
	Strongly Disagree	1%	19	0%	0	-1
Q8e My teachers often connect what I am learning to life outside the classroom.	Strongly Agree	41%	1,301	39%	24	-2
	Somewhat Agree	31%	998	31%	19	0
	Neither Agree nor Disagree	19%	615	18%	11	-1
	Somewhat Disagree	6%	184	10%	6	4
	Strongly Disagree	3%	97	2%	1	-1
Q8f I have at least one adult at the school that I can talk to about problems I'm dealing with outside of school.	Strongly Agree	51%	1,631	49%	30	-2
	Somewhat Agree	19%	612	21%	13	2
	Neither Agree nor Disagree	17%	551	10%	6	-7
	Somewhat Disagree	5%	148	3%	2	-2
	Strongly Disagree	8%	253	16%	10	8
Q9a I am treated respectfully by my fellow students.	Strongly Agree	47%	1,507	26%	16	-21
	Somewhat Agree	32%	1,007	39%	24	7
	Neither Agree nor Disagree	16%	501	23%	14	7
	Somewhat Disagree	4%	125	7%	4	3
	Strongly Disagree	2%	55	5%	3	3
Q9b I am treated respectfully by my teachers and other adults in my school.	Strongly Agree	65%	2,078	66%	40	1
	Somewhat Agree	24%	781	20%	12	-4
	Neither Agree nor Disagree	9%	275	10%	6	1
	Somewhat Disagree	1%	39	2%	1	1
	Strongly Disagree	1%	22	3%	2	2

**New York State Department of Education
Charter School Office
Student Survey 2021
All Charter Schools Response n = 3,195**

New Visions CHS for Advanced Math and Science III Response n = 61 Response Rate = 19%

		All Charter Schools		New Visions CHS for Advanced Math and Science III		Difference
Q9c Adults working at this school reward students for positive behavior.	Strongly Agree	47%	1,517	43%	26	-4
	Somewhat Agree	28%	899	31%	19	3
	Neither Agree nor Disagree	18%	584	15%	9	-3
	Somewhat Disagree	4%	129	5%	3	1
	Strongly Disagree	2%	66	7%	4	5
Q9d Adults working at this school help students develop strategies to understand and control their feelings and actions.	Strongly Agree	47%	1,515	44%	27	-3
	Somewhat Agree	29%	914	33%	20	4
	Neither Agree nor Disagree	18%	591	15%	9	-3
	Somewhat Disagree	3%	107	3%	2	0
	Strongly Disagree	2%	68	5%	3	3
Q9e This school has a positive impact on my life.	Strongly Agree	40%	1,273	34%	21	-6
	Somewhat Agree	27%	871	30%	18	3
	Neither Agree nor Disagree	24%	755	21%	13	-3
	Somewhat Disagree	5%	149	11%	7	6
	Strongly Disagree	5%	147	3%	2	-2
Q10 Would you choose to be attending a different school if you could?	Yes	15%	483	18%	11	3
	No	55%	1,748	44%	27	-11
	Maybe	30%	964	38%	23	8

NYSED CSO Student Survey 2021

**New York State Department of Education
Charter School Office
Student Survey 2021
Open End Responses**

New Visions CHS for Advanced Math and Science III

OPEN1 If you did experience or observe cyberbullying in any of the situations above, please list examples of the types of cyberbullying you saw:	-dissing people during black history month -posting hurtful stuff to attack someone's gender -exclusion based on sexuality
	All the stuff I mostly saw are from middle school or my old school so it's irrelevant now
	Creating pages to make up things about people and exposing girls/boys
	I didn
	I experienced being dissed during this school year.
	I saw a student talk about me to a teacher and I saw a person screenshot my messages and possibly bully me online and also bullied me on phone calls
	N/A
	Never
	No
	None
	None.
	Nothing
	Someone kept joining my classes who we did not know and kept messing with all of us
	Trolling & Dissing.
	Verbal
nothing	

**New York State Department of Education
Charter School Office
Student Survey 2021
Open End Responses**

New Visions CHS for Advanced Math and Science III

OPEN2 We would really appreciate it if you would explain why you chose your answer to 'Would you choose to be attending a different school if you could?'	Because I don't really see myself anywhere else.
	Because I hate online school I feel less organised and more stress and mentally I'm going crazy
	Because I'm not fully sure if we'll be moving around this month or next year so I chose maybe
	Because this school has taught me so many things about everyday life
	Even though it gives some good opportunities, they award those who do the bare minimum and racism is quiet apparent
	I choose yes because I don't like the attitude from the students from when I was back in school before the pandemic. Although this is not the kids fault. its either the parent or something going on with them. Second I don't think my schools testing standards are that good. I feel that we don't get good class practice. we only get taught basic properties of a subject but when it comes to a test, it's more difficult. They strongly say critical thinking is used in class but the real critical thinking comes around with testing.
	I chose maybe because if my mom has to work on the day that get chosen for me to be in school face to face. I would not attend, I don't feel comfortable taking public transportation with Covid-19.
	I chose this answer because I'm almost graduating and this school have so far helped me think what colleges I want to go to.
	I chose this answer solely because the school is quite far from my home and it might take me awhile to get there.
	I don't know anyone in this school, I was going to attend a school with friends I knew but I couldn't so I'm here instead.
	I don't like the school . Mad extra
	I enjoy the experiences I have had in this school. The school gives me a sense of respect that many people of my religion get.
	I feel like this school fits me
	I feel like this school helps you in anyway possible, they help you be on track, they help you with college, and show us to be responsible, along with having ceremony's at the end of the semester for their effort in school and shouting out people for the best work they put in school as well. I'm very happy for meeting the people I know now, and friends I've made in my two years that I've been here.
	I genuinely think AMS III will do me Good in the Long run
I have a supportive and caring school environment. The staff at my school truly care ab	
I like the school that I am at and feel comfortable here	

**New York State Department of Education
Charter School Office
Student Survey 2021
Open End Responses**

New Visions CHS for Advanced Math and Science III

	I liked the school
	I mean just wanna try something new
	I really like this school. It provides me with many clubs and activities.
	I say maybe because I feel as if in certain things the school doesn't support me.
	I want to have a better art education
	I was bullied throughout my time before AMS 3 & now that I'm here I feel that I can flourish
	I would not because I can stand up for myself if there were to be any problems that I am involved in, and I like the school and the people i made friends with.
	I would only choose to change schools only if it will help me achieve my goals And help me academically
	I wouldn't choose a different school if i had the opportunity to do so because this school offers a lot for you and I never really been to a school that constantly sends you emails about different programs that you can join that has things that you would be interested in for college.
	I would've went else where if I could've
	Idk
	In certain things I feel like my school doesn't support me
	It's overall a great school to go to with so many options and help to decide the career you want to have
	I'm not sure really
	My current school is already amazing and things like bullying are in every school but not every school can provide students with such care and life options as New visions for advance math and science 2
	My school had such a safe environment to learn and I retract with other students and teachers where we all can be ourselves.
	N/A
	A teacher in my school by the name of told me that she hopes I get on a packed bus on my way home and catch "corona". This statement has stuck with me and has really been hurtful as to what teachers would say to a student out of anger. I am extremely traumatized and It makes me wonder how I feel about being in a school with such staff.
	The school is one of the best in my community

New York State Department of Education
Charter School Office
Student Survey 2021
Open End Responses

New Visions CHS for Advanced Math and Science III

There was many options that I had but because I never had enough time to really choose, I chose AMS. But if I had the option I would definitely consider changing schools

There's definitely better. With better students who don't interrupt class all the time.

This is the better high school I've attended so far, it reminds me of my middle school.

This school has unprofessional teachers who would rather argue with students than help them, and the work is really easy to the point where they spend 20 minutes on a lesson, and I'm already finished with the work. Its easy and gives me no passion to do the work, the environment isn't that great either and the teachers do not make me comfortable. If I was able to transfer, I would in a heartbeat.

To be honest I can't make that decision because I have never attended class inside the school yet so when ever I go in person then I can make that decision.

Wasn't my first choice at all wasn't even my choice this area is a bad neighborhood with lots of gang violence that i wish i wasn't exposed to and i wish that i never saw but sadly i did and it changed me.

i like this school. the academics and teachers

if i had the opportunity to go to a performing arts high school i would go in a heartbeat

ya keep on piling more classes on top of the classes we are already struggling with and it's ridiculous.

New York State Department of Education
Charter School Office
Student Survey 2021
Open End Responses

New Visions CHS for Advanced Math and Science III

OPEN3 If there is anything else you would like us to know about your experience in this school, please let us know here. To submit your survey, click SUBMIT .	I really love this school, it has made such a difference on how I view school. I'm glad I chose AMS III.
	N/A
	No
	No.
	None
	Nope that's all
	Not really.
	Nothing
	i was welcome with opened arms when i transferred in the middle of sophomore year

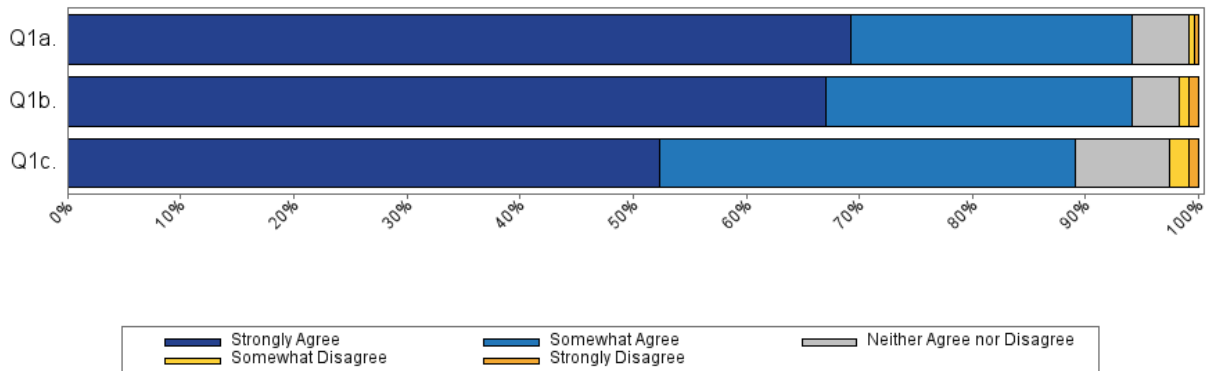
NYSed CSO Parent Survey 2022

NEW VISIONS CHARTER HIGH SCHOOL FOR ADVANCED MATH AND SCIENCE III

237 RESPONSES

81% RESPONSE RATE

Academics



Academics		% by School	Total by School	% All Schools	Total All Schools
Q1a. The charter school has high academic expectations for my child.	Strongly Agree	69%	164	74%	4,204
	Somewhat Agree	25%	59	19%	1,080
	Neither Agree nor Disagree	5%	12	4%	225
	Somewhat Disagree	0%	1	2%	97
	Strongly Disagree	0%	1	2%	89
Q1b. I am aware of the academic supports available to my child.	Strongly Agree	67%	159	70%	3,988
	Somewhat Agree	27%	64	20%	1,166
	Neither Agree nor Disagree	4%	10	4%	254
	Somewhat Disagree	1%	2	3%	143
	Strongly Disagree	1%	2	3%	144

Academics		% by School	Total by School	% All Schools	Total All Schools
Q1c. The teaching quality at this school is very high.	Strongly Agree	52%	124	67%	3,790
	Somewhat Agree	37%	87	23%	1,335
	Neither Agree nor Disagree	8%	20	5%	309
	Somewhat Disagree	2%	4	3%	148
	Strongly Disagree	1%	2	2%	113

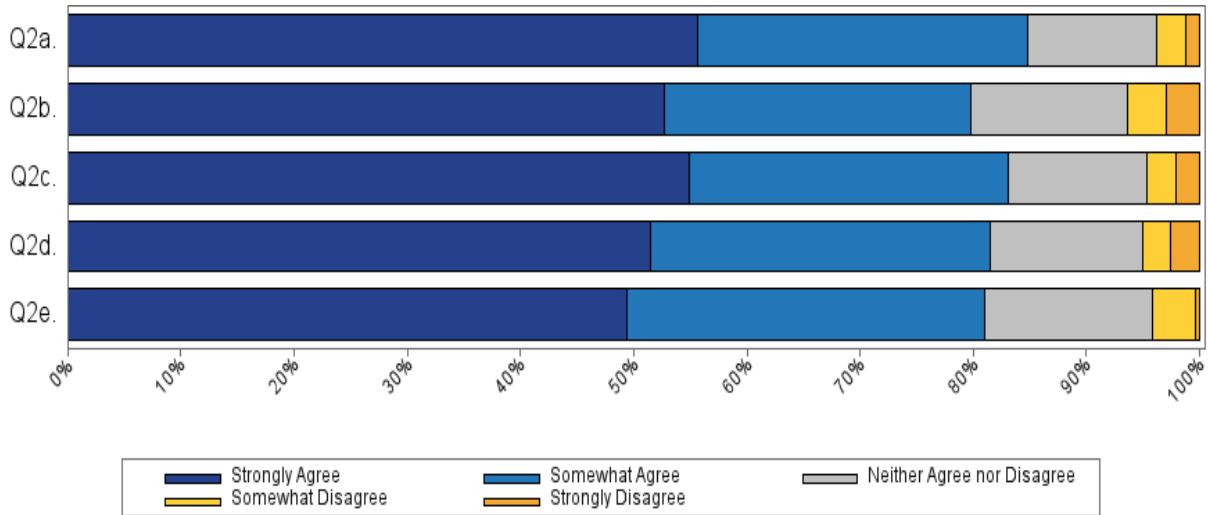
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NEW VISIONS CHARTER HIGH SCHOOL FOR ADVANCED MATH AND SCIENCE III

237 RESPONSES

81% RESPONSE RATE

Behavior Management and Safety



Behavior Management and Safety		% by School	Total by School	% All Schools	Total All Schools
Q2a. The school's discipline policy is clear.	Strongly Agree	56%	132	68%	3,849
	Somewhat Agree	29%	69	18%	1,051
	Neither Agree nor Disagree	11%	27	8%	456
	Somewhat Disagree	3%	6	3%	173
	Strongly Disagree	1%	3	3%	166
Q2b. The school's discipline policy is fair to all students.	Strongly Agree	53%	125	63%	3,610
	Somewhat Agree	27%	64	19%	1,068
	Neither Agree nor Disagree	14%	33	10%	593
	Somewhat Disagree	3%	8	4%	205
	Strongly Disagree	3%	7	4%	219

Behavior Management and Safety		% by School	Total by School	% All Schools	Total All Schools
Q2c. The school's discipline policy is enforced by all teachers and staff.	Strongly Agree	55%	130	61%	3,481
	Somewhat Agree	28%	67	20%	1,132
	Neither Agree nor Disagree	12%	29	12%	703
	Somewhat Disagree	3%	6	3%	189
	Strongly Disagree	2%	5	3%	190
Q2d. I am aware of how the school supports student social-emotional development.	Strongly Agree	51%	122	63%	3,610
	Somewhat Agree	30%	71	22%	1,233
	Neither Agree nor Disagree	14%	32	9%	498
	Somewhat Disagree	3%	6	3%	172
	Strongly Disagree	3%	6	3%	182
Q2e. The school has social, emotional, and mental health programs and supports for all students.	Strongly Agree	49%	117	59%	3,372
	Somewhat Agree	32%	75	21%	1,183
	Neither Agree nor Disagree	15%	35	14%	809
	Somewhat Disagree	4%	9	3%	159
	Strongly Disagree	0%	1	3%	172

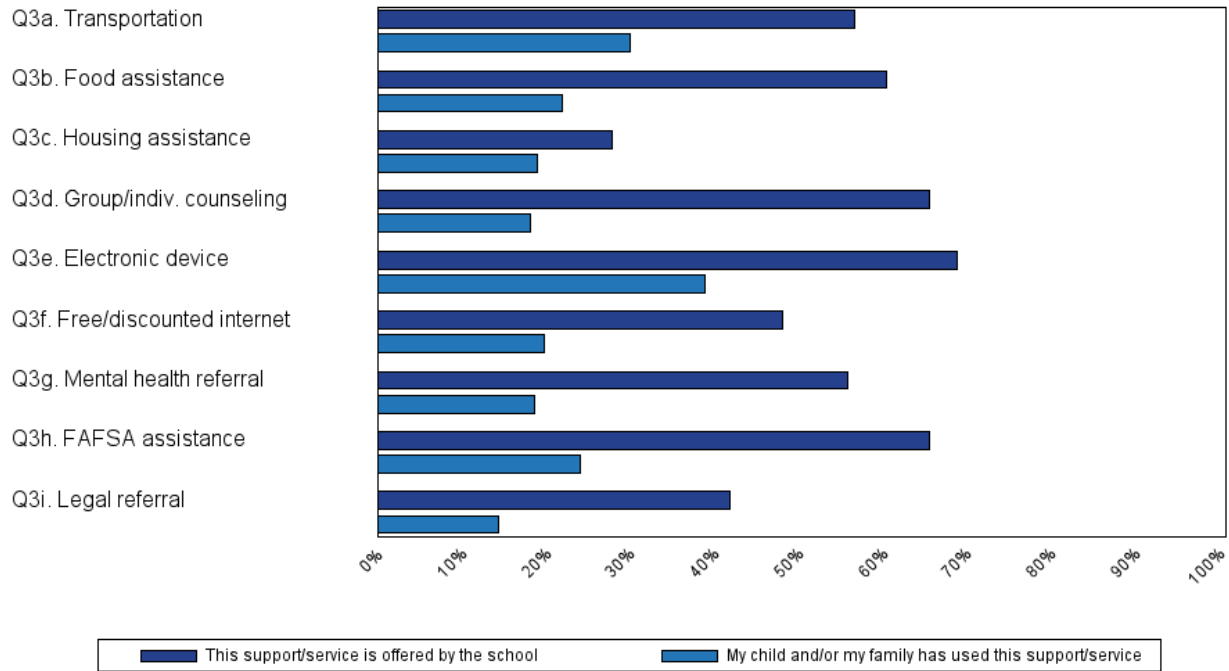
NYS ED CSO Parent Survey 2022

NEW VISIONS CHARTER HIGH SCHOOL FOR ADVANCED MATH AND SCIENCE III

237 RESPONSES

81% RESPONSE RATE

Support Services



Support Services		% by School	Total by School	% All Schools	Total All Schools
Q3a. Transportation	This support/service is offered by the school	57%	134	68%	3,897
	My child and/or my family has used this support/service	30%	71	28%	1,601

Support Services		% by School	Total by School	% All Schools	Total All Schools
Q3b. Food assistance	This support/service is offered by the school	60%	143	63%	3,572
	My child and/or my family has used this support/service	22%	52	25%	1,442
Q3c. Housing assistance	This support/service is offered by the school	28%	66	26%	1,475
	My child and/or my family has used this support/service	19%	45	8%	449
Q3d. Group/individ. counseling	This support/service is offered by the school	65%	155	56%	3,182
	My child and/or my family has used this support/service	18%	43	16%	905
Q3e. Electronic device	This support/service is offered by the school	69%	163	70%	3,986
	My child and/or my family has used this support/service	39%	92	46%	2,624
Q3f. Free/discounted internet	This support/service is offered by the school	48%	114	43%	2,429
	My child and/or my family has used this support/service	20%	47	14%	799
Q3g. Mental health referral	This support/service is offered by the school	56%	132	42%	2,366

Support Services		% by School	Total by School	% All Schools	Total All Schools
Q3g. Mental health referral	My child and/or my family has used this support/service	19%	44	8%	437
Q3h. FAFSA assistance	This support/service is offered by the school	65%	155	34%	1,957
	My child and/or my family has used this support/service	24%	57	8%	470
Q3i. Legal referral	This support/service is offered by the school	42%	99	27%	1,523
	My child and/or my family has used this support/service	14%	34	5%	281

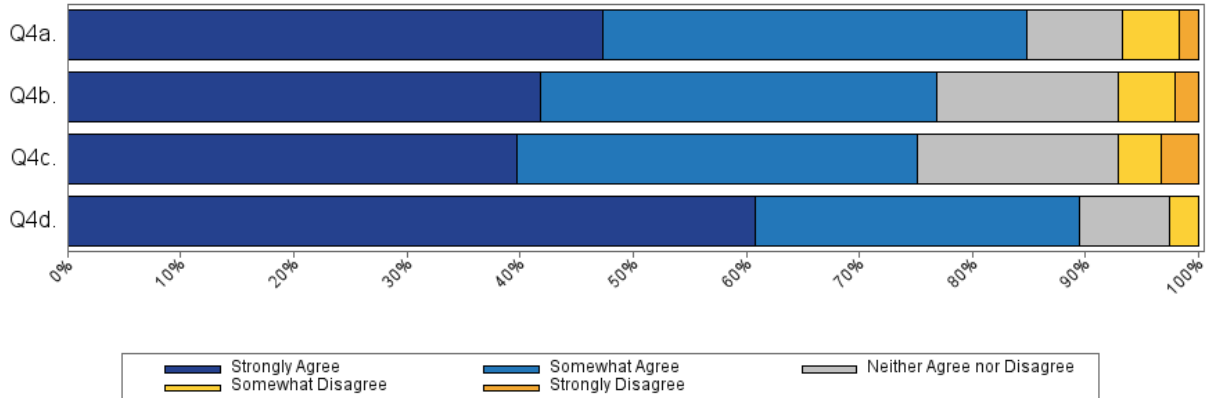
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NEW VISIONS CHARTER HIGH SCHOOL FOR ADVANCED MATH AND SCIENCE III

237 RESPONSES

81% RESPONSE RATE

Behavior Management



Behavior Management		% by School	Total by School	% All Schools	Total All Schools
Q4a. The school provides a safe environment.	Strongly Agree	47%	112	70%	3,988
	Somewhat Agree	38%	89	20%	1,160
	Neither Agree nor Disagree	8%	20	5%	296
	Somewhat Disagree	5%	12	3%	143
	Strongly Disagree	2%	4	2%	108
Q4b. The school has systems in place to ensure that the environment is free from bullying, harassment, and discrimination.	Strongly Agree	42%	99	60%	3,406
	Somewhat Agree	35%	83	23%	1,293
	Neither Agree nor Disagree	16%	38	10%	546
	Somewhat Disagree	5%	12	4%	255
	Strongly Disagree	2%	5	3%	195

