



New York State Education Department

2022-2023 Renewal Site Visit Report for BoR-Authorized Charter Schools under the 2019 Charter School Performance Framework

New Visions Charter High School for the Humanities II

Renewal Site Visit Dates: December 8-9, 2022

Date of Final Draft Report: May 10, 2022

Date of Final Report: May 15, 2023

[Charter School Office](#)

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SCHOOL DESCRIPTION

Charter School Summary¹

Name of Charter School	New Visions Charter High School for the Humanities II
Board Chair	Fred Levy
District of location	NYC CSD 8
Opening Date	Fall 2012
Charter Terms	<ul style="list-style-type: none"> • Initial Charter: August 13, 2012 - June 30, 2017 • First Renewal: July 1, 2017 - June 30, 2020 • Second Renewal: July 1, 2020 - June 30, 2023
Current Term Authorized Grades/ Approved Enrollment	Grades 9-12 / 566 students
Proposed Renewal Term Authorized Grades/ Proposed Approved Enrollment	Grades 9-12 / 566 students
Comprehensive Management Service Provider	New Visions Public Schools
Facilities	900 Tinton Avenue, Bronx, NY – Public Space
Mission Statement	<i>The New Visions Charter High School for the Humanities II (HUM II) provides all students, regardless of their previous academic history, the highest quality education in an atmosphere of respect, responsibility and rigor. HUM CHARTER II ensures that its graduates have the skills and content knowledge necessary to succeed in their postsecondary choices by engaging its students, teachers and administrators in coherent 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 the humanities – the stories, the ideas, and the words that help us make sense of our lives – students generate research questions, develop the skills necessary to answer those questions, imagine and create products that demonstrate their understanding, and defend their knowledge publicly.²</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

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

² At the time of the site visit, this mission statement was the CSO approved version. Since then, the CSO has received a non-material revision request from the school to update its mission statement. Upon approval, the updated mission will be the version on record.

	<ul style="list-style-type: none"> • Inclusive Family Engagement • Civic and Community Engagement • Data-Driven Continuous Improvement
Requested Revisions (Revisions are not approved unless approved by the Board of Regents)	None

Noteworthy: School leaders at the New Visions Charter High School for the Humanities II (HUM II) believe that a deeper understanding of the humanities is important for students' post-secondary success. During this charter term, the school has enhanced its focus on reading, writing, and critical thinking across the curriculum; increased its language offerings; incorporated a civic engagement project that will offer students the chance to earn the Seal of Civic Readiness starting this school year; and developed an arts program sequence for Grades 9-12 that culminates in an advanced seminar in the arts that students may participate in their senior year. HUM II values the cultural and linguistic diversity among the members of its school community. The school is committed to capitalizing on students' English language development and providing a program to develop both English and Spanish at an academic level, allowing its students the opportunity to earn the Seal of Biliteracy.

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 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 2020 to 2021	Year 2 2021 to 2022	Year 3 2022 to 2023
Grade Configuration	Grades 9-12	Grades 9-12	Grades 9-12
Total Approved Enrollment	566	566	566

Proposed Renewal Term Grade Levels and Proposed Enrollment Requested by the School³

	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	566	566	566	566	566

METHODOLOGY

³ This proposed chart was submitted by New Visions Charter High School for the Humanities II in its renewal application. It is subject to change pending the final renewal recommendation and approval by the Board of Regents. This chart should not be used to determine the final approved grade levels or enrollment of the school in the subsequent renewal term.

A two-day) remote renewal site visit was conducted at HUM II on December 8 and 9, 2022. The New York State Education Department's Charter School Office (CSO) team conducted interviews with the board of trustees, school leadership team, teachers, student support staff, and parents. In cooperation with school leadership, the CSO administered anonymous online surveys to teachers, parents, and students.

The team conducted six classroom observations in Grade 9-12. The observations were approximately 20 minutes in length and conducted jointly with the assistant principal (AP) for the arts/culture, advisory, and student support; the AP for ELA and intervention; and the AP for history, health, and English as a new language (ENL). 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;**
- **2021 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;**
- **Prior CSO monitoring reports (check-in, midterm, renewals);**
- **School's SY 22-23 renewal application;**
- **Draft SY 22 HUM II Goals;**
- **School's 2021 Notices of Deficiency/Concern; and**
- **Any supplementary evidence or data submitted to NYSED by the school.**

BENCHMARK ANALYSIS

The 2019 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 2019 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
Meets	The school generally meets or exceeds the performance benchmark; few concerns are noted. May be a potential exemplar, if 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 8 - 9, 2022 at HUM II, see the following Performance Framework benchmark ratings and narrative.

**New York State Education Department
2019 Charter School Performance Framework Rating⁴**

2019 Performance Benchmark		Level
Educational Success	Benchmark 1: Student Performance: The school has met or exceeded achievement indicators for academic proficiency, trends toward proficiency, similar schools, college and career readiness, and high school graduation, if applicable. Proficiency at the elementary/middle school level shall be defined as achieving a performance level of 3 or higher on Grade 3-8 state assessments in ELA, math, and science. At the high school level, passing shall be defined as obtaining a 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 implements research-based practices and has rigorous and coherent curriculum and assessments that are aligned to New York State Learning Standards 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 Student and Family Engagement: The school has systems in place to support students' social and emotional health and to provide for a positive, safe, and respectful learning environment that prepares all students for college and career. 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. High schools are meeting persistence rates commensurate with the NYSED target.	Approaches
	Benchmark 10: Legal Compliance: The school complies with applicable laws, regulations, and the provisions of its charter.	Meets

⁴ 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

- HUM II is in year 11 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:**

HUM II is part of the New Visions for Public Schools network (New Visions network) which provides substantial infrastructure, resources, and support. As discussed in the Noteworthy Section of the report, HUM II continues to build its academic program with an emphasis on the humanities and post-secondary readiness. In response to the increased academic and social-emotional needs that students have exhibited since returning to in-person learning, the school has enhanced its comprehensive interventions and supports. In the spring of 2020, the school initiated its Advisory program, which supports students' academic and social-emotional growth. HUM II tracks students' academic progress as well as behavioral and social-emotional needs and interventions through its Multi-tiered Support System (MTSS). The school has effective systems and structures in place, most notably its cohort structure, that facilitate communication and collaboration among staff members while also building staff capacity and agency. Teachers have become more familiar with the standards and skills that students need to master at a particular grade level and use a range of assessments to gauge student progress and determine next steps. The school offers robust academic and social-emotional supports to all student populations, including students with disabilities (SWDs), English language learners (ELLs), and those who are economically disadvantaged (ED). Prior to this charter term, student academic proficiency outcomes for the school were generally below the NYS average and showed no clear trends. However, Regents testing outcomes, graduation rates, and the percentage of students on-track to graduate during their third year increased significantly in 2019-2020 and has remained high for the 2020-2021 and 2021-2022 school years. The school anticipates that this trend will continue as a result of the increased supports and more advanced programming it has developed over the current charter term. The school maintains a clear and consistent focus on its mission and is fully implementing its key design elements (KDEs). Finally, the school's board of trustees effectively governs the school; its members bring diverse skills and experience to the board and have a strong commitment to serving the needs of the school community through reflective practice and responsive support.
- **Summary of Areas in Need of Improvement:**

During the summer of 2021, the NYCDOE took over HUM II's location at the Samuel Gompers campus in NYC CSD 7, causing the school to move into the Jane Addams campus in NYC CSD 8 with its sister school, New Visions Charter High School for Advanced Math and Science II (AMS II). Although the move has resulted in an all-charter building, which creates opportunities for collaboration between the two schools, it came about suddenly and has had ripple effects on staff and student culture and enrollment/recruitment. An additional challenge that has affected student enrollment numbers is the COVID -19 pandemic. During the 2021-2022 school year, HUM II's total enrollment dropped to 451 students, which is 80 percent of the school's maximum approved enrollment (85 percent being the threshold). The school also struggles to enroll a comparable percentage of SWDs and ELLs to its district of location. HUM II has implemented several strategies to increase enrollment for these groups, though results have not yet been

evident. Moving forward, HUM II is proposing new strategies to increase enrollment and build strong brand recognition within the community.

Benchmark 1: Student Performance

The school has met or exceeded achievement indicators for academic proficiency, trends toward proficiency, similar schools, college and career readiness, and high school graduation, if applicable. Proficiency at the elementary/middle school level shall be defined as achieving a performance level of 3 or higher on Grade 3-8 state assessments in ELA, math, and science. At the high school level, passing shall be defined as obtaining a Regents exam score of 65 or higher.

Finding: Meets

Summative Evidence for Benchmark 1:

Over the course of this charter term, the trajectory for this benchmark has improved from an Approaches to a Meets. Since NYS Regents Exams were not administered during the 2019-2020 and 2020-2021 school years, students who successfully passed a Regents course were granted a Regents exemption. The percentage of students at HUM II, like those in schools across the state, who earned Regents course credits during those years was higher than previous years' outcomes. This, along with the school's continuing efforts to strengthen its academic program, comprehensive student supports, and teacher development, has led to an overall increase in 4-year cohort Regents testing outcomes and graduation rates for the 2017, 2018, and 2019 Cohorts. Likewise, the number of students from all population groups in the same cohorts who are on-track to graduate increased significantly; all student population groups in the 2019 and 2019 Cohorts are meeting the 75 percent on-track-to-graduate target set by the NYSED CSO.

When HUM II's current charter term began in the 2020-2021 school year, the school was placed under the 2019 NYSED CSO Performance Framework, which considers a school's aggregate and subgroup College and Career Readiness (CCR) outcomes. Currently the school's CCR outcomes are only available for the years leading up to and including the 2018-2019 school year. Therefore, there are no outcomes available for HUM II during its current charter term. This has continuously been an area of growth for the school, and as shown in Benchmarks 2 and 8 below, an area that the board, school leadership, and staff have put significant effort into improving since the last charter term.

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 implements research-based practices and has rigorous and coherent curriculum and assessments that are aligned to the New York State Learning Standards (NYSLs) for all students. Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn so that all students experience consistent high levels of engagement, thinking and achievement.

Finding: Meets

<i>Element</i>	<i>Indicators</i>
1. Curriculum	<ul style="list-style-type: none">a. The school has a documented curriculum that is aligned to current New York State learning standards.b. The curriculum is aligned horizontally across classrooms at the same grade level and vertically between grades.c. The curriculum and corresponding materials are differentiated to provide opportunities for all students to master grade-level skills and concepts, including students with disabilities, English language learners/multi-lingual learners, economically disadvantaged students, and other subgroups.d. The curriculum is systematically reviewed and revised.
2. Instruction	<ul style="list-style-type: none">a. The school staff has a shared understanding of high-quality instruction that supports all learners and observed instructional practices align to this understanding.b. Instructional delivery fosters engagement with all students.c. The school differentiates instruction to ensure equity and access for all students.d. The school provides staff with professional development opportunities that promote best practices and improves all students' success, including sub-groups.
3. Assessment and Program Evaluation	<ul style="list-style-type: none">a. The school uses a 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 for both individual students as well as subgroups.d. The school uses multiple measures to assess student progress toward State learning standards.
	<ul style="list-style-type: none">a. The school follows the NYSED approved identification process for students with disabilities and English language learners/multi-lingual learners.

Element

Indicators

4. *Supports for
Diverse
Learners*

- b. The school provides supports to meet the academic needs for all students including, but not limited to: students with disabilities; English language learners/multi-lingual learners; and economically disadvantaged students.
- c. 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.

Academic Program for High School:

- HUM 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 several Advanced Placement classes and college-level courses through the College Now program at Bronx Community College. The school also offers course sequences in foreign language studies (Spanish, French, and Italian) and a pathway in the arts (visual, performing, and dance).
- The school has a comprehensive assessment system in place, including diagnostic, formative, and summative tools, and teachers are building out implementation of authentic assessments.
- The school also has a robust support staff and tiered response to intervention program that provides both academic and behavioral supports.

Academic Program for SWDs and ELLs:

- **SWDs:**
 - The school implements integrated co-taught (ICT) classes in core content areas.
 - Special education (SPED) teachers are assigned to specific subjects to facilitate the co-planning of lessons and the co-teaching of students in an inclusive setting.
 - The school provides both push-in and pull-out services for SWDs.
 - The school provides counseling, busing, 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 a foundational class in Geometry.
- **ELLs:**
 - The school provides both push-in and pull-out services for ELLs.
 - The school implements integrated ICT classes in core content areas.
 - ELL students have the option of taking part in the bilingual program, where 75 percent of classes are taught in Spanish.
 - The ENL coordinator takes care of ENL compliance, runs a stand-alone ENL class, and supports ELLs and teachers in and out of class.

Summative Evidence for Benchmark 2:

Over the course of this charter term, the trajectory of this benchmark has been consistent as a Meets. The school has well-established systems in place around teaching and learning and continues to use data to inform individualized instruction and evaluate the academic program. The school maintains dedicated staff who are trained to provide comprehensive student supports through intervention and enrichment.

1. Element: **Curriculum:**

- **Indicator a:** HUM II has a documented curriculum that is aligned with the New York State Learning Standards (NYSLS). The school uses the New Visions network's curriculum for all core content areas. For classes that are not within the core content areas, teachers have the autonomy to develop their own curricula, using the NYSLS as a blueprint. Last year, school staff developed new courses in health, dance, and theater. HUM II has the autonomy to supplement the core curriculum as needed to align it with the overall instructional vision. According to the renewal application, "in support of developing students' local and global citizenry, we have anchored a set of experiences in Lower House that culminates as students prepare to graduate." During freshman year, students focus on identity and are exposed to diverse cultural experiences in Global I and through their study of world languages, which include Spanish, French, and Italian. The school has developed a pathway for scholars to deepen their knowledge of and skills in a particular art form. In ninth grade, students are exposed to introductory courses in the visual arts, theater, and dance. Students then choose which art form they want to continue to study in Grades 10-12. Twelfth-grade students can take an advanced arts seminar in which they can develop their own portfolio.

HUM II has also strengthened its program for ninth graders through its partnership with the Network for School Improvement (NSI). The school is currently in the final year of the four-year NSI grant. The renewal application explains that over the course of this initiative, the school has developed goals for academic check-ins, refined its advisory curriculum, and held individual check-ins between teachers and students to ensure that students are completing academic assignments and working toward the NSI goal that all ninth graders in the program attain a GPA of 80 or above. This is another way that the school is trying to strengthen students' academic foundation as they advance, opening more opportunities for advanced coursework and experiences. As noted in Benchmark 1, HUM II has put significant effort into enhancing the school's CCR programming. According to the renewal application, the school offers several Advanced Placement courses and continues to partner with the Bronx Community College in offering College Now courses. Participants in the school leadership focus group reported that HUM II has been preliminarily approved to take part in a pilot program for Advanced Placement African American History. The school currently offers Advanced Placement courses in calculus, statistics, and two sections in psychology due to student interest. During the charter term, the state approved HUM II to offer the Seal of Civic Readiness. Students earn Civic Readiness points throughout their high school experience, and points are embedded into every social studies course. This is in addition to the Seal of Biliteracy, a diploma pathway that the school has offered since the last charter term.

- **Indicator b:** HUM II has structures in place to ensure that the curriculum is aligned horizontally across grade levels and vertically between grades. The school's use of the New Visions network's

curriculum ensures vertical alignment in core subject areas. Horizontal alignment is facilitated through the school's systems for collaboration among staff. Participants in the teacher focus group stated that teachers in each department share a common planning period and engage in weekly co-planning sessions on Wednesday afternoons. During these sessions, they collaborate on unit and lesson planning, review student data, and share best practices. This ensures that they plan assessments together and are on the same day for pacing. According to the renewal application, at strategic points before, during, and after the school year, school leaders and staff review and revise curricula based on teacher feedback, assessment data, and student needs. In addition to weekly department and grade-level team meetings, there are monthly cohort team meetings. Instructional coaches work together as an instructional leadership team (ILT) to norm unit and lesson planning and instructional design to provide more cohesive feedback to teachers.

- **Indicator c:** The school's curriculum and corresponding materials are differentiated so that all students can master grade-level skills. The lesson plans from classes observed during the site visit include anticipated misconceptions, interventions and elevations, and individualized modifications and accommodations. Classroom materials provided to CSO staff during the site visit also show evidence of differentiation, such as providing alternate texts, scaffolded tasks, and visual aids. Teachers in the focus group mentioned that differentiation is a foundational part of the planning process. For students struggling in math, the school has offered foundational courses in Algebra I and Geometry and utilizes the Math 180 program. The school offers Regents prep courses and summer classes that help students build their skills in certain subject areas. The school also offers a two-week summer class that builds students' skills in Pre-Calculus prior to taking Calculus in the fall. Participants in the teacher focus group noted that the co-teacher in Algebra II and the SPED teacher co-plan to ensure that classes are meeting the needs of all students. Participants also mentioned that there is a lot of essay writing in social studies classes, thus providing room for differentiation even in non-ICT classes. Teachers can give essay samples of different level responses and focus on the students who need extra support. Participants in the leadership focus group noted that the school is working hard to focus on differentiation in the KDEs by purposefully leveraging the natural connection between them. For example, school leaders noted CCR, community engagement, and work-based learning, thus meeting diverse student needs.
- **Indicator d:** The curriculum at HUM II is systematically reviewed and revised. Participants from all focus groups described ongoing curriculum review and revision based on student performance data. The ILT and departments meet regularly with New Visions specialists to discuss curriculum, including scope and sequences and unit plans. Teachers are expected to submit lesson plans to instructional leaders twice a week for review and feedback.

2. Element: ***Instruction:***

- **Indicator a:** School leaders at HUM II have clear expectations for raising instructional rigor that are supported by shared instructional routines, coaching, and professional development (PD). According to the renewal application, HUM II's school-wide goals for the past two years have prioritized instructional practices. In the focus group, school leaders reported that strengthening the ways in which teachers utilize formative assessments is one of this year's school-wide goals. To help teachers better understand next steps after reviewing student data, the school developed

a PD arc structured around formative assessments where teachers engage in an ongoing cycle of analyzing data with the help of coaching and peer support. School leaders noted that teachers can help design their own interim assessments and, overall, have felt more engaged and empowered as a result of the PD. Participants in the teacher focus group stated that, as part of the summer institute (summer PD), they learned about providing feedback on formative assessments. They created goals for this and focused on differentiation and rubrics. As noted in the midterm site visit report, some of the instructional goals the school was focusing on last year were enhancing student discourse, improving literacy instruction, and helping teachers internalize standards-based instruction. During classroom visits, many of the lessons facilitated deeper thinking and understanding and promoted student discussion. For example, in the Earth Science ICT class, teachers encouraged critical thinking through high level questioning, allowed students wait time before responding, and promoted accountable talk. Students participated in various “stations” and experienced hands-on learning while reflecting on and answering deeper questions on their own and in groups. During the observation of the dance class, the teacher worked hard to engage the students in group and class discussions. The students answered questions about personal experience and projected possible answers based on what they had learned previously. During the observation of the Spanish II class, the teacher spoke in both languages, while slowly using more and more Spanish. Students worked in groups to practice speaking, reading, and writing. Lesson plans and classroom observations made it clear that lessons at HUM II are guided by the NYSLS, have clear objectives, and are responsive to student needs based on assessment data.

- **Indicator b:** Student engagement at HUM II has shown improvement during this charter term. At the time of the school’s last renewal, engagement was inconsistent. During this site visit, students were highly engaged in all six classrooms visited. In these classes, CSO staff observed one hundred percent student participation in whole class, small group, and individual instruction. During the focus groups, school leaders and teachers spoke of the various ways that the instructional program in general, and individual teachers specifically, encourage student engagement. The arts and language sequences along with various elective courses allow students to choose classes that interest them. In all classes, teachers are incorporating more culturally relevant material that celebrates students’ unique backgrounds and are responsive to current societal issues.
- **Indicator c:** HUM II differentiates instruction to ensure equity and access for all students. As noted above, differentiation is embedded into the curricula and corresponding materials. Individual lesson plans include strategies for differentiation, sometimes at the whole class level and other times specific to individual students. CSO staff saw evidence of differentiation in most of the classes observed, such as providing alternate texts for a group assignment; organizing intentional student groupings; differentiating specific roles within a group; providing multiple entry points at the beginning of a lesson; incorporating hands-on learning activities, videos and visual aids; and allowing students to use calculators as needed. Additionally, teachers in an ENL class gave instructions in both English and Spanish and provided translated materials, as needed. Teachers in the focus group noted the importance of “pushing the highfliers,” and making sure that there is also differentiation planned for students who are excelling and require more challenging work; this, in turn, helps to prepare students for more advanced coursework. Teachers stressed that differentiation is not lowering the standards but providing the scaffolding that students need to succeed.

- **Indicator d:** The school provides staff with PD opportunities that promote best practices and improve students' success. As reported in the school leadership and teacher focus groups, the school provides PD both internally and through the New Visions network. Additionally, the network's specialists work directly with staff in such areas as instructional practices and subgroup population supports. HUM II provides PD for teachers at the summer institute and throughout the school year. Participants in the teacher focus group highlighted that this year's summer was "the best ever" and left them "feeling good and ready" to start the school year. During these sessions, teachers learned about providing feedback on formative assessments and created goals around this; they also discussed differentiation and rubrics. Focus group participants also discussed the school's "teaching and learning arc" where teachers engage in professional learning cycles around a topic of their choice. School leadership stated that student data also informs goal setting and coaching for teachers. During the focus group, student support staff noted that general education teachers can bring up issues they may be having to SPED and ENL teachers during cohort meetings. Both at these meetings and through informal communication, SPED and ENL teachers provide feedback related to general teaching practices as well as targeted supports for individual students. Student support staff also outlined the different ways in which the New Visions network supports their work. The school's ENL coordinator meets with the network's ELL instructional specialist monthly and engages in network-wide ENL meetings. The instructional specialist conducts observations and coaching sessions and provides support around instruction and the Seal of Biliteracy. The network's director of student support meets with the school's SPED coordinator biweekly; she provides supports around compliance, writing quality IEPs, counselor training, the MDR process, and behavior improvement plans and send a weekly compliance report to the school.

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

- **Indicator a:** The school uses a system of formative, diagnostic, and summative assessments. According to the renewal application, HUM II utilizes the IXL Diagnostic assessment for math and baseline assessments created by the Achievement Network (ANET) and teacher teams to assess writing. During this charter term, the school shifted away from administering Performance Series assessments to ninth- and tenth-grade students and was using the DORA assessment for reading. However, as explained below, the school switched to the STAR assessment this year in place of the DORA. The school uses the results of these assessments to inform instructional planning and interventions. HUM II utilizes a variety of formative assessments such as mock Regents, quizzes, writing assignments, and lab assignments. The renewal application states that, in the 2021-2022 school year, the school began implementing skills-based writing tasks and assessments to assess writing and content learning prior to critical summative assessments. The summative assessments used by the school include unit tests, project-based learning (PBL) assessments, and public presentations. As part of the school's focus on improving CCR, it has increased its use of the PSAT and SAT.

Indicator b: The school uses qualitative and quantitative data to inform instruction and improve learning. According to the school's 2022-2023 Action Plan, HUM II's school-wide focus on formative assessments will result in more strategic instruction. Participants in school leadership, teacher, and student support staff focus groups noted that there was a larger focus on formative assessments this year, and that this has helped all staff truly understand where students are, and

address students' needs in real time. The formative assessments have led to more focused lesson planning and increased skills gains. As mentioned in the school's renewal application and during focus group discussions, HUM II uses strategic data check-ins (SDCs) to track student progress. Student support staff reported that cohort management teams (CMT) conduct SDCs twice a trimester. According to school leadership, the team has developed the capacity to conduct these checks much more efficiently. The New Visions network pulls data to see where individual students stand and to track progress to graduation by cohort. CMTs know the students in their cohort and where they are in terms of course progression, and because they already have good communication with students and as a team, these are just assurance checks to make sure students are scheduled for what they need. For seniors, cohort conversations around this data focus on students' next steps and end goals.

- **Indicator c:** HUM II uses qualitative and quantitative data to evaluate the quality and effectiveness of the academic program. The school's 2022-2023 Action plan states that there will be data meetings after interim assessments have been administered where teachers will work with the ILT to align goal setting to reduce the gap in subgroup data by 50 percent in core subjects. They will also use this data to align adult goals to student metrics and focus coaching using "formative assessment student work protocols." As shown in this report, the school is implementing these strategies.
- **Indicator d:** The school uses multiple measures to assess student progress toward NYSLs, most notably the summative assessments listed above. Last year's midterm site visit report discusses the importance that interim assessments play in ensuring instructional and assessment alignment with the Regents exams. Last year, school leaders reported that the school had been working with teachers over the last few years on internalizing the NYSLs and that teachers have become more familiar with the standards and are better able to develop and implement instruction and assessments that are aligned to the state standards.

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

- **Indicator a:** HUM II follows the NYSED-approved identification process for SWDs and ELLs. As reported in the renewal application, the school uses data from the following diagnostic assessments to determine student placement: STAR and WIST for literacy; IXL and Math 180 for math, and the NYSITELL/NYSESLAT as well as student interview responses for its ELL population. School leaders reported that the school has shifted from using the DORA to the STAR assessment for literacy data because it is "more sensitive to higher Lexile levels." This is important because the school is now also assessing juniors to determine college readiness scores. For its ELL population, the school uses results from the DORA assessment (Spanish DORA for Spanish-speaking ELLs and the English version for non-Spanish speaking ELLs) and the NYSITELL/NYSESLAT as well as student interview responses to place students in the appropriate classes. Additionally, student support staff noted that students at any level who reach the cut-off score on the STAR diagnostic assessment can be placed in an ICT class and receive pull-out services.

Participants in the school leadership and student support focus groups stated that the school's SPED coordinator is very responsive and flexible, ensures that deadlines are met, and communicates effectively with the committee on special education (CSE). General education

teachers have easy access to IEPs by logging in to PowerSchool and participate in CSE meetings on a rotating basis. According to feedback provided to NYSED from the NYC DOE: “The school has wonderful communication with parents and during IEP meetings, parents are often in agreement with what is being reported from the teachers. New Visions has a strong knowledge of specially designed instruction (SDI). The teachers can adapt lessons to each student’s needs. Collaboration between teachers is witnessed at IEP meetings because plans are discussed and put in place to help the individual student. New Visions has excellent communication with the CSE and the school provides timely and sufficient information needed to hold IEP meetings and finalize IEPs.”

- **Indicator b:** HUM II provides supports to meet the academic needs of all students. Throughout the site visit, staff referenced the MTSS, which, according to the Renewal Application, “is a continuous improvement framework that enacts data-based problem solving and decision making for student support by levels of need (Tier I-III).” Participants in the student support staff focus group explained that the tiered approach to interventions helps build capacity and ownership among staff. During last spring’s midterm site visit, participants in the student support staff focus group outlined some of the strategies used to support students in each of the first two tiers. Tier I support includes such strategies as goal setting, communication with families, positive reinforcement, proximity, and chunking instruction. Tier II interventions include daily check-in/check-out routines and focus group meetings, among other strategies. Examples of student focus groups include a young men’s group, a young women’s group, and a lunch group where students engage in art therapy. There are also targeted support meetings, which include students, families, and the cohort student support team (social work, counselor, culture team member, and administrator or cohort leader).

For the SWD and ELL populations, HUM II provides both push-in and pull-out supports. Participants in the school leadership focus group reported that, due to student needs, the school is now providing SETSS. The school continues to offer ICT classes in particular class sections of each core content area. In their respective focus groups, student support staff and teachers noted that, for the most part, SPED and ENL teachers in these classes work with one content area, building their knowledge of that subject and developing alternate sets of materials. The school continues to employ a comprehensive reading intervention program and math intervention classes such as Math 180 and IXL, which students can also work on from home. To accelerate their understanding, some students remain in foundations classes throughout the year. School leaders explained that HUM II remains flexible in its reading intervention offerings; last year, it shifted reading programs from Just Words to Wilson, and this year, because several students have phonemic awareness gaps, it has shifted from Read 180 to System 44. Student progress in these intervention classes is synched with MTSS. For Spanish-speaking ELLs, the school offers stand-alone bilingual classes in core content areas. These courses give students exposure to foundational content vocabulary and allow students to learn English in context. Counselors, teachers, and support staff encourage SWDs and ELLs to take safe risks and try more advanced classes, like Advanced Placement and College Now courses. This is evident in the high number of SWDs graduating with Regents or Advanced Regents diplomas.

- **Indicator c:** HUM II has systems in place to monitor the progress of individual students and to facilitate communication between interventionists and classroom teachers regarding the needs

of individual students. As noted above, HUM II uses SDC protocol tools. According to the renewal application, "This SDC supports student success by identifying students who are in danger of failing high priority courses, assigning staff members responsible for interventions." Co-teachers in ICT classes communicate frequently outside of class and review student work and other data together to inform lesson planning. Additionally, SPED teachers, ENL teachers, and cohort counselors regularly attend cohort meetings and frequently check in with teachers informally regarding the progress of individual students. SPED teachers and leadership also support teachers in such areas as reading IEPs and modifications through ongoing PD. The school uses its MTSS system to track and share student performance on diagnostic assessments, weekly academic data, grade point averages, attendance, and behavior data (lifted from the culture tracker). MTSS then synchronizes the data to determine tier levels and needed interventions.