Behavior Management		% by School	Total by School	% All Schools	Total All Schools
Q4c. Classroom environments support learning and are generally free from disruption.	Strongly Agree	40%	94	59%	3,369
	Somewhat Agree	35%	84	24%	1,383
	Neither Agree nor Disagree	18%	42	10%	568
	Somewhat Disagree	4%	9	4%	221
	Strongly Disagree	3%	8	3%	154
Q4d. The school has high behavioral expectations for my child.	Strongly Agree	61%	144	71%	4,023
	Somewhat Agree	29%	68	20%	1,129
	Neither Agree nor Disagree	8%	19	7%	379
	Somewhat Disagree	3%	6	1%	84
	Strongly Disagree	0%	0	1%	80

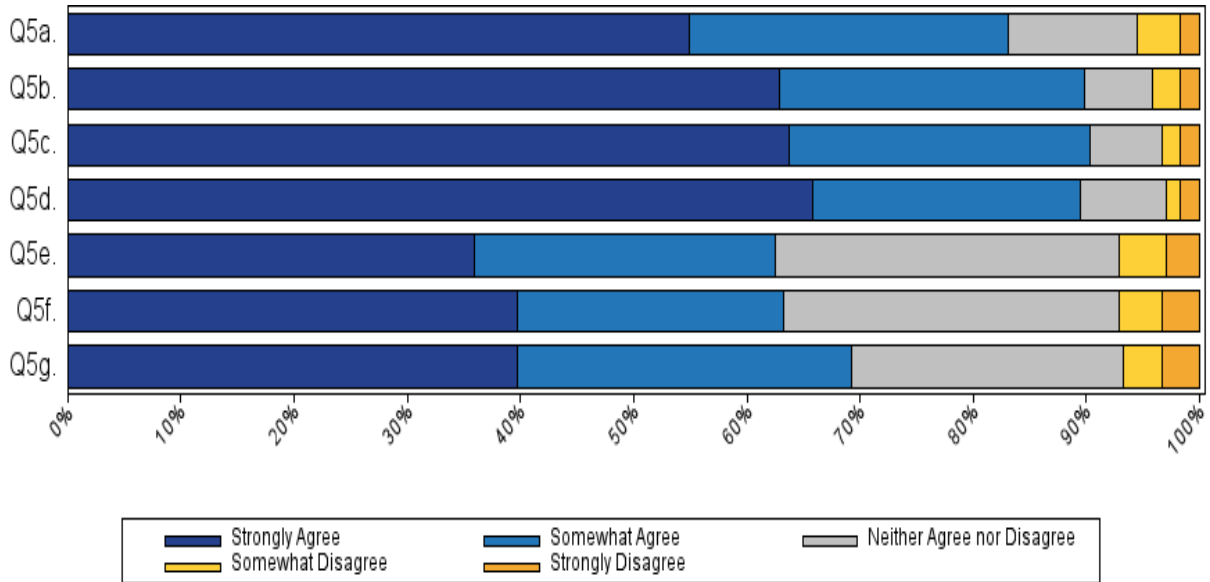
NYSED CSO Parent Survey 2022

NEW VISIONS CHARTER HIGH SCHOOL FOR ADVANCED MATH AND SCIENCE III

237 RESPONSES

81% RESPONSE RATE

Family Engagement and Communication



Family Engagement and Communication		% by School	Total by School	% All Schools	Total All Schools
Q5a. The school provides opportunities for parent participation within the school community.	Strongly Agree	55%	130	63%	3,613
	Somewhat Agree	28%	67	21%	1,172
	Neither Agree nor Disagree	11%	27	10%	582
	Somewhat Disagree	4%	9	3%	175
	Strongly Disagree	2%	4	3%	153
Q5b. I receive regular and timely information on my child's academic progress in my home language.	Strongly Agree	63%	149	74%	4,219
	Somewhat Agree	27%	64	16%	937
	Neither Agree nor Disagree	6%	14	4%	235
	Somewhat Disagree	3%	6	3%	157
	Strongly Disagree	2%	4	3%	147

Family Engagement and Communication		% by School	Total by School	% All Schools	Total All Schools
Q5c. The school uses many methods of communication with families.	Strongly Agree	64%	151	77%	4,411
	Somewhat Agree	27%	63	15%	875
	Neither Agree nor Disagree	6%	15	4%	213
	Somewhat Disagree	2%	4	2%	96
	Strongly Disagree	2%	4	2%	100
Q5d. The school seeks feedback from parents through surveys, meetings, or some other way.	Strongly Agree	66%	156	72%	4,123
	Somewhat Agree	24%	56	18%	1,003
	Neither Agree nor Disagree	8%	18	6%	324
	Somewhat Disagree	1%	3	2%	126
	Strongly Disagree	2%	4	2%	119
Q5e. The school has a complaint policy that is easy to find.	Strongly Agree	36%	85	51%	2,911
	Somewhat Agree	27%	63	19%	1,055
	Neither Agree nor Disagree	30%	72	22%	1,271
	Somewhat Disagree	4%	10	4%	209
	Strongly Disagree	3%	7	4%	249
Q5f. The school has a complaint policy that is easy to understand.	Strongly Agree	40%	94	53%	3,016
	Somewhat Agree	24%	56	18%	1,018
	Neither Agree nor Disagree	30%	70	23%	1,295
	Somewhat Disagree	4%	9	3%	150
	Strongly Disagree	3%	8	4%	216

Family Engagement and Communication		% by School	Total by School	% All Schools	Total All Schools
Q5g. The school informs parents about how it performs compared to other schools in the district and New York State.	Strongly Agree	40%	94	51%	2,877
	Somewhat Agree	30%	70	19%	1,107
	Neither Agree nor Disagree	24%	57	20%	1,162
	Somewhat Disagree	3%	8	5%	261
	Strongly Disagree	3%	8	5%	288

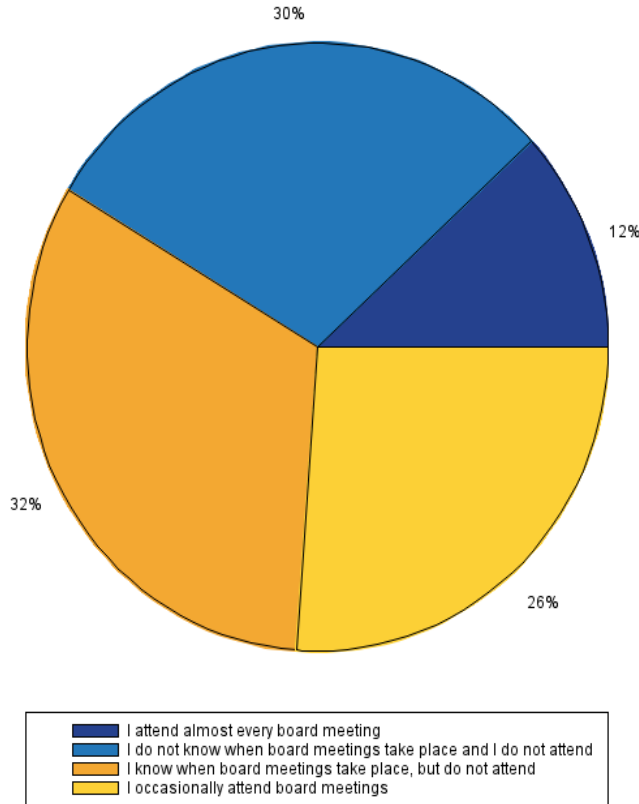
NYSED CSO Parent Survey 2022

NEW VISIONS CHARTER HIGH SCHOOL FOR ADVANCED MATH AND SCIENCE III

237 RESPONSES

81% RESPONSE RATE

Q6. Thinking about this school's board meetings, which of the following statements best applies to you?



Board Meetings		% by School	Total by School	% All Schools	Total All Schools
Q6. Thinking about this school's board meetings, which of the following statements best applies to you?	I attend almost every board meeting	12%	28	14%	808
	I occasionally attend board meetings	26%	62	23%	1,314
	I know when board meetings take place, but do not attend	32%	77	35%	1,975
	I do not know when board meetings take place and I do not attend	30%	70	28%	1,598

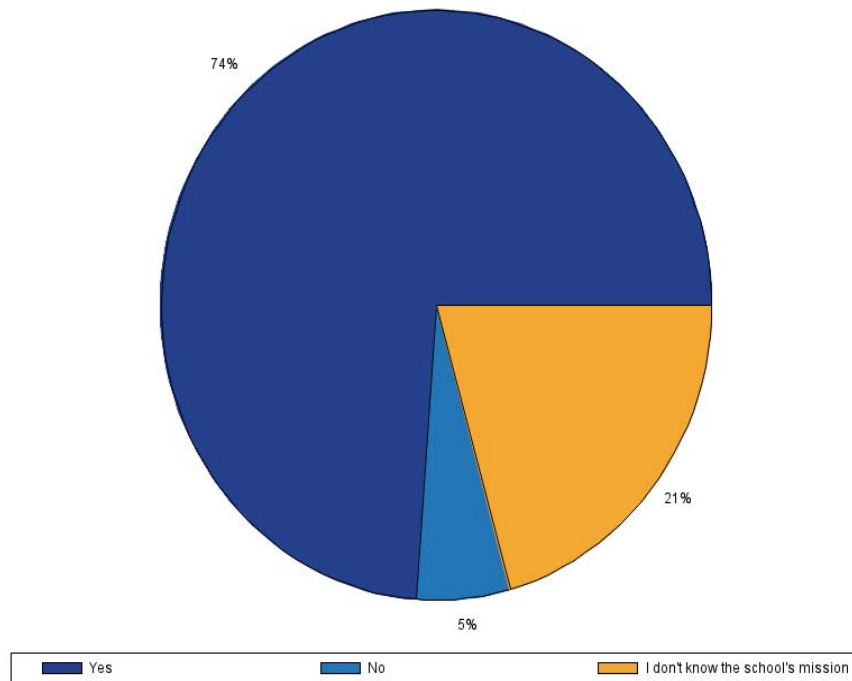
NYSED CSO Parent Survey 2022

NEW VISIONS CHARTER HIGH SCHOOL FOR ADVANCED MATH AND SCIENCE III

237 RESPONSES

81% RESPONSE RATE

Q7. Do you feel the school is fulfilling its mission?



School Mission		% by School	Total by School	% All Schools	Total All Schools
Q7. Do you feel the school is fulfilling its mission?	Yes	74%	175	83%	4,724
	No	5%	13	6%	328
	I don't know the school's mission	21%	49	11%	643

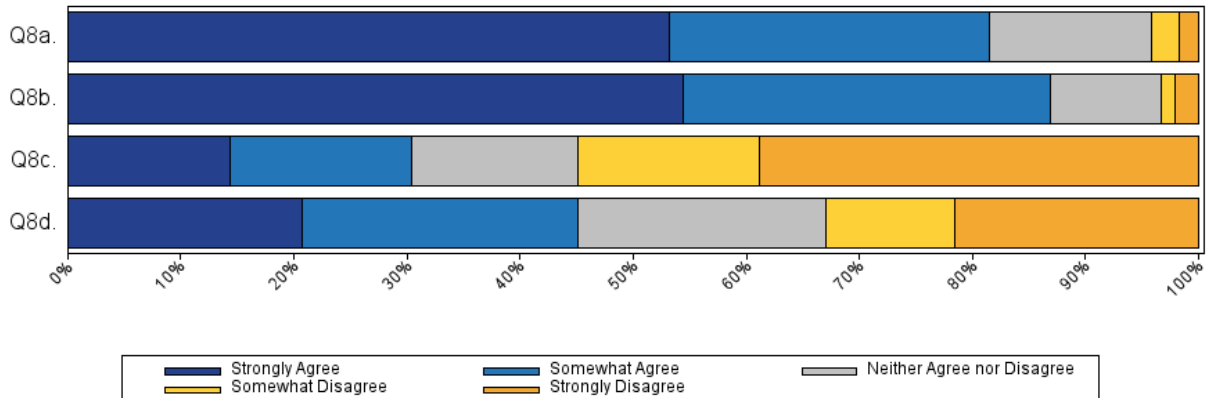
NYS ED CSO Parent Survey 2022

NEW VISIONS CHARTER HIGH SCHOOL FOR ADVANCED MATH AND SCIENCE III

237 RESPONSES

81% RESPONSE RATE

COVID-19 In-Person Learning Environment



COVID-19 Learning Environment		% by School	Total by School	% All Schools	Total All Schools
Q8a. The school has clear instructions on cleaning procedures and practices used in the school's buildings.	Strongly Agree	53%	126	64%	3,665
	Somewhat Agree	28%	67	18%	1,042
	Neither Agree nor Disagree	14%	34	14%	798
	Somewhat Disagree	3%	6	2%	97
	Strongly Disagree	2%	4	2%	93
Q8b. I am confident the school is following the proper safety standards.	Strongly Agree	54%	129	70%	3,979
	Somewhat Agree	32%	77	19%	1,060
	Neither Agree nor Disagree	10%	23	8%	457
	Somewhat Disagree	1%	3	2%	101
	Strongly Disagree	2%	5	2%	98

COVID-19 Learning Environment		% by School	Total by School	% All Schools	Total All Schools
Q8c. My child has difficulty learning in the current school setting.	Strongly Agree	14%	34	14%	779
	Somewhat Agree	16%	38	12%	663
	Neither Agree nor Disagree	15%	35	14%	790
	Somewhat Disagree	16%	38	9%	523
	Strongly Disagree	39%	92	52%	2,940
Q8d. I worry my child will come in contact with COVID19 while in school.	Strongly Agree	21%	49	19%	1,085
	Somewhat Agree	24%	58	21%	1,194
	Neither Agree nor Disagree	22%	52	24%	1,384
	Somewhat Disagree	11%	27	11%	623
	Strongly Disagree	22%	51	25%	1,409

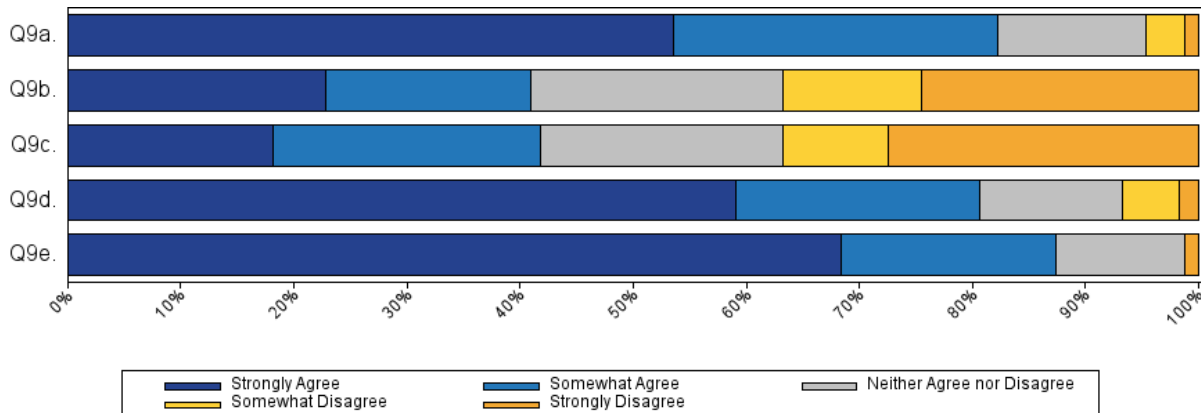
NYSSED CSO Parent Survey 2022

NEW VISIONS CHARTER HIGH SCHOOL FOR ADVANCED MATH AND SCIENCE III

237 RESPONSES

81% RESPONSE RATE

COVID-19 Remote Learning Environment



COVID-19 Remote Learning Environment		% by School	Total by School	% All Schools	Total All Schools
Q9a. The school has provided me with help to support my child's remote learning.	Strongly Agree	54%	127	58%	3,325
	Somewhat Agree	29%	68	17%	943
	Neither Agree nor Disagree	13%	31	21%	1,204
	Somewhat Disagree	3%	8	2%	97
	Strongly Disagree	1%	3	2%	126
Q9b. Handling remote learning platforms (Zoom, Google Meet, teacher apps, etc.) has been difficult.	Strongly Agree	23%	54	26%	1,463
	Somewhat Agree	18%	43	16%	888
	Neither Agree nor Disagree	22%	53	24%	1,359
	Somewhat Disagree	12%	29	11%	603
	Strongly Disagree	24%	58	24%	1,382

COVID-19 Remote Learning Environment		% by School	Total by School	% All Schools	Total All Schools
Q9c. Managing my work along with my child's remote learning schoolwork has been a challenge.	Strongly Agree	18%	43	29%	1,657
	Somewhat Agree	24%	56	20%	1,153
	Neither Agree nor Disagree	22%	51	26%	1,500
	Somewhat Disagree	9%	22	8%	434
	Strongly Disagree	27%	65	17%	951
Q9d. The internet in my home works when my child needs to access school materials for remote learning	Strongly Agree	59%	140	64%	3,669
	Somewhat Agree	22%	51	14%	824
	Neither Agree nor Disagree	13%	30	16%	939
	Somewhat Disagree	5%	12	2%	142
	Strongly Disagree	2%	4	2%	121
Q9e. My child has access to a tech device for school when needed for remote learning.	Strongly Agree	68%	162	73%	4,151
	Somewhat Agree	19%	45	10%	585
	Neither Agree nor Disagree	11%	27	14%	814
	Somewhat Disagree	0%	0	1%	57
	Strongly Disagree	1%	3	2%	88

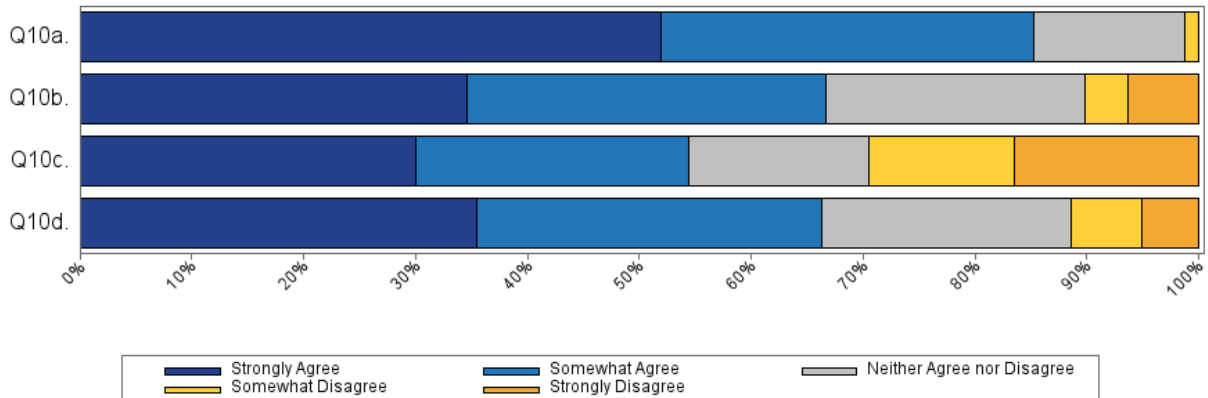
NYS ED CSO Parent Survey 2022

NEW VISIONS CHARTER HIGH SCHOOL FOR ADVANCED MATH AND SCIENCE III

237 RESPONSES

81% RESPONSE RATE

COVID-19 Learning Environment



COVID-19 Learning Environment		% by School	Total by School	% All Schools	Total All Schools
Q10a. I have a clear idea how the school is educating my child.	Strongly Agree	52%	123	66%	3,744
	Somewhat Agree	33%	79	24%	1,354
	Neither Agree nor Disagree	14%	32	6%	335
	Somewhat Disagree	1%	3	3%	165
	Strongly Disagree	0%	0	2%	97
Q10b. I need to devote a great amount of time to support my child's school participation.	Strongly Agree	35%	82	32%	1,812
	Somewhat Agree	32%	76	25%	1,437
	Neither Agree nor Disagree	23%	55	23%	1,332
	Somewhat Disagree	4%	9	11%	621
	Strongly Disagree	6%	15	9%	493

COVID-19 Learning Environment		% by School	Total by School	% All Schools	Total All Schools
Q10c. I am concerned about my child's social or emotional well-being	Strongly Agree	30%	71	27%	1,564
	Somewhat Agree	24%	58	18%	1,028
	Neither Agree nor Disagree	16%	38	17%	947
	Somewhat Disagree	13%	31	14%	771
	Strongly Disagree	16%	39	24%	1,385
Q10d. I am more connected with my child's day-to-day education now than ever before.	Strongly Agree	35%	84	48%	2,721
	Somewhat Agree	31%	73	24%	1,389
	Neither Agree nor Disagree	22%	53	19%	1,075
	Somewhat Disagree	6%	15	5%	284
	Strongly Disagree	5%	12	4%	226

NYSED CSO Parent Survey 2022

NEW VISIONS CHARTER HIGH SCHOOL FOR ADVANCED MATH AND SCIENCE III

237 RESPONSES

81% RESPONSE RATE

Q11. Why did you choose this school for your child to attend?

Question Answer
It seemed to be a good fit for my child's needs.
To help him pass
To make new friends and to be successful out of it
A friend told me about it.
Her cousin has attended this school
ON line REviews
Mutual friend
Because I want my child to have a better education.
For. a education
It looks like a good school
It near house and provides variety of option
We choose this school because of its excellent science and math programs excellent teachers and faculties My child loves her teachers and friends and I am very happy with how well my child's grades just getting better grades and better thanks to the wonderful teaching staff
Because it is the more organized one
I chose this make my child to attend this school because it was a charter school.
When applying my child for this school I Was drawn to their high percentage graduation rate and the opportunities offered on campus.
Due to My son grades and what he wanted to learn and the reviews of the school. They should it was an excellent school.
Referred from family
Because it's a good school
I chose this school for my child because it's good distance from home and my child feel comfortable with the school.
I chose this school for my child to attend because this school has many opportunities.
because my child has to learn language
Because it's good
Academic
By a church member
had a sibling who also attended
Intractable
Reputation and location
We had a family member recommend the school.
It was recommended to me by a current parent and coworker
It was best option at the time
Her brother attended the school 4 years and it was a good school for him so I felt the experience would be productive for her
To educate my daughter
Because of the academics and disciplinary factor

NYSED CSO Parent Survey 2022

NEW VISIONS CHARTER HIGH SCHOOL FOR ADVANCED MATH AND SCIENCE III

237 RESPONSES

81% RESPONSE RATE

Q11. Why did you choose this school for your child to attend?

Question Answer
Friend recommended
Sibling attended the school before.
Because the teacher would make his education better
Referred by friends whose children attended AMS in prior years.
It more convenient for me and more safe
A friend recommended it
Charter School
*It's a good school
I like Charter schools and the commute is good.
It's a small school therefore the entire school family is close knit so scholars are monitored properly
Recommend by my child prior teacher.
My god daughter choose this school y2021
I was recommended by another parent who's child is going to the school.
I chose this school because i thought it was a good charter school.
Because I got a letter and looked it up online
It was the best thing for him
For better opportunities
I chose this school because of the familial setting. The faculty and the school administration do their best to ensure that each student is following the rules and performing his/her best. if a student is not, faculty and administrators work with the parents to find a solution. This school cares not only about the success of its students but also their mental wellness.
Close to home and offers lots of sports and family go here
The academics
This school was a better fit for my child academically.
It's the best.
Due my child would be more focused in school
I heard great things about the school and the school is very organized
We choose this school because of the great teachings my child love science and math she is having the time of her life the teachers are amazing my child loves going to school and her grades are excellent I am so happy we choose this wonderful school
Because it has structure
I realized that theirs more one on one connections in this school.
I choose this school for my child to attend because my older children went to the school.
Heard it was a good from a family friend
The location, and I like the curriculum
I wanted my child to join a charter school
She chose it based on the school being laxed
Academics
There is a nonbias and inclusive environment and I love it.

NYSED CSO Parent Survey 2022

NEW VISIONS CHARTER HIGH SCHOOL FOR ADVANCED MATH AND SCIENCE III

237 RESPONSES

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Q11. Why did you choose this school for your child to attend?

Question Answer
Good reviews from the parent of a child who goes there who also happens to be a family friend.
I chose this school because I saw that it would be a good fit for my child. I liked the programs that were available.
It felt great to put my child in a place surrounded by the amazing staff
My child wanted to choose which school they wanted to go to and I reviewed and agreed on this school.
Because of the strong academics and disciplinary practices
Charter schools are usually smaller settings, stricter and safer learning environments. Teachers are usually more caring about educating and supportive to students.
My child had attended private his entire academic life. A family advised and encouraged me to apply to this school for my child. He like the school, so do I.
Because of the academic opportunities
Because I heard and found lots of good feedbacks about the school
I chose this school because I've had good feedbacks about it from my friends and the research I've done showed me it was a great school. Plus it wasn't far from my house
This school provides everything my child needs to succeed.
I heard about this school from my son's former football coach
*Because my relatives recommend it
great academics
This school was near to home and has lots of sports teams.
charter school
The high level of academic achievement
we went to an open house
It looked like a good school
I was looking for education that is worth having for and challenging not brain washing my child with non sense as some other curriculum that I am aware of. Stay to the basics not stupid social issues that can my child more confuse.
I wanted a smaller school and a school that really focused on strengthening academics.
I believe young black women should be involved in advanced STEM learning in order to be successful in society.
Very discipline and excellent
Charter school seemed promising
Great reference
Because is better than other ones
My son graduated 2 years ago. I love the teachers, staff and principal. Every one I met treat me with respect and kindness.
He liked math and science the most so he applied here.
It was close to home.and we heard about the basketball team.
Recommended by prior school.
It's a great school

NYSED CSO Parent Survey 2022

NEW VISIONS CHARTER HIGH SCHOOL FOR ADVANCED MATH AND SCIENCE III

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Q11. Why did you choose this school for your child to attend?

Question Answer
I'm a very big fan of charter school
Alumni
Because of their safely and strict education rules
Great Academic learning
It provided the need I was looking for
It a good school
Academic performance
Success ratings
We liked the proposal in the open day.
This school showed great promise when it come to attaining college credits for my child
This school was recommended for great academic professionals
Referred to the by a friend
Siblings and education
The assistant principal mentioned it and when i looked it up..i thought it was a pretty good fit for my girls.
This school was a better fit for my child academically.
my daughter pick the school and she loves it
No reason
uniform
More focused
So that she can achieve her hearts desires.
It's academics and graduation rate
Alumni
I needed my child to have all the attention a teacher/school can provide in terms of students teacher ratio. This was the best option for my child.
I wanted my son to have a experience in a charter school. when he was younger they where hard to find.
I love how they interact with the kids and the kids have the one on one with the teachers.
It was the right fit for her
Because they sent me an offer in the mail, and when looking into the school, the school has shown to provide a great academic program
This is a great and amazing school
1- Great teachers in staff 2-High expectation 3- Children are part of a community of student.
School is nearby home
*two of my children to that school
I chose this school because i thought it would be a good fit for my child as he's not to close to home but not too far either.
They had a comprehensive remote learning process
My older children went to that school

NYSED CSO Parent Survey 2022

NEW VISIONS CHARTER HIGH SCHOOL FOR ADVANCED MATH AND SCIENCE III

237 RESPONSES

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Q11. Why did you choose this school for your child to attend?

Question Answer
Academics were great
So he can be more social to others in a smaller school setting and get a better education
Because of His football coach
I heard about the great teachers and members of staff and prior sibling/cousins attended.
I Liked the programs that the school offered.
Family/ Siblings attended this school.
The curriculum and standard is very high.
I liked the programs that the school offered.
So that she can achieve her heart desires.
Because of the reviews and I read that it was a good school
The school had a high graduation rate
Better opportunity
It seemed like a good school.
Availability
For it's academic success.
He chose it
It was his choice
Because that's a charter school , like the curriculum of the school
Because I love the structure this school has for the kids
High college percent rate
Heard great stuff about it
Because my son ask to be there!
Offered Advanced placement classes and it is a well educated Charter school charter school
Because he likes to travel and the other options were nothing me nor the other parent could agree on
Better opportunities
This school had a clear academic goal.
I chose New Visions Advanced Math and Science because it provides an affordable alternative to private education, the ability to specialize in sciences and the reduced class size.
It is a very structured school.
Because my first child attend this school and did very well
my child is interested in math and science for her future career
for a new environment and new people
It looked beneficial to my child's academical performance
He saw an ad on the bus
I was recommended
His older brother went their

NYSED CSO Parent Survey 2022

NEW VISIONS CHARTER HIGH SCHOOL FOR ADVANCED MATH AND SCIENCE III

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Q11. Why did you choose this school for your child to attend?

Question Answer
Base on what I was told when I went to the orientation the school was a great school they take the kids out of the country for senior trips, so far I have no issues ,only concern is if the kids don't have money to pay if they forgot their id they should not be turned away something else should be put in place, you don't don't what kind of struggle that family might be going through
it was recommended by a friend
I chose this school because it was recommended from family and friends and they all had great things to say about it.
A high school fair.
I chose this school for my kids because I knew that my kids would be able to learn from professional teachers. Would be taught discipline.
I choose this school for my child because I heard it had a great academic history and the percentage of students who graduates
I felt they care more about the whole child than just academics
Close to the house
Heard great things about college preparatory in the school.
Curriculum fitted what my child wanted to do
The school promised higher education in the STEM field.
So I didn't have to go to south shore #amsK
Great learning environment. Teachers are exceptionally awesome, caring and loving. Lots of sports to choose from. Brother and cousins are past students.
Location and Population
Because is a good charter school
It's commitment to ensuring a high graduation rate. The commitment from the teachers and principal.
To have a good education
I choose this school because its a small school community therefore there's a close relationship between partents, scholars and the staff.
For smaller class and uniform policy.
Sibling attended and I was very happy with the results.
She chose this school based on what it offers

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Q12. Do you have any additional comments or concerns regarding this school?

Question Answer
This school give my child the support they needed in the the time of bereavement. And I appreciate it so much.
Computer class and certification is needed
*that they don't care when they tell them that my daughters are going. gym but they have to go to ESL and a like that put them lack and low grades
The grades and attendance aren't fix because the teacher doesn't understand that my child has an excused absent when she is taken out for speech.
New Visions staff should ensure that their students are kept separate from the students at the other schools in the building. Parents should be made aware of any learning/behavioral concerns as soon as they are observed in the classrooms or at school= Better Communications with parents. Teachers should be more caring about all of their students' academic growth.
No comments or concerns.
*My son likes his school
They need to hire good quality teachers instead of the round-robin of teachers, especially in core subjects.
I want the football coach to accept my child apology for wasting their ti.e and let him come back to the team.
It should be clear that teachers should not impose personal gender preference on kids. It's personal. They don't need to know. Stick to math , science, engineering etc.
Good
Both of my children and I love the school.
AMS 111 IS THE BEST SCHOOL EVER. I HAVE NO REGRETS IN SENDING MY KIDS THERE.
Great school
More information of the school in other languages

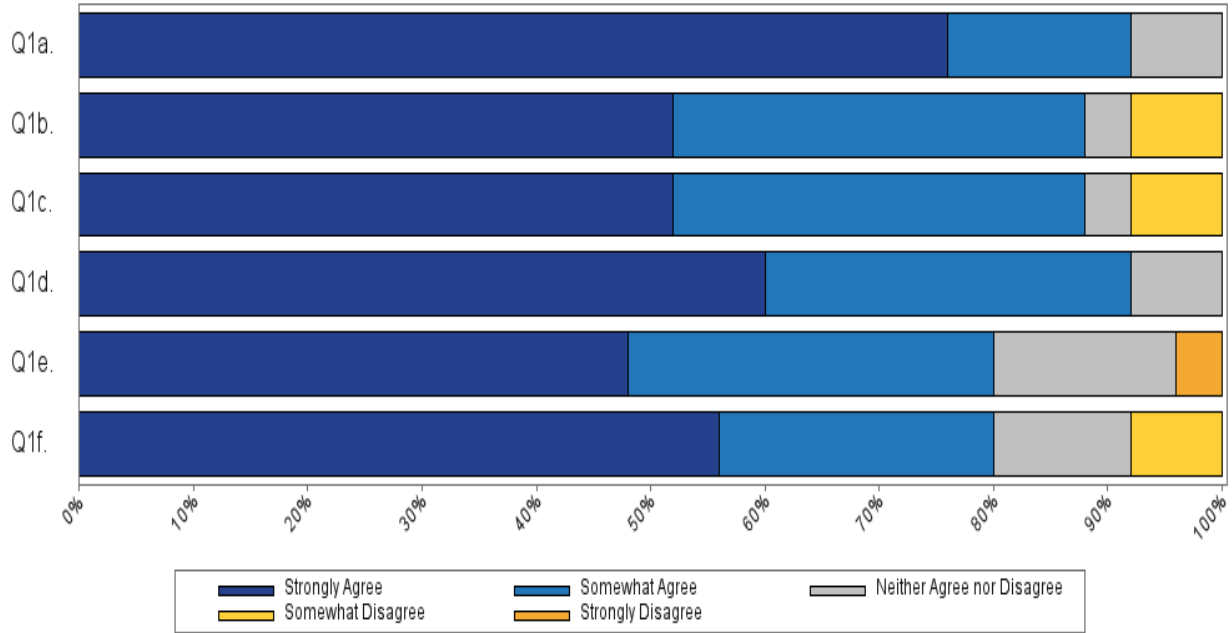
NYSED CSO Teacher Survey 2022

NEW VISIONS CHARTER HIGH SCHOOL FOR ADVANCED MATH AND SCIENCE III

25 RESPONSES

63% RESPONSE RATE

Curriculum



Curriculum		% by School	Total by School	% All Schools	Total All Schools
Q1a. The school has a documented curriculum that is aligned to the New York State learning standards.	Strongly Agree	76%	19	68%	1,310
	Somewhat Agree	16%	4	24%	460
	Neither Agree nor Disagree	8%	2	4%	74
	Somewhat Disagree	0%	0	3%	49
	Strongly Disagree	0%	0	2%	38
Q1b. The school's curriculum is aligned horizontally across same grade level classrooms.	Strongly Agree	52%	13	58%	1,113
	Somewhat Agree	36%	9	26%	506
	Neither Agree nor Disagree	4%	1	10%	190
	Somewhat Disagree	8%	2	4%	82
	Strongly Disagree	0%	0	2%	40

Curriculum		% by School	Total by School	% All Schools	Total All Schools
Q1c. The school's curriculum is aligned vertically between grade levels.	Strongly Agree	52%	13	51%	978
	Somewhat Agree	36%	9	32%	612
	Neither Agree nor Disagree	4%	1	11%	212
	Somewhat Disagree	8%	2	4%	85
	Strongly Disagree	0%	0	2%	44
Q1d. The curriculum and corresponding materials are differentiated to provide opportunities for all students to master grade-level skills and concepts.	Strongly Agree	60%	15	50%	975
	Somewhat Agree	32%	8	34%	651
	Neither Agree nor Disagree	8%	2	8%	146
	Somewhat Disagree	0%	0	5%	106
	Strongly Disagree	0%	0	3%	53
Q1e. The curriculum is systematically reviewed and revised.	Strongly Agree	48%	12	50%	966
	Somewhat Agree	32%	8	28%	545
	Neither Agree nor Disagree	16%	4	11%	222
	Somewhat Disagree	0%	0	7%	127
	Strongly Disagree	4%	1	4%	71
Q1f. The school has a strong science curriculum.	Strongly Agree	56%	14	35%	683
	Somewhat Agree	24%	6	30%	574
	Neither Agree nor Disagree	12%	3	23%	436
	Somewhat Disagree	8%	2	7%	136
	Strongly Disagree	0%	0	5%	102

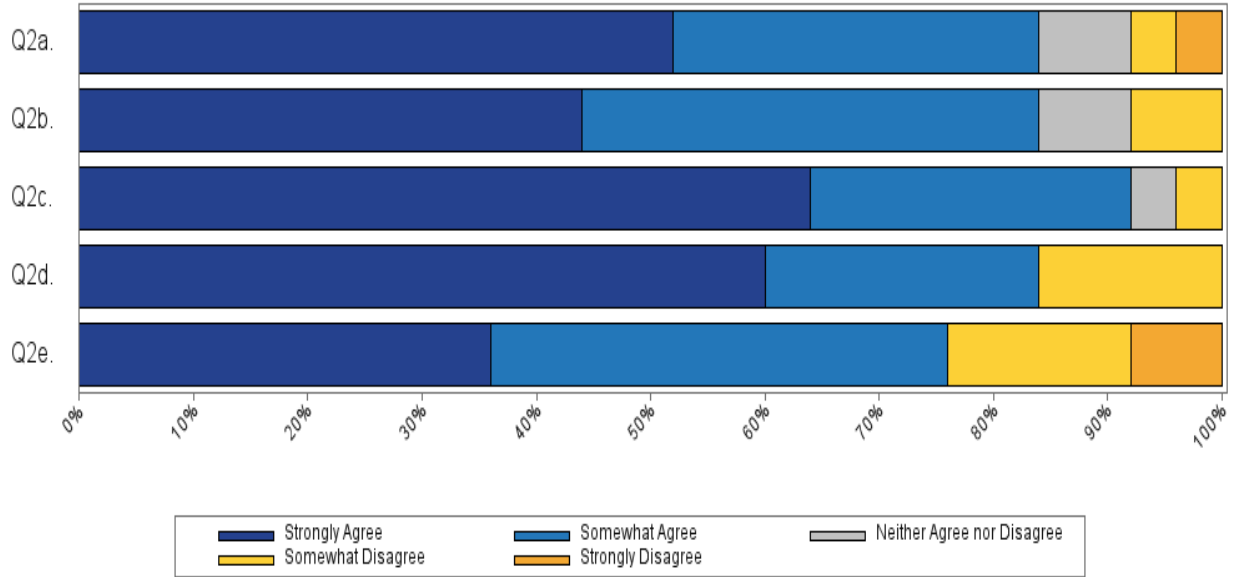
NYSED CSO Teacher Survey 2022

NEW VISIONS CHARTER HIGH SCHOOL FOR ADVANCED MATH AND SCIENCE III

25 RESPONSES

63% RESPONSE RATE

Instruction



Instruction		% by School	Total by School	% All Schools	Total All Schools
Q2a. The school staff has a shared understanding of high-quality instruction that supports all learners.	Strongly Agree	52%	13	54%	1,038
	Somewhat Agree	32%	8	34%	653
	Neither Agree nor Disagree	8%	2	4%	86
	Somewhat Disagree	4%	1	6%	113
	Strongly Disagree	4%	1	2%	41
Q2b. Instructional delivery fosters engagement with all students.	Strongly Agree	44%	11	52%	1,008
	Somewhat Agree	40%	10	36%	691
	Neither Agree nor Disagree	8%	2	6%	114
	Somewhat Disagree	8%	2	5%	94
	Strongly Disagree	0%	0	1%	24

Instruction		% by School	Total by School	% All Schools	Total All Schools
Q2c. The school differentiates instruction to ensure equity and access for all students.	Strongly Agree	64%	16	52%	999
	Somewhat Agree	28%	7	34%	654
	Neither Agree nor Disagree	4%	1	6%	124
	Somewhat Disagree	4%	1	6%	115
	Strongly Disagree	0%	0	2%	39
Q2d. The school provides staff with professional development opportunities that promote best practices and improves all students' success, including subgroups: Students with disabilities (SWDs), English language learners (ELLs), and economically disadvantaged students (EDs).	Strongly Agree	60%	15	48%	922
	Somewhat Agree	24%	6	30%	570
	Neither Agree nor Disagree	0%	0	9%	170
	Somewhat Disagree	16%	4	8%	162
	Strongly Disagree	0%	0	6%	107
Q2e. There is a uniform expectation for teachers' implementation of academic rigor in the school.	Strongly Agree	36%	9	53%	1,022
	Somewhat Agree	40%	10	29%	566
	Neither Agree nor Disagree	0%	0	8%	159
	Somewhat Disagree	16%	4	6%	114
	Strongly Disagree	8%	2	4%	70

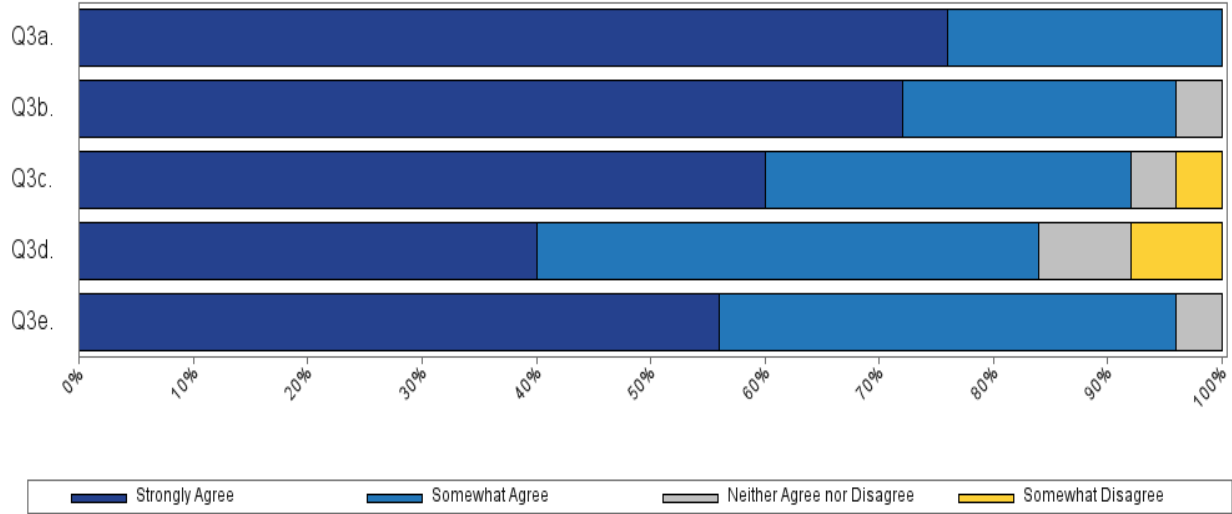
NYSED CSO Teacher Survey 2022

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63% RESPONSE RATE

Assessment and Program Evaluation



Assessment and Program Evaluation		% by School	Total by School Answer Count	% All Schools	Total All Schools
Q3a. The school uses a system of formative, diagnostic, and summative assessments.	Strongly Agree	76%	19	66%	1,267
	Somewhat Agree	24%	6	27%	522
	Neither Agree nor Disagree	0%	0	5%	88
	Somewhat Disagree	0%	0	2%	37
	Strongly Disagree	0%	0	1%	17
Q3b. The school uses qualitative and quantitative data to inform instruction and improve student outcomes.	Strongly Agree	72%	18	62%	1,200
	Somewhat Agree	24%	6	28%	532
	Neither Agree nor Disagree	4%	1	6%	125
	Somewhat Disagree	0%	0	3%	50
	Strongly Disagree	0%	0	1%	24

Assessment and Program Evaluation		% by School	Total by School Answer Count	% All Schools	Total All Schools
Q3c. The school uses qualitative and quantitative data to evaluate the quality and effectiveness of the academic program.	Strongly Agree	60%	15	58%	1,129
	Somewhat Agree	32%	8	29%	555
	Neither Agree nor Disagree	4%	1	7%	134
	Somewhat Disagree	4%	1	5%	87
	Strongly Disagree	0%	0	1%	26
Q3d. The school modifies its academic program after using data measurements.	Strongly Agree	40%	10	50%	964
	Somewhat Agree	44%	11	30%	583
	Neither Agree nor Disagree	8%	2	11%	218
	Somewhat Disagree	8%	2	7%	126
	Strongly Disagree	0%	0	2%	40
Q3e. The school uses multiple measures to assess student progress toward State learning standards.	Strongly Agree	56%	14	59%	1,144
	Somewhat Agree	40%	10	28%	532
	Neither Agree nor Disagree	4%	1	8%	156
	Somewhat Disagree	0%	0	4%	69
	Strongly Disagree	0%	0	2%	30