Benchmark 3: Culture, Climate, and Student and Family Engagement

The school has systems in place to support students' social and emotional health and to provide for a positive, safe and respectful learning environment that prepares all students for college and career. 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>
1. Measures of Culture, Climate, and Student Engagement	<p>a. The school has processes and procedures in place to address chronic absenteeism for all students and sub-groups such that all students are fully engaged within the school community and have access to the educational program. Given the increased autonomy to engage students, chronic absenteeism rates are expected to be equal to or less than those of the district of location. In New York City, the district of location is the community school district. Charter schools that have a mission or key design element to serve students in a particular school district will also be compared to that school district. In addition, charter schools with more than 40% of enrolled students residing in districts other than the district of location, or the school district they are mandated to serve, will also be compared to the next highest district where students reside.⁵</p> <p>b. 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. Given the increased autonomy to engage students, out of school suspension rates are expected to be equal to or less than those of the district of location. In New York City, the district of location is the community school district. Charter schools that have a mission or key design element to serve students in a particular school district will also be compared to that school district. In addition, charter schools with more than 40% of enrolled students residing in districts other than the district of location, or the school district they are mandated to serve, will also be compared to the next highest district where students reside.⁶</p> <p>c. The school has an NYSED approved process in place to measure and evaluate school climate and culture.</p>
2. Behavior Management and Safety	<p>a. The school has a clear approach to behavioral management, including a written discipline policy that is applicable to all students, includes a policy that addresses</p>

⁵ See <https://www.regents.nysed.gov/common/regents/files/P-12%20New%20York%20State%20Safe%20Schools%20Task%20Force%20Recommendations%20Status%20Update%20.pdf>.

⁶ Student Suspension rate is determined by dividing the number of students who were suspended from school (not including in-school suspensions) for one full day or longer anytime during the school year by the Basic Educational Data System (BEDS) day enrollments for that school year. A student is counted only once, regardless of whether the student was suspended one or more times during the school year. Data Source: L2RPT Report SIRS-351: Student Attendance Summary Report - http://www.p12.nysed.gov/irs/level2reports/documents/SIRS_351-360-361-370AttndnceAbsenceandDayCalRpptGuiderev3.6.18.pdf.

<i>Element</i>	<i>Indicators</i>
	<p>a school's stance toward in and out of school suspensions, and is implemented throughout the school by all school staff with fidelity.</p> <p>b. The school uses a tiered approach to behavioral interventions that support student social-emotional development.</p> <p>c. The school appears safe and all school constituents are able to articulate how the school community maintains a safe environment.</p> <p>d. The school has systems in place to ensure that the environment is free from bullying, harassment, and discrimination in accordance with the Dignity for All Students Act (DASA). The school has a DASA Coordinator that staff can identify.</p> <p>e. Classroom environments are conducive to learning and generally free from disruption.</p>
3. <i>Family Engagement and Communication</i>	<p>a. The school communicates with families in their preferred language to discuss students' strengths, progress, and needs and engages them as part of the school community.</p> <p>b. The school uses multiple methods of family engagement for all communication with all parents, in their preferred language, regardless of the disability status or language ability of their children.</p> <p>c. The school assesses family satisfaction using strategies such as surveys, feedback sessions, community forums, or participation logs, and considers results when making schoolwide decisions.</p> <p>d. The school has a systematic and transparent process for responding to family or community concerns.</p> <p>e. The school shares NYSED school report card data with parents and the broader school community to promote transparency and accountability.</p> <p>f. The school shares its New York State exam participation rate compared to the district of location.</p>
4. <i>Social-Emotional and Mental Health Supports</i>	<p>a. The school has systems, programs, and curriculum in place to support the social-emotional and mental health needs of all students.</p> <p>b. School leaders collect and use data to track the social-emotional needs of all students, including students in subgroups.</p> <p>c. School leaders collect and use data regarding the impact of programs designed to support the social and emotional health of all students.</p> <p>d. The school provides staff with professional development opportunities to support the social-emotional and mental health of students in a culturally responsive manner.</p> <p>e. The school has processes and procedures in place to address the learning and social-emotional needs of McKinney-Vento eligible students such that all students are fully engaged within the school community and have access to the</p>

educational program. The school has a McKinney-Vento Coordinator that staff can identify.

Summative Evidence for Benchmark 3:

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

New Visions CHS for the Humanities II	Expected Responses	Total Responses	Response Rate	Target Response	Differential
Parent Survey	4798	108	23%	50%	-27
Student Survey (Grades 9-12)	479	55	11%	80%	-69
Teacher Survey	44	44	100%	80%	20

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 the Humanities II		Response Rate	Survey Population	Total Responses
Parent	Does not meet 90% or 95% Confidence	6%	451	29
Student	Does not meet 90% or 95% Confidence	30%	451	137
Teacher	Does not meet 90% or 95% Confidence	56%	55	31

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.

The 2021 CSO survey response rates for the parent and student surveys did not reach the target rates and the aggregate results are not statistically dependable. The 100 percent response rate for the teacher survey means the results are statistically dependable. The 2022 CSO survey response sample sizes for all three surveys failed to meet the minimum 90 percent confidence level and are not statistically dependable.

Over the course of this charter term, the trajectory for this benchmark has been consistent as a Meets. HUM II's student support staff work closely with teachers to proactively address student needs. The school maintains a clear approach to behavior management that works in conjunction with its robust social and emotional supports. Additionally, 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 to solicit feedback.

1. Element: **Measures of Culture, Climate, and Student Engagement:**

- **Indicator a:** HUM II has processes and procedures in place to address chronic absenteeism for all students. During the focus group, school leaders reported that daily attendance has been at 88.7 percent for the year. They mentioned several practices used to encourage regular attendance, including a trophy for the class with the highest attendance. All members of the leadership focus

group noted that this, along with other incentives, is very attractive to students and they are seeing an improvement. The Renewal Application states that, with the school's implementation of MTSS, HUM II has "a normed set of interventions at each level and ... a framework to run continuous improvement at the student, cohort, and school level to improve the student experience and ensure that our students are getting the support(s) they need." The cohort structure assists in developing school culture and offering consistent support. Students build relationships with cohort leads and peers that provide support and a sense of belonging. Cohort leads have created specific identities for the lower house (Grades 9 and 10) and the upper house (Grades 11 and 12). Students in the upper house have access to the cohorts' suite and separate space within the school is devoted to seniors. Cohort leads and counselors review student attendance data prior to attending weekly cohort meetings.

- **Indicator b:** HUM II's systems and structures for behavior management, culture building, and social-emotional supports contribute to the school's proactive strategies for decreasing out-of-school suspensions. At the time of the renewal site visit, school leaders reported that there had been 15 students suspended so far this year. They noted that 30-40 percent of these were related to incidents that occurred outside of the building. During last spring's midterm site visit, school leaders explained that the culture team, operations staff, and school leaders conduct hall sweeps throughout the school day, which had led to a reduction in the number of students cutting class. Additionally, every afternoon by three o'clock, staff receive a report listing students who have cut classes that day. Students who appear on that list meet with their cohort lead to discuss the situation. Consistent with the school's restorative approach to behavior management, instead of issuing suspensions, the school offers alternative consequences such as engaging in community service, assisting a teacher in class, or volunteering to help at a sporting event.
- **Indicator c:** As noted above, the school has been developing its MTSS for the past three years. Data related to students' academics, attendance, behavior, and social-emotional well-being is tracked through this system. This data is reviewed regularly by cohort teams and the culture team allowing the culture team to measure and evaluate both individual and school-wide progress and to identify trends, creating a comprehensive picture of the school's culture and climate.

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

- **Indicator a:** HUM II takes a proactive approach to behavior management through culture-building and SEL. The renewal application states that the school's approach is "restorative" and "supportive of students' social-emotional needs." Moreover, it "values a consistent set of high behavior expectations" for students. For issues that do arise, the school utilizes a restorative approach that includes such practices as reflection, conversations, and mediations, connecting with counselors (including daily check-ins and check-outs), parent meetings, behavior improvement plans, referrals to external supports, and alternative consequences to detention and suspension, such as engaging in community service. To support positive reinforcement, staff members use the school's culture tracking tool to document positive behaviors as well as infractions. The school's Code of Conduct, which can be found on the school's website, outlines behavioral infractions in each of the five levels, support interventions at each level, and possible disciplinary responses to be used in addition to the support interventions.

- **Indicator b:** The school uses a tiered approach to behavior interventions. As stated in the renewal application and focus group discussions, the MTSS has allowed the school to create a normed set of interventions, both academic and behavioral, at each of the three tiers. Through the preventative and restorative measures described in this benchmark, the school's interventions support students' social-emotional development.
- **Indicator c:** On the days of the site visit, the school was safe and orderly with calm transitions between classes and appropriate behavior in both public spaces and classrooms. Adults were consistently present in hallways, and staff interactions with students were mutually positive and respectful. This was also true for students' interactions with CSO staff; students made themselves readily available to help the guests.
- **Indicator d:** The renewal application reports that results from the annual NYC School Survey indicate a positive trajectory over the past three years regarding students' sense of connectivity and freedom from harassment and bullying. In the focus group, student support staff indicated that uniforms were an effective preventative against bullying and harassment. They stated that when conflicts between students do arise, the culture team facilitates mediation, encouraging peer-to-peer or peer-to-adult conversations so that students can express their viewpoint and mend the relationship. They noted that the deans are usually aware of issues and take steps to address them before they turn into problems. All instances of bullying and harassment are noted in the culture tracker. Teachers and student support staff noted that the school's SEL program in advisory includes lessons on bullying, how to identify it and how to respond, and that, additionally, teachers address the topic in their classrooms at the start of the school year. All teachers participating in the focus group could readily identify the school's DASA Coordinator.
- **Indicator e:** Classroom environments at HUM II are conducive to learning and generally free from disruption. In the focus group, school leaders reported that, at the beginning of the year, teachers build a sense of community in their classrooms by establishing behavioral norms. Behavior management strategies throughout the year serve to reestablish these norms. On the days of the site visit, all classrooms were well organized, with clearly observable structures and norms in place and no evidence of disruptive behavior.

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

- **Indicator a:** HUM II regularly communicates with families through a variety of methods. According to the renewal application, regular communication with families, in both English and Spanish, begins in the summer with the welcome letter, school calendar, and assessment calendar. The application goes on to state that the school communicates with families regularly throughout the school year "in the form of personal phone calls, automated calls, emailed newsletters, flyers, text messages, social media, and emails to keep parents informed about [their] school community and to encourage their involvement in upcoming events; teachers and operations staff also make individual phone calls to students and families." The school utilizes translation services provided by the NYCDOE as well as through staff interpreters to provide academic reviews and child-specific communication in a family's preferred language. Each cohort team has at least one Spanish-speaking member who assists with family communication when needed. Additionally, the school translates all communication that is sent home into Spanish. Participants in the school leadership and teacher focus groups conveyed that the school is a community of language learning and that

staff enjoy practicing their Spanish language skills whenever opportunities arise. This was evident to CSO staff on site, for example, when the principal addressed Spanish-speaking attendees of the parent focus group in Spanish; the parents were noticeably pleased and went on to participate actively in the focus group discussion.

- **Indicator b:** According to the renewal application, family engagement has increased since the last renewal. Prior to any school event, HUM II sends emails and hard copies of invitations and uses School Messenger to send out phone blasts. In addition to emails, calls, and texts, teachers communicate regularly with parents through the online portal. The school conducts monthly town hall meetings, bi-monthly Coffee with the Principal, and general workshops of various types to support families in building the skills to support their students. Advisors and cohort counselors serve as regular points of contact for parents and students. In the focus group, teachers stated that they communicate with families often. School leaders encourage them to call home if there are issues and to document communication in the culture tracker. Student support staff noted that student interventions are happening earlier and that cohort teams monitor student data and schedule meetings with parents for any student who is deemed at-risk. They also mentioned that they text directly with families, utilizing a tool and platform that families are already comfortable with.
- **Indicator c:** The school assesses family satisfaction using multiple strategies. Parents have opportunities to provide feedback and engage in discussions with school leaders and/or staff during town halls, informal Coffee with the Principal meetings, and workshops. Additionally, parents can attend the monthly board meetings that are open to the public. Parent feedback is also solicited annually through NYCDOE and CSO surveys, although CSO parent survey response rates have been relatively low for the past two years. Parents in the focus group expressed unanimous agreement that they had a voice at the school and that they could reach the principal immediately, anytime they needed to talk with him.
- **Indicator d:** The school responds to family or community concerns through the methods of communication described above.
- **Indicator e:** The school shares NYSED school report card data with parents and the broader community during board meetings and town hall sessions, where school progress, goals, and achievement are shared. The public can also view school report card data through the link provided on the school's website.
- **Indicator f:** As noted above, the school shares information about school-level academic performance, as well as participation rates, with the public through board meetings and town halls.

4. Element: ***Social-Emotional and Mental Health Supports:***

- **Indicator a:** According to the renewal application, "HUM II has several systems in place that work in tandem to prioritize the social-emotional growth and well-being of all students." In the spring of 2020, HUM II initiated the advisory program, which pairs every student with an advisor. Advisory groups, consisting of ten to twelve students, meet weekly for one hour during the school day. Teachers and members of the culture and student support teams serve as advisors. As stated

in the renewal application the advisory curriculum was revised last year “to include cohort-specific lessons to support their different levels of academic and socio-emotional growth.” In the focus groups, student support staff reported that each cohort has its own SEL curriculum that is aligned with the social-emotional competencies: self-awareness, self-management, decision-making, relationship skills, and social awareness. Students also engage in academic and SEL goal setting in their advisory every two weeks. Participants in the student support staff focus group highlighted the Peer Group Connections program, where students in the upper house work with students from the lower house to create a “safe space to engage deeper with students who have been through similar experiences.” In addition to advisory, some students receive extra support through the school’s partnerships with such organizations as Big Brother Big Sister, Partners with Children, and Urban Health. The cohort model also provides a foundation for student support. Cohort support teams consist of a social worker, counselor, AP, and dean.

- **Indicator b:** As reported in the renewal application, all students take a social-emotional screener twice a year, once in the fall, and once in the spring, to identify student needs and organize appropriate supports. Additionally, cohort teams meet regularly to review academic and behavioral data to identify students’ needs and coordinate any needed supports as part of the school’s tiered behavioral intervention program. Student data, along with students’ bi-weekly goals, are uploaded to the culture tracker and collected and reviewed through the MTSS.
- **Indicator c:** The school’s culture team collects and analyzes data from SEL screeners and the culture tracker to inform social-emotional programming. Cohort teams also utilize data and observations to identify gaps in the school’s supports and suggest changes to the programming as well as topics for PD sessions.
- **Indicator d:** HUM II provides staff with PD to support the social-emotional health of all its students. According to the renewal application, the student support team, which includes school counselors and social workers, attend monthly PD sessions hosted by the New Visions network and have also attended trainings on such topics as trauma-informed practices, supporting LGBTQ+ students, and running counseling group sessions. One of the school’s goals for last school year focused on SEL and the role that advisory and PD play in increasing students’ social-emotional competencies. Participants in the school leadership and student support staff focus groups indicated that students’ social-emotional and mental health needs have been very high since the return to in-person learning, and so the school has enhanced, among other programs and supports, its SEL-related PD and coaching. In the focus group, student support staff discussed one of the PD learning arcs that the school has been implementing with the goal of HUM II becoming a trauma-informed school. In 2020, the school’s AP of interventions and essentials along with social workers developed a trauma-informed framework that was rolled out two years ago. One area of focus is pedagogy: how adults can recognize their own trauma and its implications on teaching and learning.
- **Indicator e:** HUM II has processes and procedures in place to address the learning and social-emotional needs of McKinney-Vento eligible students. According to renewal application, one social worker, who is designated as the McKinney-Vento coordinator, works closely with the student support and operations teams “to support students and families who are homeless, food

insecure, and in need of resources.” During HUM II’s summer Teacher Institute, the coordinator informs staff how to identify students who may be experiencing homelessness and/or food insecurity and what supports are available. During the student support staff focus group, the McKinney-Vento coordinator shared that she maintains very close relationships with all eligible students and families. All participants in the teacher focus group were readily able to identify the school’s McKinney-Vento coordinator when asked. Teachers and student support staff indicated that the positive, open relationships teachers have built with students create trust and let students know that someone is there for them. Additionally, the school’s outside partnerships such as the internally-housed medical resources provided by Urban Health, offer important resources for students in need.

Benchmark 4: Financial Condition

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

Finding: Meets

Over the course of the 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 the Humanities II appears to be in very good financial condition as evidenced by performance on key indicators derived from the school's independently audited financial statements.

Overall Financial Outlook

A financial composite score is an overall measure of financial health based on a weighting of primary reserves, equity, and net income. A charter school with a score between 1.5 and 3.0 is generally considered to be in good financial health. New Visions Charter High School for the Humanities II's 2021-2022 composite score is 2.65.

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

<i>Year</i>	<i>Composite Score</i>
2017-2018	3.00
2018-2019	3.00
2019-2020	3.00
2020-2021	2.73
2021-2022	2.65

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 the course of the 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 financial professionals assigned to manage school finances.
2. The school has an accurate and functional accounting system that includes monthly budgets.
3. The school sets budget objectives and regularly analyzes its budget, including detailed assumptions within the budget, in relation to those objectives.
4. 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.
5. The school has and follows a written set of fiscal policies.
6. The school has complied with State and federal financial reporting requirements.
7. The school has and is maintaining appropriate internal controls and procedures.
8. The school has procedures in place to ensure that programmatic and independent fiscal audits occur at least once annually, with such audits being comparable in scope to those required of other public schools. Audits will be undertaken by auditing firms with experience working with New York State charter schools and are peer reviewed.
9. 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 High School for the Humanities II's 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

<u>Element</u>	<u>Indicators</u>
1. <i>Board Oversight and Governance</i>	<ul style="list-style-type: none">a. The board utilizes an annual written performance-based evaluation process for evaluating school leadership, itself, and providers.b. The board recruits and selects board members with a diverse set of skills and expertise that meet the needs of the school and represent the community in which the school serves.c. The board demonstrates active oversight of the charter school's management, comprehensive service provider(s), if applicable, fiscal operations, and progress toward meeting academic and other school goals through written evaluation processes.d. The board engages in strategic and continuous improvement planning by setting priorities and goals that are aligned with the school's mission and charter.e. The board regularly updates school policies when needed and receives NYSED approval prior to applicable policy implementation.f. The board engages in ongoing professional development.g. The board demonstrates full awareness of its governance role, its legal obligations to the school and stakeholders, and requirements of the school's charter.h. The board is familiar with NYSED Charter School Performance Framework standards and has a plan to ensure that the school meets these standards.

Summative Evidence for Benchmark 6:

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

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

- **Indicator a:** As stated in the renewal application, the board conducts an annual self-evaluation using Google Forms. This assessment tool was developed based on the New York City Charter School Center Board Self- Assessment Tool and the SUNY Board Self-Assessment Tool. This survey covers board member experience, the effective use of board meetings, legal compliance, and academic and fiscal oversight. The results are compiled into a report which is reviewed and discussed by the board. Participants in the board focus group acknowledged that the board has not had a retreat since December 2021. They explained that while they continue to hold regular meetings virtually, they have not been able to get together for a retreat due to illness. The board interacts regularly with the New Visions network. Board members noted that they hold the network accountable and alert them to any concerns that arise. They thoroughly review reports and presentations provided by the network and indicate when the network does not provide the information that the board would like or when more contextual or comparative data is needed. The board also solicits feedback from school leaders during discussions and surveys staff to gauge satisfaction with the services that the network provides. Principal evaluations are conducted at the midpoint and the end of each school year using the New Visions Principal Evaluation System which focuses on student performance, instructional leadership, school culture and climate, organizational systems, and participation with the network. According to the renewal application, the network’s charter schools superintendent, who is also a trustee, “serves as the principals’ day-to-day supervisor with the board reviewing both mid-year and final performance evaluations and retaining the final authority over the assessment process.” The board also maintains ongoing oversight of the principal through reports and discussions at monthly meetings.
- **Indicator b:** Members of the HUM II Board of Trustees possess the range of skills necessary for charter school governance, including expertise in education, business, finance, law, housing, and the arts. Several board members are Bronx residents and/or have connections to the school community. There are currently ten trustees on the board. While most trustees have served on the board for several years, three new members were approved by NYSED this past summer, adding more expertise in education and IT/business management. One of the new trustees is also the parent of a former HUM II student.
- **Indicator c:** The board continues to maintain active oversight of the school. During the focus group, board members indicated that they receive monthly reports from the school’s principal regarding student academic performance and graduation rates, disaggregated by subgroup populations, attendance, enrollment, staffing, etc. Members of the New Visions network also attend monthly meetings and report on information related to school operations for which the network is responsible, such as staff and student recruitment, finances, and compliance tasks. HUM II board members oversee three other New Visions charter high schools (NVCHS): New Visions Charter High School for Advanced Math and Science, New Visions Charter High School for the Humanities, and AMS II. The data they receive at monthly meetings is separate for each school and each principal is expected to actively participate in board meetings. The board reviews and discusses the four schools individually while also comparing metrics across schools. Additionally, the board meets with the principals bi-annually.
- **Indicator d:** The board engages in improvement planning and continuously sets priorities and goals. According to the renewal application “major priorities of the board continue to focus on

literacy interventions, student recruitment and retention, particularly for [ELLs and SWDs], as well as addressing learning loss due to the pandemic, teacher certification and retention, and safety issues.” The board receives regular reports on enrollment numbers and has focused on evaluating methods for recruitment, both general recruitment and efforts specific to increasing subgroup populations. Participants in the board focus group noted that they are working with the New Visions network to leverage community partners. Board members stated that the board “consistently focuses on gradual improvement” and that “success creates success.” They continue to work with NYCDOE facilities to stabilize the school’s residence in the new building which, according to board members, is difficult because there are only two schools there, both of which are charter schools as opposed to NYCDOE schools. Currently, the board is working with the city to have the scaffolding that has been in place at both schools’ entrances for years taken down.

- **Indicator e:** During the focus group, the board reported reviewing and revising policies, its bylaws, and the CMO contract annually, or more frequently when changes are required.
- **Indicator f:** During the focus group, board members indicated that the board engages in ongoing PD based on areas of growth identified in self-evaluations.
- **Indicator g:** During the focus group, the board described ongoing oversight of the school, the New Visions network, and contracted service providers. As mentioned above, they regularly review policies and contracts. The New Visions network provides the school with a compliance calendar to help facilitate the board’s oversight. The renewal application states that the board has implemented several changes to more effectively and efficiently monitor the school’s progress in meeting its academic, organizational, and fiscal goals. To help with this, “board members requested a more efficient, streamlined, and visual presentation of data for their review, and, in response, the New Visions team developed a secure Board of Trustees website and data dashboard.” Key indicators addressed in the data dashboard include student enrollment and retention targets, Regents passage rates, credit accumulation, the percentage of students on track to graduate in each cohort, and the percentage of students in each cohort achieving college readiness scores on Regents exams. Through the website, trustees can monitor average daily student attendance and teacher attendance. Participants in the school leadership focus group indicated that the board is dedicated and supportive. They noted the board’s understanding and active assistance when dealing with issues such as the school’s relocation. The board also supports school leaders when engaging in union negotiations with the United Federation of Teachers.
- **Indicator h:** The board is familiar with the 2019 version of the NYSED Charter School Performance Framework and ensures that the school is meeting or working toward meeting the standards as outlined in the 10 benchmarks. As noted above, the board maintains active oversight of the school through monthly meetings, principal’s reports, CMO reports, CSO site visit reports and memos, and conversations with various stakeholder groups. During the focus group, board members noted that the principal’s reports and CMO reports intentionally align with the 10 benchmarks and that reviews and discussions occur regularly.

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 communicates a clearly defined mission and set of goals to staff and the school community.</p> <p>b. The school has clear and well-established communication systems and decision-making processes in place to ensure effective communication across the school.</p> <p>c. 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.</p> <p>d. School leadership is familiar with NYSED Charter School Performance Framework standards and has a plan to ensure that the school meets these standards.</p>
2. <i>Professional Climate</i>	<p>a. Roles and responsibilities for leaders, staff, management, and the board of trustees are clearly defined and adhered to.</p> <p>b. The school ensures that staff has the requisite skills, expertise, and professional development necessary to meet all students’ needs, including students in subgroups.</p> <p>c. The school is fully staffed with personnel who are able to meet all operational needs, including finance, human resources, and communications.</p> <p>d. The school has established procedures for effective collaboration among teachers.</p> <p>e. The school has systems to monitor and maintain organizational and instructional quality through a formal evaluation process for teacher and other staff.</p> <p>f. The school has mechanisms to solicit teacher and staff feedback and to gauge their satisfaction.</p>
3. <i>Contractual Relationships (if applicable)</i>	<p>a. Changes in the school’s charter management or comprehensive service provider contract comply with required charter amendment procedures.</p>

- b. The school monitors the efficacy of contracted service providers or partners and has established an effective working relationship.

Summative Evidence for Benchmark 7:

Over the course of the charter term, the trajectory for this benchmark has been consistent as a Meets. The school has a well-established leadership team, an effective staff team structure, a healthy professional climate, and a strong working relationship with the New Visions network.

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

- **Indicator a:** The school has an effective school leadership team that communicates a clearly defined mission and set of goals to staff and the school community. HUM II's leadership team consists of a principal and four APs, three who supervise the instructional program and one who oversees culture and climate. The current principal took over the role of school leader in 2018-2019, the penultimate year of the school's last charter term. During the site visit, CSO staff noted that all focus group participants understood and were committed to the school's mission and goals. There was a commonly held belief among staff that the school has been steadily improving since its last renewal and that, despite recent challenges, continual progress was being made toward reaching its goals. When asked about the school's strengths, participants in the board focus group stressed the principal's "resilience in the face of challenges" and noted that "he has key leaders leading the different initiatives." The goals outlined in the Draft SY 22 HUM II Goals document submitted following the school's midterm site visit are clearly aligned with the school's mission and KDEs and were referenced frequently during renewal site visit focus group discussions.
- **Indicator b:** The staff is organized into team structures that meet regularly. As reported in the renewal application and evidenced on site, the school has developed clear pathways of communication through structures related to student support, school culture, attendance, and cohort management that allow for dissemination of information across all stakeholder groups. Participants in the board focus group noted the effectiveness of the team structures and operational frameworks developed by the principal and his leadership team. Additionally, the New Visions network provides external support in academics, cultural, and operational realms.
- **Indicator c:** 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. As reported in the renewal application, the school benefits from the partnership between New Visions for Public Schools and CUNY that allows for teachers to participate in the 18-month Multilingual Learner Project, which offers "certified core-content teachers the ability to earn an additional TESOL certificate to support the literacy development and academic achievement" of ELLs. During the focus group, teachers expressed satisfaction with the support they receive from school leaders and department chairs and noted that communication and

collaboration was strong due, in part, to the school's systems and structures, such as cohort teams. The general sentiment expressed in teacher focus groups from both the midterm and renewal site visits indicate a feeling among teachers that relationships among staff are supportive and that the school is steadily growing and improving each year. The school's hiring process is supported by the New Visions network, which provides job posting, recruitment, and pre-screening.

- **Indicator d:** As evidenced in focus group discussions, school leadership and the board are familiar with the NYSED Performance Framework. Additionally, as noted in Benchmark 6, principal's reports to the board align with the 10 benchmarks of the framework.

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

- **Indicator a:** HUM II has a clear organizational structure with defined roles and responsibilities which are outlined in the school's organizational chart and described in the renewal application. When the current principal took over as school leader, he redesigned the school's staffing plan based on his assessment of the school's academic and cultural needs. The principal is the primary instructional and operational leader who is responsible for maintaining the school's mission and vision. The principal oversees four APs, three of whom oversee teachers in designated subject areas; the fourth AP oversees the school's culture team and is responsible for student interventions and culture/climate. Each grade has a cohort lead who stays with that cohort through the years. The ILT is comprised of three APs, two directors of instruction, and one director of student support. The School Leadership Team (SLT), which is outlined in the school's collective bargaining agreement with the United Federation of Teachers, includes the principal and eleven additional members, half of which are elected by the staff and half that are nominated by the principal. According to the renewal application, "SLT is structured to provide guidance and implement feedback on the mission, vision, and instructional/organizational goals. The team also is looked upon as a thought partner with the principal." The director of school operations handles all non-instructional aspects of the school such as operations, facilities, finance, procurement, compliance, student attendance, time and attendance management, and front office management
- **Indicator b:** HUM II has a comprehensive PD program in place. The renewal application states that the SLT is continuing to develop the instructional capacity of staff across the school. "We retain key personnel by creating a positive, supportive learning community, where they can continuously develop their capacity." When it comes to struggling staff members, the application states, "We work extremely hard to provide supports and coach staff members who are struggling." As discussed in Benchmark 2, the school provides PD both internally and through the New Visions network. HUM II has developed a "teaching and learning arc" where teachers engage in professional learning cycles once every trimester consisting of five sessions based on a topic of their choice. One of the topics mentioned during the school leadership focus group last spring was an exploration of how a teacher's identity shapes the curriculum. During the renewal site visit focus groups, school leaders described the PD arc this year structured around formative assessments and student support staff discussed the trauma-informed learning arc the school created in partnership with Partners for Children.