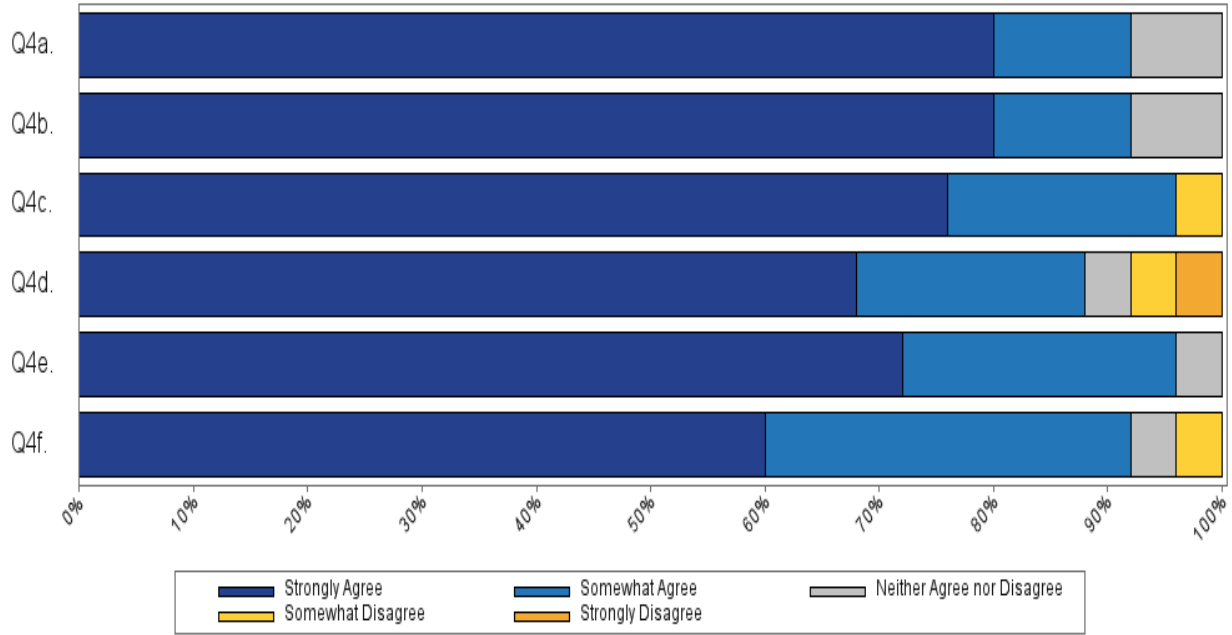
NYSED CSO Teacher Survey 2022

NEW VISIONS CHARTER HIGH SCHOOL FOR ADVANCED MATH AND SCIENCE III

25 RESPONSES

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Supports for Diverse Learners



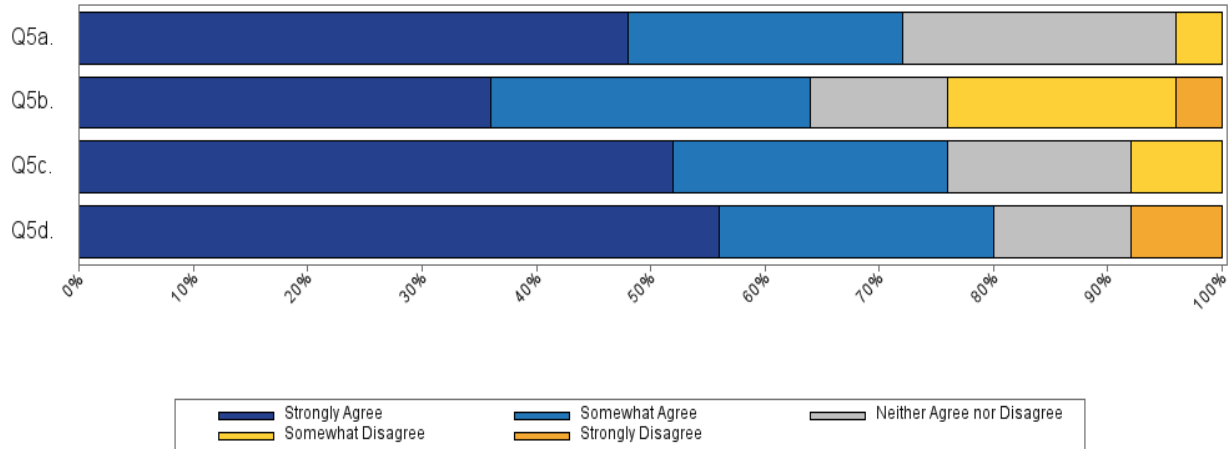
Supports for Diverse Learners		% by School	Total by School	% All Schools	Total All Schools
Q4a. The school follows the NYSED approved identification process for students with disabilities.	Strongly Agree	80%	20	62%	1,194
	Somewhat Agree	12%	3	20%	391
	Neither Agree nor Disagree	8%	2	14%	262
	Somewhat Disagree	0%	0	3%	55
	Strongly Disagree	0%	0	2%	29
Q4b. The school follows the NYSED approved identification process for English language learners.	Strongly Agree	80%	20	61%	1,181
	Somewhat Agree	12%	3	20%	393
	Neither Agree nor Disagree	8%	2	15%	286
	Somewhat Disagree	0%	0	3%	50
	Strongly Disagree	0%	0	1%	21

Supports for Diverse Learners		% by School	Total by School	% All Schools	Total All Schools
Q4c. The school provides supports to meet the academic needs for students with disabilities.	Strongly Agree	76%	19	56%	1,079
	Somewhat Agree	20%	5	27%	516
	Neither Agree nor Disagree	0%	0	9%	172
	Somewhat Disagree	4%	1	6%	115
	Strongly Disagree	0%	0	3%	49
Q4d. The school provides supports to meet the academic needs for English language learners.	Strongly Agree	68%	17	55%	1,053
	Somewhat Agree	20%	5	26%	511
	Neither Agree nor Disagree	4%	1	10%	200
	Somewhat Disagree	4%	1	6%	117
	Strongly Disagree	4%	1	3%	50
Q4e. The school provides supports to meet the academic needs for economically disadvantaged students.	Strongly Agree	72%	18	61%	1,169
	Somewhat Agree	24%	6	25%	477
	Neither Agree nor Disagree	4%	1	10%	201
	Somewhat Disagree	0%	0	3%	59
	Strongly Disagree	0%	0	1%	25
Q4f. The school has systems to monitor the progress of individual students and to facilitate communication between interventionists and classroom teachers regarding the needs of individual students.	Strongly Agree	60%	15	54%	1,050
	Somewhat Agree	32%	8	28%	533
	Neither Agree nor Disagree	4%	1	9%	183
	Somewhat Disagree	4%	1	6%	110
	Strongly Disagree	0%	0	3%	55

NYSED CSO Teacher Survey 2022

**NEW VISIONS CHARTER HIGH SCHOOL FOR ADVANCED MATH AND SCIENCE III
25 RESPONSES
63% RESPONSE RATE**

Measures of Culture, Climate, and Student Engagement



Measures of Culture, Climate, and Student Engagement		% by School	Total by School	% All Schools	Total All Schools
Q5a. The school has processes and procedures in place to address chronic absenteeism for all students.	Strongly Agree	48%	12	38%	725
	Somewhat Agree	24%	6	30%	577
	Neither Agree nor Disagree	24%	6	12%	238
	Somewhat Disagree	4%	1	12%	225
	Strongly Disagree	0%	0	9%	166
Q5b. In general, attendance is not an issue at the school.	Strongly Agree	36%	9	24%	456
	Somewhat Agree	28%	7	27%	512
	Neither Agree nor Disagree	12%	3	15%	293
	Somewhat Disagree	20%	5	21%	405
	Strongly Disagree	4%	1	14%	265

Measures of Culture, Climate, and Student Engagement		% by School	Total by School	% All Schools	Total All Schools
Q5c. The school has processes and procedures in place to address out of school suspension rates for all students and sub-groups such that all students are fully engaged within the school community and have access to the educational program.	Strongly Agree	52%	13	37%	717
	Somewhat Agree	24%	6	29%	569
	Neither Agree nor Disagree	16%	4	21%	407
	Somewhat Disagree	8%	2	7%	141
	Strongly Disagree	0%	0	5%	97
Q5d. The school has a process in place to measure and evaluate school climate culture.	Strongly Agree	56%	14	38%	738
	Somewhat Agree	24%	6	31%	589
	Neither Agree nor Disagree	12%	3	16%	306
	Somewhat Disagree	0%	0	8%	161
	Strongly Disagree	8%	2	7%	137

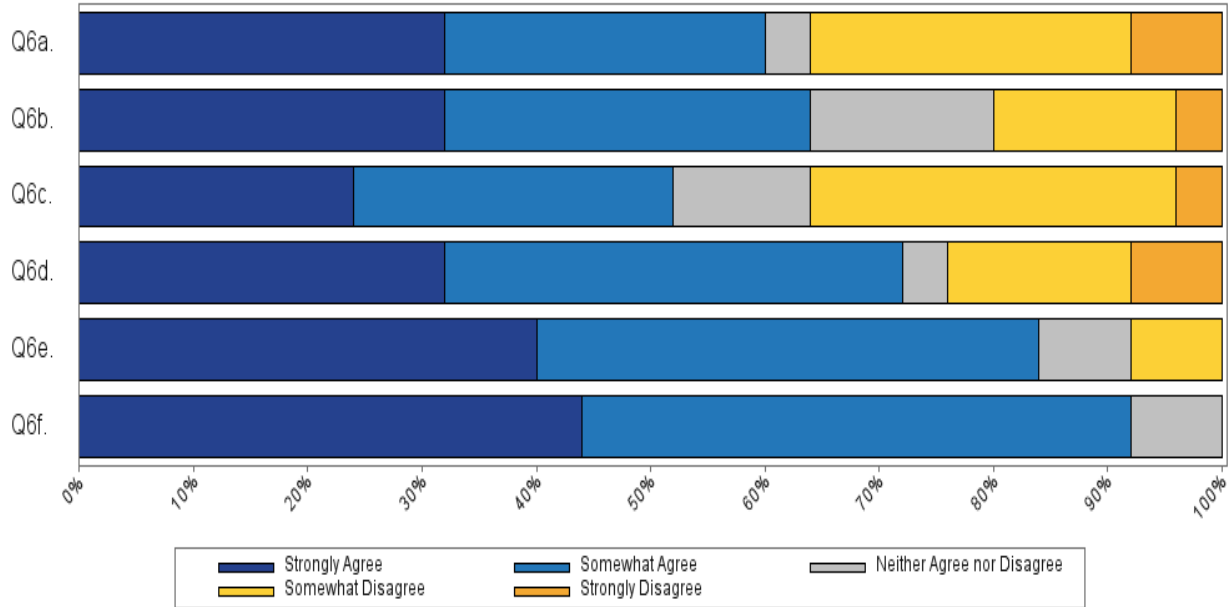
NYSED CSO Teacher Survey 2022

NEW VISIONS CHARTER HIGH SCHOOL FOR ADVANCED MATH AND SCIENCE III

25 RESPONSES

63% RESPONSE RATE

Behavior Management and Safety



Behavior Management and Safety		% by School	Total by School	% All Schools	Total All Schools
Q6a. The school's discipline policy is clear.	Strongly Agree	32%	8	35%	674
	Somewhat Agree	28%	7	30%	580
	Neither Agree nor Disagree	4%	1	10%	190
	Somewhat Disagree	28%	7	14%	270
	Strongly Disagree	8%	2	11%	217
Q6b. The school's discipline policy is fair to all students.	Strongly Agree	32%	8	39%	751
	Somewhat Agree	32%	8	26%	509
	Neither Agree nor Disagree	16%	4	13%	257
	Somewhat Disagree	16%	4	13%	256
	Strongly Disagree	4%	1	8%	158

Behavior Management and Safety		% by School	Total by School	% All Schools	Total All Schools
Q6c. The school's discipline policy is enforced by all teachers and staff.	Strongly Agree	24%	6	28%	545
	Somewhat Agree	28%	7	30%	581
	Neither Agree nor Disagree	12%	3	13%	244
	Somewhat Disagree	32%	8	18%	352
	Strongly Disagree	4%	1	11%	209
Q6d. The school's discipline policy is updated as necessary with feedback from faculty.	Strongly Agree	32%	8	33%	641
	Somewhat Agree	40%	10	26%	509
	Neither Agree nor Disagree	4%	1	16%	310
	Somewhat Disagree	16%	4	14%	273
	Strongly Disagree	8%	2	10%	198
Q6e. The school utilizes behavior intervention plans for students who require specific social and behavioral skills in an academic setting.	Strongly Agree	40%	10	42%	818
	Somewhat Agree	44%	11	32%	617
	Neither Agree nor Disagree	8%	2	11%	209
	Somewhat Disagree	8%	2	9%	181
	Strongly Disagree	0%	0	5%	106
Q6f. Teachers and staff interacting with students with disabilities are aware of and follow specific discipline and prevention protocols for these students.	Strongly Agree	44%	11	42%	811
	Somewhat Agree	48%	12	33%	628
	Neither Agree nor Disagree	8%	2	14%	265
	Somewhat Disagree	0%	0	8%	145
	Strongly Disagree	0%	0	4%	82

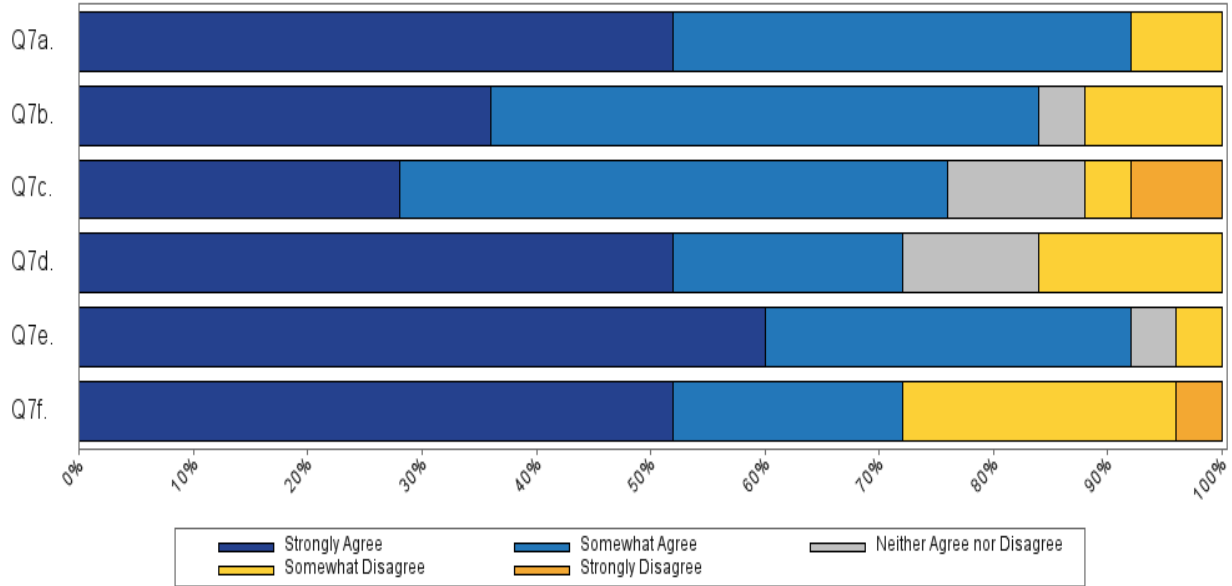
NYSED CSO Teacher Survey 2022

NEW VISIONS CHARTER HIGH SCHOOL FOR ADVANCED MATH AND SCIENCE III

25 RESPONSES

63% RESPONSE RATE

Behavior Management and Safety



Behavior Management and Safety		% by School	Total by School	% All Schools	Total All Schools
Q7a. The school provides a safe environment.	Strongly Agree	52%	13	60%	1,162
	Somewhat Agree	40%	10	27%	523
	Neither Agree nor Disagree	0%	0	5%	103
	Somewhat Disagree	8%	2	5%	104
	Strongly Disagree	0%	0	2%	39
Q7b. The school has systems in place to ensure that the environment is free from bullying, harassment, and discrimination.	Strongly Agree	36%	9	49%	945
	Somewhat Agree	48%	12	30%	586
	Neither Agree nor Disagree	4%	1	8%	155
	Somewhat Disagree	12%	3	9%	165
	Strongly Disagree	0%	0	4%	80

Behavior Management and Safety		% by School	Total by School	% All Schools	Total All Schools
Q7c. Classroom environments support learning and are generally free from disruption.	Strongly Agree	28%	7	38%	741
	Somewhat Agree	48%	12	34%	654
	Neither Agree nor Disagree	12%	3	9%	180
	Somewhat Disagree	4%	1	12%	233
	Strongly Disagree	8%	2	6%	123
Q7d. The school has high behavioral expectations for all students.	Strongly Agree	52%	13	47%	899
	Somewhat Agree	20%	5	30%	570
	Neither Agree nor Disagree	12%	3	9%	171
	Somewhat Disagree	16%	4	10%	194
	Strongly Disagree	0%	0	5%	97
Q7e. Teacher-student interactions could typically be described as supportive and respectful.	Strongly Agree	60%	15	55%	1,062
	Somewhat Agree	32%	8	33%	637
	Neither Agree nor Disagree	4%	1	7%	126
	Somewhat Disagree	4%	1	4%	79
	Strongly Disagree	0%	0	1%	27
Q7f. There is a uniform expectation for all teachers' classroom management in your school.	Strongly Agree	52%	13	48%	933
	Somewhat Agree	20%	5	31%	598
	Neither Agree nor Disagree	0%	0	9%	174
	Somewhat Disagree	24%	6	8%	149
	Strongly Disagree	4%	1	4%	77

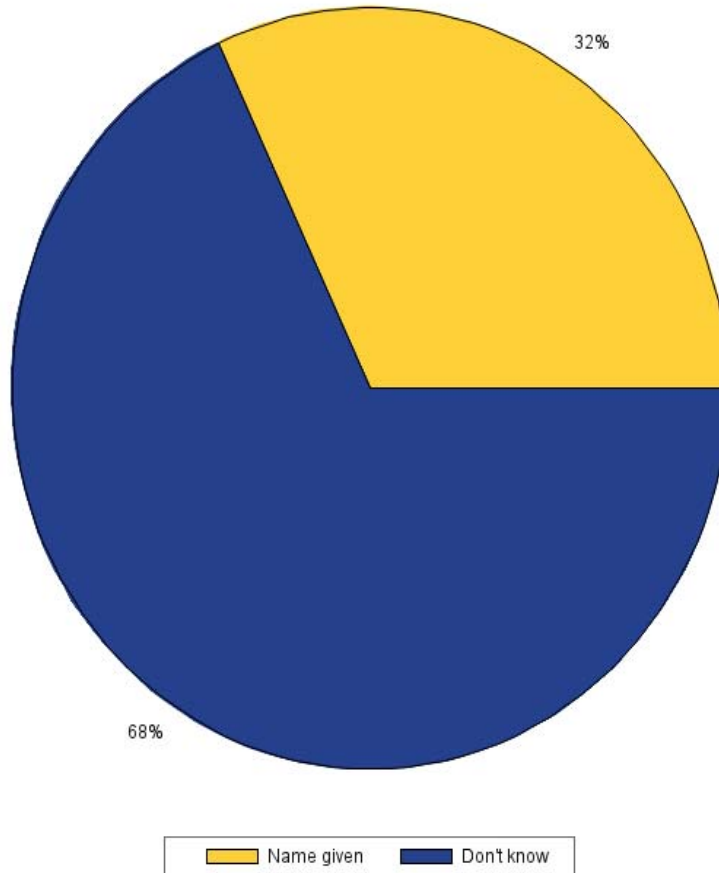
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NEW VISIONS CHARTER HIGH SCHOOL FOR ADVANCED MATH AND SCIENCE III

25 RESPONSES

63% RESPONSE RATE

Q8. What is the name of your school's Dignity for All Students Act (DASA) coordinator?

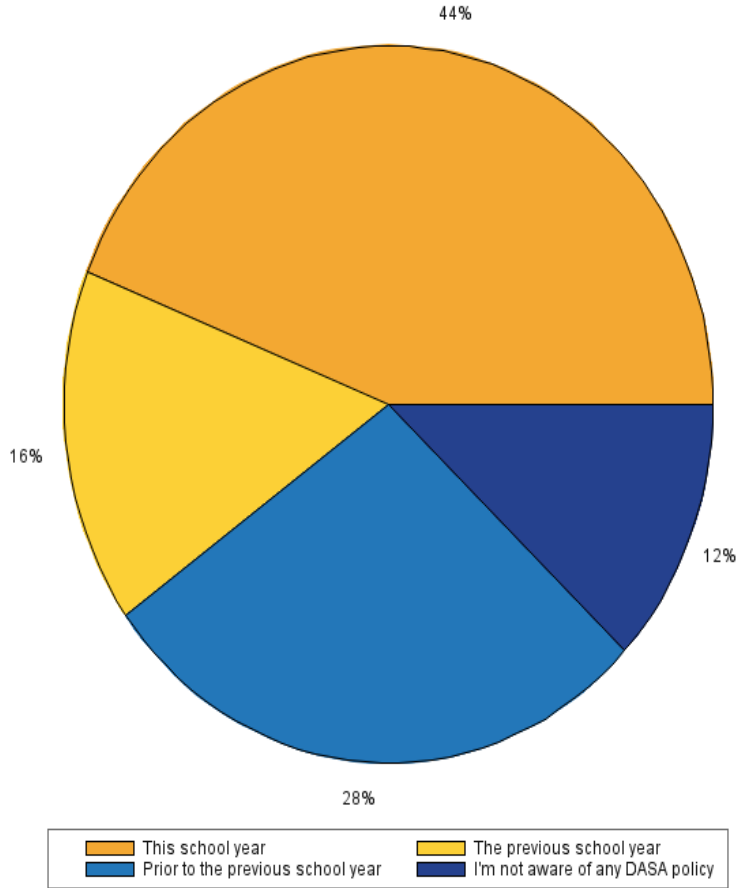


Dignity for All Students Act (DASA)		% by School	Total by School	% All Schools	Total All Schools
Q8. What is the name of your school's Dignity for All Students Act (DASA) coordinator?	Name given	32%	8	59%	1,144
	Don't know	68%	17	41%	787

NYSED CSO Teacher Survey 2022

**NEW VISIONS CHARTER HIGH SCHOOL FOR ADVANCED MATH AND SCIENCE III
25 RESPONSES
63% RESPONSE RATE**

Q9. When is the last time you received a copy of the school's DASA policy?



Dignity for All Students Act (DASA)		% by School	Total by School	% All Schools	Total All Schools
Q9. When is the last time you received a copy of the school's DASA policy?	This school year	44%	11	62%	1,204
	The previous school year	16%	4	9%	176
	Prior to the previous school year	28%	7	6%	117
	I'm not aware of any DASA policy	12%	3	22%	434

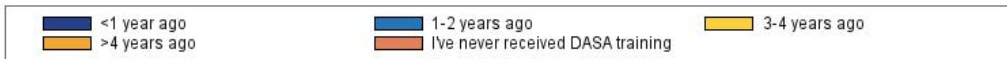
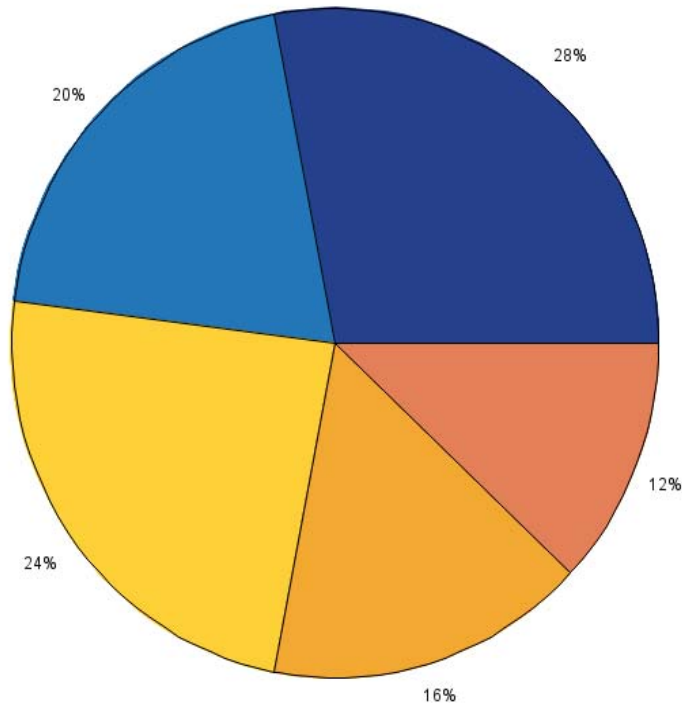
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NEW VISIONS CHARTER HIGH SCHOOL FOR ADVANCED MATH AND SCIENCE III

25 RESPONSES

63% RESPONSE RATE

Q10. When is the last time you received DASA training?



Dignity for All Students Act (DASA)		% by School	Total by School	% All Schools	Total All Schools
Q10. When is the last time you received DASA training?	<1 year ago	28%	7	48%	927
	1-2 years ago	20%	5	21%	399
	3-4 years ago	24%	6	10%	193
	>4 years ago	16%	4	10%	195
	I've never received DASA training	12%	3	11%	217

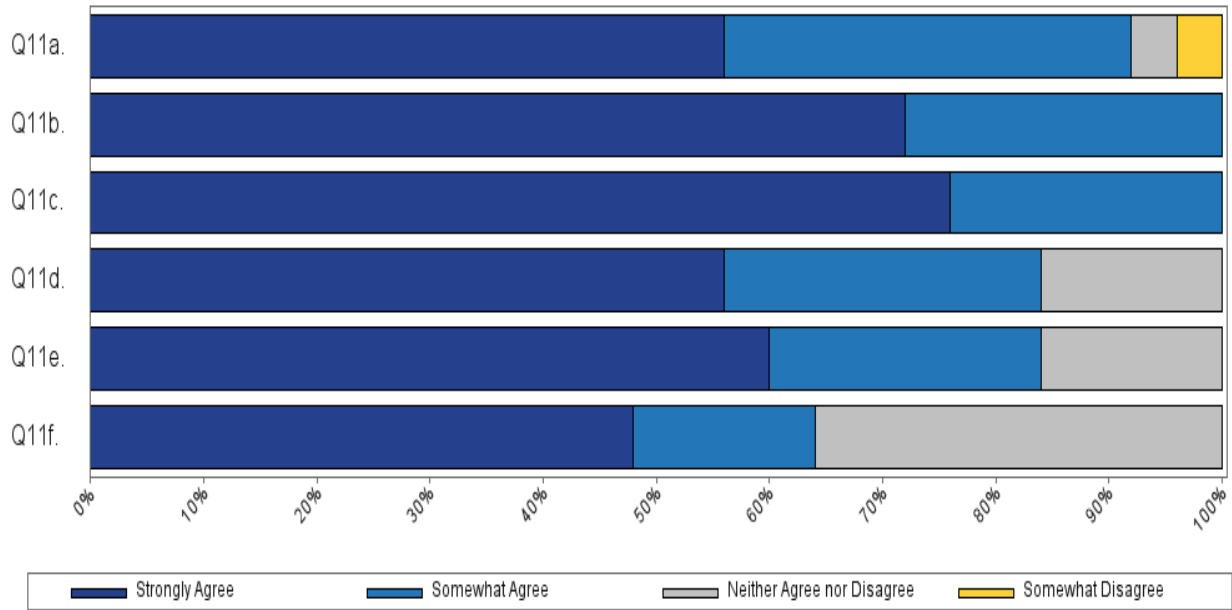
NYSED CSO Teacher Survey 2022

NEW VISIONS CHARTER HIGH SCHOOL FOR ADVANCED MATH AND SCIENCE III

25 RESPONSES

63% RESPONSE RATE

Family Engagement and Communication



Family Engagement and Communication		% by School	Total by School	% All Schools	Total All Schools
Q11a. The school provides opportunities for parent participation within the school community.	Strongly Agree	56%	14	50%	961
	Somewhat Agree	36%	9	30%	585
	Neither Agree nor Disagree	4%	1	11%	214
	Somewhat Disagree	4%	1	6%	117
	Strongly Disagree	0%	0	3%	54
Q11b. Parents receive regular and timely information on their child's academic progress in their home language.	Strongly Agree	72%	18	57%	1,100
	Somewhat Agree	28%	7	31%	601
	Neither Agree nor Disagree	0%	0	7%	135
	Somewhat Disagree	0%	0	3%	60
	Strongly Disagree	0%	0	2%	35

Family Engagement and Communication		% by School	Total by School	% All Schools	Total All Schools
Q11c. The school uses many methods of communication with families.	Strongly Agree	76%	19	67%	1,295
	Somewhat Agree	24%	6	26%	511
	Neither Agree nor Disagree	0%	0	4%	79
	Somewhat Disagree	0%	0	1%	26
	Strongly Disagree	0%	0	1%	20
Q11d. The school seeks feedback from parents through surveys, meetings, or some other way.	Strongly Agree	56%	14	56%	1,088
	Somewhat Agree	28%	7	29%	567
	Neither Agree nor Disagree	16%	4	10%	196
	Somewhat Disagree	0%	0	3%	54
	Strongly Disagree	0%	0	1%	26
Q11e. The school has a systematic and transparent process for responding to family or community concerns.	Strongly Agree	60%	15	52%	996
	Somewhat Agree	24%	6	30%	572
	Neither Agree nor Disagree	16%	4	12%	240
	Somewhat Disagree	0%	0	4%	82
	Strongly Disagree	0%	0	2%	41
Q11f. The school informs parents about how it performs compared to other schools in the district and New York State.	Strongly Agree	48%	12	45%	873
	Somewhat Agree	16%	4	23%	448
	Neither Agree nor Disagree	36%	9	25%	484
	Somewhat Disagree	0%	0	4%	80
	Strongly Disagree	0%	0	2%	46

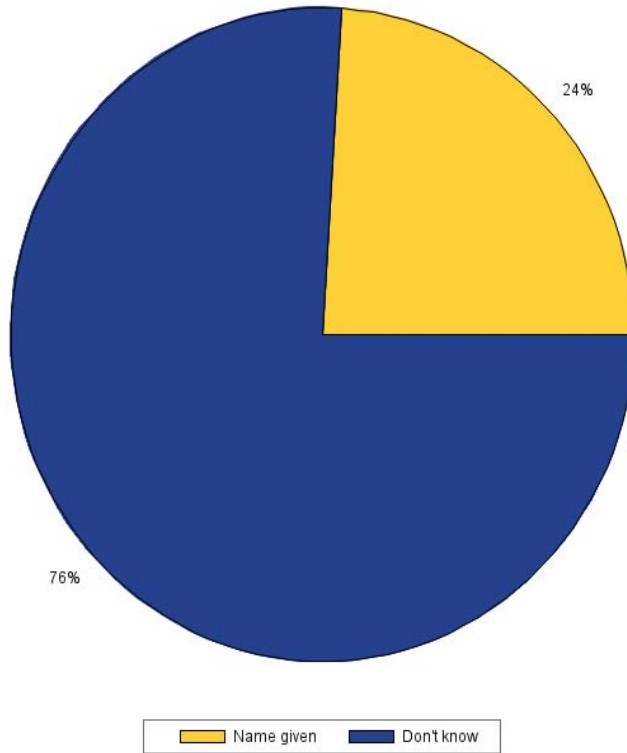
NYSED CSO Teacher Survey 2022

NEW VISIONS CHARTER HIGH SCHOOL FOR ADVANCED MATH AND SCIENCE III

25 RESPONSES

63% RESPONSE RATE

Q12. What is the name of your school's McKinney-Vento Coordinator?



McKinney-Vento		% by School	Total by School	% All Schools	Total All Schools
Q12. What is the name of your school's McKinney-Vento Coordinator?	Name given	24%	6	40%	780
	Don't know	76%	19	60%	1,151

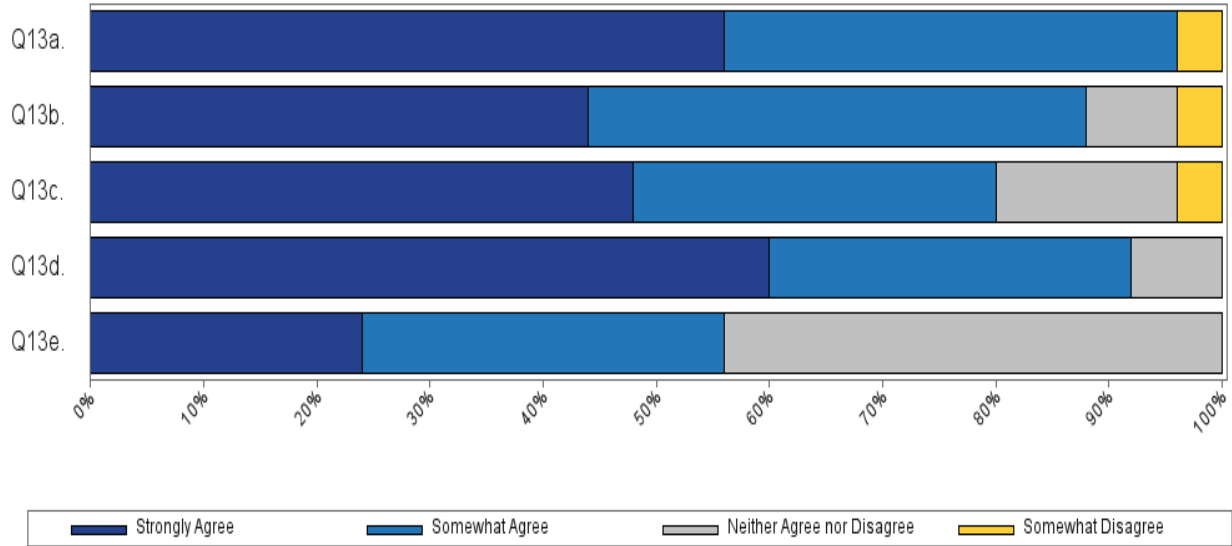
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NEW VISIONS CHARTER HIGH SCHOOL FOR ADVANCED MATH AND SCIENCE III

25 RESPONSES

63% RESPONSE RATE

Social-Emotional and Mental Health Support



Social-Emotional and Mental Health Support		% by School	Total by School	% All Schools	Total All Schools
Q13a. The school has social, emotional, and mental health programs and supports for all students.	Strongly Agree	56%	14	53%	1,023
	Somewhat Agree	40%	10	32%	618
	Neither Agree nor Disagree	0%	0	6%	111
	Somewhat Disagree	4%	1	6%	122
	Strongly Disagree	0%	0	3%	57
Q13b. School leaders collect and use data to track the social-emotional needs of all students, including students in subgroups.	Strongly Agree	44%	11	43%	831
	Somewhat Agree	44%	11	29%	552
	Neither Agree nor Disagree	8%	2	16%	314
	Somewhat Disagree	4%	1	8%	155
	Strongly Disagree	0%	0	4%	79

Social-Emotional and Mental Health Support		% by School	Total by School	% All Schools	Total All Schools
Q13c. School leaders collect and use data regarding the impact of programs designed to support the social and emotional health of all students.	Strongly Agree	48%	12	43%	829
	Somewhat Agree	32%	8	27%	526
	Neither Agree nor Disagree	16%	4	18%	352
	Somewhat Disagree	4%	1	8%	145
	Strongly Disagree	0%	0	4%	79
Q13d. The school provides staff with professional development opportunities to support the social-emotional and mental health of students in a culturally responsive manner.	Strongly Agree	60%	15	46%	892
	Somewhat Agree	32%	8	30%	583
	Neither Agree nor Disagree	8%	2	10%	202
	Somewhat Disagree	0%	0	8%	145
	Strongly Disagree	0%	0	6%	109
Q13e. The school has processes and procedures in place to address the learning and social-emotional needs of McKinney-Vento eligible students.	Strongly Agree	24%	6	36%	688
	Somewhat Agree	32%	8	20%	392
	Neither Agree nor Disagree	44%	11	35%	676
	Somewhat Disagree	0%	0	4%	78
	Strongly Disagree	0%	0	5%	97

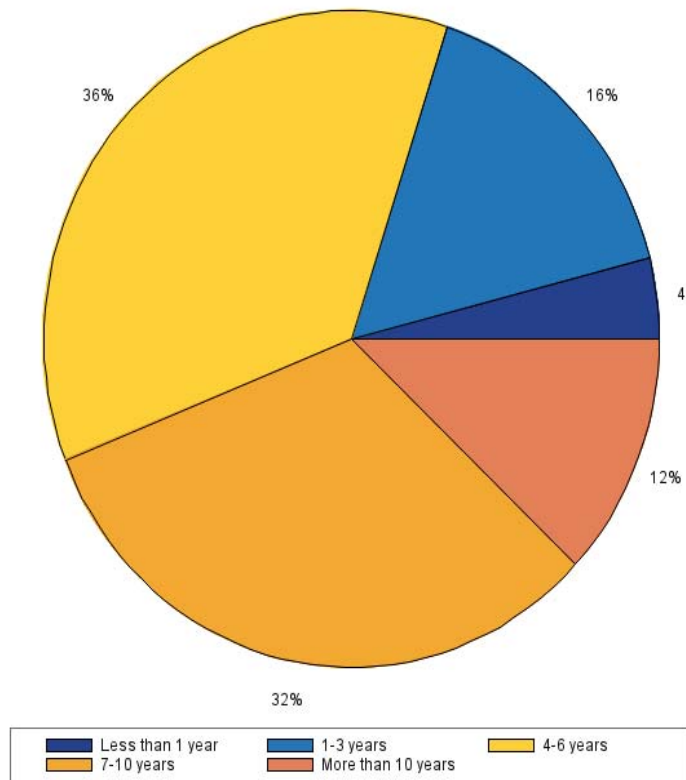
NYSED CSO Teacher Survey 2022

NEW VISIONS CHARTER HIGH SCHOOL FOR ADVANCED MATH AND SCIENCE III

25 RESPONSES

63% RESPONSE RATE

Q14. How many total years of K-12 teaching experience do you have?



Teaching Experience		% by School	Total by School	% All Schools	Total All Schools
Q14. How many total years of K-12 teaching experience do you have?	Less than 1 year	4%	1	7%	137
	1-3 years	16%	4	21%	401
	4-6 years	36%	9	26%	499
	7-10 years	32%	8	21%	408
	More than 10 years	12%	3	25%	486

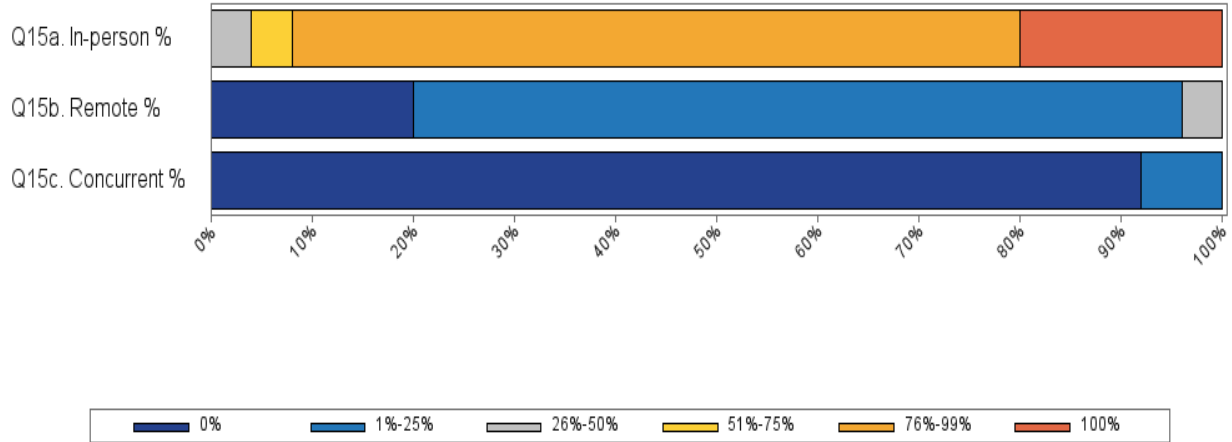
NYSED CSO Teacher Survey 2022

NEW VISIONS CHARTER HIGH SCHOOL FOR ADVANCED MATH AND SCIENCE III

25 RESPONSES

63% RESPONSE RATE

Teaching Modality



Teaching Modality		% by School	Total by School	% All Schools	Total All Schools
Q15a. In-person %	0%	0%	0	4%	69
	1% to 25%	0%	0	1%	15
	26% to 50%	4%	1	3%	63
	51% to 75%	4%	1	5%	92
	76% to 99%	72%	18	52%	1,002
	100%	20%	5	36%	690
Q15b. Remote %	0%	20%	5	42%	804
	1% to 25%	76%	19	55%	1,054
	26% to 50%	4%	1	3%	50
	51% to 75%	0%	0	0%	9
	76% to 99%	0%	0	0%	7
	100%	0%	0	0%	7

Teaching Modality		% by School	Total by School	% All Schools	Total All Schools
Q15c. Concurrent %	0%	92%	23	79%	1,522
	1% to 25%	8%	2	16%	311
	26% to 50%	0%	0	2%	38
	51% to 75%	0%	0	0%	3
	76% to 99%	0%	0	1%	13
	100%	0%	0	2%	44

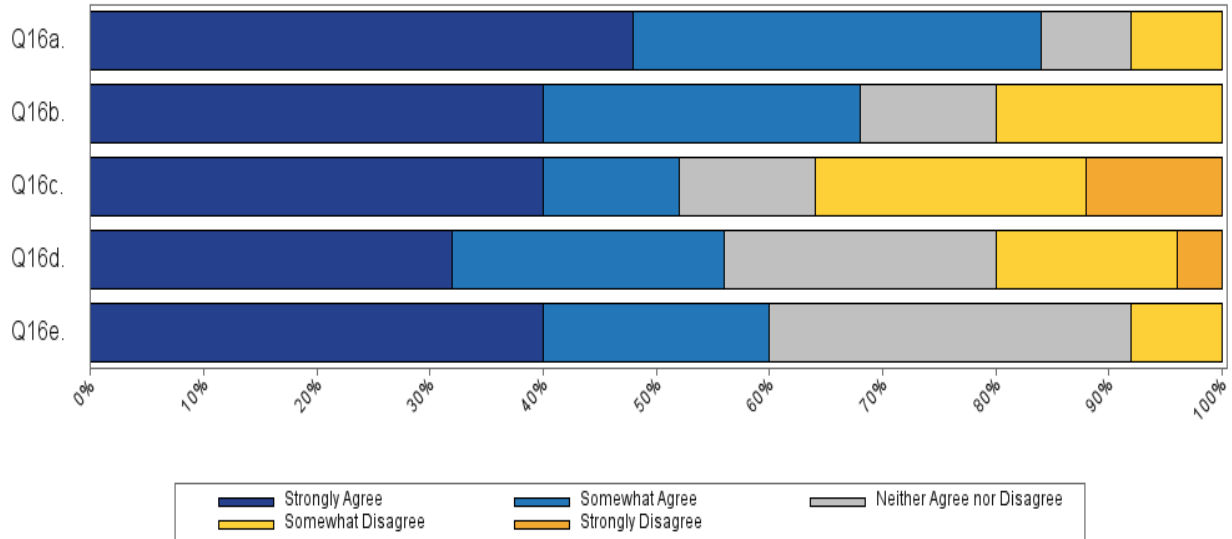
NYSED CSO Teacher Survey 2022

NEW VISIONS CHARTER HIGH SCHOOL FOR ADVANCED MATH AND SCIENCE III

25 RESPONSES

63% RESPONSE RATE

School Leadership



School Leadership		% by School	Total by School	% All Schools	Total All Schools
Q16a. The school has an effective school leadership team that communicates a clearly defined mission and set of goals to staff and the school community.	Strongly Agree	48%	12	47%	914
	Somewhat Agree	36%	9	29%	565
	Neither Agree nor Disagree	8%	2	9%	173
	Somewhat Disagree	8%	2	8%	159
	Strongly Disagree	0%	0	6%	120
Q16b. The school has a clear and well-established communication systems and decision-making processes in place to ensure effective communication across the school.	Strongly Agree	40%	10	42%	811
	Somewhat Agree	28%	7	30%	570
	Neither Agree nor Disagree	12%	3	10%	192
	Somewhat Disagree	20%	5	11%	217
	Strongly Disagree	0%	0	7%	141

School Leadership		% by School	Total by School	% All Schools	Total All Schools
Q16c. The school successfully recruits, hires, and retains key personnel that meets the needs of all students and subgroups.	Strongly Agree	40%	10	34%	655
	Somewhat Agree	12%	3	28%	539
	Neither Agree nor Disagree	12%	3	15%	280
	Somewhat Disagree	24%	6	15%	295
	Strongly Disagree	12%	3	8%	162
Q16d. The school makes decisions – when warranted – to remove ineffective staff members.	Strongly Agree	32%	8	37%	709
	Somewhat Agree	24%	6	26%	508
	Neither Agree nor Disagree	24%	6	21%	411
	Somewhat Disagree	16%	4	10%	184
	Strongly Disagree	4%	1	6%	119
Q16e. The school's leadership demonstrates a high level of accountability such that leadership takes responsibility for outcomes.	Strongly Agree	40%	10	42%	810
	Somewhat Agree	20%	5	28%	539
	Neither Agree nor Disagree	32%	8	14%	271
	Somewhat Disagree	8%	2	9%	166
	Strongly Disagree	0%	0	8%	145