- **Indicator c:** The school is fully staffed with personnel who can meet all operational needs, including finance, human resources, and communications. As stated in the renewal application, during the charter term, staffing at HUM II has been impacted by pandemic-related staffing challenges. This year, however, the school is not experiencing the challenges it faced in previous years. At the time of the midterm site visit last spring, school leadership reported 12 vacancies. Teachers and school leaders had to fill in for vacancies and teacher absences, as needed. School leaders noted, however, that the gaps resulting from the staff shortage had allowed teachers to try out positions that they were interested in and tap into skills and experience that they otherwise would not be utilizing.
- **Indicator d:** The school has established procedures for effective collaboration among teachers. Regularly scheduled opportunities for collaboration include cohort meetings, department meetings, and culture team meetings. Teachers participating in the focus group expressed satisfaction with the level of communication and collaboration built into the school structure, noting its importance in building teacher capacity and mutual support. See Benchmarks 2 and 3 for a more detailed discussion of these.
- **Indicator e:** HUM II has a teacher evaluation system in place that is supported by the New Visions network. Since 2018-2019, all NVCHS have used the New Visions Charter High School Teacher Development Framework, which includes twelve components from the Danielson Framework for Teaching, along with TeachBoost, which is a platform used to centralize and support the coaching, observation, and performance management process. The evaluation includes goal setting aligned to school goals and individual growth needs, multiple formal and informal observations, self-reflections, coaching, and check-ins with coaches and school leadership. In the focus group, teachers reported that they receive two formal observations each year and informal observations every month and a half to two months. Additionally, coaches and/or APs conduct walkthroughs regularly to provide feedback leading up to the informal observations.
- **Indicator f:** The school has mechanisms to solicit teacher and staff feedback and to gauge their satisfaction. As stated in the renewal application, the school administers the NYC School Survey to teachers annually and “reviews and discusses the results of the survey together and collectively develops strategies to improve teacher satisfaction.” In the focus group, teachers indicated that they felt they had a voice in decision-making. They reported various methods by which school leaders solicit their feedback, such as an open-door policy, post-PD evaluation forms, participation in Professional Learning Communities, and during morning meetings and afternoon huddles. During the midterm site visit focus group, teachers stated that every year, the school is adding committees and that, while some teachers are invited to join, all teachers can volunteer to participate. Some of the committees mentioned were related to hiring, curriculum planning, grading policy, and culturally responsive teaching.

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

- **Indicator a:** The school submits its contract with the New Visions network to the CSO at the time of renewal and whenever significant changes are proposed in compliance with charter amendment procedures.

- **Indicator b:** As described in Benchmark 6, the board regularly monitors and reviews the services provided by the CMO. The network assists the school in monitoring other contractual relationships by providing a monthly report to the board which details the status of compliance activities and a list of contracts along with the expiration dates to ensure that contracts are not renewed without input from the board.

Benchmark 8: Mission and Key Design Elements

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

Finding: Meets

<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, including in public-facing materials.</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 the course of the charter term, the trajectory for this benchmark has been consistent as a Meets. The school community has consistently demonstrated a clear and shared understanding of the school's mission and KDEs and they have been implemented with fidelity.

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

- **Indicator a:** Each stakeholder focus group was able to articulate the mission and aspects of the school's KDEs. Common themes that were discussed during focus groups were: increasing supports and program offerings to enhance post-secondary readiness; encouraging students to read, write, and think critically; preparing students earlier for college and career planning; helping students become local and global citizens who understand and appreciate the arts, and cultivating an overall school culture of openness and respect.
- **Indicator b:** HUM II sought and was granted a revision to its KDEs by the Board of Regents in 2021. This was done to more thoroughly reflect the unified practices and values implemented by all New Visions Charter High Schools. Throughout the charter term, HUM II has fully implemented these KDEs.

1. *Innovative and Responsive Teaching and Learning:*

a. *Culturally Relevant Curriculum and Instruction:*

As noted in Benchmark 2, teachers at HUM II are incorporating more culturally relevant material into their curricula that celebrate students' unique backgrounds and are responsive to current societal issues. For example, ELA teachers are choosing more culturally relevant texts to study. In classroom observations, the ELA teacher was providing a lesson from George Takei's graphic novel about Japanese American

imprisonment during World War II and asking students to explore their own personal histories with forced migration and/or family separation. The school also has arts and language sequences that celebrate the unique backgrounds that shape the community. Teachers participating in the focus group last spring gave examples of how they incorporate cultural relevancy into their lessons: in government classes, students gain an understanding of the political and economic realities for minorities in America; in science classes, students are learning about African-American scientists; and in math classes, students use statistics to help them understand cultural issues such as how the COVID-19 pandemic has disproportionately affected certain communities and how demographics influence election results.

b. *Teacher Development:*

As described in Benchmarks 2, 3, and 7, HUM II offers ongoing professional learning experiences to build teacher capacity, support individual's professional interests, and work toward full implementation of the school's goals and overall vision. Teachers in the focus group stated that the PD offered this summer was perhaps the most meaningful they had experienced.

c. *Literacy and Math Skills for Every Student:*

As described in Benchmark 2, HUM II has enhanced its intervention programs and in-class supports to address gaps in students' literacy and math skills. The school's assessment cycles promote ongoing assessment of student progress and help teachers plan appropriate instruction and differentiation.

d. *Authentic Assessment:*

As stated across focus groups, the school's use of authentic assessments promotes deeper learning while making the curriculum more relevant for students. Teachers incorporate project-based learning into their curriculum through smaller, more frequent discovery-based tasks as well as larger scale projects. To support the school's initiative for more authentic learning experiences, HUM II partners with Local Civics and is now participating in the state's Seal of Civic Readiness program, which requires that students complete a Capstone project. See the *Civic and Community Engagement* summary below for more details.

2. *Individualized Support for Diverse Learners:*

The renewal application submitted by HUM II states that the school supports students' diverse learning styles and works to eliminate achievement gaps "in highly individualized ways through instruction, compliance, and advocacy." Data is used frequently to "determine if a research-based intervention is needed and the appropriateness of the intervention...in order to accelerate student gains." This was evident through onsite discussions and observations. See Benchmark 2 for a full description of the individualized supports that the school offers.

3. *Holistic Social Emotional Supports:*

HUM II provides various social-emotional supports to its students, through such means as the advisory model, restorative approach to behavior management, celebration of diversity, student

support team, and the cohort structure. See Benchmarks 2 and 3 for a full description of these and other supports.

4. *Comprehensive Postsecondary Readiness:*

HUM II supports students' post-secondary readiness through its counseling services, advisory curriculum, continuous goal-setting, and multiple academic pathways. The school's college and career counselor meets with students individually, in small groups, and during town hall presentations. The school's participation in the NSI program and its partnerships with the Bronx Community College and CUNY also help to advance post-secondary readiness. See Benchmarks 2 and 3 for a more detailed description of some of these supports.

5. *Inclusive Family Engagement:*

As described in Benchmark 3, the school maintains consistent communication with families and works to build collaborative relationships to ensure student well-being and success. Parents participating in the focus group expressed unanimous agreement in feeling heard, seen, and supported by the school.

6. *Civic and Community Engagement:*

As stated in the renewal application, HUM II "seeks to empower students at all stages of their high school experiences and to see themselves as active civic participants in both the school community and beyond." As mentioned above, the school is now approved by the state to offer the Seal of Civic Readiness. School leaders explained that students earn civic readiness points throughout their high school experience. These points are embedded in each social studies course. The project progression leading up to the seal begins in year one with students identifying issues in their community, collecting data, and considering appropriate civic action. By year four, students are ready to complete their Capstone project, where they take action on an issue and present their projects to a panel. This is the first year that students will be able to engage in a Capstone project at HUM II. During the focus group, board members discussed some of the other community engagement projects the students have participated in around issues such as climate change and gun violence. One trustee had the opportunity to work with students from various schools on these and noted that HUM II students were "especially good at critical thinking" and were "more advanced in citizenship, civic engagement, and how to make change in communities." See Benchmark 2 for more information on the how the school incorporates civic and community engagement into its academic program.

7. *Data-Driven Continuous Improvement:* As described in Benchmark 2, the school has multiple systems and practices in place for using data to inform instruction, make programmatic adjustments, and improve student outcomes.

Benchmark 9: Enrollment, Recruitment, and Retention

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

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>	<p>a. The school is making regular and significant annual progress toward meeting the targets.</p> <p>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.</p> <p>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.</p>

Summative Evidence for Benchmark 9:

Over the course of this charter term, the trajectory for this benchmark has been consistent as an Approaches. The school continues to evaluate and enhance its efforts to meet its enrollment targets. However, total student enrollment and enrollment of SWDs have not yet seen gains. As described below, the COVID-19 pandemic and the school's relocation have presented challenges to the school's efforts to increase enrollment during this charter term. However, school leaders are taking assessment of the new community, uncovering its assets, and viewing this as a time to "reboot" and determine where to redirect the school's efforts.

1. Element: **Target are met:**

- **Indicator a:** Based on NYSED data for the 2021-2022 school year, HUM II is meeting its enrollment targets for both ELLs and students who are ED and its retention targets for all students in the aggregate, ELLs, and ED students.

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

- **Indicator a:** During the final year of the previous charter term, HUM II's total enrollment was at 489 students, which is 86 percent of the maximum approved enrollment of 566. In 2020-2021, total enrollment at the school dropped to 471, and in 2021-2022, it was 451 (83 and 80 percent of contracted enrollment, respectively). During last spring's midterm site visit, participants in each of the focus groups identified two main factors attributing to the school's enrollment challenges over the past couple of years: the pandemic (which affected the enrollment at many schools across the state) and the school's relocation. School leaders reported that many students relocated during the pandemic, to places like Florida, Puerto Rico, the Dominican Republic, and Africa. All focus groups from last spring highlighted the challenges related to the school's relocation. These challenges include safety and distance of the new location. It should be noted that the NYCDOE took over the school's former space at the Gompers Campus in NYC CSD 7, forcing HUM II to relocate. Focus group participants explained that the culture of the neighborhood surrounding the new campus is different from that of the former one and that issues of violence are more prevalent. Due to the unfamiliarity of the new neighborhood, many students decided not to re-enroll. In the board focus group, members expressed their frustration with the NYCDOE, stating that the school was forced to move on short notice and that the NYCDOE had not been supportive.

In April 2020, the CSO issued a Notice of Concern to HUM II because of its failure to enroll a comparable number of SWDs and ED students to its previous district of location, NYC CSD 7. In 2021-2022, the SWD population dropped to 18 percent, which is -7 percentage points to the district of location, NYC CSD 8. In 2021-2022 HUM II saw a significant decrease in its retention of SWDs. During the renewal site visit focus group, school leaders noted that the school's move was a major factor contributing to the decreased retention of SWDs. They explained that parents of SWDs had expressed that they were not comfortable with their child going to school in a new neighborhood. To support families who are in this situation, the SPED coordinator has ensured that, if requested, students will have bussing added to their IEPs. Additionally, to support all students who are feeling similar fears related to safety in the new community, the school assembled a student-led safety committee and administered a student safety survey. Despite these challenges, school leaders reported that the number of applications they have been receiving this year is "on par with pre-COVID numbers."

- **Indicator b:** HUM II is making good faith efforts to attract students. Below is a list of strategies the school is employing to increase overall enrollment as well as enrollment of the three subgroup populations. It is based on the school's renewal application, 2022-2023 Action Plan, and renewal site visit focus group discussions.
 - The parent coordinator markets the school on social media, through direct mailings, and throughout the community.
 - The school sends out flyers to local schools and locations (such as laundromats, stores, libraries, and CBOs), places ads in bus shelters, and hosts information sessions and open houses, held both in-person and virtually.
 - Staff members participate in recruitment fairs and engage in street outreach.
 - Staff has returned to conducting in-person visits to middle schools and establishing partnerships with middle schools that serve a large population of SWDs.
 - The school's marketing highlights its academic program, including the extensive interventions and supports for all students. The school's outreach also highlights the comprehensive MTSS,

student support services, wrap-around services, and the Urban Health Plan clinic within the school building.

- Recruitment materials are available in English and Spanish and mention the school's biliteracy program, language classes in Spanish, French, and Italian, and the opportunity for advanced language proficiency leading to the NYS Seal of Biliteracy.
- School leaders have been proactive in reaching out to and connecting with recent migrant arrivals and developing partnerships with organizations that work with newly arrived immigrant populations, sharing how the bilingual program would provide beneficial services for this population.
- The school offers students the opportunity to participate in many sports and clubs, such as basketball, soccer, volleyball, track, flag football, climbing, gaming, Lego engineers, environmental club, writing, and the school newspaper.

Indicator c: As noted in the enrollment and retention narrative submitted by HUM II, the New Visions network manages the SchoolMint real-time applicant data system which tracks the school's progress toward application targets and provides comparisons to data from prior years. The system collects source data, such as where applicants attended middle school and how they heard about HUM II, and helps the school determine connections that may exist between outreach and marketing efforts and applications received.

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

<u>Element</u>	<u>Indicators</u>
1. Legal Compliance	<ul style="list-style-type: none">a. The school has compiled a record of substantial compliance with applicable State and federal laws and regulations 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; addressing complaints; financial management and oversight; governance and reporting; and health, safety, civil rights, and student assessment requirements.b. The school has undertaken appropriate corrective action when required, and/or as requested by the Board of Regents and/or the NYSED Charter School Office and has implemented necessary safeguards to maintain compliance with all legal requirements.c. The school has a plan to ensure that teachers are certified in accordance with applicable laws and regulations.d. The school has sought Board of Regents and/or the NYSED Charter School Office approval for material and non-material revisions.e. The school maintains sufficient enrollment demand for the school to meet the expectations detailed in the enrollment plan outlined in the charter and within the parameters set forth in the charter agreement.f. The school seeks guidance from its legal counsel when updating documents and handling issues that arise.

Summative Evidence for Benchmark 10:

Over the course of this charter term, the trajectory for this benchmark has been consistent as a Meets. The school continues to comply with relevant legal, fiscal, governance, and CSO requirements.

1. Element: **Legal Compliance:**

- **Indicator a:** The school has been in general compliance with applicable state and federal laws and the provisions of its charter based on a review of CSO documents. The school benefits from its relationship with the New Visions network, a service provider with many years of experience working with districts and charter schools. The network's director of operations confers weekly with all NVCHS directors of school operations to review current and upcoming deadlines, assess progress, and/or identify support needs. This also provides a role-alike sharing and learning space for all school-level operations directors. According to NYSED data from the 2018-2019 to 2020-

2021 school years, all staff members currently have fingerprint clearance. However, during those years, there were a few instances where administrators and administrative staff were hired one to two days prior to the date of fingerprint clearance. The midterm report states that, at the time of last spring's midterm site visit, three proposed trustees were unaware that they lacked NYSED approval and had considered themselves to already be seated on the board. Following the spring visit, the board and New Visions network worked with the CSO to rectify the situation.

- **Indicator b:** In April 2020, the CSO issued a Notice of Concern to HUM II because of its failure to enroll a comparable number of SWDs and ED students when compared to its district of location. For the 2019-2020 school year, HUM II's enrollment of SWDs and ED students was below that of NYC CSD 7 by 5 and 6 percentage points, respectively. Benchmark 9 discusses the school's current enrollment data and recruitment efforts. See BM 9 for additional details.
- **Indicator c:** According to NYSED data, HUM II abides by all teacher certification requirements.
- **Indicator d:** In December 2020, the school sought approval from the Board of Regents to amend the KDEs for the school's charter. The Board of Regents approved this request at its meeting held on May 27, 2021. In conjunction with the school's renewal, HUM II has submitted nonmaterial revision requests to update its enrollment and admission policy and make minor changes to the wording of its mission. No other revisions have been requested by the school during this charter term.
- **Indicator e:** As discussed in Benchmark 9, HUM II's total enrollment numbers decreased in 2020-2021 and 2021-2022, placing the school below the 85 percent threshold of its maximum approved enrollment.
- **Indicator f:** The school seeks guidance from the New Visions network, outside legal counsel, and board members with legal experience when updating documents and handling issues that arise.

2022 NYSED Charter School Information Dashboard

Overview

Charter School Selection

NEW VISIONS CHARTER HIGH SCHOOL FOR THE HUMANITIES II

BEDS Code

320800861018

2021-2022 Enrollment

451

ESEA Accountability Designation (2021-2022):

This school is designated as a school in **Comprehensive Support and Improvement** under current New York State criteria as defined by the Elementary and Secondary Education Act.

Charter School Information

School District of Location:	NEW YORK CITY GEOGRAPHIC DISTRICT # 8
Total Public School Enrollment of Resident Students attending Charter Schools:	23%
Additional School District: (if applicable)*	N/A
Total Public School Enrollment of Resident Students attending Charter Schools:	-
Grades Served:	9-12
Address:	900 TINTON AVE BRONX NY 10456
Website:	www.newvisions.org/charter/hum
RIC:	NEW YORK CITY
Regents Region:	NEW YORK CITY REGION - BRONX
Regent:	ARAMINA VEGA FERRER
Active Date:	7/1/2012
Authorizer:	NYS BOR
CEO:	DAVID NEAGLEY
CEO Phone:	(718) 665-5380
CEO Email:	dneagley14@charter.newvisions.org
BOT President:	NANCY GROSSMAN
BOT President Phone:	(914) 671-5893
BOT President Email:	nancygrossman1@gmail.com
Institution ID:	800000071081

*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:	2019
Current Term:	7/1/20-6/30/23
2018-2019	Midterm
2019-2020	Renewal
2020-2021	Check-in
2021-2022	Midterm
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	Does not meet 90% or 95% Confidence	6%	451	29
Student Survey (Grades 9-12)	Does not meet 90% or 95% Confidence	30%	451	137
Teacher Survey	Does not meet 90% or 95% Confidence	56%	55	31

2022 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 1: Similar Schools Comparison

Charter School

NEW VISIONS CHARTER HIGH SCHOOL FOR THE HUMANITIES II

New Visions CHS for the Humanities II			ELA Differential	Math Differential	Science Differential	Graduation Rate Differential
High School	+/- 5	A Philip Randolph Campus HS	.	.	.	+1
		AECI II: NYC CHS for Computer Engineering and Innovation	.	.	.	+84
		Abraham Lincoln HS	.	.	.	-2
		Academy of Finance and Enterprise	.	.	.	-13
		Astor Collegiate Academy	.	.	.	+4
		Benjamin Franklin HS for Finance and Information Technology	.	.	.	-8
		Bronx School of Law and Finance	.	.	.	+1
		Brooklyn School for Math and Research (The)	.	.	.	-9
		CHS for Law and Social Justice	.	.	.	+4
		Civic Leadership Academy	.	.	.	-10
		East Community School	.	.	.	+12
		East Upper HS	.	.	.	-1
		Gorton HS	.	.	.	-6
		HS for Enterprise, Business & Technology (The)	.	.	.	-1
		Henninger HS	.	.	.	+9
		Information Technology HS	.	.	.	-4
		John Adams HS	.	.	.	0
		John Dewey HS	.	.	.	+1
		Math, Engineering and Science Academy CHS	.	.	.	-10
		Mathematics, Science Research and Technology Magnet	.	.	.	+11
		Mckinley Vocational HS	.	.	.	-3
		Rochester Early College International HS	.	.	.	-9
		Union Square Academy for Health Sciences	.	.	.	-4
		University Neighborhood HS	.	.	.	-15
		Urban Assembly School of Business for Young Women	.	.	.	+10
		Veritas Academy	.	.	.	-1
		Mean	.	.	.	+2
	+/- 7.5	Academy for Conservation and the Environment	.	.	.	-14
		Academy of Hospitality and Tourism	.	.	.	+3
		Belmont Preparatory HS	.	.	.	+8
		Bronx Legacy HS	.	.	.	+84
		Bronx Academy of Health Careers	.	.	.	-9
		Bronx Career and College Preparatory HS	.	.	.	+4
		Bronx HS for Writing and Communication Arts	.	.	.	+11
		Bronx Health Sciences HS	.	.	.	-14
		Bronx River HS	.	.	.	+1
		Business of Sports School	.	.	.	-3
		Cinema School (The)	.	.	.	-11
		Cypress Hills Collegiate Preparatory School	.	.	.	-8
		Dewitt Clinton HS	.	.	.	-7
		Ebc HS for Public Service-Bushwick	.	.	.	-9
		Energy Tech HS	.	.	.	-11
		Eximius College Preparatory Academy: A College Board	.	.	.	-5
		Global Learning Collaborative (The)	.	.	.	-5
		HS for Law, Advocacy and Community Justice	.	.	.	+8
		HS of Applied Communications	.	.	.	-15
		HS of Arts and Technology	.	.	.	+1
		HS of Hospitality Management	.	.	.	+4
		Hero (Health, Education and Research Occupations) HS	.	.	.	-8
		International Leadership Charter HS	.	.	.	-6
		Inwood Early College for Health and Information Technology	.	.	.	-4
		Knowledge and Power Prep Academy International HS	.	.	.	-16
		Landmark HS	.	.	.	-1
		Lewis J Bennett HS of Innovative Technology	.	.	.	-5
		Lincoln HS	.	.	.	-11
		Manhattan Business Academy	.	.	.	-9
		Marie Curie High Sch-Nursing, Medicine & Health Professions	.	.	.	+1
		Maxine Greene HS for Imaginative Inquiry (The)	.	.	.	+6

2022 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 1: Similar Schools Comparison

	New Visions CHS for the Humanities	.	.	.	-16
	Nottingham HS	.	.	.	+13
	Public Service Leadership Academy At Fowler	.	.	.	+8
	Queens HS for Information, Research and Technology	.	.	.	-5
	Queens Technical HS	.	.	.	0
	Research Laboratory HS for Bioinformatics and Life Sci	.	.	.	-9
	Richmond Hill HS	.	.	.	+10
	Riverside HS	.	.	.	-13
	Roosevelt HS - Early College Studies	.	.	.	-10
	South Bronx Community CHS	.	.	.	+9
	Unity Center for Urban Technologies	.	.	.	-13
	Urban Assembly School for Collaborative Healthcare (T	.	.	.	-7
	Victory Collegiate HS	.	.	.	-3
	Westchester Square Academy	.	.	.	-4
	William Cullen Bryant HS	.	.	.	-3
	Williamsburg HS of Art and Technology (The)	.	.	.	-11
	World Academy for Total Community Health HS	.	.	.	+13
	Mean	.	.	.	-2
+/- 10	American Sign Language & English Secondary School	.	.	.	-10
	August Martin HS	.	.	.	-11
	Bronx Aerospace HS	.	.	.	+6
	Bronx Center for Science and Mathematics	.	.	.	-11
	Bronx Collegiate Academy	.	.	.	-10
	Bronx Compass HS	.	.	.	-3
	Bronx HS for the Visual Arts	.	.	.	+3
	Bronxdale HS	.	.	.	+3
	Bronxwood Preparatory Academy (The)	.	.	.	-1
	Brooklyn Community HS for Excellence and Equity	.	.	.	+4
	Brooklyn HS for Law and Technology	.	.	.	+1
	Burgard HS	.	.	.	+17
	Cambria Heights Academy	.	.	.	-3
	Collegiate Institute for Math and Science	.	.	.	-3
	Corcoran HS	.	.	.	+1
	Curtis HS	.	.	.	+9
	Earl Monroe New Renaissance Basketball Academy CS	.	.	.	+84
	East New York Arts and Civics HS (The)	.	.	.	+2
	El Puente Academy for Peace and Justice	.	.	.	+7
	Flushing HS	.	.	.	+1
	Frederick Douglass Academy Vi HS	.	.	.	+35
	Gotham Collaborative HS	.	.	.	+16
	HS for Arts and Business	.	.	.	-14
	HS for Climate Justice (The)	.	.	.	0
	HS for Community Leadership	.	.	.	-12
	HS for Environmental Studies	.	.	.	-9
	HS for Global Citizenship (The)	.	.	.	-3
	HS for Health Professions & Human Services	.	.	.	-12
	HS for Language and Diplomacy (The)	.	.	.	+2
	HS for Medical Professions	.	.	.	-6
	HS of Economics & Finance	.	.	.	-8
	HS of Sports Management	.	.	.	+11
	HS of Telecommunication Arts and Technology	.	.	.	-13
	Herbert H Lehman HS	.	.	.	+4
	Hs for Law Enforcement and Public Safety	.	.	.	-4
	Hudson HS of Learning Technologies	.	.	.	-2
	Jacqueline Kennedy-Onassis HS	.	.	.	+1
	John Bowne HS	.	.	.	+5
	Lackawanna HS	.	.	.	+7
	Leaders HS	.	.	.	-9
	Manhattan Center for Science & Mathematics	.	.	.	-13
	Martin Van Buren HS	.	.	.	-3
	Morris Academy for Collaborative Studies	.	.	.	-7
	Mott Hall Bronx HS	.	.	.	-1
	Mount Vernon HS	.	.	.	+19
	New Visions CHS for Advanced Math and Science	.	.	.	-12
	New Visions CHS for Advanced Math and Science II	.	.	.	-14
	Northside CHS	.	.	.	-10
	Orchard Collegiate Academy	.	.	.	-10

2022 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 1: Similar Schools Comparison

	Origins HS	.	.	.	-9
	Pelham Preparatory Academy	.	.	.	-9
	Riverside Academy HS	.	.	.	+11
	Robert F Kennedy Community HS	.	.	.	-4
	Schuylerville Preparatory HS	.	.	.	-1
	Thomas R Proctor HS	.	.	.	-2
	University Prep CHS	.	.	.	-11
	Urban Action Academy	.	.	.	+17
	Urban Assembly Academy of Government and Law	.	.	.	-4
	Urban Assembly CS for Computer Science	.	.	.	+84
	Urban Assembly School for Emergency Management (.	.	.	-9
	Urban Assembly School for Media Studies	.	.	.	-5
	Validus Preparatory Academy	.	.	.	+13
	Vertus CS	.	.	.	+11
	Williamsburg CHS	.	.	.	0
	Williamsburg Preparatory School	.	.	.	-15
	Women's Academy of Excellence	.	.	.	+12
	Yonkers HS	.	.	.	-11
	Mean	.	.	.	+1
	Mean	.	.	.	+0

*See NOTES (1) and (11).