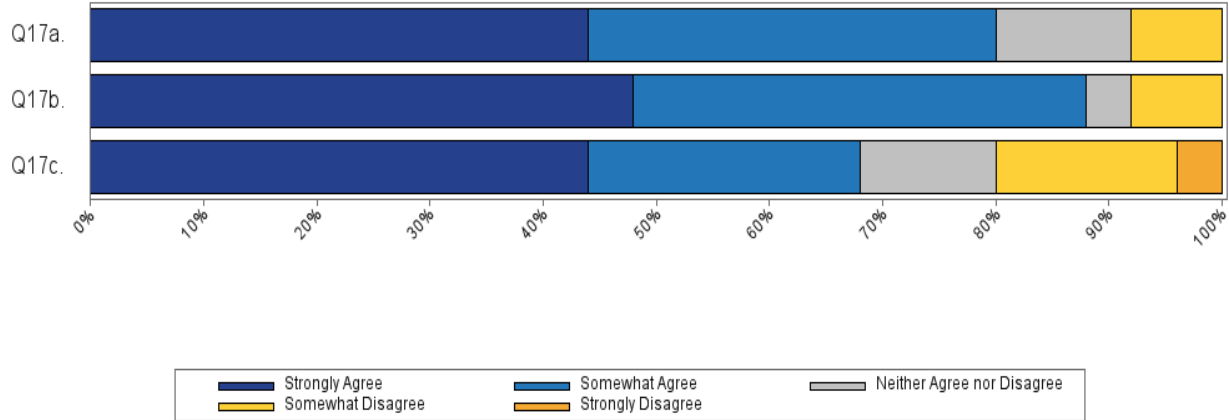
NYSED CSO Teacher Survey 2022

NEW VISIONS CHARTER HIGH SCHOOL FOR ADVANCED MATH AND SCIENCE III

25 RESPONSES

63% RESPONSE RATE

Professional Climate



Professional Climate		% by School	Total by School	% All Schools	Total All Schools
Q17a. Roles and responsibilities for leaders, staff, management, and the board of trustees are clearly defined and adhered to.	Strongly Agree	44%	11	43%	838
	Somewhat Agree	36%	9	30%	585
	Neither Agree nor Disagree	12%	3	13%	249
	Somewhat Disagree	8%	2	8%	158
	Strongly Disagree	0%	0	5%	101
Q17b. The school ensures that staff has the requisite skills, expertise, and professional development necessary to meet all students' needs, including students in subgroups.	Strongly Agree	48%	12	44%	843
	Somewhat Agree	40%	10	32%	623
	Neither Agree nor Disagree	4%	1	12%	228
	Somewhat Disagree	8%	2	8%	153
	Strongly Disagree	0%	0	4%	84

Professional Climate		% by School	Total by School	% All Schools	Total All Schools
Q17c. The school is fully staffed with personnel who are able to meet all operational needs, including finance, human resources, and communications.	Strongly Agree	44%	11	42%	813
	Somewhat Agree	24%	6	27%	527
	Neither Agree nor Disagree	12%	3	14%	267
	Somewhat Disagree	16%	4	10%	192
	Strongly Disagree	4%	1	7%	132

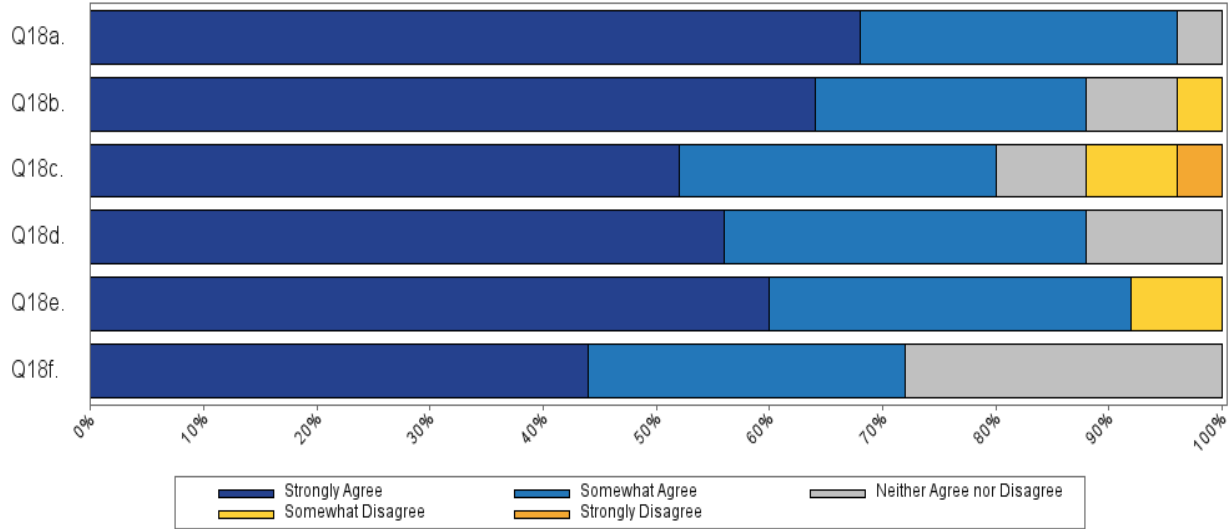
NYSED CSO Teacher Survey 2022

NEW VISIONS CHARTER HIGH SCHOOL FOR ADVANCED MATH AND SCIENCE III

25 RESPONSES

63% RESPONSE RATE

Professional Climate



Professional Climate		% by School	Total by School	% All Schools	Total All Schools
Q18a. The school has established procedures for effective collaboration among teachers.	Strongly Agree	68%	17	48%	922
	Somewhat Agree	28%	7	34%	656
	Neither Agree nor Disagree	4%	1	8%	151
	Somewhat Disagree	0%	0	7%	141
	Strongly Disagree	0%	0	3%	61
Q18b. The school has systems to monitor and maintain organizational and instructional quality through a formal evaluation process for teacher and other staff.	Strongly Agree	64%	16	52%	1,001
	Somewhat Agree	24%	6	32%	615
	Neither Agree nor Disagree	8%	2	9%	165
	Somewhat Disagree	4%	1	5%	90
	Strongly Disagree	0%	0	3%	60

Professional Climate		% by School	Total by School	% All Schools	Total All Schools
Q18c. The school has mechanisms to solicit teacher and staff feedback and to gauge their satisfaction.	Strongly Agree	52%	13	45%	870
	Somewhat Agree	28%	7	31%	599
	Neither Agree nor Disagree	8%	2	11%	207
	Somewhat Disagree	8%	2	8%	155
	Strongly Disagree	4%	1	5%	100
Q18d. The school provides you with the resources and support to do your job well when teaching remotely.	Strongly Agree	56%	14	47%	913
	Somewhat Agree	32%	8	27%	522
	Neither Agree nor Disagree	12%	3	18%	356
	Somewhat Disagree	0%	0	5%	90
	Strongly Disagree	0%	0	3%	50
Q18e. The school provides you with the resources and support to do your job well when teaching in -person.	Strongly Agree	60%	15	53%	1,030
	Somewhat Agree	32%	8	33%	633
	Neither Agree nor Disagree	0%	0	7%	128
	Somewhat Disagree	8%	2	5%	91
	Strongly Disagree	0%	0	3%	49
Q18f. The school provides you with the resources and support to do your job well when teaching concurrently.	Strongly Agree	44%	11	39%	759
	Somewhat Agree	28%	7	22%	434
	Neither Agree nor Disagree	28%	7	32%	610
	Somewhat Disagree	0%	0	4%	78
	Strongly Disagree	0%	0	3%	50

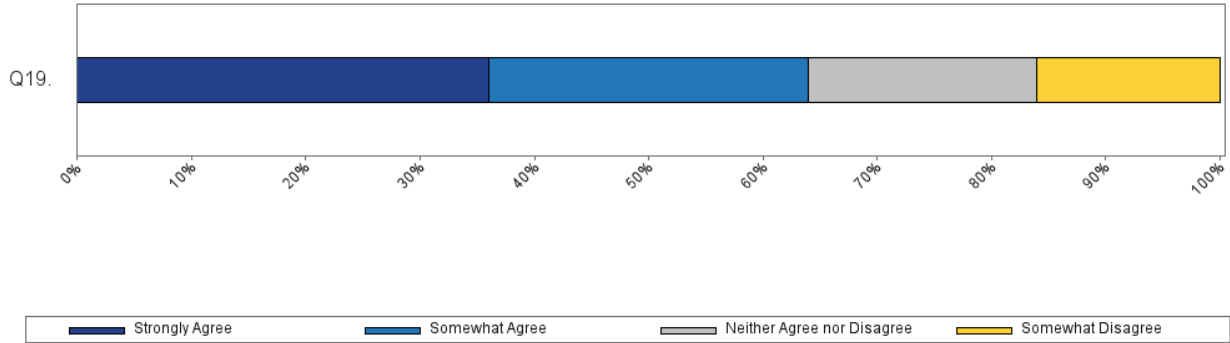
NYSED CSO Teacher Survey 2022

NEW VISIONS CHARTER HIGH SCHOOL FOR ADVANCED MATH AND SCIENCE III

25 RESPONSES

63% RESPONSE RATE

Professional Climate

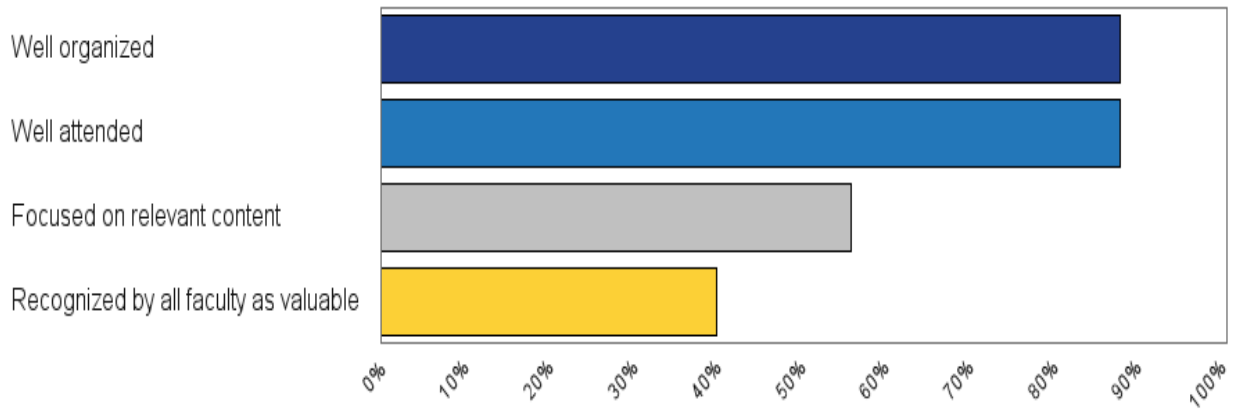


Professional Climate		% by School	Total by School	% All Schools	Total All Schools
Q19. How strongly do you agree or disagree that there is a long-term career pathway and opportunities for professional growth for you at this school?	Strongly Agree	36%	9	40%	764
	Somewhat Agree	28%	7	35%	683
	Neither Agree nor Disagree	20%	5	12%	225
	Somewhat Disagree	16%	4	8%	148
	Strongly Disagree	0%	0	6%	111

NYSED CSO Teacher Survey 2022

**NEW VISIONS CHARTER HIGH SCHOOL FOR ADVANCED MATH AND SCIENCE III
25 RESPONSES
63% RESPONSE RATE**

Q20. Meetings, such as faculty, staff, grade-level, curricular, child study, and the like are:



Q20. Meetings, such as faculty, staff, grade-level, curricular, child study, and the like are:	% by School	Total by School	% All Schools	Total All Schools
Well organized	88%	22	68%	1,314
Well attended	88%	22	78%	1,500
Focused on relevant content	56%	14	63%	1,217
Recognized by all faculty as valuable	40%	10	36%	700
None of the above	0%	0	5%	105

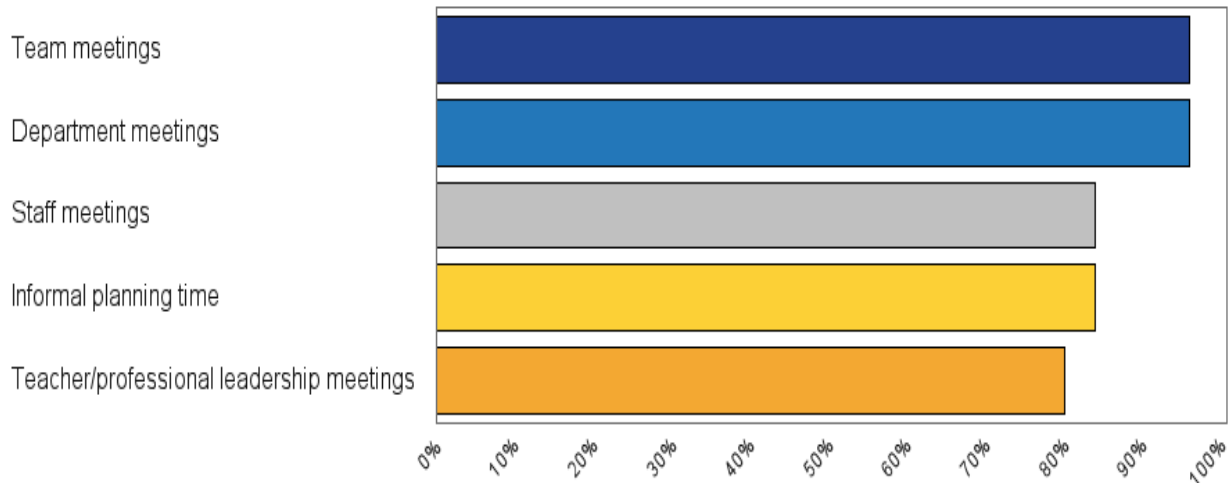
NYSED CSO Teacher Survey 2022

NEW VISIONS CHARTER HIGH SCHOOL FOR ADVANCED MATH AND SCIENCE III

25 RESPONSES

63% RESPONSE RATE

Q21. Select all types of meetings where faculty members collaborate with one another:



Q21. Select all types of meetings where faculty members collaborate with one another:	% by School	Total by School	% All Schools	Total All Schools
Team meetings	96%	24	90%	1,739
Department meetings	96%	24	67%	1,297
Staff meetings	84%	21	80%	1,553
Informal planning time	84%	21	73%	1,419
Teacher/professional leadership meetings	80%	20	65%	1,257
Other	0%	0	5%	95

NYSED CSO Teacher Survey 2022

NEW VISIONS CHARTER HIGH SCHOOL FOR ADVANCED MATH AND SCIENCE III

25 RESPONSES

63% RESPONSE RATE

Q22. Please provide any additional information you feel is relevant to better inform the NYSED Charter School Office about this school and/or to make suggestions for areas the school can improve upon.

Question Answer
Overall, the school is well run although this year we've run into many issues specifically with hiring. We do not have as many special education teachers as we should have and certain grading practices that were meant to be "no-harm" have ended up really hurting students and do not hold them accountable for their actions.
Reduce the number of meetings (Team, Department, Personal Development, etc) in order to motivate a more direct participation of teachers in their own areas of work.
The school needs a more concrete discipline policy with actual consequences for students. In an effort to be 'restorative', the school has removed traditional forms of discipline such as detention in place of 'restorative conversations' that more than often amount to nothing. The AP's and counsellors who facilitate these meetings, in my personal experience, have been ineffective and require support in the form of professional development or training if the school is to fully commit to restorative practices. A teacher was physically harassed by a student at the school this year and the worst consequence the student received (after a useless restorative meeting where the child remained unapologetic and indignant) was that the student received "ISS", which consisted of the child sitting in the main office where he hung out with friends, ate snacks, and chatted with the office workers. Due to the lack of discipline, teachers are not taken seriously by the students and the kids essentially act with impunity. If a student can put hands on a teacher and the worst consequence he receives is to be put in a glorified 'time out' for two days, without showing any remorse or making any form of an apology, and is then released back into his regular schedule, what does that say about our school culture? How is a teacher supposed to feel valued and secure at a school where a student can physically harass a teacher and go right back to business as usual after 2 days of what essentially amounts to an independent study in the main office? These are questions that I am struggling with right now as a teacher here at AMS III. I am greatly saddened and disappointed that I am made to struggle with these questions such as this after putting so much of myself into this school. This is not the first time I have felt that our code of conduct at AMS III has failed and I know I am not alone in feeling this sentiment. AMS needs to rethink its method of administering consequences because as of right now it serves no one: not the teachers, not families, and especially not the staff.
New visions Charter AMS3 is the best school to work and for students to study.

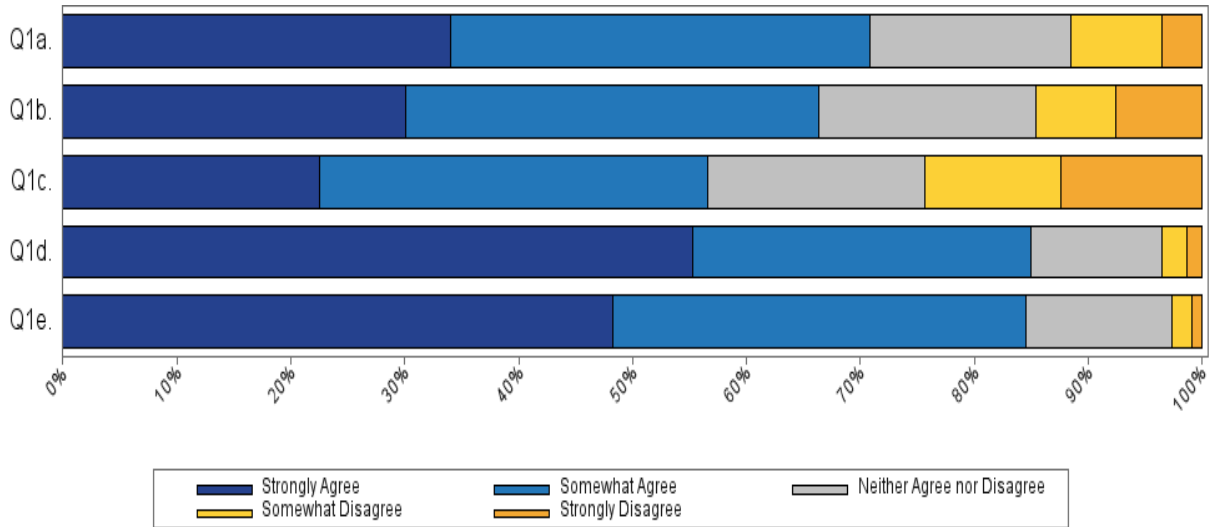
NYSED CSO Student Survey 2022

NEW VISIONS CHARTER HIGH SCHOOL FOR ADVANCED MATH AND SCIENCE III

226 RESPONSES

77% RESPONSE RATE

Student Participation



Student Participation		% by School	Total by School	% All Schools	Total All Schools
Q1a. I regularly attend school-sponsored events, such as school dances, sporting events, student performances, or other school activities.	Strongly Agree	34%	77	29%	845
	Somewhat Agree	37%	83	35%	1,025
	Neither Agree nor Disagree	18%	40	20%	589
	Somewhat Disagree	8%	18	8%	251
	Strongly Disagree	4%	8	8%	251
Q1b. I regularly participate in extra-curricular activities offered through this school such as school clubs or organizations, musical groups, sports teams, student government, or any other extra-curricular activities.	Strongly Agree	30%	68	29%	851
	Somewhat Agree	36%	82	30%	889
	Neither Agree nor Disagree	19%	43	20%	592
	Somewhat Disagree	7%	16	9%	267
	Strongly Disagree	8%	17	12%	362

Student Participation		% by School	Total by School	% All Schools	Total All Schools
Q1c. At this school, students have the opportunity to help decide things like class activities and rules.	Strongly Agree	23%	51	29%	863
	Somewhat Agree	34%	77	36%	1,061
	Neither Agree nor Disagree	19%	43	18%	542
	Somewhat Disagree	12%	27	9%	259
	Strongly Disagree	12%	28	8%	236
Q1d. There are opportunities for students at this school to get involved in sports, clubs, and other school activities outside of class.	Strongly Agree	55%	125	55%	1,633
	Somewhat Agree	30%	67	28%	820
	Neither Agree nor Disagree	12%	26	11%	317
	Somewhat Disagree	2%	5	3%	101
	Strongly Disagree	1%	3	3%	90
Q1e. I have the opportunity to be part of class discussions or activities.	Strongly Agree	48%	109	56%	1,670
	Somewhat Agree	36%	82	29%	859
	Neither Agree nor Disagree	13%	29	11%	318
	Somewhat Disagree	2%	4	2%	63
	Strongly Disagree	1%	2	2%	51

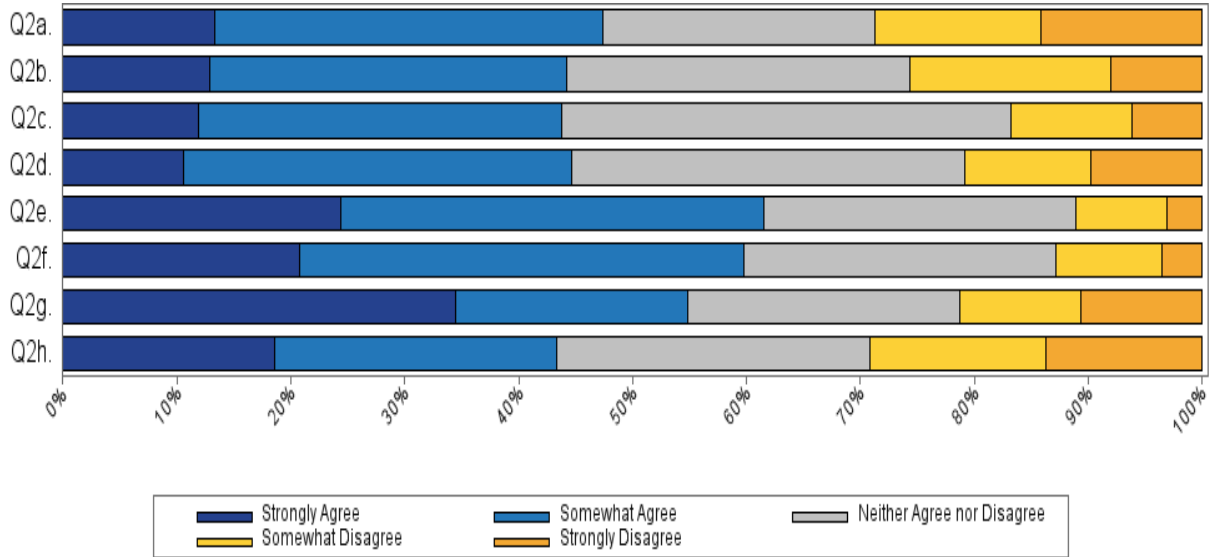
NYSED CSO Student Survey 2022

NEW VISIONS CHARTER HIGH SCHOOL FOR ADVANCED MATH AND SCIENCE III

226 RESPONSES

77% RESPONSE RATE

School Physical Environment



School Physical Environment		% by School	Total by School	% All Schools	Total All Schools
Q2a. The bathrooms in this school are clean.	Strongly Agree	13%	30	21%	613
	Somewhat Agree	34%	77	34%	1008
	Neither Agree nor Disagree	24%	54	22%	638
	Somewhat Disagree	15%	33	13%	390
	Strongly Disagree	14%	32	11%	312
Q2b. The temperature in this school is comfortable (there is heat and air conditioning as necessary).	Strongly Agree	13%	29	24%	713
	Somewhat Agree	31%	71	34%	1012
	Neither Agree nor Disagree	30%	68	22%	642
	Somewhat Disagree	18%	40	12%	366
	Strongly Disagree	8%	18	8%	228