2022 NYSED Charter School Information Dashboard

Regents Outcomes

Charter School

NEW VISIONS CHARTER HIGH SCHOOL FOR THE HUMANITIES II

Regents Testing Outcomes – Aggregate and Subgroup Annual Regents Outcomes:

Annual Regents Outcomes

		All Students				SWD				ELL				ED			
		Charter Total Tested	New Visions CHS for the Humanities II	NYS	Differential to NYS	Charter Total Tested	New Visions CHS for the Humanities II	NYS	Differential to NYS	Charter Total Tested	New Visions CHS for the Humanities II	NYS	Differential to NYS	Charter Total Tested	New Visions CHS for the Humanities II	NYS	Differential to NYS
Algebra I (Common Core)	2017-2018	290	31%	64%	-33	73	14%	39%	-25	64	17%	46%	-29	253	29%	56%	-27
	2018-2019	235	42%	66%	-24	54	9%	43%	-34	62	40%	50%	-10	204	40%	59%	-19
	2019-2020	197	89%	93%	-4	59	85%	90%	-5	47	98%	90%	+8	167	89%	92%	-3
	2020-2021	177	100%	97%	+3	37	100%	96%	+4	38	100%	98%	+2	163	100%	97%	+3
	2021-2022	18	100%	63%	+37	-	-	-	-	-	-	-	-	17	100%	56%	+44
Algebra II (Common Core)	2017-2018	43	26%	82%	-56	-	-	-	-	-	-	-	-	32	31%	72%	-41
	2018-2019	45	40%	83%	-43	-	-	-	-	-	-	-	-	32	31%	72%	-41
	2019-2020	62	100%	99%	+1	8	100%	98%	+2	9	100%	99%	+1	48	100%	99%	+1
	2020-2021	76	100%	100%	0	8	100%	100%	0	16	100%	100%	0	65	100%	100%	0
English Language Arts (Common Core)	2017-2018	172	52%	79%	-27	25	24%	52%	-28	33	12%	47%	-35	136	48%	70%	-22
	2018-2019	206	65%	84%	-19	36	33%	61%	-28	46	30%	56%	-26	156	63%	78%	-15
	2019-2020	145	94%	96%	-2	37	89%	91%	-2	42	95%	89%	+6	125	94%	94%	0
	2020-2021	98	100%	99%	+1	17	100%	98%	+2	20	100%	98%	+2	84	100%	99%	+1
	2021-2022	81	100%	84%	+16	12	100%	63%	+37	13	100%	58%	+42	72	100%	78%	+22
Geometry (Common Core)	2017-2018	113	13%	67%	-54	10	0%	38%	-38	15	0%	45%	-45	93	13%	54%	-41
	2018-2019	64	23%	70%	-47	-	-	-	-	-	-	-	-	46	13%	57%	-44
	2019-2020	150	100%	98%	+2	24	100%	97%	+3	27	100%	97%	+3	124	100%	97%	+3
	2020-2021	77	100%	100%	0	9	100%	100%	0	16	100%	100%	0	71	100%	100%	0
Global History	2018-2019	193	45%	79%	-34	40	18%	52%	-34	31	42%	56%	-14	158	42%	72%	-30
	2019-2020	188	90%	98%	-8	47	94%	95%	-1	37	97%	95%	+2	157	90%	97%	-7
	2020-2021	130	100%	100%	0	21	100%	100%	0	26	100%	100%	0	117	100%	100%	0
	2021-2022	8	100%	81%	+19	-	-	-	-	-	-	-	-	8	100%	74%	+26
Living Environment	2017-2018	256	36%	70%	-34	55	15%	44%	-29	59	12%	43%	-31	214	35%	60%	-25
	2018-2019	242	35%	71%	-36	50	18%	45%	-27	62	19%	43%	-24	199	37%	61%	-24
	2019-2020	273	96%	96%	0	64	98%	93%	+5	75	97%	94%	+3	232	96%	95%	+1
	2020-2021	117	99%	98%	+1	21	100%	97%	+3	24	100%	98%	+2	108	99%	98%	+1
	2021-2022	19	100%	76%	+24	7	100%	53%	+47	6	100%	51%	+49	17	100%	67%	+33

2022 NYSED Charter School Information Dashboard

Regents Outcomes

Physical Setting/ Chemistry	2017-2018	25	0%	72%	-72	-	-	-	-	-	-	-	-	20	0%	59%	-59
	2018-2019	46	28%	73%	-45	-	-	-	-	-	-	-	-	30	20%	60%	-40
	2019-2020	124	99%	98%	+1	21	100%	98%	+2	23	100%	99%	+1	99	99%	98%	+1
	2020-2021	113	100%	100%	0	16	100%	100%	0	18	100%	100%	0	104	100%	100%	0
Physical Setting/ Earth Science	2017-2018	46	11%	68%	-57	7	0%	44%	-44	12	8%	42%	-34	37	11%	58%	-47
	2018-2019	52	15%	64%	-49	-	-	-	-	9	0%	37%	-37	40	13%	53%	-40
	2019-2020	62	94%	97%	-3	16	100%	95%	+5	12	100%	96%	+4	54	94%	96%	-2
	2020-2021	90	100%	98%	+2	15	100%	98%	+2	15	100%	99%	+1	74	100%	98%	+2
	2021-2022	5	100%	61%	+39	-	-	-	-	-	-	-	-	5	100%	50%	+50
US History	2017-2018	176	38%	81%	-43	41	17%	56%	-39	33	21%	58%	-37	136	35%	73%	-38
	2018-2019	74	30%	77%	-47	10	10%	51%	-41	14	21%	47%	-26	56	34%	67%	-33
	2019-2020	111	96%	97%	-1	22	100%	93%	+7	16	100%	92%	+8	89	97%	95%	+2
	2020-2021	93	100%	100%	0	15	100%	100%	0	18	100%	100%	0	76	100%	100%	0
	2021-2022	107	100%	100%	0	14	100%	100%	0	26	100%	100%	0	97	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 THE HUMANITIES II

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

Aggregate and Subgroup 4-Year Cohort Regents Testing Outcomes

		All Students				SWD				ELL				ED			
		Charter Total Cohort	New Visions CHS for the Humanities II	NYS	Differential to NYS	Charter Total Cohort	New Visions CHS for the Humanities II	NYS	Differential to NYS	Charter Total Cohort	New Visions CHS for the Humanities II	NYS	Differential to NYS	Charter Total Cohort	New Visions CHS for the Humanities II	NYS	Differential to NYS
ELA	2014 Cohort	117	72%	84%	-12	32	56%	54%	+2	18	39%	52%	-13	92	71%	78%	-7
	2015 Cohort	104	72%	84%	-12	18	22%	55%	-33	20	35%	55%	-20	76	67%	79%	-12
	2016 Cohort	122	93%	88%	+5	21	81%	66%	+15	27	85%	69%	+16	99	94%	84%	+10
	2017 Cohort	101	90%	89%	+1	27	74%	69%	+5	11	91%	75%	+16	91	90%	86%	+4
	2018 Cohort	89	98%	87%	+11	12	100%	71%	+29	17	100%	68%	+32	71	97%	83%	+14
Global History	2014 Cohort	117	59%	77%	-18	32	28%	42%	-14	18	28%	43%	-15	92	55%	69%	-14
	2015 Cohort	104	50%	78%	-28	18	28%	43%	-15	20	25%	48%	-23	76	47%	70%	-23
	2016 Cohort	122	80%	84%	-4	21	67%	60%	+7	27	74%	63%	+11	99	82%	80%	+2
	2017 Cohort	101	87%	87%	0	27	78%	66%	+12	11	91%	69%	+22	91	87%	84%	+3
	2018 Cohort	89	93%	86%	+7	12	92%	72%	+20	17	94%	68%	+26	71	92%	83%	+9
Math	2014 Cohort	117	62%	83%	-21	32	22%	49%	-27	18	33%	59%	-26	92	58%	77%	-19
	2015 Cohort	104	70%	84%	-14	18	17%	51%	-34	20	40%	60%	-20	76	66%	78%	-12
	2016 Cohort	122	95%	88%	+7	21	86%	64%	+22	27	89%	72%	+17	99	95%	85%	+10
	2017 Cohort	101	94%	90%	+4	27	89%	69%	+20	11	100%	79%	+21	91	95%	88%	+7
	2018 Cohort	89	100%	91%	+9	12	100%	76%	+24	17	100%	78%	+22	71	100%	89%	+11
Science	2014 Cohort	117	62%	83%	-21	32	28%	52%	-24	18	22%	50%	-28	92	59%	76%	-17
	2015 Cohort	104	63%	83%	-20	18	22%	51%	-29	20	35%	51%	-16	76	59%	76%	-17
	2016 Cohort	122	92%	87%	+5	21	81%	64%	+17	27	81%	66%	+15	99	92%	83%	+9
	2017 Cohort	101	93%	90%	+3	27	81%	70%	+11	11	100%	74%	+26	91	93%	87%	+6
	2018 Cohort	89	100%	91%	+9	12	100%	77%	+23	17	100%	73%	+27	71	100%	88%	+12
US History	2014 Cohort	117	56%	80%	-24	32	28%	48%	-20	18	44%	50%	-6	92	53%	72%	-19
	2015 Cohort	104	62%	79%	-17	18	28%	48%	-20	20	40%	48%	-8	76	59%	71%	-12
	2016 Cohort	122	66%	84%	-18	21	52%	61%	-9	27	30%	61%	-31	99	62%	79%	-17
	2017 Cohort	101	81%	85%	-4	27	59%	66%	-7	11	91%	67%	+24	91	80%	81%	-1
	2018 Cohort	89	98%	84%	+14	12	92%	69%	+23	17	100%	67%	+33	71	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 The Humanities II	NYS	Differential to NYS	New Visions CHS For The Humanities II	NYS	Differential to NYS	New Visions CHS For The Humanities II	NYS	Differential to NYS
All Students	2013 Cohort	17%	39%	-22	56%	72%	-16	19%	41%	-22
	2014 Cohort	3%	29%	-26	33%	71%	-38	5%	30%	-25
	2015 Cohort	6%	34%	-28	42%	68%	-26	6%	36%	-30
SWD	2013 Cohort	0%	7%	-7	33%	33%	0	0%	9%	-9
	2014 Cohort	0%	4%	-4	22%	32%	-10	0%	5%	-5
	2015 Cohort	0%	6%	-6	17%	29%	-12	0%	8%	-8
ELL	2014 Cohort	0%	8%	-8	17%	28%	-11	0%	10%	-10
	2015 Cohort	0%	9%	-9	30%	30%	0	0%	12%	-12
ED	2013 Cohort	16%	27%	-11	56%	63%	-7	17%	29%	-12
	2014 Cohort	4%	18%	-14	30%	61%	-31	5%	19%	-14
	2015 Cohort	7%	22%	-15	45%	58%	-13	7%	24%	-17

*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 the Humanities II	NYS Graduation Rate	Differential to NYS	Charter Total Cohort	New Visions CHS for the Humanities II	NYS Graduation Rate	Differential to NYS	Charter Total Cohort	New Visions CHS for the Humanities II	NYS Graduation Rate	Differential to NYS	Charter Total Cohort	New Visions CHS for the Humanities II	NYS Graduation Rate	Differential to NYS
2014 Cohort	4 Year	117	73%	83%	-10	32	66%	60%	+6	18	50%	54%	-4	92	72%	76%	-4
	5 Year	113	86%	86%	0	32	84%	66%	+18	17	71%	62%	+9	87	85%	81%	+4
	6 Year	110	91%	87%	+4	32	88%	68%	+20	17	76%	66%	+10	85	91%	83%	+8
2015 Cohort	4 Year	104	76%	83%	-7	18	50%	62%	-12	20	55%	58%	-3	76	74%	77%	-3
	5 Year	104	85%	87%	-2	18	56%	67%	-11	20	85%	68%	+17	76	84%	82%	+2
	6 Year	104	87%	88%	-1	18	61%	70%	-9	20	85%	70%	+15	77	86%	84%	+2
2016 Cohort	4 Year	122	88%	85%	+3	21	81%	63%	+18	27	85%	63%	+22	99	88%	80%	+8
	5 Year	121	89%	88%	+1	20	85%	69%	+16	27	85%	70%	+15	99	89%	83%	+6
	6 Year	121	89%	89%	0	20	85%	72%	+13	27	85%	71%	+14	99	89%	85%	+4
2017 Cohort	4 Year	101	84%	86%	-2	27	63%	65%	-2	11	91%	70%	+21	91	85%	81%	+4
	5 Year	93	92%	89%	+3	21	81%	72%	+9	10	100%	75%	+25	84	93%	85%	+8
2018 Cohort	4 Year	89	92%	87%	+5	12	83%	69%	+14	17	94%	70%	+24	71	90%	82%	+8

*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%

N/A	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	110	59	54%	21	4	19%	25	7	28%	84	43	51%
2016	128	64	50%	22	4	18%	30	6	20%	101	51	50%
2017	103	92	89%	28	20	71%	14	13	93%	87	77	89%
2018	95	92	97%	16	14	88%	18	18	100%	79	77	97%
2019	124	116	94%	16	14	88%	18	18	100%	79	77	97%

*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 THE HUMANITIES II

1.a.i. Aggregate Enrollment:

Aggregate Enrollment: Reported vs Contracted - Target = 100%

New Visions CHS for the Humanities II	Contracted Enrollment	Reported Enrollment	Percent of Contracted Enrollment
2017-2018	511	485	95%
2018-2019	536	486	91%
2019-2020	566	489	86%
2020-2021	566	471	83%
2021-2022	566	451	80%

1.a.ii. Subgroup Enrollment:

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

	SWD			ELL			ED		
	New Visions CHS for the Humanities II	NYC CSD 8	Differential to District	New Visions CHS for the Humanities II	NYC CSD 8	Differential to District	New Visions CHS for the Humanities II	NYC CSD 8	Differential to District
2017-2018	22%	26%	-4	19%	21%	-2	83%	83%	0
2018-2019	21%	25%	-4	20%	21%	-1	79%	82%	-3
2019-2020	20%	24%	-4	20%	21%	-1	84%	84%	0
2020-2021	19%	24%	-5	19%	21%	-2	90%	86%	+4
2021-2022	18%	25%	-7	21%	21%	0	86%	85%	+1

*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 the Humanities II	NYC CSD 8	Differential to District	New Visions CHS for the Humanities II	NYC CSD 8	Differential to District	New Visions CHS for the Humanities II	NYC CSD 8	Differential to District	New Visions CHS for the Humanities II	NYC CSD 8	Differential to District
2017-2018	87%	80%	+7	83%	77%	+6	89%	80%	+9	87%	80%	+7
2018-2019	84%	80%	+4	80%	77%	+3	92%	80%	+12	84%	79%	+5
2019-2020	76%	77%	-1	72%	72%	0	75%	76%	-1	76%	77%	-1
2020-2021	85%	83%	+2	83%	81%	+2	89%	83%	+6	85%	83%	+2
2021-2022	81%	79%	+2	69%	75%	-6	86%	80%	+6	81%	80%	+1

*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
2014 Cohort	4-Year	123	71	58%	31	18	58%	22	12	55%	101	62	61%
	5-Year	123	80	65%	31	20	65%	22	13	59%	101	69	68%
	6-Year	123	82	67%	31	21	68%	22	14	64%	101	71	70%
2015 Cohort	4-Year	113	66	58%	24	8	33%	22	10	45%	92	51	55%
	5-Year	113	74	65%	24	9	38%	22	15	68%	92	59	64%
	6-Year	113	76	67%	24	10	42%	22	15	68%	92	61	66%
2016 Cohort	4-Year	136	91	67%	26	15	58%	24	18	75%	112	75	67%
	5-Year	136	92	68%	26	15	58%	24	18	75%	112	76	68%
	6-Year	136	92	68%	26	15	58%	24	18	75%	112	76	68%
2017 Cohort	4-Year	113	70	62%	30	14	47%	16	13	81%	101	62	61%
	5-Year	113	71	63%	30	14	47%	16	13	81%	101	63	62%
2018 Cohort	4 Year	109	69	63%	20	12	60%	22	17	77%	91	55	60%

*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 HUMANITIES II

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
511	536	566	566	566
566	566	566	566	566
485	486	489	471	451

ASSETS

Current Assets

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

4,732,467	5,367,061	6,792,475	6,824,373	6,128,721
462,222	332,494	427,303	479,754	918,812
5,774	60,614	22,303	39,457	52,793
-	-	-	678	25,573
5,200,463	5,760,169	7,242,081	7,344,262	7,125,899

Non-Current Assets

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

4,538	20,805	56,900	52,942	158,449
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
4,538	20,805	56,900	52,942	158,449
5,205,001	5,780,974	7,298,981	7,397,204	7,284,348

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

110,741	127,520	31,395	89,041	79,599
240,674	306,777	369,426	395,417	330,938
184,073	185,583	169,742	208,943	177,297
-	-	131,975	-	-
24,897	38,692	69,900	54,730	-
560,385	658,572	772,438	748,131	587,834

Long-Term Liabilities

Deferred Rent
Other Long-Term Liabilities

-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
560,385	658,572	772,438	748,131	587,834

NET ASSETS

Unrestricted
Restricted

4,644,616	5,122,402	6,526,543	6,649,073	6,696,514
-	-	-	-	-
4,644,616	5,122,402	6,526,543	6,649,073	6,696,514
5,205,001	5,780,974	7,298,981	7,397,204	7,284,348

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

7,025,909	7,174,689	7,537,433	7,327,849	7,328,739
1,370,782	1,212,976	1,265,737	1,294,909	775,741
-	-	-	-	-
469,626	481,722	1,710,599	751,393	1,398,485
201,030	243,328	124,600	39,082	35,762
-	-	-	-	-
9,067,347	9,112,715	10,638,369	9,413,233	9,538,727

EXPENSES

Program Services

Regular Education
Special Education
Other Expenses

5,067,693	5,687,164	6,003,781	5,969,130	6,360,419
1,972,612	2,184,823	2,285,574	2,284,855	2,047,764
-	-	-	-	-
7,040,305	7,871,987	8,289,355	8,253,985	8,408,183

Supporting Services

Management and General
Fundraising

796,830	818,547	1,030,374	1,054,337	1,116,848
-	-	-	-	-
796,830	818,547	1,030,374	1,054,337	1,116,848
7,837,135	8,690,534	9,319,729	9,308,322	9,525,031
1,230,212	422,181	1,318,640	104,911	13,696

SUPPORT AND OTHER REVENUE

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

6,749	28,262	33,792	3,946	3,498
25,129	27,343	51,709	13,673	30,247
-	-	-	-	-
-	-	-	-	-
31,878	55,605	85,501	17,619	33,745
1,262,090	477,786	1,404,141	122,530	47,441
3,382,526	4,644,616	5,122,402	6,526,543	6,649,073
4,644,616	5,122,402	6,526,543	6,649,073	6,696,514

REVENUE & EXPENSE BREAKDOWN

Revenue - Per Pupil

Operating
Support and Other Revenue

18,696	18,750	21,755	19,986	21,150
66	114	175	37	75
18,761	18,865	21,930	20,023	21,225

Expenses - Per Pupil

Program Services
Management and General, Fundraising

14,516	16,198	16,952	17,524	18,643
1,643	1,684	2,107	2,239	2,476
16,159	17,882	19,059	19,763	21,120
89.8%	90.6%	88.9%	88.7%	88.3%
10.2%	9.4%	11.1%	11.3%	11.7%
16.1%	5.5%	15.1%	1.3%	0.5%

FINANCIAL COMPOSITE SCORE

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

3.00	3.00	3.00	2.73	2.65
Strong	Strong	Strong	Strong	Strong

WORKING CAPITAL

Net Working Capital
Working Capital (Current) Ratio

4,640,078	5,101,597	6,469,643	6,596,131	6,538,065
9.3	8.7	9.4	9.8	12.1
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

0.1	0.1	0.1	0.1	0.1
Meets Standard	Meets Standard	Meets Standard	Meets Standard	Meets Standard

CASH POSITION

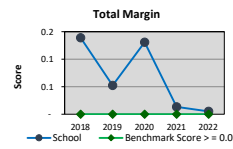
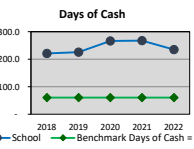
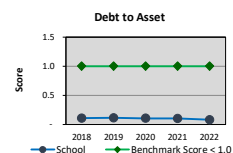
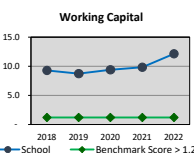
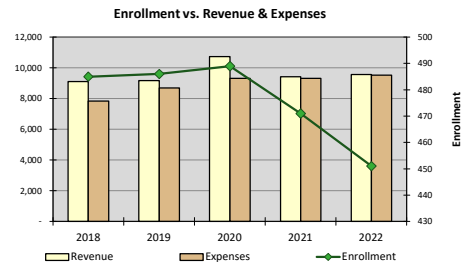
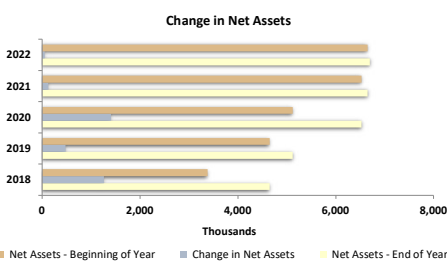
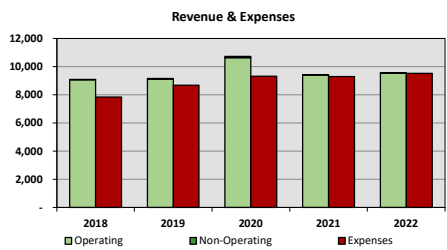
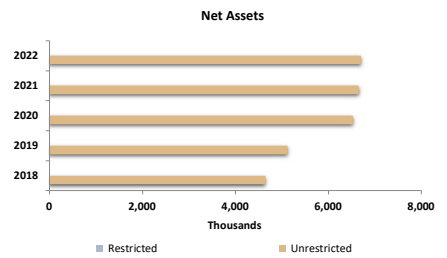
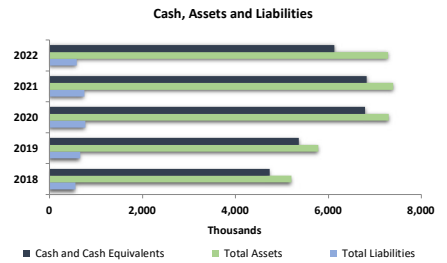
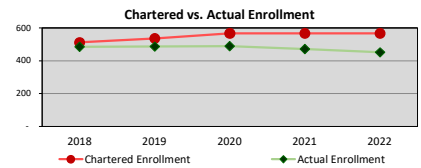
Days of Cash
BENCHMARK and FINDING:
Ratio should be equal to or greater than 60 days

220.4	225.4	266.0	267.6	234.9
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

0.1	0.1	0.1	0.0	0.0
Meets Standard	Meets Standard	Meets Standard	Meets Standard	Meets Standard





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 the Humanities II

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, which appears to read "David M. Frank".

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 the Humanities II Response n = 108 Response Rate = 23%

		All Charter Schools		New Visions CHS for the Humanities II		Difference
Q1a The charter school has high academic expectations for my child.	Strongly Agree	77%	7,064	67%	72	-10
	Somewhat Agree	18%	1,633	23%	25	5
	Neither Agree nor Disagree	4%	331	9%	10	5
	Somewhat Disagree	1%	96	1%	1	0
	Strongly Disagree	1%	81	0%	0	-1
Q1b I am aware of the academic supports available to my child.	Strongly Agree	71%	6,563	63%	68	-8
	Somewhat Agree	21%	1,916	28%	30	7
	Neither Agree nor Disagree	4%	401	7%	8	3
	Somewhat Disagree	2%	198	1%	1	-1
	Strongly Disagree	1%	127	1%	1	0
Q1c The teaching quality at this school is very high.	Strongly Agree	72%	6,617	54%	58	-18
	Somewhat Agree	20%	1,887	31%	34	11
	Neither Agree nor Disagree	5%	443	14%	15	9
	Somewhat Disagree	2%	154	0%	0	-2
	Strongly Disagree	1%	104	1%	1	0
Q2a The school's discipline policy is clear.	Strongly Agree	72%	6,640	52%	56	-20
	Somewhat Agree	17%	1,557	27%	29	10
	Neither Agree nor Disagree	9%	792	19%	21	10
	Somewhat Disagree	1%	122	2%	2	1
	Strongly Disagree	1%	94	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 the Humanities II Response n = 108 Response Rate = 23%

		All Charter Schools		New Visions CHS for the Humanities II		Difference
Q2b The school's discipline policy is fair to all students.	Strongly Agree	67%	6,210	56%	60	-11
	Somewhat Agree	18%	1,628	27%	29	9
	Neither Agree nor Disagree	11%	1,058	17%	18	6
	Somewhat Disagree	2%	159	1%	1	-1
	Strongly Disagree	2%	150	0%	0	-2
Q2c The school's discipline policy is enforced by all teachers and staff.	Strongly Agree	67%	6,147	53%	57	-14
	Somewhat Agree	17%	1,574	28%	30	11
	Neither Agree nor Disagree	13%	1,240	19%	20	6
	Somewhat Disagree	1%	133	1%	1	0
	Strongly Disagree	1%	111	0%	0	-1
Q2d I am aware of how the school supports student social-emotional development.	Strongly Agree	67%	6,125	61%	66	-6
	Somewhat Agree	20%	1,835	24%	26	4
	Neither Agree nor Disagree	9%	840	11%	12	2
	Somewhat Disagree	2%	218	3%	3	1
	Strongly Disagree	2%	187	1%	1	-1
Q2e The school has social, emotional, and mental health programs and supports for all students.	Strongly Agree	61%	5,570	49%	53	-12
	Somewhat Agree	20%	1,873	31%	34	11
	Neither Agree nor Disagree	15%	1,367	14%	15	-1
	Somewhat Disagree	2%	207	5%	5	3
	Strongly Disagree	2%	188	1%	1	-1

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

New Visions CHS for the Humanities II Response n = 108 Response Rate = 23%

		All Charter Schools		New Visions CHS for the Humanities II		Difference
Q3a The school provides a safe environment.	Strongly Agree	76%	7,006	50%	54	-26
	Somewhat Agree	15%	1,366	25%	27	10
	Neither Agree nor Disagree	7%	677	22%	24	15
	Somewhat Disagree	1%	95	3%	3	2
	Strongly Disagree	1%	61	0%	0	-1
Q3b The school has systems in place to ensure that the environment is free from bullying, harassment, and discrimination.	Strongly Agree	66%	6,075	47%	51	-19
	Somewhat Agree	20%	1,801	26%	28	6
	Neither Agree nor Disagree	11%	1,018	21%	23	10
	Somewhat Disagree	2%	193	5%	5	3
	Strongly Disagree	1%	118	1%	1	0
Q3c Classroom environments support learning and are generally free from disruption.	Strongly Agree	65%	5,997	38%	41	-27
	Somewhat Agree	21%	1,916	34%	37	13
	Neither Agree nor Disagree	11%	1,026	28%	30	17
	Somewhat Disagree	2%	160	0%	0	-2
	Strongly Disagree	1%	106	0%	0	-1
Q3d The school has high behavioral expectations for my child.	Strongly Agree	75%	6,923	56%	61	-19
	Somewhat Agree	17%	1,570	31%	34	14
	Neither Agree nor Disagree	6%	581	11%	12	5
	Somewhat Disagree	1%	57	0%	0	-1
	Strongly Disagree	1%	74	1%	1	0

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

New Visions CHS for the Humanities II Response n = 108 Response Rate = 23%

		All Charter Schools		New Visions CHS for the Humanities II		Difference
Q4a The school provides opportunities for parent participation within the school community.	Strongly Agree	69%	6,353	56%	60	-13
	Somewhat Agree	19%	1,753	23%	25	4
	Neither Agree nor Disagree	9%	827	19%	21	10
	Somewhat Disagree	2%	152	2%	2	0
	Strongly Disagree	1%	120	0%	0	-1
Q4b I receive regular and timely information on my child's academic progress in my home language.	Strongly Agree	77%	7,104	68%	73	-9
	Somewhat Agree	15%	1,398	24%	26	9
	Neither Agree nor Disagree	4%	354	7%	8	3
	Somewhat Disagree	2%	204	0%	0	-2
	Strongly Disagree	2%	145	1%	1	-1
Q4c The school uses many methods of communication with families.	Strongly Agree	80%	7,393	66%	71	-14
	Somewhat Agree	14%	1,274	26%	28	12
	Neither Agree nor Disagree	4%	325	7%	8	3
	Somewhat Disagree	1%	119	0%	0	-1
	Strongly Disagree	1%	94	1%	1	0
Q4d The school seeks feedback from parents through surveys, meetings, or some other way.	Strongly Agree	76%	7,029	69%	74	-7
	Somewhat Agree	16%	1,508	21%	23	5
	Neither Agree nor Disagree	5%	418	10%	11	5
	Somewhat Disagree	2%	159	0%	0	-2
	Strongly Disagree	1%	91	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 the Humanities II Response n = 108 Response Rate = 23%

		All Charter Schools		New Visions CHS for the Humanities II		Difference
Q4e The school has a complaint policy that is easy to find.	Strongly Agree	53%	4,900	38%	41	-15
	Somewhat Agree	20%	1,820	24%	26	4
	Neither Agree nor Disagree	21%	1,970	33%	36	12
	Somewhat Disagree	3%	288	3%	3	0
	Strongly Disagree	2%	227	2%	2	0
Q4f The school has a complaint policy that is easy to understand.	Strongly Agree	55%	5,098	39%	42	-16
	Somewhat Agree	19%	1,744	26%	28	7
	Neither Agree nor Disagree	21%	1,970	32%	35	11
	Somewhat Disagree	2%	211	2%	2	0
	Strongly Disagree	2%	182	1%	1	-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	33%	36	-21
	Somewhat Agree	20%	1,803	25%	27	5
	Neither Agree nor Disagree	19%	1,754	35%	38	16
	Somewhat Disagree	4%	364	4%	4	0
	Strongly Disagree	3%	295	3%	3	0
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	9%	10	-6
	I occasionally attend board meetings	27%	2,477	40%	43	13
	I know when board meetings take place, but do not attend	31%	2,808	27%	29	-4
	I do not know when board meetings take place and I do not attend	28%	2,545	24%	26	-4

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

New Visions CHS for the Humanities II Response n = 108 Response Rate = 23%

		All Charter Schools		New Visions CHS for the Humanities II		Difference
Q6 Do you feel the school is fulfilling its mission?	Yes	87%	7,969	81%	88	-6
	No	4%	353	3%	3	-1
	I don't know the school's mission	10%	883	16%	17	6
Q7a The school has clear instructions on cleaning procedures and practices used in the school's buildings.	Strongly Agree	52%	4,758	16%	17	-36
	Somewhat Agree	12%	1,073	23%	25	11
	Neither Agree nor Disagree	7%	685	17%	18	10
	Somewhat Disagree	1%	57	0%	0	-1
	Strongly Disagree	0%	46	0%	0	0
	Did not experience in-person learning	28%	2,586	44%	48	16
Q7b I am confident the school is following the proper safety standards.	Strongly Agree	58%	5,347	31%	33	-27
	Somewhat Agree	10%	953	15%	16	5
	Neither Agree nor Disagree	6%	507	16%	17	10
	Somewhat Disagree	0%	43	0%	0	0
	Strongly Disagree	0%	39	0%	0	0
	Did not experience in-person learning	25%	2,316	39%	42	14
Q7c My child has difficulty learning in the current school setting.	Strongly Agree	13%	1,186	13%	14	0
	Somewhat Agree	13%	1,191	16%	17	3
	Neither Agree nor Disagree	11%	1,021	12%	13	1
	Somewhat Disagree	7%	604	6%	6	-1
	Strongly Disagree	27%	2,455	14%	15	-13
	Did not experience in-person learning	30%	2,748	40%	43	10

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

New Visions CHS for the Humanities II Response n = 108 Response Rate = 23%

		All Charter Schools		New Visions CHS for the Humanities II		Difference
Q7d I worry my child will come in contact with COVID19 while in school.	Strongly Agree	23%	2,082	35%	38	12
	Somewhat Agree	15%	1,419	12%	13	-3
	Neither Agree nor Disagree	13%	1,207	9%	10	-4
	Somewhat Disagree	7%	631	4%	4	-3
	Strongly Disagree	14%	1,301	5%	5	-9
	Did not experience in-person learning	28%	2,565	35%	38	7
Q8a The school has provided me with help to support my child's remote learning.	Strongly Agree	69%	6,334	65%	70	-4
	Somewhat Agree	19%	1,739	24%	26	5
	Neither Agree nor Disagree	6%	552	6%	7	0
	Somewhat Disagree	3%	256	1%	1	-2
	Strongly Disagree	2%	202	1%	1	-1
	Did not experience remote learning	1%	122	3%	3	2
Q8b Handling remote learning platforms (Zoom, Google Meet, teacher apps, etc.) has been difficult.	Strongly Agree	28%	2,552	25%	27	-3
	Somewhat Agree	21%	1,913	25%	27	4
	Neither Agree nor Disagree	11%	1,004	14%	15	3
	Somewhat Disagree	12%	1,094	10%	11	-2
	Strongly Disagree	27%	2,529	23%	25	-4
	Did not experience remote learning	1%	113	3%	3	2

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

New Visions CHS for the Humanities II Response n = 108 Response Rate = 23%

		All Charter Schools		New Visions CHS for the Humanities II		Difference
Q8c Managing my work along with my child's remote learning schoolwork has been a challenge.	Strongly Agree	42%	3,829	35%	38	-7
	Somewhat Agree	25%	2,258	22%	24	-3
	Neither Agree nor Disagree	11%	974	10%	11	-1
	Somewhat Disagree	7%	656	6%	6	-1
	Strongly Disagree	15%	1,381	24%	26	9
	Did not experience remote learning	1%	107	3%	3	2
Q8d The internet in my home works when my child needs to access school materials for remote learning	Strongly Agree	65%	6,023	66%	71	1
	Somewhat Agree	22%	2,003	23%	25	1
	Neither Agree nor Disagree	5%	479	3%	3	-2
	Somewhat Disagree	4%	388	4%	4	0
	Strongly Disagree	2%	227	2%	2	0
	Did not experience remote learning	1%	85	3%	3	2
Q8e My child has access to a tech device for school when needed for remote learning.	Strongly Agree	84%	7,747	78%	84	-6
	Somewhat Agree	10%	928	15%	16	5
	Neither Agree nor Disagree	3%	263	4%	4	1
	Somewhat Disagree	1%	97	1%	1	0
	Strongly Disagree	1%	88	0%	0	-1
	Did not experience remote learning	1%	82	3%	3	2
Q9a I have a clear idea how the school is educating my child.	Strongly Agree	67%	6,173	51%	55	-16
	Somewhat Agree	24%	2,170	38%	41	14
	Neither Agree nor Disagree	6%	508	7%	8	1
	Somewhat Disagree	3%	234	4%	4	1
	Strongly Disagree	1%	120	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 the Humanities II Response n = 108 Response Rate = 23%

		All Charter Schools		New Visions CHS for the Humanities II		Difference
Q9b I need to devote a great amount of time to support my child's school participation.	Strongly Agree	39%	3,628	36%	39	-3
	Somewhat Agree	27%	2,507	23%	25	-4
	Neither Agree nor Disagree	15%	1,420	19%	20	4
	Somewhat Disagree	9%	867	13%	14	4
	Strongly Disagree	9%	783	9%	10	0
Q9c I am concerned about my child's social or emotional well-being.	Strongly Agree	35%	3,258	36%	39	1
	Somewhat Agree	23%	2,123	23%	25	0
	Neither Agree nor Disagree	14%	1,313	15%	16	1
	Somewhat Disagree	10%	877	13%	14	3
	Strongly Disagree	18%	1,634	13%	14	-5
Q9d I am more connected with my child's day-to-day education now than ever before.	Strongly Agree	52%	4,773	37%	40	-15
	Somewhat Agree	24%	2,249	34%	37	10
	Neither Agree nor Disagree	15%	1,360	19%	21	4
	Somewhat Disagree	5%	447	6%	7	1
	Strongly Disagree	4%	376	3%	3	-1

NYSED CSO Parent Survey 2021

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

New Visions CHS for the Humanities II

OPEN1 Why did you choose this school for your child to attend?	At the end of middle school, the schools the BOE suggested were not good schools. I wanted to try a charter school.
	Based on previous academic success
	Because I heard it was a good school
	Because I trust more in the charter schools education and I can't complain, met my expectative.
	Because I want my child to have a better highschool experience that she wouldn't get in public school.
	Because his counselor had recommend it.
	Because i felt it would be a very good fit for my child far as the academic and programs etc
	Because it has something that offers my child with a good education.
	Because it was a second option and close to home.
	Because it's a good school
	Because of the school academic performances
	Better Education
	Better learning
	Family friend how recommended
	For more one & one learning
	Heard good things about it and it was closer to home
	Her older sister attended this school and I was very satisfied with her educational and social performance.
	His brother previously attended
	His older sisters also attended this school and they performed excellently
	I choose this school for both my two daughters because it's was highly recommended by friends
	I choose this school for my child because I heard that this was a good school for kids to attend to and there's no fights and bullying.
	I choose this school for my child because I wanted him to be challenged academically
	I chose this school because I had a family friends child go to this school and they did very well
	I chose this school because of the ratings and it's not too far from my home.

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

New Visions CHS for the Humanities II

I chose this school because they seem to actually care about their students and I felt like my daughter would benefit in a positive way
I did my research and found that this school was doing well and I wanted my child to be a more structured learning environment.
I feel charter schools are more advanced academically and wanted a better education for my child.
I feel that Charter schools are more advanced academically and wanted a better education for my child
I had an excellent experience with new vision charter schools. My son attended AMSII. They were on top of his school work and helped him in every way to make sure he graduated. I want that same support for my daughter.
I have heard only good things about this school, the staff and the goals for the students.
I heard good news about this school, so far I haven't had any issue
I liked the mission of the school and it seemed like a great school for my child.
I liked what the school stood for as per mission.
I read positive reviews and testimonials about HUM II while researching a high school for our daughters
I saw positive reviews and testimonials for HUM II when researching a high school for our daughters
I thought it was a good fit for her personality.
I was already familiar with the school and its settings because my little sister also attends, I feel safe that my sister and now my daughter are in the same school. The staff is amazing, the school setting is amazing!
I was recommended it by friends and family due to their nice community
In my opinion Charter school has more structure than regular schools do and that is what I want in a school and uniform policy.
It a new experience for my daughter and me to try a charter school, so this school was recommended by a family member so far it been good.
It accepted the scholar
It close to home and my son attended and I was pleased with his learning and emotional experience at the school
It had excellent reviews and was in reasonable reach
It had good reviews , closer to home and I wanted him to be in a charter school so this school was a good fit for him

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

New Visions CHS for the Humanities II

It had more African American teachers.
It is a charter school that is near by and the reviews were good.
It seems the schools direction is in line with my child's inclinations
It was recommended
Its awesome
Me gusta los programas y apoyos y el rigimen de la escuela.
My First born Graduated from this School
My child chose this school
My child is very good in mathematics and I wanted her to exsell on it, the school also has a good graduation rate.
My child was originally accepted to another H.S. I switched him to the charger school b/c of smaller class sizes, proximity to home, reputation of the school, and friends that attended the charter school.
My daughter wanted to go back to a charter school, so the location is easy for her to get to and it's close to family members.
My granddaughter goes there and so far so good before the
My niece attended this school and I heard a lot of great things about it, so I chose this school for my child to attend.
My son and I chose HUM 2 because they offered us a education environment where he will learn, be supported, encouraged, and safe.
My son choose the school because of the coding program
Na
On line research rated it as a good learning environment and it's proximity to my home
Por lo que ofrecen un buen aprendizaje
Por los programas y por la disciplina y seguridad que proporciona
Por recomendación!! Es muy buena escuela! Mi hija esta aprendiendo mucho y tiene muy buenas calificaciones
Por su programa educativo y eficiente.
Porque fue la que acceptor a mi hijo
Question is, why did HUM II choose my child to attend their school
Recomendaciones
School staff excellent
Se encuentra cerca de mi casa por cualquier emergencia ya sea de mi hija o emergencia de New York.

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

New Visions CHS for the Humanities II

Seems really nice
Suppose to be a "Good" School
The Child chose the School for it's skills and programs. Most definitely for the court room.As she wants to study Criminal Justice and Law. I support my child.
The decision they give to the kids.
The reason why I chose charter schools is because of the feedback I get from a different parent on I want the best for my child
The school greatly supports the well being and the future of my child
The school had a clear goal and I have a couple of friends whose children go there.
The school had great reviews when it came to graduation rate and overall student success.
This was the one he got into and it seems better than the other one in got into.
To bring her grades up and to teach her better opportunities and learning skills. Also to prepare her for college and her adult life.
Was searching for a charter school that had good reviews and close to home.
We like the leadership and merit and core values the school stands by.
charter school have a good reputation
i chose this school because it was recommended and i believed that my child being in a smaller population would allow more individualized attention
it seemed nice
porque tiene buenas referencias, me gusta como aprende mi nina, y las atenciones de los profesores excelente
the school is very good and the teachers are very supportive

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

New Visions CHS for the Humanities II

OPEN2 Please use the box below if you have any additional comments or concerns regarding this school or click SUBMIT to submit your survey.	Gracias
	Is it mandatory for the girls to wear skirts as part of their uniform requirement? Do they have the option to wear khaki pants?
	Me gustaría un uniforme más formal ya que eso da una muy buena impresión de la escuela, y un programa de idiomas para más interés de los alumnos.
	My problem is ever since my daughter been remote learning we been having problems with the Advisory Class. Where she is up on time to sign in and than a few minutes later I'm getting a call that my child as not signed in and that's no where near the truth. And her attendance in that class is not good.
	None
	The inequalities in the school system are stark. NY as a Democratic state is no different from the south. In NY, they hide it better.
	The only concern I have is being scared to send my child outback to schools with all that is going on with the world right covid 19 so want to keep her remote learning right now
	Todo esta muy buen, los maestros se preocupan por el bienestar y estudio de los alumnos. gracias por eso.????
	We stopped receiving calendars either on paper or email pertaining to days off or test dates why is that?

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

New Visions CHS for the Humanities II Response n = 44

		All Charter Schools		New Visions CHS for the Humanities II		Difference
Q1a The school has a documented curriculum that is aligned to the New York State learning standards.	Strongly Agree	75%	1,804	80%	35	5
	Somewhat Agree	19%	456	14%	6	-5
	Neither Agree nor Disagree	4%	87	7%	3	3
	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	55%	24	-11
	Somewhat Agree	22%	528	18%	8	-4
	Neither Agree nor Disagree	8%	182	18%	8	10
	Somewhat Disagree	3%	66	7%	3	4
	Strongly Disagree	1%	34	2%	1	1
Q1c The school's curriculum is aligned vertically between grade levels.	Strongly Agree	59%	1,413	52%	23	-7
	Somewhat Agree	28%	664	23%	10	-5
	Neither Agree nor Disagree	9%	219	20%	9	11
	Somewhat Disagree	3%	83	5%	2	2
	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	41%	18	-19
	Somewhat Agree	29%	692	39%	17	10
	Neither Agree nor Disagree	5%	130	16%	7	11
	Somewhat Disagree	4%	108	2%	1	-2
	Strongly Disagree	2%	46	2%	1	0

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

New Visions CHS for the Humanities II Response n = 44

		All Charter Schools		New Visions CHS for the Humanities II		Difference
Q1e The curriculum is systematically reviewed and revised.	Strongly Agree	61%	1,480	59%	26	-2
	Somewhat Agree	24%	576	32%	14	8
	Neither Agree nor Disagree	8%	196	9%	4	1
	Somewhat Disagree	4%	101	0%	0	-4
	Strongly Disagree	2%	59	0%	0	-2
Q1f The school has a strong science curriculum.	Strongly Agree	42%	1,009	36%	16	-6
	Somewhat Agree	27%	660	14%	6	-13
	Neither Agree nor Disagree	21%	509	50%	22	29
	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	43%	19	-22
	Somewhat Agree	27%	650	45%	20	18
	Neither Agree nor Disagree	4%	87	5%	2	1
	Somewhat Disagree	3%	69	2%	1	-1
	Strongly Disagree	1%	34	5%	2	4
Q2b Instructional delivery fosters engagement with all students.	Strongly Agree	61%	1,468	41%	18	-20
	Somewhat Agree	31%	751	34%	15	3
	Neither Agree nor Disagree	4%	104	11%	5	7
	Somewhat Disagree	3%	69	14%	6	11
	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 the Humanities II Response n = 44

		All Charter Schools		New Visions CHS for the Humanities II		Difference
Q2c The school differentiates instruction to ensure equity and access for all students.	Strongly Agree	63%	1,509	43%	19	-20
	Somewhat Agree	28%	673	50%	22	22
	Neither Agree nor Disagree	5%	110	5%	2	0
	Somewhat Disagree	4%	90	2%	1	-2
	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	48%	21	-10
	Somewhat Agree	26%	634	41%	18	15
	Neither Agree nor Disagree	6%	146	0%	0	-6
	Somewhat Disagree	7%	166	9%	4	2
	Strongly Disagree	3%	61	2%	1	-1
Q2e There is a uniform expectation for teachers' implementation of academic rigor in the school.	Strongly Agree	64%	1,535	45%	20	-19
	Somewhat Agree	23%	560	34%	15	11
	Neither Agree nor Disagree	6%	154	5%	2	-1
	Somewhat Disagree	5%	111	7%	3	2
	Strongly Disagree	2%	52	9%	4	7
Q3a The school uses a system of formative, diagnostic, and summative assessments.	Strongly Agree	69%	1,676	80%	35	11
	Somewhat Agree	25%	606	18%	8	-7
	Neither Agree nor Disagree	3%	77	2%	1	-1
	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 the Humanities II Response n = 44

		All Charter Schools		New Visions CHS for the Humanities II		Difference
Q3b The school uses qualitative and quantitative data to inform instruction and improve student outcomes.	Strongly Agree	67%	1,623	66%	29	-1
	Somewhat Agree	26%	633	34%	15	8
	Neither Agree nor Disagree	4%	89	0%	0	-4
	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	61%	27	-2
	Somewhat Agree	26%	632	27%	12	1
	Neither Agree nor Disagree	6%	152	9%	4	3
	Somewhat Disagree	4%	87	2%	1	-2
	Strongly Disagree	1%	33	0%	0	-1
Q3d The school modifies its academic program after using data measurements.	Strongly Agree	59%	1,419	48%	21	-11
	Somewhat Agree	26%	631	39%	17	13
	Neither Agree nor Disagree	8%	190	9%	4	1
	Somewhat Disagree	5%	124	5%	2	0
	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	55%	24	-9
	Somewhat Agree	25%	614	30%	13	5
	Neither Agree nor Disagree	6%	142	11%	5	5
	Somewhat Disagree	3%	76	5%	2	2
	Strongly Disagree	1%	25	0%	0	-1

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Q4a The school follows the NYSED approved identification process for students with disabilities.	Strongly Agree	72%	1,743	68%	30	-4
	Somewhat Agree	16%	375	16%	7	0
	Neither Agree nor Disagree	10%	238	14%	6	4
	Somewhat Disagree	1%	30	2%	1	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	66%	29	-2
	Somewhat Agree	17%	404	18%	8	1
	Neither Agree nor Disagree	12%	296	16%	7	4
	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	61%	27	-6
	Somewhat Agree	23%	553	34%	15	11
	Neither Agree nor Disagree	5%	128	2%	1	-3
	Somewhat Disagree	3%	83	0%	0	-3
	Strongly Disagree	2%	42	2%	1	0
Q4d The school provides supports to meet the academic needs for English language learners.	Strongly Agree	63%	1,520	61%	27	-2
	Somewhat Agree	23%	560	32%	14	9
	Neither Agree nor Disagree	8%	181	7%	3	-1
	Somewhat Disagree	4%	102	0%	0	-4
	Strongly Disagree	2%	49	0%	0	-2

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		All Charter Schools		New Visions CHS for the Humanities II		Difference
Q4e The school provides supports to meet the academic needs for economically disadvantaged students.	Strongly Agree	72%	1,725	68%	30	-4
	Somewhat Agree	19%	466	20%	9	1
	Neither Agree nor Disagree	6%	148	7%	3	1
	Somewhat Disagree	2%	49	5%	2	3
	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	66%	29	-1
	Somewhat Agree	22%	533	27%	12	5
	Neither Agree nor Disagree	7%	159	5%	2	-2
	Somewhat Disagree	3%	67	2%	1	-1
	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	52%	23	-3
	Somewhat Agree	27%	644	34%	15	7
	Neither Agree nor Disagree	8%	199	11%	5	3
	Somewhat Disagree	7%	157	2%	1	-5
	Strongly Disagree	3%	75	0%	0	-3
Q5b In general, attendance is not an issue at the school.	Strongly Agree	32%	776	16%	7	-16
	Somewhat Agree	30%	719	18%	8	-12
	Neither Agree nor Disagree	15%	353	25%	11	10
	Somewhat Disagree	15%	353	25%	11	10
	Strongly Disagree	9%	211	16%	7	7

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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	30%	13	-20
	Somewhat Agree	22%	541	20%	9	-2
	Neither Agree nor Disagree	23%	547	41%	18	18
	Somewhat Disagree	3%	75	2%	1	-1
	Strongly Disagree	2%	47	7%	3	5
Q5d The school has a process in place to measure and evaluate school climate culture.	Strongly Agree	51%	1,240	39%	17	-12
	Somewhat Agree	27%	642	30%	13	3
	Neither Agree nor Disagree	12%	301	18%	8	6
	Somewhat Disagree	6%	136	7%	3	1
	Strongly Disagree	4%	93	7%	3	3
Q6a The school's discipline policy is clear.	Strongly Agree	54%	1,306	34%	15	-20
	Somewhat Agree	29%	696	32%	14	3
	Neither Agree nor Disagree	7%	178	20%	9	13
	Somewhat Disagree	7%	169	7%	3	0
	Strongly Disagree	3%	63	7%	3	4
Q6b The school's discipline policy is fair to all students.	Strongly Agree	57%	1,371	41%	18	-16
	Somewhat Agree	25%	601	25%	11	0
	Neither Agree nor Disagree	10%	248	20%	9	10
	Somewhat Disagree	6%	134	7%	3	1
	Strongly Disagree	2%	58	7%	3	5

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Q6c The school's discipline policy is enforced by all teachers and staff.	Strongly Agree	44%	1,067	23%	10	-21
	Somewhat Agree	32%	766	30%	13	-2
	Neither Agree nor Disagree	12%	281	27%	12	15
	Somewhat Disagree	9%	216	14%	6	5
	Strongly Disagree	3%	82	7%	3	4
Q6d The school's discipline policy is updated as necessary with feedback from faculty.	Strongly Agree	49%	1,188	39%	17	-10
	Somewhat Agree	25%	595	27%	12	2
	Neither Agree nor Disagree	14%	337	20%	9	6
	Somewhat Disagree	7%	179	2%	1	-5
	Strongly Disagree	5%	113	11%	5	6
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	55%	24	-7
	Somewhat Agree	25%	613	25%	11	0
	Neither Agree nor Disagree	8%	185	16%	7	8
	Somewhat Disagree	4%	89	2%	1	-2
	Strongly Disagree	2%	41	2%	1	0
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	43%	19	-15
	Somewhat Agree	26%	626	25%	11	-1
	Neither Agree nor Disagree	9%	229	18%	8	9
	Somewhat Disagree	5%	110	7%	3	2
	Strongly Disagree	2%	38	7%	3	5

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Q7a The school provides a safe environment.	Strongly Agree	78%	1,879	52%	23	-26
	Somewhat Agree	17%	409	32%	14	15
	Neither Agree nor Disagree	3%	77	16%	7	13
	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	39%	17	-27
	Somewhat Agree	24%	590	32%	14	8
	Neither Agree nor Disagree	6%	141	20%	9	14
	Somewhat Disagree	2%	57	7%	3	5
	Strongly Disagree	1%	28	2%	1	1
Q7c Classroom environments support learning and are generally free from disruption.	Strongly Agree	61%	1,470	41%	18	-20
	Somewhat Agree	27%	662	18%	8	-9
	Neither Agree nor Disagree	5%	130	27%	12	22
	Somewhat Disagree	5%	110	14%	6	9
	Strongly Disagree	2%	40	0%	0	-2
Q7d The school has high behavioral expectations for all students	Strongly Agree	67%	1,627	45%	20	-22
	Somewhat Agree	22%	528	25%	11	3
	Neither Agree nor Disagree	6%	134	16%	7	10
	Somewhat Disagree	3%	84	7%	3	4
	Strongly Disagree	2%	39	7%	3	5

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Q7e Teacher-student interactions could typically be described as supportive and respectful.	Strongly Agree	76%	1,836	50%	22	-26
	Somewhat Agree	20%	480	36%	16	16
	Neither Agree nor Disagree	2%	59	11%	5	9
	Somewhat Disagree	1%	24	2%	1	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	43%	19	-23
	Somewhat Agree	23%	554	25%	11	2
	Neither Agree nor Disagree	6%	138	16%	7	10
	Somewhat Disagree	4%	85	16%	7	12
	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%	25	-9
	Don't Know	34%	815	43%	19	9
Q9 When is the last time you received a copy of the school's DASA policy?	This school year	61%	1,469	43%	19	-18
	The previous school year	16%	381	25%	11	9
	Prior to the previous school year	5%	121	5%	2	0
	I'm not aware of any DASA policy	18%	441	27%	12	9
Q10 When is the last time you received DASA training?	<1 year ago	48%	1,147	34%	15	-14
	1-2 years ago	23%	549	30%	13	7
	3-4 years ago	11%	270	25%	11	14
	>4 years ago	9%	214	11%	5	2
	I've never received DASA training	10%	232	0%	0	-10
Q11_Open What is the name of your school's McKinney-Vento Coordinator?	Name Given	49%	1,191	57%	25	8
	Don't Know	51%	1,221	43%	19	-8

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Q11a The school provides opportunities for parent participation within the school community.	Strongly Agree	66%	1,601	70%	31	4
	Somewhat Agree	24%	579	25%	11	1
	Neither Agree nor Disagree	6%	139	5%	2	-1
	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	68%	30	-3
	Somewhat Agree	22%	528	30%	13	8
	Neither Agree nor Disagree	4%	90	0%	0	-4
	Somewhat Disagree	2%	54	0%	0	-2
	Strongly Disagree	1%	19	2%	1	1
Q11c The school uses many methods of communication with families.	Strongly Agree	81%	1,960	84%	37	3
	Somewhat Agree	15%	365	14%	6	-1
	Neither Agree nor Disagree	2%	48	2%	1	0
	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	73%	32	0
	Somewhat Agree	18%	443	20%	9	2
	Neither Agree nor Disagree	6%	134	5%	2	-1
	Somewhat Disagree	2%	39	2%	1	0
	Strongly Disagree	1%	24	0%	0	-1

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		All Charter Schools		New Visions CHS for the Humanities II		Difference
Q11e The school has a systematic and transparent process for responding to family or community concerns.	Strongly Agree	66%	1,599	73%	32	7
	Somewhat Agree	22%	536	7%	3	-15
	Neither Agree nor Disagree	7%	175	16%	7	9
	Somewhat Disagree	3%	65	5%	2	2
	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	48%	21	-11
	Somewhat Agree	18%	437	18%	8	0
	Neither Agree nor Disagree	20%	475	32%	14	12
	Somewhat Disagree	2%	43	0%	0	-2
	Strongly Disagree	1%	32	2%	1	1
Q12a The school has social, emotional, and mental health programs and supports for all students.	Strongly Agree	68%	1,632	64%	28	-4
	Somewhat Agree	23%	553	32%	14	9
	Neither Agree nor Disagree	4%	106	5%	2	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	50%	22	-4
	Somewhat Agree	24%	578	32%	14	8
	Neither Agree nor Disagree	14%	335	16%	7	2
	Somewhat Disagree	6%	144	2%	1	-4
	Strongly Disagree	2%	56	0%	0	-2

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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	43%	19	-10
	Somewhat Agree	23%	552	27%	12	4
	Neither Agree nor Disagree	17%	400	23%	10	6
	Somewhat Disagree	5%	129	5%	2	0
	Strongly Disagree	2%	55	2%	1	0
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	50%	22	-8
	Somewhat Agree	26%	624	36%	16	10
	Neither Agree nor Disagree	8%	189	5%	2	-3
	Somewhat Disagree	6%	133	2%	1	-4
	Strongly Disagree	2%	57	7%	3	5
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	39%	17	-7
	Somewhat Agree	16%	393	16%	7	0
	Neither Agree nor Disagree	32%	766	39%	17	7
	Somewhat Disagree	3%	76	2%	1	-1
	Strongly Disagree	3%	71	5%	2	2
Q13 How many total years of K-12 teaching experience do you have?	Less than 1 year	6%	146	7%	3	1
	1-3 years	21%	513	14%	6	-7
	4-6 years	29%	711	34%	15	5
	7-10 years	19%	466	30%	13	11
	More than 10 years	24%	576	16%	7	-8

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Q14 How long have you been teaching in this school in your current grade level?	Less than 1 year	25%	602	18%	8	-7
	1-3 years	44%	1,065	55%	24	11
	4-6 years	22%	523	16%	7	-6
	7-10 years	6%	134	11%	5	5
	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	18%	8	-1
	1-3 years	42%	1,016	41%	18	-1
	4-6 years	24%	584	20%	9	-4
	7-10 years	7%	180	18%	8	11
	More than 10 years	7%	162	2%	1	-5
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	48%	21	-12
	Somewhat Agree	26%	625	41%	18	15
	Neither Agree nor Disagree	6%	137	5%	2	-1
	Somewhat Disagree	5%	121	5%	2	0
	Strongly Disagree	4%	90	2%	1	-2
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	41%	18	-12
	Somewhat Agree	27%	658	34%	15	7
	Neither Agree nor Disagree	7%	172	5%	2	-2
	Somewhat Disagree	8%	185	18%	8	10
	Strongly Disagree	5%	124	2%	1	-3

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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	39%	17	-9
	Somewhat Agree	26%	639	27%	12	1
	Neither Agree nor Disagree	12%	294	18%	8	6
	Somewhat Disagree	8%	201	14%	6	6
	Strongly Disagree	5%	124	2%	1	-3
Q16d The school's leadership demonstrates a high level of accountability such that leadership takes responsibility for outcomes.	Strongly Agree	56%	1,353	45%	20	-11
	Somewhat Agree	24%	578	34%	15	10
	Neither Agree nor Disagree	8%	189	9%	4	1
	Somewhat Disagree	7%	166	5%	2	-2
	Strongly Disagree	5%	126	7%	3	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	43%	19	-11
	Somewhat Agree	26%	635	34%	15	8
	Neither Agree nor Disagree	10%	251	16%	7	6
	Somewhat Disagree	6%	141	5%	2	-1
	Strongly Disagree	3%	81	2%	1	-1
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	41%	18	-16
	Somewhat Agree	27%	657	34%	15	7
	Neither Agree nor Disagree	8%	194	11%	5	3
	Somewhat Disagree	5%	129	9%	4	4
	Strongly Disagree	3%	62	5%	2	2

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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	59%	26	-1
	Somewhat Agree	24%	575	30%	13	6
	Neither Agree nor Disagree	8%	199	7%	3	-1
	Somewhat Disagree	5%	121	2%	1	-3
	Strongly Disagree	3%	71	2%	1	-1
Q18a The school has established procedures for effective collaboration among teachers.	Strongly Agree	62%	1,501	43%	19	-19
	Somewhat Agree	27%	645	45%	20	18
	Neither Agree nor Disagree	5%	125	9%	4	4
	Somewhat Disagree	4%	92	0%	0	-4
	Strongly Disagree	2%	49	2%	1	0
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	64%	28	-1
	Somewhat Agree	26%	621	27%	12	1
	Neither Agree nor Disagree	5%	129	5%	2	0
	Somewhat Disagree	2%	57	2%	1	0
	Strongly Disagree	2%	38	2%	1	0
Q18c The school has mechanisms to solicit teacher and staff feedback and to gauge their satisfaction.	Strongly Agree	58%	1,391	59%	26	1
	Somewhat Agree	25%	607	30%	13	5
	Neither Agree nor Disagree	7%	171	2%	1	-5
	Somewhat Disagree	6%	136	5%	2	-1
	Strongly Disagree	4%	107	5%	2	1

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Q18d The school provides you with the resources and support to do your job well when teaching remotely.	Strongly Agree	63%	1,514	59%	26	-4
	Somewhat Agree	24%	573	25%	11	1
	Neither Agree nor Disagree	6%	145	9%	4	3
	Somewhat Disagree	5%	123	5%	2	0
	Strongly Disagree	2%	57	2%	1	0
Q18e The school provides you with the resources and support to do your job well when teaching in-person.	Strongly Agree	64%	1,554	50%	22	-14
	Somewhat Agree	22%	537	25%	11	3
	Neither Agree nor Disagree	9%	219	25%	11	16
	Somewhat Disagree	3%	65	0%	0	-3
	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	45%	20	-12
	Somewhat Agree	22%	529	14%	6	-8
	Neither Agree nor Disagree	16%	390	39%	17	23
	Somewhat Disagree	3%	71	2%	1	-1
	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	30%	13	-15
	Somewhat Agree	33%	804	41%	18	8
	Neither Agree nor Disagree	10%	244	18%	8	8
	Somewhat Disagree	7%	180	5%	2	-2
	Strongly Disagree	4%	107	7%	3	3

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Q20 Meetings, such as faculty, staff, grade-level, curricular, child study, and the like are:	Well organized	78%	1,878	75%	33	-3
	Well attended	83%	2,012	89%	39	6
	Focused on relevant content	70%	1,696	77%	34	7
	Recognized by all faculty as valuable	45%	1,092	36%	16	-9
	None of the above	2%	60	7%	3	5
Q21 Please select all types of meetings where faculty members collaborate with one another.	Team meetings	94%	2,271	86%	38	-8
	Department meetings	76%	1,834	93%	41	17
	Staff meetings	86%	2,081	89%	39	3
	Informal planning time	78%	1,892	91%	40	13
	Teacher/professional leadership meetings	73%	1,764	73%	32	0
	Other	9%	226	11%	5	2

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Q2_Open1 Explain what an academically rigorous lesson looks like in your classroom:

A culturally responsive curriculum that captures students mind, keeps them engaged and enables them to remain curious.