School Physical Environment		% by School	Total by School	% All Schools	Total All Schools
Q2c. Repairs are made in a timely manner.	Strongly Agree	12%	27	20%	597
	Somewhat Agree	32%	72	30%	888
	Neither Agree nor Disagree	39%	89	32%	959
	Somewhat Disagree	11%	24	11%	314
	Strongly Disagree	6%	14	7%	203
Q2d. I am proud of the way my school looks.	Strongly Agree	11%	24	21%	624
	Somewhat Agree	34%	77	30%	896
	Neither Agree nor Disagree	35%	78	30%	891
	Somewhat Disagree	11%	25	10%	295
	Strongly Disagree	10%	22	9%	255
Q2e. I feel physically safe in my school.	Strongly Agree	24%	55	35%	1032
	Somewhat Agree	37%	84	33%	978
	Neither Agree nor Disagree	27%	62	21%	629
	Somewhat Disagree	8%	18	7%	196
	Strongly Disagree	3%	7	4%	126
Q2f. I feel safe traveling to and from my school.	Strongly Agree	21%	47	37%	1109
	Somewhat Agree	39%	88	31%	923
	Neither Agree nor Disagree	27%	62	20%	591
	Somewhat Disagree	9%	21	8%	230
	Strongly Disagree	4%	8	4%	108
Q2g. I have not had anything stolen from me at this school.	Strongly Agree	35%	78	51%	1513
	Somewhat Agree	20%	46	18%	520

School Physical Environment		% by School	Total by School	% All Schools	Total All Schools
Q2g. I have not had anything stolen from me at this school.	Neither Agree nor Disagree	24%	54	15%	432
	Somewhat Disagree	11%	24	7%	197
	Strongly Disagree	11%	24	10%	299
Q2h. I have not seen any property damaged by students at this school.	Strongly Agree	19%	42	24%	701
	Somewhat Agree	25%	56	21%	608
	Neither Agree nor Disagree	27%	62	27%	788
	Somewhat Disagree	15%	35	14%	429
	Strongly Disagree	14%	31	15%	435

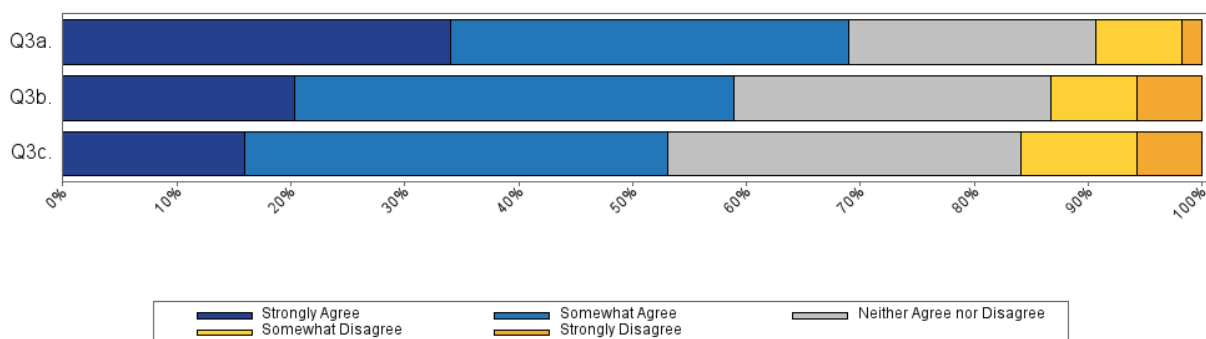
NYSED CSO Student Survey 2022

NEW VISIONS CHARTER HIGH SCHOOL FOR ADVANCED MATH AND SCIENCE III

226 RESPONSES

77% RESPONSE RATE

Learning



Learning		% by School	Total by School	% All Schools	Total All Schools
Q3a. This school provides instructional materials (e.g., textbooks, handouts) that reflect my cultural background, ethnicity, and identity.	Strongly Agree	34%	77	40%	1,181
	Somewhat Agree	35%	79	33%	963
	Neither Agree nor Disagree	22%	49	20%	587
	Somewhat Disagree	8%	17	6%	170
	Strongly Disagree	2%	4	2%	60
Q3b. The things I'm learning in school are important to me.	Strongly Agree	20%	46	30%	879
	Somewhat Agree	38%	87	36%	1,072
	Neither Agree nor Disagree	28%	63	22%	664
	Somewhat Disagree	8%	17	8%	224
	Strongly Disagree	6%	13	4%	122

Learning		% by School	Total by School	% All Schools	Total All Schools
Q3c. Classroom environments support learning and are generally free from disruption.	Strongly Agree	16%	36	27%	804
	Somewhat Agree	37%	84	36%	1,054
	Neither Agree nor Disagree	31%	70	24%	709
	Somewhat Disagree	10%	23	9%	280
	Strongly Disagree	6%	13	4%	114

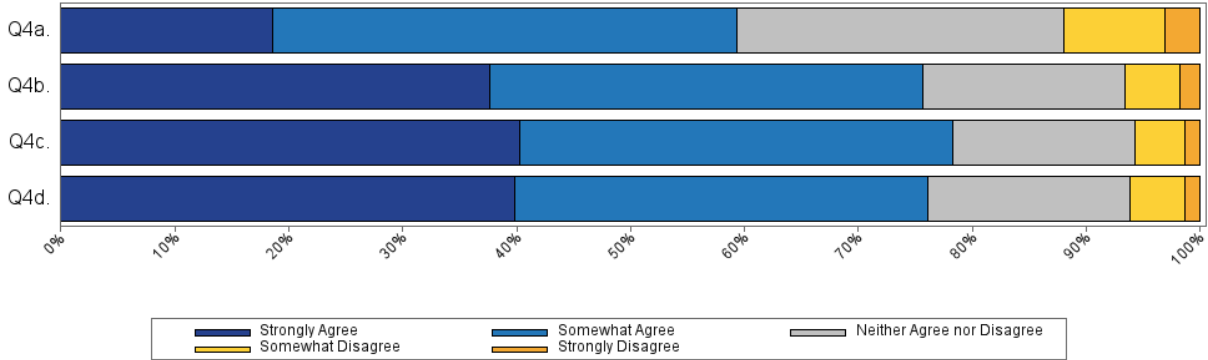
NYSED CSO Student Survey 2022

NEW VISIONS CHARTER HIGH SCHOOL FOR ADVANCED MATH AND SCIENCE III

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77% RESPONSE RATE

Learning



Learning		% by School	Total by School	% All Schools	Total All Schools
Q4a. Most or all of my classes are challenging.	Strongly Agree	19%	42	19%	566
	Somewhat Agree	41%	92	39%	1,141
	Neither Agree nor Disagree	29%	65	28%	834
	Somewhat Disagree	9%	20	11%	317
	Strongly Disagree	3%	7	3%	103
Q4b. I feel that I am on-track for high school graduation.	Strongly Agree	38%	85	43%	1,259
	Somewhat Agree	38%	86	34%	1,018
	Neither Agree nor Disagree	18%	40	17%	506
	Somewhat Disagree	5%	11	4%	127
	Strongly Disagree	2%	4	2%	51

Learning		% by School	Total by School	% All Schools	Total All Schools
Q4c. The school provides me with college prep assistance and information.	Strongly Agree	40%	91	42%	1,246
	Somewhat Agree	38%	86	32%	943
	Neither Agree nor Disagree	16%	36	20%	582
	Somewhat Disagree	4%	10	5%	141
	Strongly Disagree	1%	3	2%	49
Q4d. I know who to talk to for information about different careers.	Strongly Agree	40%	90	45%	1,319
	Somewhat Agree	36%	82	30%	877
	Neither Agree nor Disagree	18%	40	18%	525
	Somewhat Disagree	5%	11	5%	154
	Strongly Disagree	1%	3	3%	86

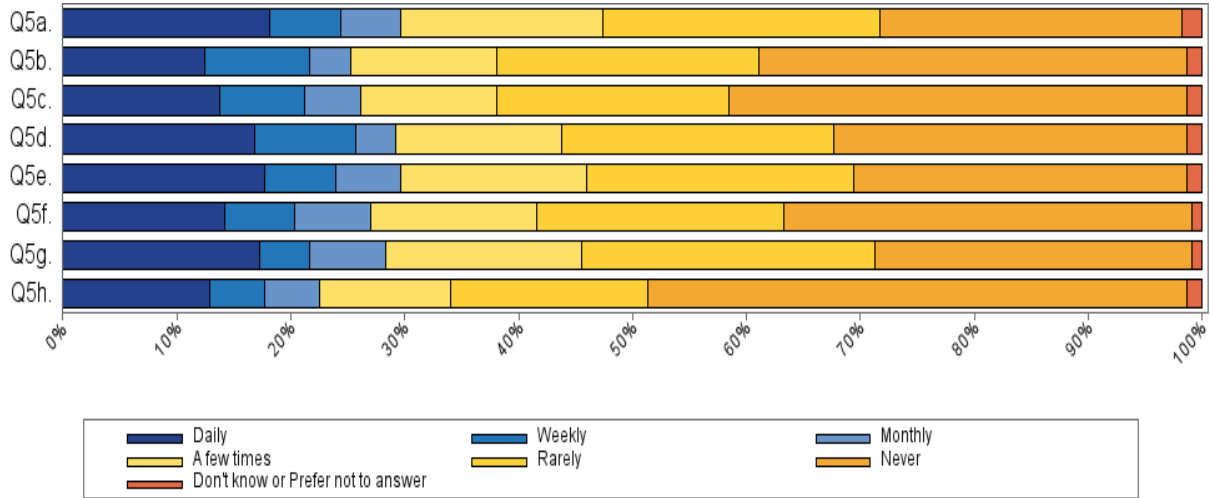
NYSED CSO Student Survey 2022

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226 RESPONSES

77% RESPONSE RATE

Bullying



Bullying		% by School	Total by School	% All Schools	Total All Schools
Q5a. Student to student based on a student's real or perceived race or ethnicity.	Daily	18%	41	14%	429
	Weekly	6%	14	7%	194
	Monthly	5%	12	3%	94
	A few times	18%	40	16%	483
	Rarely	24%	55	22%	646
	Never	27%	60	36%	1,071
	Don't know	2%	4	1%	44
Q5b. Student to student based on a student's real or perceived religion.	Daily	12%	28	11%	328
	Weekly	9%	21	5%	149
	Monthly	4%	8	3%	80
	A few times	13%	29	12%	347
	Rarely	23%	52	19%	559
	Never	38%	85	49%	1,449
	Don't know	1%	3	2%	49
Q5c. Student to student based on a student's real or perceived disability.	Daily	14%	31	11%	323
	Weekly	8%	17	4%	126
	Monthly	5%	11	3%	77
	A few times	12%	27	13%	374
	Rarely	20%	46	20%	596
	Never	40%	91	48%	1,424
	Don't know	1%	3	1%	41

Bullying		% by School	Total by School	% All Schools	Total All Schools
Q5d. Student to student based on a student's real or perceived gender identity.	Daily	17%	38	12%	359
	Weekly	9%	20	6%	170
	Monthly	4%	8	3%	77
	A few times	15%	33	16%	488
	Rarely	24%	54	20%	593
	Never	31%	70	41%	1,228
	Don't know	1%	3	2%	46
Q5e. Student to student based on a student's real or perceived sexual identity.	Daily	18%	40	13%	396
	Weekly	6%	14	6%	174
	Monthly	6%	13	4%	105
	A few times	16%	37	15%	447
	Rarely	23%	53	20%	584
	Never	29%	66	41%	1,204
	Don't know	1%	3	2%	51
Q5f. Student to student based on a student's real or perceived economic status.	Daily	14%	32	11%	322
	Weekly	6%	14	5%	143
	Monthly	7%	15	3%	100
	A few times	15%	33	12%	365
	Rarely	22%	49	20%	597
	Never	36%	81	47%	1,387
	Don't know	1%	2	2%	47
Q5g. Student to student based on another reason.	Daily	17%	39	15%	431
	Weekly	4%	10	6%	176
	Monthly	7%	15	4%	109
	A few times	17%	39	18%	535
	Rarely	26%	58	21%	636
	Never	28%	63	35%	1,028
	Don't know	1%	2	2%	46
Q5h. Teacher or administrator to student based on any of the categories listed above.	Daily	13%	29	11%	329
	Weekly	5%	11	4%	125
	Monthly	5%	11	2%	73
	A few times	12%	26	11%	315
	Rarely	17%	39	18%	529
	Never	47%	107	52%	1,541
	Don't know	1%	3	2%	49

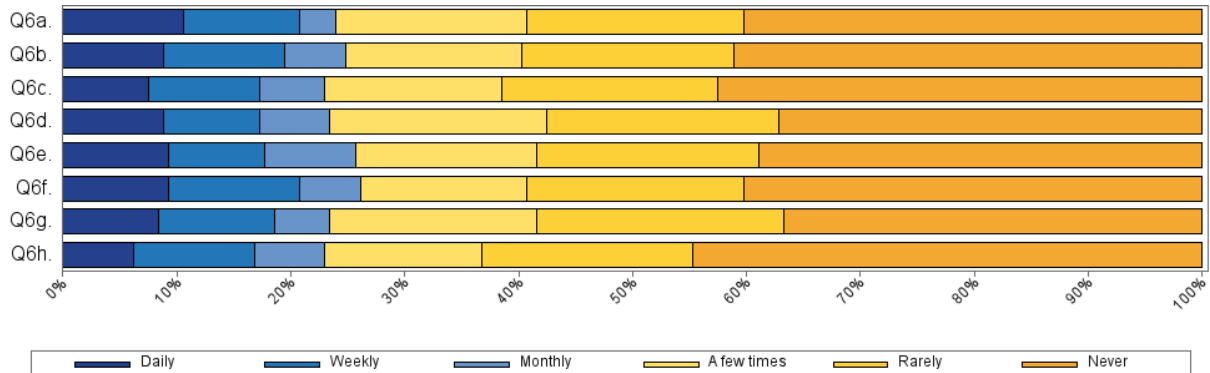
NYSED CSO Student Survey 2022

NEW VISIONS CHARTER HIGH SCHOOL FOR ADVANCED MATH AND SCIENCE III

226 RESPONSES

77% RESPONSE RATE

Cyberbullying



Cyberbullying		% by School	Total by School	% All Schools	Total All Schools
Q6a. Student to student based on a student's real or perceived race or ethnicity.	Daily	11%	24	12%	367
	Weekly	10%	23	6%	172
	Monthly	3%	7	3%	85
	A few times	17%	38	15%	436
	Rarely	19%	43	18%	546
	Never	40%	91	46%	1,355
Q6b. Student to student based on a student's real or perceived religion.	Daily	9%	20	10%	288
	Weekly	11%	24	6%	164
	Monthly	5%	12	3%	97
	A few times	15%	35	12%	342
	Rarely	19%	42	18%	542
	Never	41%	93	52%	1,528
Q6c. Student to student based on a student's real or perceived disability.	Daily	8%	17	10%	293
	Weekly	10%	22	4%	132
	Monthly	6%	13	3%	102
	A few times	15%	35	13%	396
	Rarely	19%	43	18%	547
	Never	42%	96	50%	1,491

Cyberbullying		% by School	Total by School	% All Schools	Total All Schools
Q6d. Student to student based on a student's real or perceived gender identity.	Daily	9%	20	11%	316
	Weekly	8%	19	5%	142
	Monthly	6%	14	4%	116
	A few times	19%	43	15%	444
	Rarely	20%	46	18%	544
	Never	37%	84	47%	1,399
Q6e. Student to student based on a student's real or perceived sexual identity.	Daily	9%	21	11%	321
	Weekly	8%	19	5%	157
	Monthly	8%	18	5%	134
	A few times	16%	36	14%	429
	Rarely	19%	44	18%	535
	Never	39%	88	47%	1,385
Q6f. Student to student based on a student's real or perceived economic status.	Daily	9%	21	10%	291
	Weekly	12%	26	5%	153
	Monthly	5%	12	4%	114
	A few times	15%	33	12%	369
	Rarely	19%	43	19%	556
	Never	40%	91	50%	1,478
Q6g. Student to student based on another reason.	Daily	8%	19	12%	363
	Weekly	10%	23	6%	177
	Monthly	5%	11	5%	138
	A few times	18%	41	16%	478
	Rarely	22%	49	19%	560
	Never	37%	83	42%	1,245
Q6h. Teacher or administrator to student based on any of the categories listed above.	Daily	6%	14	10%	285
	Weekly	11%	24	5%	146
	Monthly	6%	14	3%	98
	A few times	14%	31	10%	297
	Rarely	19%	42	15%	454
	Never	45%	101	57%	1,681

NYSED CSO Student Survey 2022

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226 RESPONSES

77% RESPONSE RATE

**Q7. If you did experience or observe cyberbullying,
please list examples of the types of cyberbullying you saw:**

Question Answer
trolling
nudes getting spread
Name calling and trolling online.
Making fun of other kids background make fun of their languages
People calling other people names
Trolling
creating made-up profiles to post harmful things, dissing, trolling, and flaming
Im not on social media so i would not know of the situation there.
name calling
cyber-bullying, Harassment
cyberstalking i saw outside the school
sharing of pictures and dissing.
Try to conclude the situation or deescalate it as best as possible or tell a teacher.
People getting beat up ig
using the zoom chat to make fun of people
outing
I do not speak with authorities
Harassment and cyberstalking
People talking down on the person or picking at them on social media.
Embarrasing the students other times
I prefer to not say
fake accounts, impersonating the other person.
Harassment
Someone told me to stfu on discord chats
using the word "gay as derogatory"
I don 't have outing on people.
people bullying for race
you cant get bullied online

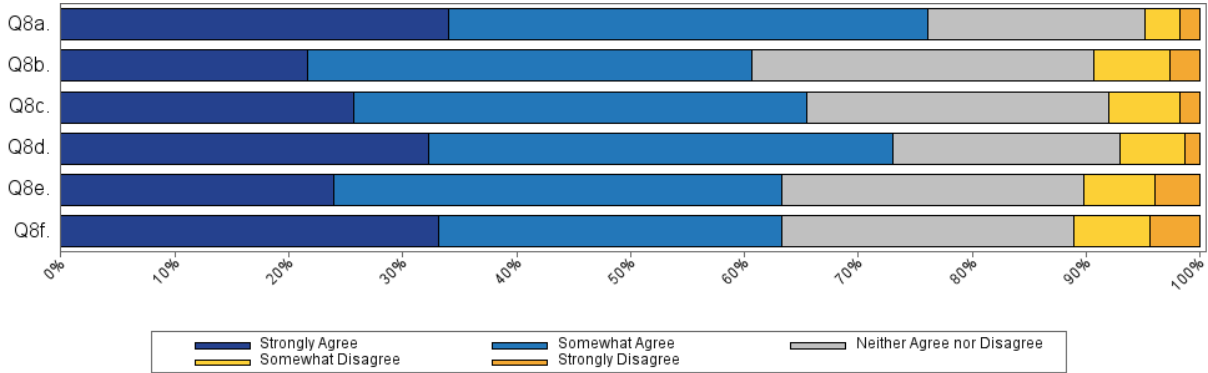
NYSED CSO Student Survey 2022

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226 RESPONSES

77% RESPONSE RATE

Teacher Involvement



Teacher Involvement		% by School	Total by School	% All Schools	Total All Schools
Q8a. Most or all of my teachers are available to help me with schoolwork.	Strongly Agree	34%	77	44%	1,292
	Somewhat Agree	42%	95	39%	1,154
	Neither Agree nor Disagree	19%	43	13%	387
	Somewhat Disagree	3%	7	3%	90
	Strongly Disagree	2%	4	1%	38
Q8b. Most or all of my teachers care about me.	Strongly Agree	22%	49	37%	1,085
	Somewhat Agree	39%	88	35%	1,035
	Neither Agree nor Disagree	30%	68	22%	639
	Somewhat Disagree	7%	15	4%	132
	Strongly Disagree	3%	6	2%	70

Teacher Involvement		% by School	Total by School	% All Schools	Total All Schools
Q8c. Most or all of my teachers give me individual attention when I ask and even when I don't ask but need it.	Strongly Agree	26%	58	35%	1,039
	Somewhat Agree	40%	90	37%	1,083
	Neither Agree nor Disagree	27%	60	21%	610
	Somewhat Disagree	6%	14	6%	171
	Strongly Disagree	2%	4	2%	58
Q8d. Most or all of my teachers expect me to do my best all the time.	Strongly Agree	32%	73	50%	1,469
	Somewhat Agree	41%	92	32%	948
	Neither Agree nor Disagree	20%	45	14%	423
	Somewhat Disagree	6%	13	3%	86
	Strongly Disagree	1%	3	1%	35
Q8e. Most or all of my teachers often connect what I am learning to life outside the classroom.	Strongly Agree	24%	54	32%	958
	Somewhat Agree	39%	89	34%	1,017
	Neither Agree nor Disagree	27%	60	22%	650
	Somewhat Disagree	6%	14	7%	215
	Strongly Disagree	4%	9	4%	121
Q8f. I have at least one adult at the school that I can talk to about problems I'm dealing with outside of school.	Strongly Agree	33%	75	44%	1,317
	Somewhat Agree	30%	68	24%	723
	Neither Agree nor Disagree	26%	58	18%	547
	Somewhat Disagree	7%	15	5%	145
	Strongly Disagree	4%	10	8%	229