A lesson plan In my classroom looks like:
Objective AIM Mini Lesson/explicit instruction
Whole class practice/explicit instruction
Independent practice/teacher facilitate
CFU/explicit instruction Exit ticket

A lesson that meets students where they are and still challenges them. What one student may need is not necessarily what another student may need. Trying to create activities that meet students where they are.

A n academically rigorous lesson is looks engaging, relevant, standards based, skills and content driven.

A rigorous lesson includes student engaging in discussion around the content to either justify, or analyze given mathematical situations or properties.

Academic rigor is not about giving students more work, it is about providing them the opportunity to think outside the box and create solutions. In my classroom, students have the opportunity to draw connections between materials and their own lives.

Academically rigorous lessons include visuals, grade level text and writing prompts with rubrics, and structures/routines that help increase student engagement.

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After instructing students about a new writing skill, such as incorporating appositives into their writing, I'll ask them to analyze my examples, to determine if they are used accurately or not, and then to write their own in the context of authentic assignments wherein appositives can enhance the writing of the assignment. I review their work and provide opportunities for them to both identify their own mistakes, each others', and to revise those mistakes. After an opportunity to revise, students are asked to express how the appositive enhances the information and rhetoric in their writing and when they should choose to use it. Lastly, we'll evaluate how professional writers use appositives and determine the efficacy of their usage.

An academically rigorous lesson in my class looks like analyzing and close reading a text under a doc cam and posing questions for students to discuss.

An academically rigorous lesson in my classroom is a lesson that meets each student where they're at. It might involve a "productive struggle" which requires each student to think critically, collaborate with one another, and reflect deeply on the content we're studying.

An academically rigorous lesson in the World Language classroom helps students to use the language in real world contexts: either speaking, listening, reading, or writing. The tasks are differentiated for students' level of language proficiency.

An academically rigorous lesson looks like all students on various levels being challenged in the class and applying content knowledge along with real life applications.

An academically rigorous lesson will have differentiated content designed to meet the needs for every student and build proficiency up a standard.

Being able to get kids to build on one another responses

Challenging students to the point of giving up but still pushing themselves to make sure they got it.

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	Combines reading, writing, listening and speaking. Assignments are in line with state scope and sequence; and standards.
	Critical analysis in text and majority student engagement and buy in.
	For the area of World Languages, rigorous lessons give students scaffolds and ask them to listen, read, write, and speak in the language to develop their fluency.
	Grade level texts that includes critical thinking, examining multiple perspectives, connecting ideas to students' lives.
	I am no longer a teacher
	I do not teach
	In my math classroom, students begin work on an academic Do Now task when they enter the room. I instruct in a skill or concept aligned to grade level content standards for mathematics. Students practice the skill with exercises drawn directly or modeled from state Regents exams.
	In remote settings we are using Peardeck for most lessons. So students will be directly taught concepts, asked to read short excerpts, then respond on a following slide with short responses, multiple choice, or drawing. For labs, students will work through prepared lab documents using online simulations.
	In the warm-up section, students have an opportunity to demonstrate their previously learned skills. During the mini lesson, students are have the opportunity to participate by answering guided questions from the teacher. Check for understanding, students work in groups or independently to practice the new skill as well as ask clarifying questions. Exit ticket, students sometimes are ask to write a reflection or do a problem based on the lesson. For homework students get more practice problems from the lesson.

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	Lessons that will engage students to be challenged and grow. This will enable students to perform, and grow to a level that they were not at previously.
	Multiple and varied opportunities for students to demonstrate mastery. Engaging discussion (chat and actual). Varied assessments (choice boards) to engage all learners.
	N/A. I'm a member of the student support team.
	Scholars start working on an opening activity as they enter the classroom. Review newly acquired content/skill. Direct instruction (new content/skill), whole/small group activity to reinforce understanding and clarify misconceptions, independent work to demonstrate mastery, closing activity to clarify misunderstandings.
	Standards-based lesson, using a skill-based Rubric for assessment and Explicit Direct Instruction (DEI).
	Students are challenged to think, perform, and grow
	Students are challenged to use their critical thinking skills by engaging them in oral and written discourse.
	Students are engaged for the entire class and there is a formative assessment at the end of the lesson.
	Students are intrinsically motivated to problem solves through the building of knowledge in a lesson.
	Students had to complete a belief systems research project in class. Over the course of four periods they had to select a religious conflict between two belief systems, find at least two sources, and complete a pamphlet which included a paragraph response.
	Students have to read texts on an academically appropriate reading level, have to answer higher order thinking questions, and are challenged to revise and improve their work.

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	Students in Spanish 2 engage themselves in a Spanish novel about a family having to escape Guatemala and the struggles of making it across the border and seeking asylum in the US.
	The lesson is standards aligned. The lesson allows for bell to bell instruction. The lesson includes a formative assessment to measure student understanding. The lesson is differentiated to ensure equity and access for all students.
	There is very little rigor in the classrooms. The teachers that try to implement rigor are the ones who are targeted the most for bad student grades. It's like everything is dumbed down for the lowest kids rather than differentiated.
	They aren't rigorous at all. It seems that the rigor has gone out the window entirely. Students can submit and do work whenever they want. There are no consequences. No expectations.
	n/a
	work that requires students to do the mental lifting but has multiple access points for students at different levels

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Q2_Open2 Explain how you differentiate instruction for students in your classes:

Some SPED teachers do not feel "comfortable" giving alternative assignments to students and instead continue to give all scaffolded and differentiated materials to all students.

All students are taught to the same standards, but students are assessment on a tiered system that accords with their abilities. Students are also allowed to select the assessment types based on their abilities and interests.

As a foreign language teacher, most of our differentiation is based on language level, using sentence frames, pictures, and graphic organizers.

As an ENL teacher, I differentiate instruction in a variety of ways for MLLs. When reading I text, I might chunk the text, add vocabulary footnotes throughout, frontload vocabulary, stop and talk to check for comprehension as we read, re-read the text in a small group, use the home language for support, provide oral recordings of the text, or follow routine protocols throughout the year that the students are familiar with. When writing, I often model the think-aloud process or we do a joint construction so students have a clear example of how to get started. We also follow the strategies from the Writing Revolution from Judith Hochman so students have a guide to outline their writing. In class discussions, I give MLLs additional think time, sentence starters for academic discourse, allow them to script their responses first, use their home language, or place them in strategic groupings.

Based on students' needs, we attempt to use multimodal medium, small groupings, and a wide range of tools (guided questions, graphic organizers, words vocabulary bank, stem questions..etc)

Break-out rooms for small group target skill instruction modification of materials for diverse learners (different activities on the same content to ensure all learners have access to the appropriate material for their learning styles and levels. Vocabulary and language support for diverse learners.

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	By utilizing the universal modes of teaching to ensure students can be assessed with different modes.
	Cultural inclusion and respect for individual voice and narratives.
	Different for the Gned students and students with IEP
	Differentiating instructions is very important to help students understand and grasp the materials that we are teaching. We design lessons based on students' learning styles, we group students by a shared interest, meeting with small groups to re-teach an idea or skill for struggling learners, or to extend the thinking or skills of advanced learners.
	Differentiation often includes the use of an audiobook, sometimes visuals— including modeling activities for students. My SPED coteachers have not been helpful in the recent years. Often, I find that I am left to differentiate for our SPED students though I am not qualified to do so.
	Every lesson includes visuals, front-loading vocabulary, and modeling of strategies if it is a new strategy. If a class specifically has SWD or ENLs, then I use appropriate scaffolds such as vocabulary definitions or sentence starters. Sometimes, I use varied grade levels of the same texts.
	I am no longer a teacher
	I categorize my students using a survey i give after an CFU. i have used the symbols 0,1,2 in private chat representing. 0-i need help i am lost, 1-I think i understand the questions but still have more questions, 2- I have a firm understanding and i can teach/demonstrate example to my classmates. i used this data to inform instructions. Also We use diagnostics/inventory to categorize the levels of students. We have multiple entry points for every student designed for meeting specific needs during the do now all the way to the exit ticket.

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	I differentiate by giving sentence starter, lexile comparable text to students. I also provide students with scaffold instruction. Depending in the student, I chuck the material or the instructions for them.
	I differentiate instruction in the Spanish classroom by offering texts which are broken up with questions for each section, using sentence frames to help students write and for accountable talk, or graphic organizers to help students prepare themselves for speaking activities.
	I do not teach
	I reach out to IEP teachers as well as ELL teachers to assist with lessons to ensure they are differentiated enough for my students
	I try to design lessons based on students' learning styles and try to enable group students by shared interests.
	I try to scaffold materials so that all students have an opportunity to succeed. This may mean having some questions simplified, using different organizers, or providing supports for students.
	I try, but my course isn't cotaught so it's difficult. I've used Google translate to translate a document into the scholar's native language and graphic organizers.
	I use Bloom's Taxonomy and sometimes I allow students to create their own learning target and the rubric to assess their work.
	In the digital world this is very different than in the building. In the digital world focus on giving students choice and multiple opportunities to complete and master standards.
	Individualized differentiation based on the IEP of the student.

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	Instruction is differentiated in various ways. One is the information is chunked for students. There is small group instruction that is tailored to learning specific skills to help students understand the material in a more efficient way. There is a variety of material such as vocabulary with visuals and definitions both in english and spanish.
	N/A. I'm a member of the student support team.
	On google docs I add the following: more detailed directions, highlight/bold key words, include definitions, insert additional steps to meet a final goal.
	One example: In ELA, we have a mix of ELLs mostly Spanish-speaking. We provide instructions and materials in Spanish so students can still understand what is happening and learn, while also having the opportunity to participate.
	Presentation of lessons is often interactive, with frequent audio-visual cues and a focus on simplicity and intuition of graphic design. CFU can be provided verbally, with visual cues, or in writing. Minor and major assignments are differentiated through quantitative spectrums (research 2-5 sources), a variety of texts regarding lexile level and interest, and assignment menu options (such as writing a poem, a story, or an argumentative essay in response to a singular prompt).
	Provide students with vocabulary worksheets. Practiced the four step method with students. Record lesson for students to rewatch at their own pace. Translate the lessons and all materials into Spanish for ELL students.
	Resources are provided in different formats to support different learning styles. (Visuals (pictures, graphs, videos), audio (songs) etc.)
	Scaffolded instructions assignments broken down pre- taught vocabulary breakout rooms parallel teaching

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	Scaffolding lessons to fit students' literacy skills. Supporting students one-on-one and in small groups as needed. Asking students to listen to each other's answers for ideas and explanations.
	Some students with IEPs receive scaffolded questions based on difficult older texts, and scaffolded outlines and sentence starters to help compose longer writing assignments. MLLs sometimes receive translated texts in addition to the regular text. Students with IEPs and MLLs also sometimes receive small group instruction in a breakout room with a teacher.
	Using multiple mediums to appeal to multiple intelligences. Creating unique worksheets for students with learning differences.
	We split into parallel teaching breakout rooms: my SpEd co-teacher takes students who are lower performing grade-wise and who demonstrate higher performance in small-group settings. Major HW assignments (like final unit projects) have modified versions only for students who benefit from the chunking of text, extensive use of graphic organizers, or some other relevant need.
	We use guided questions, and strong visuals to engage both Special Education and ELL students. We make sure in our class to allow subtitles in Spanish.
	We use varied differentiation strategies based on the ICT instruction model, including parallel teaching & re-teaching groups. We support students with vocabulary and sentence prompts for most writing tasks. Students sometimes choose from exercises that are grouped by skill depth, context, or some other characteristic.

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	When possible, I use a collaborative team teaching model. Depending on the lesson, team teaching might incorporate parallel instruction to students of different skill levels or allow space for one teacher to pull out struggling students that need additional supports during classwork. When team teaching is not possible, lessons include sentence starters and dictionaries for students that need them, and in some cases modified tasks for SPED, ELL, and SPELL students. Also, all accommodations are met for students with IEPs. In general, I try to plan all lessons so that they are accessible to struggling students but have supplemental challenge material to keep the strongest students engaged. Lastly, whenever possible, I try to create heterogeneous groups where stronger students can help weaker students during classwork.
	explicit instruction (including all varieties) grouping checking students IEP's making sure students are able to access the curriculum
	knowing the intricacies of a students strengths and points of growth allows me to partner them meaningfully in response to what the task requires
	n/a

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Q3_Open How do you use data in your classroom to guide instruction?

After establishing a need-baseline for the class as a whole, we track students' progress on different skills. We modify our instruction based on students' progress and the need to maintain acquired skills.

Data allows me to determine whether I am able to move on or if I need to reteach a topic. It also helps with grouping

Data indicates what needs to be retaught. It slows down the process and allows for assessment for future lesson plans and curriculum.

Data informs not only the standards and related content of what I teach but the pace, differentiation, and digestibility of how I teach. I hate to move on to a lesson when the previous one didn't stick based on CFU getting an overwhelmingly negative response.

Data is important because it provides us with information in which we need to target. We use data to gauge where students are struggling and what we need to continue to work on. Data is particularly good for helping teachers to identify learning roadblocks or overall curriculum dysfunction.

Data is used in many different ways in the classroom. On the day to day level- asynchronous work is analyzed to find student gaps and to come up with ways to help students better master the content. On the larger scale Interim Assessments and Projects are used for students to show mastery of standards. This data is then applied to upcoming lesson through spiraled work and re-teaches.

Data is used to design action plans based on deficiencies identified in previous test data.

Data is used to inform student groupings. Data is used to re-enforce skills based on mastery. Data is used to plan future units and lessons.

Data is what move my practice as an educator. I use data to identify learning parents and make decision in the exact moment of the lesson sometimes, and/or to reflect in my practice.

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	Data results allows me to move on to new content, if positive, otherwise, prior content needs to be review to make sure every scholar understand it.
	Exit tickets inform mastery of the standard and/or objective. Pacing is determined with mastery. Reteach might need to occur if there is not 80% mastery by end of lesson.
	Figuring out which students need support in literacy.
	For the most part, I use data to inform which content I reteach, and to track students' progress in meeting goals for writing and speaking.
	I am no longer a teacher
	I categorize my students using a survey i give after an CFU. i have used the symbols 0,1,2 in private chat representing. 0-i need help i am lost, 1-I think i understand the questions but still have more questions, 2- I have a firm understanding
	I collect data through Peardeck for checks-for-understanding and exit tickets. If there is a low success rate for these questions I will re-teach those concepts. This year I also collect data regularly on students' abilities to provide claims for scientific questions that are multifaceted. After identifying which students are unable to address scientific questions with relevant claims (regardless of accuracy of said claim) I will be splitting students in low, mid, and high priority categories for scaffolding. Low priority students will continue to receive no scaffolding, mid-priority students will temporarily get graphic organizers to plan out claims, and high priority students will get graphic organizers as well as small group instruction when it comes to decoding what a scientific question wants answered in order to figure out what the student needs to say in order for a claim to even be relevant.
	I do not teach
	I don't

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	I gather data from various assessments and organize it into a spreadsheet to see what topics/standards students are succeeding or struggling in. From there, I re-evaluate the curriculum based on students' needs.
	I often use formative and summarize data to help me tailor my instruction for students. This may happen in the form of a reteach, a review, or even skipping content all together if students show mastery.
	I use a program to analyze students performance on formative and summative assessment. Based on that analysis, I create my grouping or determine my next lesson.
	I use checks for understanding to see if I need to review material before moving on. I use peardeck activities to immediately gauge throughout a lesson if strategies, skills, or content needs to be reviewed. I use exit tickets to know if I need to review a days topic if it is important to understand for the upcoming material. I use testing data to ensure students understand not only content, but skills, and review skills the students need.
	I use data for two main purposes. The first is to access how students are processing content, to see if we can move onto new content in the next lesson or if we need to spend time revisiting old content. The second way I use data is to see if students are meeting the skills I teach. If students are struggling to meet a certain skill (ex, reading maps) then that skill will be built into the next unit.
	I use data to guide instruction to know what skills need to be focused on in future lessons as well as what needs to be retaught or addressed in class.
	I use student data to help determine students language levels according to the American Council on Foreign Language framework, as well as to help me to understand where students need review, or where they have strengths and are ready to move on to the next subject.

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	I use student's data from previous school years to inform grouping at the beginning of the school year. I use data from daily formative assessments to inform day to day planning. I use data from summative assessments to inform unit to unit planning. I use data from tri-annual interim assessments to determine how close students are to mastering the standards and to determine if any topics need to be retaught later in the year.
	I used data to review which concepts or skills need to be reteach. Also, spiraling instruction.
	In my ENL class, I track student progress on various literacy skills using a tennis chart, and then use this tennis chart to focus on the skill gaps most students have in the upcoming unit. I design the content of each unit up front, but I plan the language skill goals of the unit as we go throughout the year to be more responsive to the needs of the students. This allows us to also work through a progression of skills instead of jumping randomly around. I also use stations to be able to more specifically target skills that not all students have gaps in. Through stations, I can differentiate the skills students are working on based on their own individual need.
	It helps me to determine what students are struggling with, what they have mastered, or what needs to be retaught. It also shows me where they are in regards to standards.
	Look at student performance on formative and summative assessments to determine areas of higher need. Adjust go-forward plans as appropriate.
	N/A. I'm a member of the student support team.
	Shows me what I need to focus on or reteach.
	The data allows me to understand my students understanding of a concept or technique. I then decide to move on the the next lesson or re-teach the previous lesson.

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	Using data can check the success of the lesson if students understand the content. Developing different methods for students to learn after taking tests and reflecting on the changes.
	We apply the information garnered from data to work on the skills the students may be missing during our lessons or the course of the unit.
	We evaluate exit tickets and other progress checks for student progress on key skills. We adapt strategies like student grouping, spiraled review, direct re-teaching, based on results.
	We look at student work and see how students performed both with certain areas of content knowledge, and certain skills based on how they answered certain types of questions, and based on that info identify what are the gaps we need to continue teaching more of.
	We use knowledge gap information to identify topics where we might need to focus on additional teaching time, and to create individual assessments .
	Whether I need to revisit materials or lessons or i could move on
	inquiry, student iep, baseline assessments , progress monitoring
	n/a
	our school has interim assessments each tri and 2 points during the school year where we assess students' reading components. knowing this information about each student we are able to work with them directly with their data. what needs to be reviewed, how to review it, how our students trend

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Q6_Open Describe the methods available for teachers to raise student discipline concerns. If no such methods exist, write "none" in the space below.

"Culture Tracker" is a google form that any staff member can submit, including for discipline concerns. Cohort teams meet about 2 times per month, we can raise discipline concerns during those meetings. Formal or informal conversations with supervising administrator.

Communication with counselors, social workers, culture members, and administrators - each grade has a team of multiple adults in different positions to support students' behavioral needs.

Culture Trackers, google forms, provide teachers an opportunity to elevate narratives of occurrences within classes, and to seek help from counselors, deans, culture team members, or even members of the administration.

Culture team, PBIS practices.

Culture track, one-one check-ins.

Culture trackers

Culture trackers, inclusion of counselors and culture team

Culture trackers, one on ones and an plan that is developed solely for the student to stay on task.

Culture trackers. Tiered intervention.

Deans officve

Direct email to supervisor Culture tracker form to document behaviors and steps initiated to address and monitor behaviors

Due to COVID, we have struggles as a whole adapting our behavior procedure to an online situation

During COVID I believe we can email the deans' office, or have the teacher on the Leadership Committee raise the concern to the group.

During meetings or anonymous surveys

During remote learning, we raise discipline concerns through the culture tracker or through talking to our cohort leads/supervisors.

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	In my experience, the online format does not create discipline concerns.
	Meetings with Deans and Culture team-the use of PBIS
	None
	Our school uses culture trackers for our outside of classroom interactions with students. we are able to flag trackers to be shared with particular members of staff so in theory if a child is raising a concern for an adult they can submit a culture tracker and escalate it for support to advisors, counselors, cohort leads, assistant principals, social workers, and the principal.
	PBIS Cultural Trackers which identify the behavior and includes and updates the cultural, admin and teaching staff.
	Positive reinforcement Refer to the guidance counselor PBIS
	So this is a hard question to answer during COVID-19. We're mostly trying to handle chronic absences. There are rarely any discipline issues on Zoom.
	Teacher reaches out to culture team
	Teachers typically discuss discipline concerns amongst themselves. Teachers are often mistreated by students. It is not uncommon for teachers to be cursed out by students without any action from administration, other than the suggestion to track the behavior. Though this has lessened in recent years, it is still existent.
	There is a restorative justice team called the Culture Team. When a disciplinary issue arises, teachers can submit a google form to the Culture Team, and the Culture Team addresses the issue by meeting with the student or students in question.
	There is a tier system
	There is no discipline.

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	There is no discipline. Students have always basically done whatever they want to do with little to no consequences. Many teachers dont even bother to report things anymore because nothing happens if they do.
	We are encouraged to communicate.
	We can raise discipline concerns by filling out "culture tracker" reports which go to the Dean's Office, or by scheduling a Targeted Support Meeting between student, parent and a member of the dean's staff.
	We culture track students behavior in a google form which is shared with everyone that needs to be involved.
	We do a combination of items such as PBIS to encourage positive behavior. Teachers do culture trackers which is documentation of intervention methods across the board. The intervention depends on the infraction that occurred.
	We have a culture tracker form that identifies issues and tags appropriate staff. These are available to all staff to view in PowerSchool.
	We have a google form where we can describe a concern regarding a student and request assistance.
	We have culture trackers on google forms in which we record interactions that can be shared with various counselors, teachers, etc.
	We use a "culture tracking" system. Any interaction a staff member has with a student (positive or negative) that is worthy of documenting can be tracked using this form. On this form we log the student name, time of behavior, location, PBIS steps we've implemented for the student (if relevant) and a narrative of the behavior. We can send this form to any parties that should be aware of the behavior, and if it's a behavior of concern, we can request follow up from a counselor or culture team member.
	We use a google form to report any incident related to students.

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	We use a system called the Culture Tracker, which elevates discipline problems. Also teachers are strongly encouraged to communicate with parents. We also have culture team who know our students and address issues on the spot as well.
	When a student behavior issue arises, teachers are encouraged to write 'culture trackers,' which becomes written records of the occurrence and get sent to counselors, deans, and other necessary administration officials. If the problem persists, parents are contacted. Eventually, if the problem continues, then parents are brought in for a specific 'targeted support meeting,' where the student, parent, and staff meet and discuss the student and the student creates his or own goals and the student progressed is tracked.
	When an incident occurs teachers are to culture track the incident. After this the appropriate dean, leadership member or guidance counselor will follow up with student and teacher based on the incident. In the building if there is a major concern that must be addressed immediately all staff members are available via gchat or a call to the deans office.
	culture tracker
	n/a
	none

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

1:1 with culture associate

All teachers try to discourage bullying, but kids aren't going to do what they are told.

COVID-19 situation - doesn't really happen often. Though when it did, student was told to use a fake name to enter zoom to eliminate harassment.

Counselors and/or deans are notified and mediations occur to resolve the problems.

Culture team and other staff members address the issue

Deans take over along with teachers involved. Culture tracks the incident and have a one on one with students about their behaviors.

Don't know

Don't know.

Dont know

Faulty, Counseling and Culture Teams work closely to ensure that issues such as bullying, discrimination and harassment are discussed when they arise and handle appropriately. We use an internal system to communicate on such issues and follow our Code of Conduct.

I don't know.

I think this is the area in which our school excels at. If there is any rumors of bullying between students, they are taken in for peer mediation. Students are taught about the school multiculturalism prior to starting their 9th grade. In their freshman orientation, they are taught about the communities that make up our school and how to be respectful towards everyone. For example, all freshman were taught to put their pronouns into their Zoom names to avoid mislabeling everyone. This lowers the amount of incidence of discrimination.

I would assume that it is via the same team of counselors, social workers, and culture members having conversations with the students involved and their parents

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	If a staff members knows of an incident of bullying, discrimination, or harassment, we would use the culture tracking system (as mentioned in question 11) and a culture team member and/or counselor would conduct a mediation between the parties involved.
	If reported to a culture tracker which we document information that information will be sent to a Social Worker, admin and Dean who will resolve this information.
	Issues are culture tracked, then different stakeholders and involved parties enter in a restorative process to eliminate/solve the issue.
	Mediation, parent involvement
	PBIS committee
	Peer discussions
	Peer mediation, targeted support meetings, loss of privileges, phone call home, suspension.
	The Cultural team uses the cultural tracker to keep track of behavior. The data is used to inform and contact parents for possible conferences to determine next steps.
	The Health curriculum addresses bullying, discrimination and harassment directly to scholars; how to spot it, how to address/prevent it. Town halls are conducted to review policies for bullying, discrimination and harassment.
	The school does not seem to have any serious consequences in place for bullying, discrimination or harassment.
	There is a Discipline Chart that tracks the severity of the infraction, its frequency, and connects that to a series of consequences that begin with mild non-verbal cues from a teacher all the way up to expulsion. This chart gets revised for clarity, comprehensiveness, and fair and just consequences annually.
	There is a strong anti bullying stance and a strong Classroom culture. There is the culture tracker we use to help with this,

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	These issues are addressed effectively by the aforementioned Culture Team and a restorative justice approach
	This depends on the incident. There are procedures in place for each type of incident that can be found in the handbook. If it is not a repeated offense teachers will log into the culture tracker and the appropriate dean or guidance counselor will follow up.
	Through advisory lessons
	Through the system the principal and deans have set in place
	We have a culture team that practices PBIS that incorporates mediation.
	We have a culture team who meet with students individually to address DASA concerns when raised, and they update classroom teachers on outcomes from those talks.
	We have a series of step and use restorative justice techniques, more specifically PBIS.
	culture tracker
	don't know
	don't know during COVID
	don't know.
	i believe we superficially discuss happenings of the world amongst our staff, i.e. George Floyds murder, the insurrection, but this is done superficially and not meaningfully. students do not have the opportunity to discuss these things in settings other than advisory (if the advisory chooses to address it)
	n/a
	use of restorative practices

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Q12_Open Provide examples of how the school supports students' social-emotional and mental health needs:

1:1 check ins with counselors, advisors and culture team member
Advisory and advisory lessons are in place but students do not show up for advisory because it is not well put together, and there is no actual benefit for them.
Advisory lessons for all students with a variety of SEL plans and strategies. Check-ins and supports
Advisory program with curriculum aligned to support SEL.
Advisory, health class, counselors and social workers
Advisory, parent out-reach, and targeted support meetings are used to help students and parents in the community.
All students are enrolled in an Advisory class that promotes socio-emotional skills based on the CASEL framework. PBIS initiative identifies expectations for students across and within all school settings.
All teaching staff have Advisory check in every morning as well as 1 hour SEL Casel class once a week to motivate, inspire and promote social and emotional learning.
By providing support through counseling staff
CASEL Competency tracking, Advisories teach and discuss SEL lessons, Frequent and targeted counselor sessions, Social Worker relationships as well.
Counseling sessions, support groups, referral to outside counseling services (if needed), check-ins with at-risk students.
Counselors and social workers (as well as teachers) work closely with students to ensure they have someone to talk to, and to provide the student with the necessary resources.

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	Guidance counselors and social workers are on call and available to students throughout the day. There are also different clubs and organizations that are geared towards helping students with their social emotional needs.
	Guidance counselors are very active. Also we are supposed to teach Social Emotional skills in advisory, but advisory has been a pretty bad failure of attendance.
	I'm not super familiar with how the school supports students' social-emotional and mental health needs. If I have a concern, I would reach out to their counselor and/or grade-level social worker. Our counseling team and social workers are incredibly responsive and respected by the students. In the past, I have seen a social worker connect a student with weekly therapy and support him in finding housing.
	If a student expresses a social-emotional or mental health need to a teacher or other faculty, we can culture track the incident, then reach out to guidance. Guidance counselors have weekly or bi-weekly meetings with students who need it and make themselves available to students.
	Many school services such as guidance, and advisory (homeroom) exist to help students deal positively with mental health issues, and to grow as young people.
	Needs are culture tracked, reported immediately to AP/Coordinator/Principal. Trained staff member(s) investigate the issue and provide the necessary support needed by scholars
	PD and advisory classes to promote SEL for students.
	Phone calls home, talks to parents, after hour times with counselors.
	School counselors and social workers
	Social worker and counselors meet with students on a consistent and regular basis to check in with their mental/emotional health.
	Student - counselor check ins, referral to PWC

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	The school has SEL social workers that help students if needed.
	The school has a system in which anyone could fill out a Google form explaining the needs or concerns about a student. This form provides the information to the appropriate people, which will result in the student getting the support that they need. For example, if a student takes they feel overwhelmed in math class, I fill out that form and then the school social worker reaches out the student.
	They tried to do an advisory this year but it seemed pointless. It was too much work for the kids rather than something that could actually help them with concerns or needs. Lots of worksheets and stuff that they didnt' want to do.
	Unknown
	We are implementing an Advisory program, have clubs and programs for older students to support younger students, and have multiple counselors and social workers on staff.
	We currently have four grade counselors and 3 social workers on staff that are available to support students with social-emotional and mental health needs. We also have an advisory class where students are able to talk to other students and teachers during SEL lessons.
	We have a strong advisory program design for student support. We also have 2 social workers and 4 school guidance counselors who support our students.
	We have a strong counseling team we communicate about the students regularly.
	We have a weekly Advisory program, where teachers administer lessons supporting social emotional and mental health needs. Faculty receive professional development training related to supporting student's social-emotional and mental health needs.
	We have advisory, which is meant to provide students with social-emotional learning and support.

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	We have an Advisory system where teachers are paired with a counselor/school psychologist to do daily check-in with a group of 10 students. Additionally, we spend 1h weekly to address the 5 CASEL components and different strategies to implement in and out of the school community.
	We have counselors, SAB team, SST and parent outreach.
	We have extensive advisory sessions that are geared towards the students' development of social and emotional skills needed to succeed in high school and beyond.
	We have two social workers and a counselor for each cohort.
	Weekly advisory lessons often include SEL. If staff sees a social-emotional/mental health issue, there is the ability to elevate to school's social support team and counselors.
	advisory
	guidance counselor referral, 1;1 meetings
	n/a
	there are teachers and workers and spaces for that.
	we have advisory but the quality of the experience is dependent on the adult. I know nothing about McKinney Vento.

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Q18_Open1 Please describe the teacher evaluation process. If none exists, write "none" in the space below.

2 informals, midyear, 2 informals, EOY. Danielson aligned.

Announced and unannounced classroom observations, mid-year and end-of-year status evaluations.

Assistant principal evaluates us on a regular basis and we have notes that are provided and meetings to discuss notes and walk throughs of lessons.

Based on Danielson Framework

Check-in with supervisor going over each area of Danielson they are focused on. Glows and grows given. All parties agree and sign electronically in Teachboost.

Comprehensive and transparent.

Currently we are given evaluations but they are not formal or evaluative in the sense that they cannot be used in a formal written up evaluation.

Currently, because we still remote, teacher evaluations have been placed on hold, however,

Danielson Framework (Informal and formal observations)

Danielson Rubric

Danielson rubric is used, with multiple evaluations throughout the year.

Every semester a teacher has at least 2 informal observations and one formal observation. In the first half of the year these observations culminate in a mid year. Before the pandemic this was rated on the Danielson Rubric during the pandemic it is more general feedback and reflections. At the end of the year, when not in a pandemic, teachers receive an end of year rating based on their observations.

Fair/transparent

Formal and informal observations debriefs and opportunities for reflection

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	Formal and informal observations by the department supervisor as well as by the Principal and or Assistance Principal. Teachboost software is used for record keeping with both teacher and supervisor's notes.
	Formal and informal observations.
	I do not teach, so not sure
	I have been visited but have not gone over my formal evaluation with my supervisor yet.
	I we have a modify version of Danielson Framework
	In person (Danielson)
	In person, it's based on the Danielson model, after we as teachers have 4 informals and 2 formals over the course of the school year.
	My supervisor consistently observes my classes and provides feedback on my lesson plans. We meet regularly to discuss my progress and growth as a teacher.
	N/A. I'm a member of the student support team.
	Observation and using Danielson to evaluate teachers.
	Observations, feedback, collaboration
	Similar to public school, a few informal observations each year and at least one formal

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Teachers are evaluated using the Danielson rubric. Targeting specific components within specific domains, teachers will be observed through impromptu "informals," wherein their supervisors will write up notes acknowledging objective details of what happened, as well as strengths and suggestions for improvement. Then, the teacher and supervisor have an opportunity to discuss these observations during 1-1 meetings that occur periodically. Outside of remote-teaching, there also exist Formal observations, though those have been suspended since March of 2020 within our school system, as they directly correspond to to one's standing and salary, but there is no protocol or precedent for evaluating teachers who were thrown abruptly into a remote-working environment.

Teachers are given random walkthroughs through each trimester and an informal. Prior to formal observations, a pre-observation conference takes place. A post-observation conference also takes place to discuss ratings.

Teachers are given three informal evaluations and a midterm progress report, and also receive coaching from an administrator.

Teachers receive multiple informal evaluation based on 20-30 minute visits to classes and bi-annual formal observations based on full period observations. Both types of observations adhere to the guidelines of the Danielson Rubric.

The Teachers will develop goals and try to achieve them. Goals can be revised midyear align with Danielson's Framework for Teaching

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The current evaluation process is still being negotiated with the UFT, however during a typical school year we use the Danielson Framework. Our supervisor comes to observe us through walkthroughs, informal observations, or formal observations. Walkthroughs happen frequently throughout the school year (~2x per month) and can involve any member of admin or the network. These are non-evaluative and meant to gather data or meant for our supervisors to get a sense of our classroom culture and provide non-evaluative feedback. Informal observations happen 4-5x per year and are unannounced. Our supervisor visits our classroom for at least 20 minutes and rates us using the Danielson Framework. We always meet afterwards to debrief the lesson/ratings and then the ratings and our conversation are logged in TeachBoost. Formal observations occur twice a year (mid-year and EOY). These are planned and involve a pre-observation meeting to fine tune the lesson, an observation which lasts the entire class period, and a post-observation meeting where we receive ratings and feedback, all of which is logged in TeachBoost.

The supervisors use TeachBoost for evaluation and help and encourage teachers to create smart goals that they will be evaluated on.

Use of Danielson rubric: 3 informal evaluations per year.

We are observed four times informally and twice formally a year following the Danielson Rubric.

We have informal and formal observations with check ins in between

We have several informals where we receive feedback and what we should try to grow before our formals. we usually have 2 formals a year and the score we earn impacts our salary for the next year

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	We have walk through evaluations every few weeks where a supervisor comes in and observed us during teaching for about 25 minutes at a time. These are usually not scheduled in advance. Then there was a mid-year evaluation which was more formal and I was evaluated on more specific NY state criteria and my feedback was discussed with my supervisor in a meeting.
	We have weekly check in with our supervisor. During these checkins, our supervisor helps us with our goals for the year. We get two or informal observations every marking period and two formal observations. We get constant walk throughs. All of these observation and checkins are taken into account when evaluating us. We get two evaluations a year.
	Weekly check-ins with supervisor. Formal mid-year review (so far).
	n/a
	shannon will come In the room and then she exits after a few minutes. then she will write up what she saw. But will not coach you and follow through.
	you meet with your supervisor prior to him or her coming to visit your class and after the visit to debrief.

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Q18_Open2 Provide examples of how school leadership solicits feedback from staff. If none exists, write "none" in the space below.

- Surveys - Discussions - Staff committees for different areas (academic policy, advisory, SLT)

Administrators have open doors for questions, both informally as well as multiple opportunities elsewhere: Coffee with the Principal, "FedEx" PDs in which the full staff provides questions and grievances that get addressed democratically in subcommittees, evaluation forms after each PD, morning meetings that inform and provide opportunities to ask clarifying questions. More formally, we are to respond to surveys provided by the Charter School Network, NYC DOE, and other third-party sources.

Administrators meet with teaching faculty to review specific Danielson Rubrics each trimester to make sure they are clear and provide support to help implement for evaluation.

After all PD sessions, admin requests we complete an anonymous feedback form with a variety of questions and space to provide any comments or concerns. This has been a consistent practice, but actually responding to the feedback or acknowledging the feedback is a less consistent practice.

After every single PD we evaluate it and provide feedback on a google form. I feel that most admin welcome feedback and actively use it.

After every staff PD, we are given a feedback form to give our anonymous feelings regarding that days PD session, which is then looked at by leadership.

After every whole staff PD there is a google form for feedback. Teachers are able to bring up concerns to union members, SLT members or supervisors. When appropriate there are also surveys administered for other types of feedback

Each time we have a pd.

Feedback suverys

For some, they can speak directly to their supervisors without worrying that they will be punished if they are honest.

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	Frequent use of google forms to evaluate PD sessions Periodically the school principal offers open appointment slots where staff can optionally sign up to speak with him about matters of concern to us.
	Google form surveys. Weekly check-ins with supervisors.
	Implement feedback by making modifications to the schedule. There are different committees in order to have teacher/staff input on policies ie late work policy.
	In Google forms surveys
	Meetings and surveys
	Morning and afternoon huddles, meetings (SLT, attendance, Counselor, etc)
	Morning and afternoon huddles. Staff surveys.
	None, school leadership only asks for feedback from certain teachers, not all staff as a whole. When feedback is given, school leadership does tend to push back and respond negatively.
	Post PD Surveys
	School leadership offers surveys after professional developments to gauge effectiveness.
	Staff is encouraged to submit issues and problems that they may be having. These have been incorporated into the PDs and other planning sessions.
	Staff Huddles, opened Q&A, check ins with the supervisors.
	Surveys
	Surveys Admin has an open door policy Teachers are allowed to raise questions and concerns at faculty meetings
	Surveys after every PD session, all staff meetings 4 times a week.

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	Surveys after every PD, choices about what topics to work on in Department meetings
	Surveys from each professional development session.
	Surveys, SLT
	Surveys, in-person opinions
	Surveys/polls
	Teacher feedback occurred after observation and lesson feedback everyweek.
	There is often time for us to give feedback through surveys or directly through adminstration.
	They take our questions/responses from PD surveys and address them in all school meetings or in another PD.
	They use menti's at the end of department meetings and they use google forms at the end of larger school meetings.
	Through surveys and professional department meetings
	Through surveys and some conferences between teachers and administrators.
	We are put on advisories from grading policies to co hort teams.
	We are solicited to provide feedback on PDs.
	We do provide feedback on our professional development. it is sometimes difficult to be transparent because the feedback includes our emails
	We have a day once a learning cycle in which discuss teachers concerns. After every PD, a google form asking for feedback is given.
	n/a
	none
	welcoming

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Q22_Open Describe your understanding of the mission and key design elements of the school:	Rigor and responsibility are at the core of our school.
	As a school community, we want to ensure growth for all learners through rigorous academic study, provided safe and supporting learning environment. We believe that ALL students can succeed academically and growth emotionally with the right amount of support.
	At HUMII, we strive to support students, families, and staff to pursue lifelong goals through academic study presented in a supportive environment that emphasizes addressing the whole student.
	During we are redrafting our school mission in the wake of BLM. We are trying to find a way to include racial injustice into our believe in Rigor, Respect and Responsibility motto
	Equitable instruction to cultivate critical thinking citizens of the world.
	Going above and beyond for all students
	HUM 2 is committed to the success of all students regardless of their disabilities, economics or background. The school community is respectful of the diversity of its staff and students however that diversity is manifested.
	HUM II is a community of students, their families, and staff that pursues college and career readiness through academic study presented in a supportive environment that emphasizes addressing the whole student. We emphasize never to put limits on a student's potential.
	HUM II will provide all scholars with a quality education in an atmosphere of respect, responsibility and rigor.
	HUM II's mission is that we are all a community which includes, students, parents and staff and are here to foster and to push our students for college and career readiness through academic study presented in a supportive environment that emphasizes addressing the whole student.

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	HUM2 promotes critical citizenship in students by engaging them with respect, responsibility, and rigor in college preparatory academics aligned to NYS Regents curricula. Offers ICT instruction in all core subjects for students with disabilities and multi-lingual learners. Offers Advanced Placement in math, ELA, psychology for students interested in the most rigorous academics. Significant human and organizational resources to support student socio-emotional needs, including a division of staff (Culture Team) whose primary responsibilities focus on non-academic student relationship building.
	Hum II expectation is to prepare students with rigor, respect and responsibility for college and life skills.
	I am relatively new so do not really know but equity is an ongoing theme.
	I don't even know.
	I don't know
	I strongly understand
	I think the mission of the school is aimed at meeting the needs of every single student, and helping every student to succeed.
	Like--I hope--any school, our mission is to provide students with a safe, comfortable, organized environment in which they feel that they can flourish academically, socially, and extracurricularly, no matter their needs. Our school's tenets of rigor, respect, and responsibility imbue our actions with an ever-evolving sense of progress, revision, transparency, humility, and familial bonding.
	Literacy, serving students with disabilities and ELL students.
	N/A
	N/a

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	<p>New Visions Charter High School for the Humanities II (HUMII) is a school that is focused on developing reading, writing, and thinking critically to prepare all scholars for the real world. At HUM II we are dedicated and focused on ensuring that every scholar has a post secondary plan to attend college, seek out career training, and/or transition into a career. Three core values are at the center of our work: Rigor, Respect, and Responsibility. We believe that our students learn and develop to understand that we are part of our local community and world. At HUM II, we learn from our mistakes, and develop empathy, and awareness of ourselves as well as others to function positively in the community.</p>
	No idea.
	Our mission is to enable learners at all levels to grow at all levels for individual learning and instruction.
	Provide a positive learning environment where every single scholar feels valued, respected and supported to become a global citizen.
	Providing a high school experience of support in addition to rigor to prepare students for college or a career.
	The key design elements are innovative and responsive teaching and learning, individualized supports for learners, holistic social emotional supports, comprehensive postsecondary readiness, inclusive family engagement, civic and community engagement and data driven continuous improvement. I understand these elements fully and have done PD work around them.
	The key mission of the school is to provide underserved students with quality and advanced education to ensure they are college and career ready upon graduation
	The mission is to provide quality instructions for disadvantage students.

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	The mission of Hum2 is to provide students and their families with a means of becoming college and career ready by providing a strong academic community, a supportive environment, and by providing a space for students to work on their whole selves and not just the academic part.
	The purpose of Humanities II high school is to get students college and career ready.
	The purpose of the school is to allow students to access college or career preparation if they desire to access some type of tertiary education after graduation.
	To meet all students' needs and provide a diverse cultural experience.
	To provide a quality education to all students regardless of their background, language, or previous academic achievement, and for administrators to work closely with their content, counselor, or culture team to develop engaging instruction that is meeting the skill-based needs of the students based on the data gleaned from analyzing student work.
	To provide effective, enriched and quality education to students on all levels and to provided the needed support to the student, families, community and all other stakeholders.
	Unsure.
	We care about the dignity and passion of every student. We provide a person experience with all the supports needed. Teachers, Parents and students are all stakeholders.
	We care about the individual and community needs of our scholars. When we are faced with a challenge, we collectively come up with solutions or interventions to support them. We value the importance of education and the effects it has on today's youth.
	We strive to ensure a rigorous approach to educating our scholars with a focus on respect and responsibility. We do not limit a scholars potential.

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	n/a
	to always put the students first and strive for the best.

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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.

HUM II is amazing to both students and staff!

Hand control back to the city ASAP. Profit has no place in public education.

Hum II most powerful tool are the caring staff that have worked extra hard this year to provide a engaging virtual experience.

I wish there were more ICT sections so there will not be more than 30 students in one class.

It is difficult to answer some of these questions as this has been a year that is completely remote. It would be nice to have a "N/A" or "don't know" section that we can use for the likert scale answers.

Like the Beatles sang "I've got to admit it's getting better; it's getting better all the time." Our school's strength is our progress and our commitment to that progress. Not only for the students but for the school within which they have an opportunity to grow.

N/A

N/A

N/a

None

Our school can improve by making sure that meetings are relevant to teacher needs, ensuring that teachers have enough unstructured time to do the work of teaching: planning, creating of materials, grading, and parent outreach. Our meetings and PDs are often irrelevant, and filled with administrivity, and our PDs are often meetings instead of actual PDs which help us in our teaching practice.

Teacher mentoring program with veteran teachers who enable younger teachers to grow professionally.

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	The largest area in which this school can improve is in the way that they uphold rigor and responsibility for its students. Students are given too much leeway and academic rules and policies are not enforced.
	The school has moved further and further away from any kind of student accountability or rigor. This is due to the high numbers of SPED students and lack of discipline and accountability.
	We are always striving on behalf of our students to improve and give them quality instruction and a positive work environment.
	n/a

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All Charter Schools Response n = 3,195**

New Visions CHS for the Humanities II Response n = 55 Response Rate = 11%

		All Charter Schools		New Visions CHS for the Humanities II		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	18%	10	3
	Neither Agree nor Disagree	8%	257	5%	3	-3
	Somewhat Disagree	4%	132	4%	2	0
	Strongly Disagree	5%	147	2%	1	-3
	I have not attended in-person	57%	1,825	65%	36	8
Q1a_Remote I regularly attend school-sponsored events, such as school dances, sporting events, student performances, or other school activities.	Strongly Agree	18%	566	9%	5	-9
	Somewhat Agree	22%	712	24%	13	2
	Neither Agree nor Disagree	19%	595	18%	10	-1
	Somewhat Disagree	9%	291	15%	8	6
	Strongly Disagree	15%	478	16%	9	1
	I have not attended remotely	17%	553	18%	10	1
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	9%	5	-4
	Somewhat Agree	13%	405	16%	9	3
	Neither Agree nor Disagree	8%	247	2%	1	-6
	Somewhat Disagree	4%	131	4%	2	0
	Strongly Disagree	6%	184	4%	2	-2
	I have not attended in-person	56%	1,805	65%	36	9
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	13%	7	-5
	Somewhat Agree	22%	702	15%	8	-7
	Neither Agree nor Disagree	17%	537	11%	6	-6
	Somewhat Disagree	10%	323	15%	8	5
	Strongly Disagree	15%	485	29%	16	14
	I have not attended remotely	18%	564	18%	10	0
Q1c_In-Person At this school, students have the opportunity to help decide things like class activities and rules.	Strongly Agree	17%	532	16%	9	-1
	Somewhat Agree	18%	561	18%	10	0
	Neither Agree nor Disagree	10%	304	4%	2	-6
	Somewhat Disagree	4%	134	2%	1	-2
	Strongly Disagree	3%	89	0%	0	-3
	I have not attended in-person	49%	1,575	60%	33	11

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New Visions CHS for the Humanities II Response n = 55 Response Rate = 11%

		All Charter Schools		New Visions CHS for the Humanities II		Difference
Q1c_Remote At this school, students have the opportunity to help decide things like class activities and rules.	Strongly Agree	27%	876	29%	16	2
	Somewhat Agree	33%	1,045	42%	23	9
	Neither Agree nor Disagree	20%	629	13%	7	-7
	Somewhat Disagree	8%	264	11%	6	3
	Strongly Disagree	7%	226	4%	2	-3
	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	31%	17	0
	Somewhat Agree	11%	361	9%	5	-2
	Neither Agree nor Disagree	6%	194	0%	0	-6
	Somewhat Disagree	2%	60	0%	0	-2
	Strongly Disagree	1%	37	0%	0	-1
	I have not attended in-person	49%	1,564	60%	33	11
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	55%	30	15
	Somewhat Agree	25%	789	24%	13	-1
	Neither Agree nor Disagree	16%	524	15%	8	-1
	Somewhat Disagree	5%	169	5%	3	0
	Strongly Disagree	6%	199	2%	1	-4
	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	31%	17	-2
	Somewhat Agree	12%	388	9%	5	-3
	Neither Agree nor Disagree	5%	148	2%	1	-3
	Somewhat Disagree	1%	28	0%	0	-1
	Strongly Disagree	1%	27	0%	0	-1
	I have not attended in-person	48%	1,549	58%	32	10
Q1e_Remote I have the opportunity to be part of class discussions or activities.	Strongly Agree	60%	1,929	58%	32	-2
	Somewhat Agree	23%	722	31%	17	8
	Neither Agree nor Disagree	9%	286	2%	1	-7
	Somewhat Disagree	2%	61	7%	4	5
	Strongly Disagree	2%	63	2%	1	0
	I have not attended remotely	4%	134	0%	0	-4

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		All Charter Schools		New Visions CHS for the Humanities II		Difference
Q2a The bathrooms in this school are clean.	Strongly Agree	21%	665	5%	3	-16
	Somewhat Agree	18%	588	18%	10	0
	Neither Agree nor Disagree	9%	300	7%	4	-2
	Somewhat Disagree	5%	151	9%	5	4
	Strongly Disagree	4%	119	2%	1	-2
	I have not attended in-person	43%	1,372	58%	32	15
Q2b The temperature in this school is comfortable (there is heat and air conditioning as necessary).	Strongly Agree	21%	684	16%	9	-5
	Somewhat Agree	21%	656	16%	9	-5
	Neither Agree nor Disagree	9%	284	5%	3	-4
	Somewhat Disagree	5%	158	2%	1	-3
	Strongly Disagree	2%	71	2%	1	0
	I have not attended in-person	42%	1,342	58%	32	16
Q2c Repairs are made in a timely manner.	Strongly Agree	18%	560	7%	4	-11
	Somewhat Agree	16%	510	16%	9	0
	Neither Agree nor Disagree	18%	591	13%	7	-5
	Somewhat Disagree	4%	118	5%	3	1
	Strongly Disagree	2%	70	0%	0	-2
	I have not attended in-person	42%	1,346	58%	32	16
Q2d I am proud of the way my school looks.	Strongly Agree	25%	811	18%	10	-7
	Somewhat Agree	18%	579	11%	6	-7
	Neither Agree nor Disagree	12%	393	13%	7	1
	Somewhat Disagree	4%	112	5%	3	1
	Strongly Disagree	3%	91	0%	0	-3
	I have not attended in-person	38%	1,209	53%	29	15
Q3a This school provides instructional materials (e.g., textbooks, handouts) that reflect my cultural background, ethnicity, and identity.	Strongly Agree	41%	1,321	33%	18	-8
	Somewhat Agree	29%	922	33%	18	4
	Neither Agree nor Disagree	23%	745	31%	17	8
	Somewhat Disagree	4%	122	4%	2	0
	Strongly Disagree	3%	85	0%	0	-3

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		All Charter Schools		New Visions CHS for the Humanities II		Difference
Q3b The things I'm learning in school are important to me.	Strongly Agree	34%	1,083	31%	17	-3
	Somewhat Agree	36%	1,155	44%	24	8
	Neither Agree nor Disagree	17%	552	15%	8	-2
	Somewhat Disagree	8%	258	7%	4	-1
	Strongly Disagree	5%	147	4%	2	-1
Q3c Classroom environments support learning and are generally free from disruption.	Strongly Agree	37%	1,187	24%	13	-13
	Somewhat Agree	36%	1,145	42%	23	6
	Neither Agree nor Disagree	18%	590	22%	12	4
	Somewhat Disagree	6%	176	11%	6	5
	Strongly Disagree	3%	97	2%	1	-1
Q4a My classes are challenging.	Strongly Agree	23%	736	27%	15	4
	Somewhat Agree	44%	1,391	49%	27	5
	Neither Agree nor Disagree	21%	680	20%	11	-1
	Somewhat Disagree	9%	293	4%	2	-5
	Strongly Disagree	3%	95	0%	0	-3
Q4b I feel that I am on-track for high school graduation.	Strongly Agree	47%	1,492	60%	33	13
	Somewhat Agree	30%	951	15%	8	-15
	Neither Agree nor Disagree	15%	470	16%	9	1
	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	36%	20	-6
	Somewhat Agree	32%	1,035	31%	17	-1
	Neither Agree nor Disagree	19%	600	22%	12	3
	Somewhat Disagree	4%	137	11%	6	7
	Strongly Disagree	2%	67	0%	0	-2
Q4d I know who to talk to for information about different careers.	Strongly Agree	44%	1,393	44%	24	0
	Somewhat Agree	28%	895	27%	15	-1
	Neither Agree nor Disagree	17%	558	22%	12	5
	Somewhat Disagree	7%	213	4%	2	-3
	Strongly Disagree	4%	136	4%	2	0

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		All Charter Schools		New Visions CHS for the Humanities II		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	4%	2	1
	Weekly	2%	48	0%	0	-2
	Monthly	1%	27	0%	0	-1
	A few times	5%	144	5%	3	0
	Rarely	10%	315	9%	5	-1
	Never	23%	743	18%	10	-5
	I have not attended in-person	57%	1,831	64%	35	7
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	4%	2	1
	Weekly	2%	61	4%	2	2
	Monthly	1%	41	0%	0	-1
	A few times	5%	156	4%	2	-1
	Rarely	11%	351	7%	4	-4
	Never	71%	2,267	82%	45	11
	I have not attended remotely	7%	209	0%	0	-7
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	2%	1	0
	Weekly	1%	29	2%	1	1
	Monthly	1%	25	2%	1	1
	A few times	3%	108	4%	2	1
	Rarely	7%	220	9%	5	2
	Never	29%	912	18%	10	-11
	I have not attended in-person	57%	1,827	64%	35	7
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	5%	3	2
	Weekly	2%	60	2%	1	0
	Monthly	1%	33	0%	0	-1
	A few times	4%	125	2%	1	-2
	Rarely	9%	286	5%	3	-4
	Never	75%	2,402	85%	47	10
	I have not attended remotely	6%	199	0%	0	-6

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		All Charter Schools		New Visions CHS for the Humanities II		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	4%	2	2
	Weekly	1%	35	0%	0	-1
	Monthly	1%	25	0%	0	-1
	A few times	4%	125	7%	4	3
	Rarely	8%	263	11%	6	3
	Never	26%	846	16%	9	-10
	I have not attended in-person	57%	1,823	62%	34	5
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	4%	2	1
	Weekly	2%	57	2%	1	0
	Monthly	1%	24	0%	0	-1
	A few times	4%	134	4%	2	0
	Rarely	10%	322	11%	6	1
	Never	74%	2,369	80%	44	6
	I have not attended remotely	6%	193	0%	0	-6
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	4%	2	2
	Weekly	2%	51	0%	0	-2
	Monthly	1%	30	0%	0	-1
	A few times	5%	148	5%	3	0
	Rarely	7%	233	5%	3	-2
	Never	26%	835	22%	12	-4
	I have not attended in-person	57%	1,824	64%	35	7
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	0%	0	-5
	Rarely	10%	304	11%	6	1
	Never	73%	2,333	80%	44	7
	I have not attended remotely	6%	195	0%	0	-6

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		All Charter Schools		New Visions CHS for the Humanities II		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	4%	2	1
	Weekly	1%	37	2%	1	1
	Monthly	1%	26	0%	0	-1
	A few times	4%	143	2%	1	-2
	Rarely	8%	264	9%	5	1
	Never	26%	816	20%	11	-6
	I have not attended in-person	57%	1,822	64%	35	7
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	4%	2	1
	Weekly	2%	59	2%	1	0
	Monthly	1%	47	0%	0	-1
	A few times	5%	165	5%	3	0
	Rarely	10%	311	15%	8	5
	Never	73%	2,323	73%	40	0
	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	2%	1	0
	Weekly	2%	49	2%	1	0
	Monthly	1%	28	0%	0	-1
	A few times	5%	169	4%	2	-1
	Rarely	8%	243	16%	9	8
	Never	25%	800	13%	7	-12
	I have not attended in-person	57%	1,833	64%	35	7
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	4%	2	1
	Weekly	2%	52	2%	1	0
	Monthly	1%	42	0%	0	-1
	A few times	5%	168	7%	4	2
	Rarely	10%	327	7%	4	-3
	Never	72%	2,304	78%	43	6
	I have not attended remotely	6%	203	2%	1	-4

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		All Charter Schools		New Visions CHS for the Humanities II		Difference
Q5g_In-Person [How often type of bullying experienced or observed] Student to student based on another reason.	Daily	3%	103	4%	2	1
	Weekly	2%	63	4%	2	2
	Monthly	2%	53	0%	0	-2
	A few times	7%	237	4%	2	-3
	Rarely	9%	272	13%	7	4
	Never	20%	641	13%	7	-7
	I have not attended in-person	57%	1,826	64%	35	7
Q5g_Remote [How often type of bullying experienced or observed] Student to student based on another reason.	Daily	4%	116	4%	2	0
	Weekly	2%	61	2%	1	0
	Monthly	1%	43	0%	0	-1
	A few times	8%	269	2%	1	-6
	Rarely	13%	401	27%	15	14
	Never	66%	2,098	65%	36	-1
	I have not attended remotely	6%	207	0%	0	-6
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	4%	2	1
	Weekly	1%	34	0%	0	-1
	Monthly	1%	17	0%	0	-1
	A few times	3%	108	2%	1	-1
	Rarely	5%	162	4%	2	-1
	Never	30%	958	27%	15	-3
	I have not attended in-person	57%	1,830	64%	35	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	2%	1	-2
	Weekly	2%	48	2%	1	0
	Monthly	1%	39	0%	0	-1
	A few times	5%	146	5%	3	0
	Rarely	8%	246	9%	5	1
	Never	75%	2,383	80%	44	5
	I have not attended remotely	7%	218	2%	1	-5