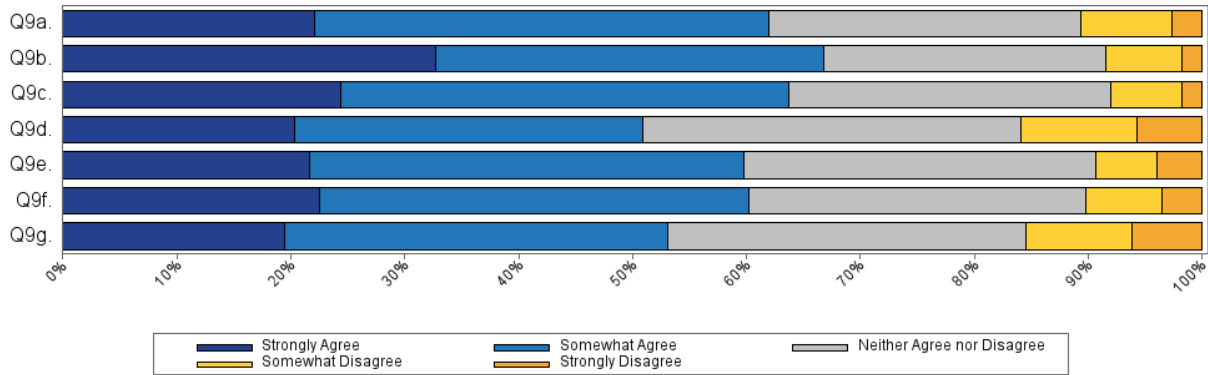
NYSED CSO Student Survey 2022

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226 RESPONSES

77% RESPONSE RATE

Behavior Management



Behavior Management		% by School	Total by School	% All Schools	Total All Schools
Q9a. I am treated respectfully by most or all of my fellow students.	Strongly Agree	22%	50	35%	1048
	Somewhat Agree	40%	90	37%	1098
	Neither Agree nor Disagree	27%	62	19%	549
	Somewhat Disagree	8%	18	6%	172
	Strongly Disagree	3%	6	3%	94
Q9b. I am treated respectfully by most or all of my teachers and other adults in my school.	Strongly Agree	33%	74	47%	1397
	Somewhat Agree	34%	77	32%	953
	Neither Agree nor Disagree	25%	56	15%	439
	Somewhat Disagree	7%	15	4%	120
	Strongly Disagree	2%	4	2%	52

Behavior Management		% by School	Total by School	% All Schools	Total All Schools
Q9c. Most or all of the adults working at this school reward students for positive behavior.	Strongly Agree	24%	55	35%	1024
	Somewhat Agree	39%	89	33%	966
	Neither Agree nor Disagree	28%	64	23%	684
	Somewhat Disagree	6%	14	6%	173
	Strongly Disagree	2%	4	4%	114
Q9d. I feel that the school's discipline policy is applied fairly to all students.	Strongly Agree	20%	46	29%	872
	Somewhat Agree	31%	69	29%	860
	Neither Agree nor Disagree	33%	75	23%	689
	Somewhat Disagree	10%	23	10%	290
	Strongly Disagree	6%	13	8%	250
Q9e. Most or all of the adults working at this school help students develop strategies to understand and control their feelings and actions.	Strongly Agree	22%	49	33%	986
	Somewhat Agree	38%	86	34%	992
	Neither Agree nor Disagree	31%	70	24%	701
	Somewhat Disagree	5%	12	6%	173
	Strongly Disagree	4%	9	4%	109
Q9f. I feel that the school culture supports me.	Strongly Agree	23%	51	34%	1017
	Somewhat Agree	38%	85	31%	907
	Neither Agree nor Disagree	30%	67	26%	766
	Somewhat Disagree	7%	15	5%	151
	Strongly Disagree	4%	8	4%	120

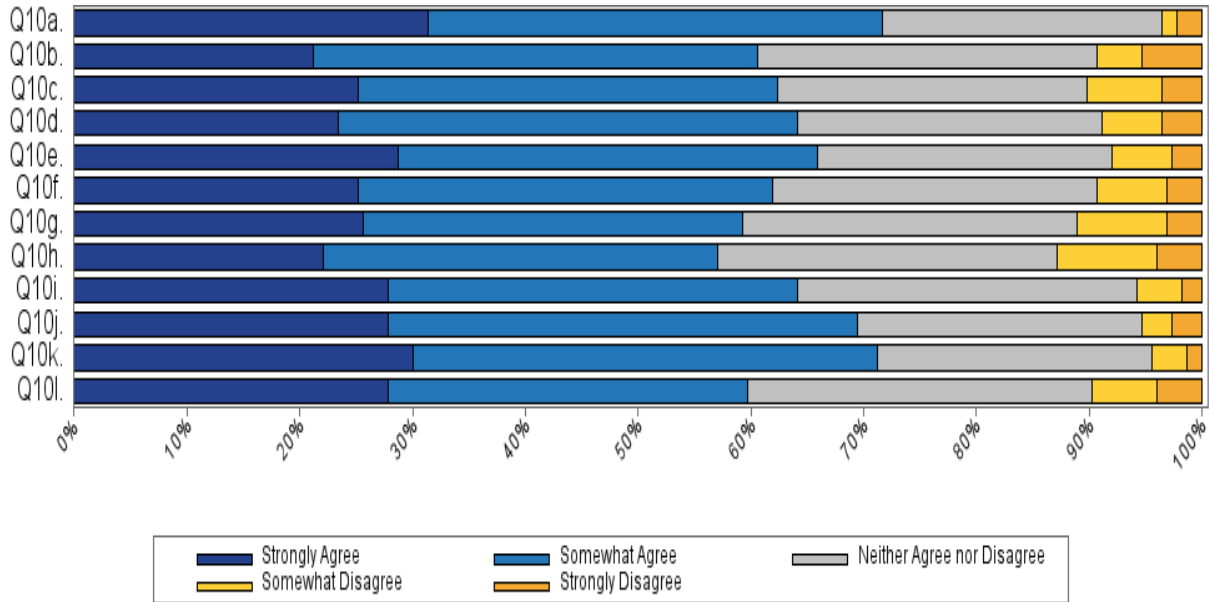
NYSED CSO Student Survey 2022

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226 RESPONSES

77% RESPONSE RATE

My school teaches me...



My school teaches me...		% by School	Total by School	% All Schools	Total All Schools
Q10a. ...to be respectful of all people, regardless of their background or appearance.	Strongly Agree	31%	71	50%	1,479
	Somewhat Agree	40%	91	28%	839
	Neither Agree nor Disagree	25%	56	17%	498
	Somewhat Disagree	1%	3	3%	76
	Strongly Disagree	2%	5	2%	69
Q10b. ...what bullying behavior looks like.	Strongly Agree	21%	48	39%	1,140
	Somewhat Agree	39%	89	30%	875
	Neither Agree nor Disagree	30%	68	24%	698
	Somewhat Disagree	4%	9	5%	135
	Strongly Disagree	5%	12	4%	113

My school teaches me...		% by School	Total by School	% All Schools	Total All Schools
Q10c. ...what to do if I am bullied or see someone else being bullied.	Strongly Agree	25%	57	39%	1,142
	Somewhat Agree	37%	84	29%	847
	Neither Agree nor Disagree	27%	62	24%	701
	Somewhat Disagree	7%	15	5%	156
	Strongly Disagree	4%	8	4%	115
Q10d. ...skills for coping with stressful events and situations.	Strongly Agree	23%	53	37%	1,096
	Somewhat Agree	41%	92	30%	878
	Neither Agree nor Disagree	27%	61	23%	672
	Somewhat Disagree	5%	12	6%	185
	Strongly Disagree	4%	8	4%	130
Q10e. ...how to organize my time.	Strongly Agree	29%	65	37%	1,105
	Somewhat Agree	37%	84	31%	918
	Neither Agree nor Disagree	26%	59	22%	653
	Somewhat Disagree	5%	12	6%	180
	Strongly Disagree	3%	6	4%	105
Q10f. ...how to make decisions that are good for my health.	Strongly Agree	25%	57	39%	1,159
	Somewhat Agree	37%	83	31%	913
	Neither Agree nor Disagree	29%	65	22%	646
	Somewhat Disagree	6%	14	5%	148
	Strongly Disagree	3%	7	3%	95
Q10g. ...how to recognize the emotions I am feeling.	Strongly Agree	26%	58	34%	1,015
	Somewhat Agree	34%	76	29%	858

My school teaches me...		% by School	Total by School	% All Schools	Total All Schools
Q10g. ...how to recognize the emotions I am feeling.	Neither Agree nor Disagree	30%	67	26%	765
	Somewhat Disagree	8%	18	7%	202
	Strongly Disagree	3%	7	4%	121
Q10h. ...ways to keep calm when I am upset.	Strongly Agree	22%	50	34%	1,019
	Somewhat Agree	35%	79	29%	864
	Neither Agree nor Disagree	30%	68	25%	755
	Somewhat Disagree	9%	20	6%	183
	Strongly Disagree	4%	9	5%	140
Q10i. ...about other cultures	Strongly Agree	28%	63	41%	1,206
	Somewhat Agree	36%	82	32%	946
	Neither Agree nor Disagree	30%	68	20%	600
	Somewhat Disagree	4%	9	4%	124
	Strongly Disagree	2%	4	3%	85
Q10j. ...about the value of education for my future success and well-being.	Strongly Agree	28%	63	45%	1,334
	Somewhat Agree	42%	94	31%	925
	Neither Agree nor Disagree	25%	57	19%	561
	Somewhat Disagree	3%	6	3%	81
	Strongly Disagree	3%	6	2%	60
Q10k. ...where to go to if I am struggling with my school work.	Strongly Agree	30%	68	42%	1,238
	Somewhat Agree	41%	93	32%	933
	Neither Agree nor Disagree	24%	55	21%	610
	Somewhat Disagree	3%	7	4%	107

My school teaches me...		% by School	Total by School	% All Schools	Total All Schools
Q10k. ...where to go to if I am struggling with my school work.	Strongly Disagree	1%	3	2%	73
Q10l. ...where to go to if I am struggling with my emotions or something that happened to me.	Strongly Agree	28%	63	38%	1,116
	Somewhat Agree	32%	72	29%	862
	Neither Agree nor Disagree	31%	69	23%	690
	Somewhat Disagree	6%	13	6%	168
	Strongly Disagree	4%	9	4%	125

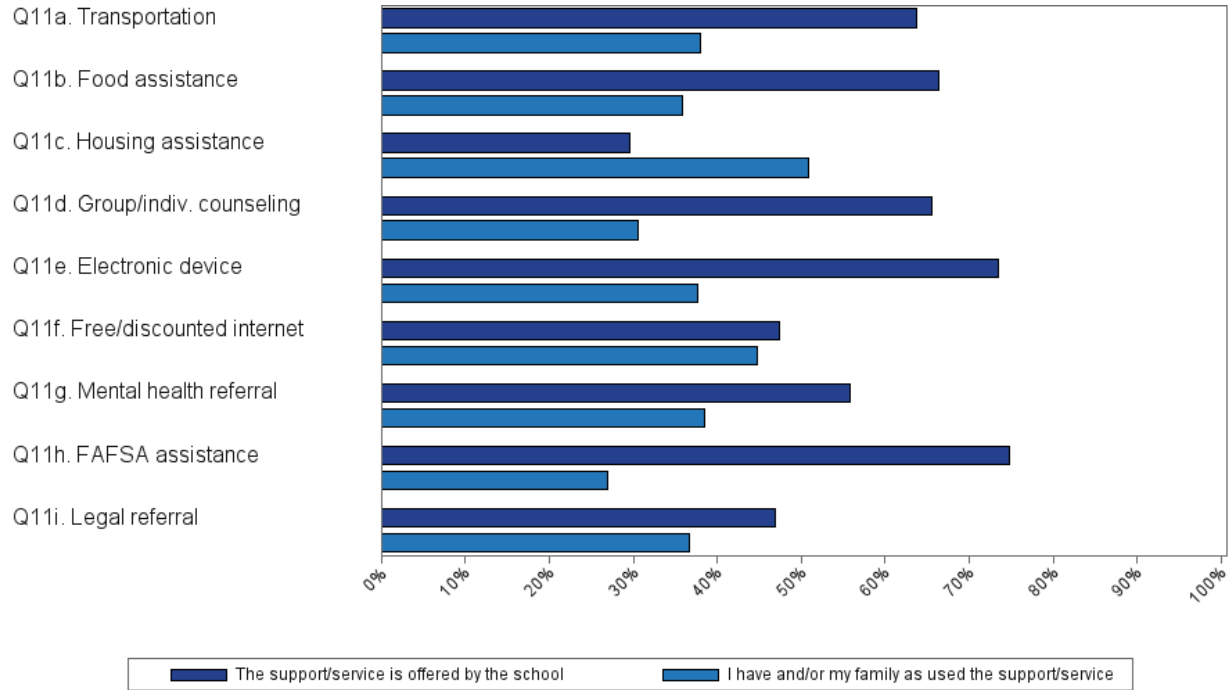
NYSED CSO Student Survey 2022

NEW VISIONS CHARTER HIGH SCHOOL FOR ADVANCED MATH AND SCIENCE III

226 RESPONSES

77% RESPONSE RATE

Support Services



Support Services		% by School	Total by School	% All Schools	Total All Schools
Q11a. Transportation	The support/service is offered by the school	64%	144	68%	2,024
	I have and/or my family as used the support/service	38%	86	37%	1,107

Support Services		% by School	Total by School	% All Schools	Total All Schools
Q11b. Food assistance	The support/service is offered by the school	66%	150	66%	1,961
	I have and/or my family as used the support/service	36%	81	36%	1,055
Q11c. Housing assistance	The support/service is offered by the school	30%	67	31%	921
	I have and/or my family as used the support/service	51%	115	46%	1,357
Q11d. Group/individ. counseling	The support/service is offered by the school	65%	148	67%	1,976
	I have and/or my family as used the support/service	31%	69	28%	823
Q11e. Electronic device	The support/service is offered by the school	73%	166	75%	2,221
	I have and/or my family as used the support/service	38%	85	36%	1,059
Q11f. Free/discounted internet	The support/service is offered by the school	47%	107	58%	1,725
	I have and/or my family as used the support/service	45%	101	38%	1,127
Q11g. Mental health referral	The support/service is offered by the school	56%	126	54%	1,599

Support Services		% by School	Total by School	% All Schools	Total All Schools
Q11g. Mental health referral	I have and/or my family as used the support/service	38%	87	32%	962
Q11h. FAFSA assistance	The support/service is offered by the school	75%	169	65%	1,927
	I have and/or my family as used the support/service	27%	61	27%	812
Q11i. Legal referral	The support/service is offered by the school	47%	106	47%	1,395
	I have and/or my family as used the support/service	37%	83	33%	964

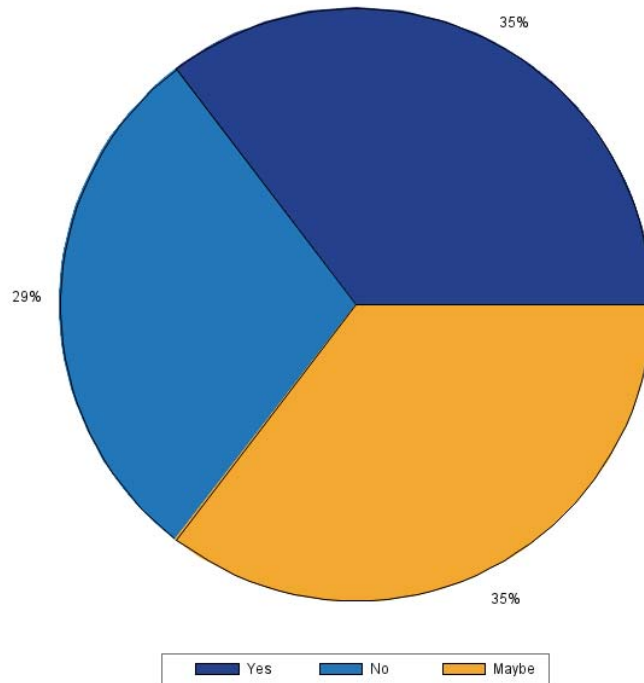
NYSED CSO Student Survey 2022

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226 RESPONSES

77% RESPONSE RATE

Q12. Would you choose to be attending a different school if you could?



School Choice		% by School	Total by School	% All Schools	Total All Schools
Q12. Would you choose to be attending a different school if you could?	Yes	35%	80	26%	781
	No	29%	66	39%	1,151
	Maybe	35%	80	35%	1,029

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**Q13a. Explain why you chose "Yes" as your answer to
"Would you choose to be attending a different school if you could?"**

Question Answer
i only came here because a family member of mine was here
i just dont like being around people and big enviornments
i would rather go to a no uniform school
This wasn't my choice
I don't like the school
i feel comfortable in school
i feel like they will have more programs that will cater to me
Live far and it stressful trying to get here in the morning
its not because if the school environment, its what i want to study specifically, forensics and law and AMS3 doesn't provide classes for those interests
no this school has a good cirriculum i enjoy it
i dont know
unreasonable rules like no phones nor hoodies.A phone wont affect anyones safety and we will just be getting it back at the end of the day so whats the point in taking them
I hate the distance of my school and they take our phones before school starts which makes school less fun for me and less enjoyable which makes me not want to do work even more.
It's because the school isn't a challenging school for me academically. I would have perfered to go to a school with a harder circullium.
AMS isn't an ejoyable school anymore
maybe more dances and events
I chose this answer because this school feels like were in prison, like not having our phone, like understand why we wouldn't have our but at least we could have it twice a week, like its our device,responsibility not y'all.
Yes because i feel like i would do better at a different school
this was my only option
Its a decent school but its far from my home so If I could i Owuld transfer to a school closer to me
I initially wanted to attend a performing arts school so it's really nothing personal
this school is boring we only learn . we never get a break.
i dont live in brooklyn
online schooling
My school does not consider the feelings of the students nor properly listen to solve our problems. They do whats best for them.
I mean there is nothing wrong with this school in general I just feel stress just doing the same thing over and over
this school sucks
most of my support is in this school
I don't like the students in my grade, the way they think disgust me.
People that supported me in this school is gone so I feel like I have no support
I said what I said because I don't feel like we have a lot of freedom in this school compared to other schools my friends and families goes to.

NYSED CSO Student Survey 2022

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**Q13a. Explain why you chose "Yes" as your answer to
"Would you choose to be attending a different school if you could?"**

Question Answer
I hate it here
because it not for me
The athletic system is new york city is dumb. If you are not in the highest conference you are invisible to colleges...
i feel down in this school
this school helps but only does it for the looks and graduation rates
Due to Distance and how some of the kids act.
dont like it here!!
Because this school is not for me
because some staff i have by myself
Because I have to do it
I just feel as though I would be more productive in another school
i can speak my mind in class
The environment would suit me better in a different area.
i honestly would choose a different school because theres always a better choose or option.
because, yes
Don't worry about it
i just don't like this school

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**Q13b. Explain why you chose "No" as your answer to
"Would you choose to be attending a different school if you could?"**

Question Answer
I do not like this school but these issues are symptoms of the entire institution. At least with this school commute is simple
No because this school is pretty good.
Because I feel great in this school and they are helping grow as a person and helps me prepare my future.
I like the school
because i love my school.
im good where im at
Because its close to my house
i like my school
i dont know
i feel like i am working myself in here because i have a good connection to the teachers and the students.
Too much work to change schools.
i like it here have freinds and the teachers are good
Because I love this school
bc no
because i like the school
i like this school
bc i got so used to the school
bad concerns are not always listen to
Theres no need to change my school now
the things i'm learning here i would learn at other schools
i like my school
Even if I had the chance to I probably wouldn't because I have such good bonds with the teachers and my friends here and I like most of the classes I take. Although it does get hard sometimes, I really prefer this school over some of the others I can get into.
this is a nice small school that has let me reach the top of the academic pyramid because of it's small numbers
This school is fine
this school is good
im comfortable in my school
I like this particular school because i feel welcomed here
I am content with what I have earned from my school and what it has taught me, along with what I have accomplished here
I feel safe
its too late i will graduate in less than 2 months
Because I would'nt
I feel comfortable in my school and the people around me

NYSED CSO Student Survey 2022

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Q13b. Explain why you chose "No" as your answer to

"Would you choose to be attending a different school if you could?"

Question Answer
I'm a senior, no reason for me to leave a school I have been in for years, and this school best supports me better then other schools
I like the activities that my school after and I like the facility
its a good school

NYSED CSO Student Survey 2022

NEW VISIONS CHARTER HIGH SCHOOL FOR ADVANCED MATH AND SCIENCE III

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**Q13c. Explain why you chose "Maybe" as your answer to
"Would you choose to be attending a different school if you could?"**

Question Answer
Not everyone can handle when someone expresses their emotions to the full extent
because im not so sure about this school
It is because school is ok here but not as good
This doesnt really have anything to do with the school but this year has been pretty rough and it makes me not want to go to school because of a certain situation that happened between me and another student in my school.
i said maybe because i heard other schools that treats the students the same
I'd like to have my phone and have half days as well as more freedom in the hallways.
If I were to attend to a different school it'd be because of the wider variety of materials or a more diverse curriculum where you're able to choose and have more to do.
because i want strong haight school for my better future
the school can be annoying
because there are more good schools
I have my days where i don't want to be here and days where i do
I chose this answer because there are other schools that better but this school is a great school a well
maybe
this school wasn't necessary my first choice and if my first choice school gave me a chance i would be attending school there
i dont know
look for better options
Because sometimes the kids are annoying and messy. The teachers are just fine
For a better experience.
No, i have no question
There's no culinary club in-person.
cause its the truth
Just for a chnage
Sometimes I feel like leaving the school and sometimes I don't
the school is good its just the people.
no i am good
we were uniform, we cant wear crocs , we cant wear hats and etcc
sometimes i like school sometimes i dont
my school is okay but sometimes it can not feel as welcoming
I honestly don't know
it's too far
This school can be so much better if yall change some of these rules like dress codes you can keep the phone it dont go no service in here anyways just like cut us some slackyk
This school is unfair and treats scholars poorly

NYSED CSO Student Survey 2022
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**Q14. If there is anything else you would like us to know
about your experience in this school, please let us know here.**

Question Answer
Chillin.
i like girls
This school is not it brother man
i think my school is helped me more that everyone i mean like when i came i cant speak english ever and look at me now
parties
this school is badddd
Is better
The other schools in the building can be really annoying and loud
Odd questions, you people are weird
I want peace
I hate it here.
AMS3 needs a culinary or etiquette class
online school is better
rather be online schooling
next year something should change about this school
why cant i wear my hoodie