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		All Charter Schools		New Visions CHS for the Humanities II		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	5%	3	1
	Weekly	2%	56	2%	1	0
	Monthly	1%	41	0%	0	-1
	A few times	6%	201	4%	2	-2
	Rarely	14%	449	11%	6	-3
	Never	73%	2,318	78%	43	5
Q6b [How often type of cyberbullying experienced or observed] Student to student based on a student's real or perceived religion.	Daily	4%	112	7%	4	3
	Weekly	2%	55	0%	0	-2
	Monthly	1%	47	0%	0	-1
	A few times	5%	145	4%	2	-1
	Rarely	12%	390	7%	4	-5
	Never	77%	2,446	82%	45	5
Q6c [How often type of cyberbullying experienced or observed] Student to student based on a student's real or perceived disability.	Daily	3%	98	5%	3	2
	Weekly	2%	56	0%	0	-2
	Monthly	2%	49	2%	1	0
	A few times	6%	180	2%	1	-4
	Rarely	12%	393	11%	6	-1
	Never	76%	2,419	80%	44	4
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	7%	4	4
	Weekly	2%	50	0%	0	-2
	Monthly	2%	53	0%	0	-2
	A few times	6%	195	4%	2	-2
	Rarely	13%	419	9%	5	-4
	Never	74%	2,368	80%	44	6
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	5%	3	2
	Weekly	2%	54	0%	0	-2
	Monthly	2%	59	0%	0	-2
	A few times	7%	214	5%	3	-2
	Rarely	13%	400	9%	5	-4
	Never	74%	2,360	80%	44	6

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		All Charter Schools		New Visions CHS for the Humanities II		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	5%	3	2
	Weekly	2%	56	2%	1	0
	Monthly	2%	48	0%	0	-2
	A few times	6%	202	4%	2	-2
	Rarely	13%	422	16%	9	3
	Never	74%	2,357	73%	40	-1
Q6g [How often type of cyberbullying experienced or observed] Student to student based on another reason.	Daily	4%	127	5%	3	1
	Weekly	2%	79	0%	0	-2
	Monthly	2%	73	2%	1	0
	A few times	9%	297	7%	4	-2
	Rarely	15%	464	18%	10	3
	Never	67%	2,155	67%	37	0
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	5%	3	2
	Weekly	2%	52	0%	0	-2
	Monthly	1%	40	0%	0	-1
	A few times	5%	145	4%	2	-1
	Rarely	9%	300	4%	2	-5
	Never	80%	2,551	87%	48	7
Q7a I feel physically safe in my school.	Strongly Agree	43%	1,377	29%	16	-14
	Somewhat Agree	27%	877	27%	15	0
	Neither Agree nor Disagree	25%	798	33%	18	8
	Somewhat Disagree	3%	95	11%	6	8
	Strongly Disagree	2%	48	0%	0	-2
Q7b I feel safe traveling to and from my school.	Strongly Agree	41%	1,299	33%	18	-8
	Somewhat Agree	29%	929	29%	16	0
	Neither Agree nor Disagree	23%	748	25%	14	2
	Somewhat Disagree	5%	158	11%	6	6
	Strongly Disagree	2%	61	2%	1	0

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Q7c I feel that the school culture supports me.	Strongly Agree	47%	1,488	42%	23	-5
	Somewhat Agree	28%	907	31%	17	3
	Neither Agree nor Disagree	20%	651	24%	13	4
	Somewhat Disagree	3%	101	4%	2	1
	Strongly Disagree	2%	48	0%	0	-2
Q7d I feel that the school's discipline policy is applied fairly to all students.	Strongly Agree	40%	1,276	38%	21	-2
	Somewhat Agree	27%	864	31%	17	4
	Neither Agree nor Disagree	22%	690	24%	13	2
	Somewhat Disagree	7%	231	5%	3	-2
	Strongly Disagree	4%	134	2%	1	-2
Q7e I have not had anything stolen from me at this school.	Strongly Agree	54%	1,710	49%	27	-5
	Somewhat Agree	14%	436	11%	6	-3
	Neither Agree nor Disagree	18%	561	22%	12	4
	Somewhat Disagree	6%	182	0%	0	-6
	Strongly Disagree	10%	306	18%	10	8
Q7f I have not seen any property damaged by students at this school.	Strongly Agree	36%	1,139	31%	17	-5
	Somewhat Agree	17%	529	11%	6	-6
	Neither Agree nor Disagree	28%	883	38%	21	10
	Somewhat Disagree	11%	344	13%	7	2
	Strongly Disagree	9%	300	7%	4	-2
Q8a Most or all of my teachers are available to help me with schoolwork.	Strongly Agree	57%	1,826	49%	27	-8
	Somewhat Agree	31%	994	35%	19	4
	Neither Agree nor Disagree	8%	255	7%	4	-1
	Somewhat Disagree	3%	89	9%	5	6
	Strongly Disagree	1%	31	0%	0	-1
Q8b My teachers care about me.	Strongly Agree	53%	1,690	44%	24	-9
	Somewhat Agree	27%	878	29%	16	2
	Neither Agree nor Disagree	16%	517	15%	8	-1
	Somewhat Disagree	2%	67	11%	6	9
	Strongly Disagree	1%	43	2%	1	1

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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	36%	20	-13
	Somewhat Agree	32%	1,025	33%	18	1
	Neither Agree nor Disagree	14%	445	24%	13	10
	Somewhat Disagree	3%	100	7%	4	4
	Strongly Disagree	2%	50	0%	0	-2
Q8d My teachers expect me to do my best all the time.	Strongly Agree	66%	2,107	62%	34	-4
	Somewhat Agree	24%	760	29%	16	5
	Neither Agree nor Disagree	8%	271	9%	5	1
	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	29%	16	-12
	Somewhat Agree	31%	998	35%	19	4
	Neither Agree nor Disagree	19%	615	24%	13	5
	Somewhat Disagree	6%	184	5%	3	-1
	Strongly Disagree	3%	97	7%	4	4
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	55%	30	4
	Somewhat Agree	19%	612	16%	9	-3
	Neither Agree nor Disagree	17%	551	16%	9	-1
	Somewhat Disagree	5%	148	5%	3	0
	Strongly Disagree	8%	253	7%	4	-1
Q9a I am treated respectfully by my fellow students.	Strongly Agree	47%	1,507	45%	25	-2
	Somewhat Agree	32%	1,007	33%	18	1
	Neither Agree nor Disagree	16%	501	9%	5	-7
	Somewhat Disagree	4%	125	11%	6	7
	Strongly Disagree	2%	55	2%	1	0
Q9b I am treated respectfully by my teachers and other adults in my school.	Strongly Agree	65%	2,078	71%	39	6
	Somewhat Agree	24%	781	22%	12	-2
	Neither Agree nor Disagree	9%	275	5%	3	-4
	Somewhat Disagree	1%	39	2%	1	1
	Strongly Disagree	1%	22	0%	0	-1

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Q9c Adults working at this school reward students for positive behavior.	Strongly Agree	47%	1,517	62%	34	15
	Somewhat Agree	28%	899	15%	8	-13
	Neither Agree nor Disagree	18%	584	18%	10	0
	Somewhat Disagree	4%	129	2%	1	-2
	Strongly Disagree	2%	66	4%	2	2
Q9d Adults working at this school help students develop strategies to understand and control their feelings and actions.	Strongly Agree	47%	1,515	47%	26	0
	Somewhat Agree	29%	914	35%	19	6
	Neither Agree nor Disagree	18%	591	13%	7	-5
	Somewhat Disagree	3%	107	5%	3	2
	Strongly Disagree	2%	68	0%	0	-2
Q9e This school has a positive impact on my life.	Strongly Agree	40%	1,273	33%	18	-7
	Somewhat Agree	27%	871	29%	16	2
	Neither Agree nor Disagree	24%	755	25%	14	1
	Somewhat Disagree	5%	149	7%	4	2
	Strongly Disagree	5%	147	5%	3	0
Q10 Would you choose to be attending a different school if you could?	Yes	15%	483	13%	7	-2
	No	55%	1,748	47%	26	-8
	Maybe	30%	964	40%	22	10

NYSED CSO Student Survey 2021

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

New Visions CHS for the Humanities II

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
	I did not see any cyberbullying.
	I didn't see any cyber bullying happen
	I have observed cyberbullying some people in my high school post peoples videos or private pictures of there's and make fun of them
	I have seen people with made-up profiles that are usually made for a negative reason
	I saw that during 10th grade, One of my friends were being bullied
	N/A
	Never experience this
	Never seen or witness it
	Non
	None
	None.
	dissing
	harassment, outing/doxing, trickery, cyberstalking, using someone else's profile
	just other kids talking about one anothers household
	n/a
	no
	social media off school grounds
	trickery

<p>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?'</p>	<p>Because I like how they do interesting thing each trimester like or perfect attendance for the student that did there's best and inspiring students to do there best.</p>
	<p>Because I sister went to this school and she said it was good</p>
	<p>Because I'm graduating in a couple of months so there's no need to change schools.</p>
	<p>Haven't experienced the school yet .</p>
	<p>I chose no because this school is really not far from and it's easy to get to school and to get home</p>
	<p>I chose the answer no because I grew to like my school.</p>
	<p>I chose the answers I chose because this is how I feel about the school its not bad but I was one of those kids who didn't do much was and was quiet</p>
	<p>I chose these answer because my school is good and there are no sexual problems at school.</p>
	<p>I chose this answer because this school really doesn't have the technology to help me do what I want to do in the future.</p>
	<p>I don't like dance class.</p>
	<p>I enjoy the time I have spent here even though I have not been in the building yet.</p>
	<p>I have great relationships with students and some of the teachers. Although I don't like school the experience is good.</p>
	<p>I love New Visions. Not only do I love the teachers, but the students also treat each other like family.</p>
	<p>I love the bonds I created at Humanities IV</p>
	<p>I put maybe above because i don't have someone in that school that i could actually talk to.</p>
	<p>I said maybe because I love the teacher in the school because they are very knowledgeable on the subject they teach and they help students when they are in need. However, the school offer less resources in extracurricular activities outside of the academic community.</p>

I say maybe because there are always better schools with more opportunities and schools that aren't scared to open the school up. I have learned nothing but how to write bonjour in french this year. I think we need to open the school quickly and take precautions IN the school building. I don't like this online school thing yall have going on. ya need to straighten up and pls send me to school. It's the only time I'm asking for this. I haven't seen the light of day since march 13th 2020 and I'm TIRED. open the schools because I need to learn, I'm now depressed, and I don't know what I want to do with my life anymore. I need help and opportunities, I'm so close to not pressing another key to finish my hw. I'm done, send me back. pls. I beg. for my birthday. pls.
I think my school is good for me, and I will continue to go for the next 3 years.
I would like to continue attending the school that I am currently attending now. I feel comfortable attending classes remotely, I would no like changing to a different school environment.
I would only go to a different school if it was in a different state or had a different scenery
I would say yes because this school was not my first choice, neither was it even on my list. However when I transferred I felt comfortable. The more I talked and observed the more I realized that I may have judged this school too harshly. Given the opportunity now, I don't know what I'd choose.
I'm already in my junior year and I'm doing well.
Maybe because I would like to have more activities
Most times grades aren't put in at times and it can affect my progress reports.
My school gives us lots of activities to do and they rewards us for positive behavior. I feel comfortable at this school because our teachers always supportive and understands what we need.
N/A
No, I do not choose to be attending a different school if I could because Hum II it's a really nice school.
The Uniform.
The students are immature.
There are some improvements that could be done with the school, as I don't find the material being taught to be challenging.
They give a lot of work and I can't keep up

	This school is best for, I get to express myself. The staff/teacher and students are very nice...
	Yes, Smaller school with more support for students that have IEPs.
	because i would want to be in the same school as my bestfriend from 8th grade
	because it my last year in high school
	because its a good school
	because the school has to much drama , and i need to know if i bump into someone they not gonna want to fight me after and they treat the seniors like babies
	i choose maybe because i haven't been to the school building so idk how the school actually is.
	i chose maybe because i would want to try something new but at the same time i came a long way in this school for me to leave,so i would have different thoughts about leaving
	i would love to continue doing online school, that would make life great for me
	my friends and some teachers make me want to keep going to the school

<p>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.</p>	No
	I am not ready for the regents.
	I have nothing to say
	I like it to be honest
	<p>I like this school but seriously it needs to open now. This is the only school I know of that has not opened since march 2020. I see 10-year-olds going to school every day, my sister used to go to school and I'm just here. Can I just say my sight has deteriorated dramatically. I will now have to wear glasses for the rest of my life, and now I'm prone to be bullied and called 4 eyes. thank you school system. All the money that went into the school uniform that I probably outgrew and only wore for about 6 months will now be useless. money in the trash. this is a joke. too many schools are opened or at least have started trying to open. how come new visions charter high schools cant. it's sad. disappointing. hurtful to my future and eyesight. I'm mad. At least tell my school to try. At least tell the school director or whatever to stop sending emails for an opening date and then saying it's pushed back because that's delivering false hope and it's making me feel worse and helpless. I'm sure many agree. If you</p>
	<p>[continued from above] gotta be blunt just do it, say "oh we will not be opening till may 5th" or something. "stop with the maybe December 15 oh no no maybe January 26, oh oops pushed back to March 7th". STOP IT. I don't tell my teachers, oh 'ima get an A in your class' and then push it back every month. It's embarrassing for a decent school to be closed while all these other ghetto schools open and do better learning than us. I know this school can afford masks and sanitizers if my sister's school can. Seen as my welcome to the school trip was an overnight camping trip to camp getaway while my sister's school couldn't afford that same trip for a senior trip... that's all I gotta say, pls do something. What's a school building for if you can't go to it. I'ma probably go back next September and it's going to be vandalized, deserted, cobwebs everywhere, ghosts, u never know.....</p>
	N/A
	No there is not
	Not on mind right this very moment
	There is nothing else.

	They are giving too much work especially remotely. I dont think they are worried about if we understand the work or not ,at this point it is just about completing it and making sure to get a good grade at the end and not actually taking anything away we learned.
	Why are we being asked these Demographic questions?
	im am straight
	no

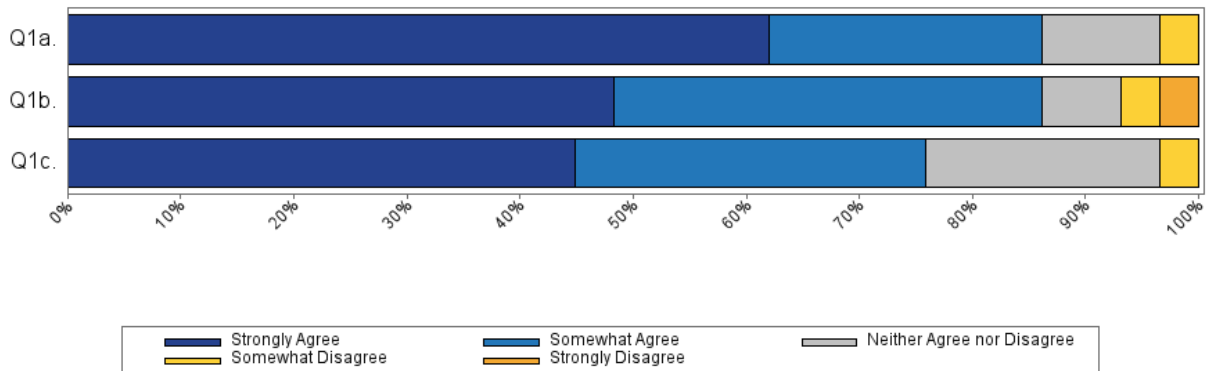
NYSED CSO Parent Survey 2022

NEW VISIONS CHARTER HIGH SCHOOL FOR THE HUMANITIES II

29 RESPONSES

6% 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	62%	18	74%	4,204
	Somewhat Agree	24%	7	19%	1,080
	Neither Agree nor Disagree	10%	3	4%	225
	Somewhat Disagree	3%	1	2%	97
	Strongly Disagree	0%	0	2%	89
Q1b. I am aware of the academic supports available to my child.	Strongly Agree	48%	14	70%	3,988
	Somewhat Agree	38%	11	20%	1,166
	Neither Agree nor Disagree	7%	2	4%	254
	Somewhat Disagree	3%	1	3%	143
	Strongly Disagree	3%	1	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	45%	13	67%	3,790
	Somewhat Agree	31%	9	23%	1,335
	Neither Agree nor Disagree	21%	6	5%	309
	Somewhat Disagree	3%	1	3%	148
	Strongly Disagree	0%	0	2%	113

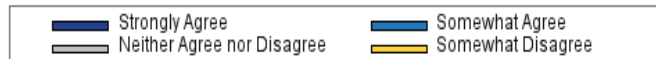
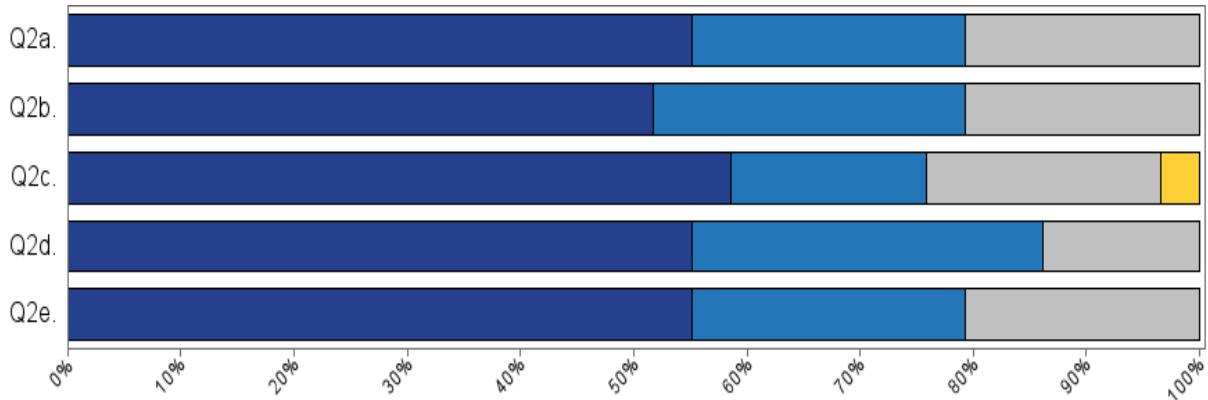
NYSED CSO Parent Survey 2022

NEW VISIONS CHARTER HIGH SCHOOL FOR THE HUMANITIES II

29 RESPONSES

6% RESPONSE RATE

Behavior Management and Safety

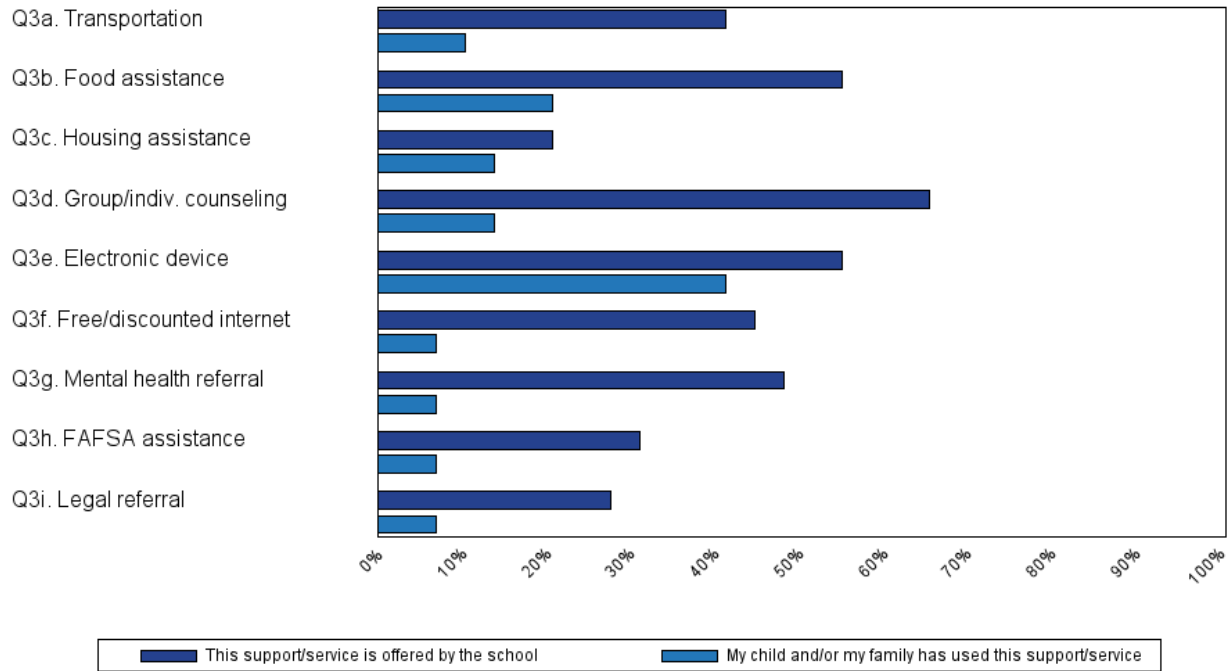


Behavior Management and Safety		% by School	Total by School	% All Schools	Total All Schools
Q2a. The school's discipline policy is clear.	Strongly Agree	55%	16	68%	3,849
	Somewhat Agree	24%	7	18%	1,051
	Neither Agree nor Disagree	21%	6	8%	456
	Somewhat Disagree	0%	0	3%	173
	Strongly Disagree	0%	0	3%	166
Q2b. The school's discipline policy is fair to all students.	Strongly Agree	52%	15	63%	3,610
	Somewhat Agree	28%	8	19%	1,068
	Neither Agree nor Disagree	21%	6	10%	593
	Somewhat Disagree	0%	0	4%	205
	Strongly Disagree	0%	0	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	59%	17	61%	3,481
	Somewhat Agree	17%	5	20%	1,132
	Neither Agree nor Disagree	21%	6	12%	703
	Somewhat Disagree	3%	1	3%	189
	Strongly Disagree	0%	0	3%	190
Q2d. I am aware of how the school supports student social-emotional development.	Strongly Agree	55%	16	63%	3,610
	Somewhat Agree	31%	9	22%	1,233
	Neither Agree nor Disagree	14%	4	9%	498
	Somewhat Disagree	0%	0	3%	172
	Strongly Disagree	0%	0	3%	182
Q2e. The school has social, emotional, and mental health programs and supports for all students.	Strongly Agree	55%	16	59%	3,372
	Somewhat Agree	24%	7	21%	1,183
	Neither Agree nor Disagree	21%	6	14%	809
	Somewhat Disagree	0%	0	3%	159
	Strongly Disagree	0%	0	3%	172

NYSED CSO Parent Survey 2022
NEW VISIONS CHARTER HIGH SCHOOL FOR THE HUMANITIES II
29 RESPONSES
6% 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	41%	12	68%	3,897
	My child and/or my family has used this support/service	10%	3	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	55%	16	63%	3,572
	My child and/or my family has used this support/service	21%	6	25%	1,442
Q3c. Housing assistance	This support/service is offered by the school	21%	6	26%	1,475
	My child and/or my family has used this support/service	14%	4	8%	449
Q3d. Group/individ. counseling	This support/service is offered by the school	66%	19	56%	3,182
	My child and/or my family has used this support/service	14%	4	16%	905
Q3e. Electronic device	This support/service is offered by the school	55%	16	70%	3,986
	My child and/or my family has used this support/service	41%	12	46%	2,624
Q3f. Free/discounted internet	This support/service is offered by the school	45%	13	43%	2,429
	My child and/or my family has used this support/service	7%	2	14%	799
Q3g. Mental health referral	This support/service is offered by the school	48%	14	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	7%	2	8%	437
Q3h. FAFSA assistance	This support/service is offered by the school	31%	9	34%	1,957
	My child and/or my family has used this support/service	7%	2	8%	470
Q3i. Legal referral	This support/service is offered by the school	28%	8	27%	1,523
	My child and/or my family has used this support/service	7%	2	5%	281

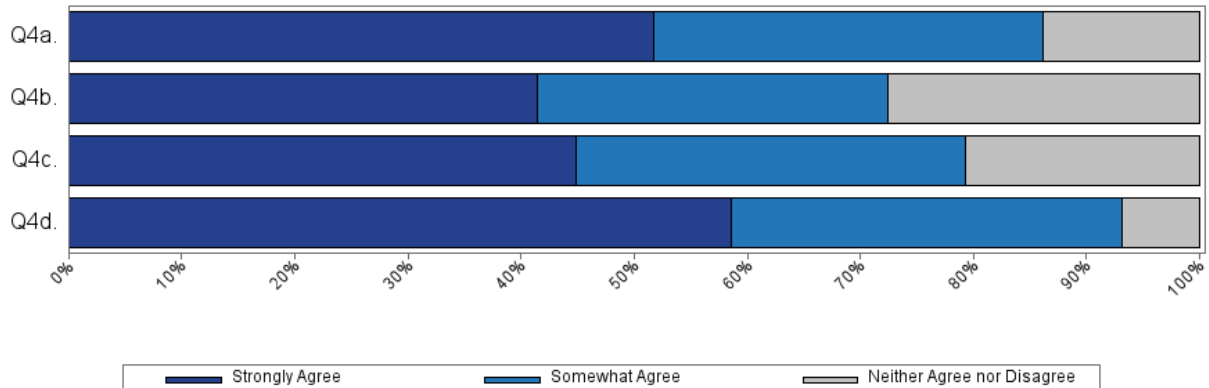
NYSED CSO Parent Survey 2022

NEW VISIONS CHARTER HIGH SCHOOL FOR THE HUMANITIES II

29 RESPONSES

6% 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	52%	15	70%	3,988
	Somewhat Agree	34%	10	20%	1,160
	Neither Agree nor Disagree	14%	4	5%	296
	Somewhat Disagree	0%	0	3%	143
	Strongly Disagree	0%	0	2%	108
Q4b. The school has systems in place to ensure that the environment is free from bullying, harassment, and discrimination.	Strongly Agree	41%	12	60%	3,406
	Somewhat Agree	31%	9	23%	1,293
	Neither Agree nor Disagree	28%	8	10%	546
	Somewhat Disagree	0%	0	4%	255
	Strongly Disagree	0%	0	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	45%	13	59%	3,369
	Somewhat Agree	34%	10	24%	1,383
	Neither Agree nor Disagree	21%	6	10%	568
	Somewhat Disagree	0%	0	4%	221
	Strongly Disagree	0%	0	3%	154
Q4d. The school has high behavioral expectations for my child.	Strongly Agree	59%	17	71%	4,023
	Somewhat Agree	34%	10	20%	1,129
	Neither Agree nor Disagree	7%	2	7%	379
	Somewhat Disagree	0%	0	1%	84
	Strongly Disagree	0%	0	1%	80

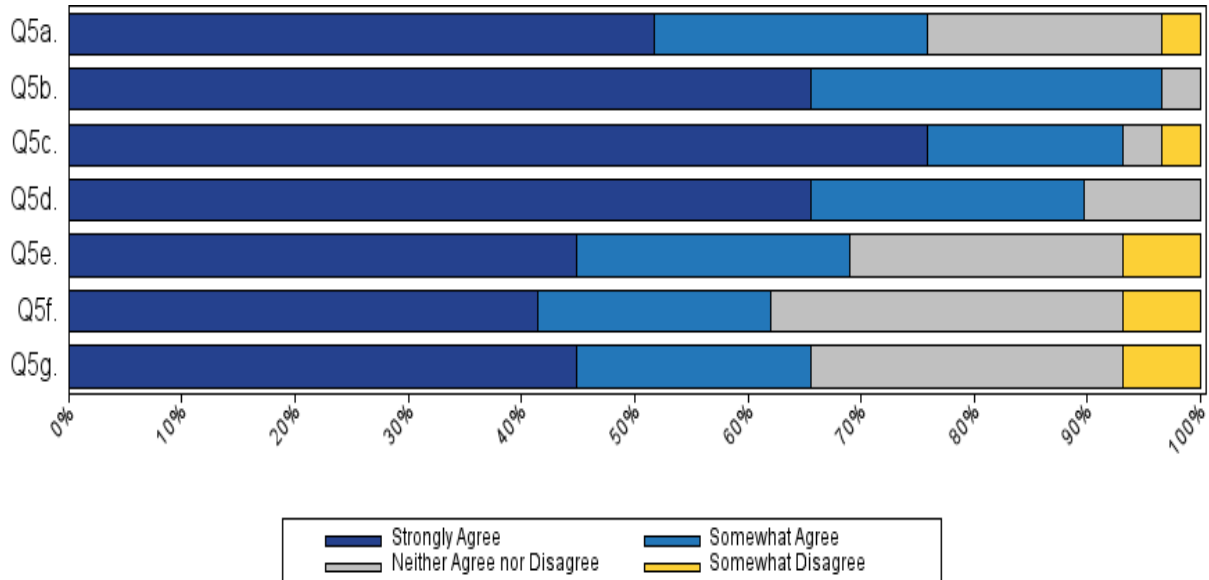
NYSED CSO Parent Survey 2022

NEW VISIONS CHARTER HIGH SCHOOL FOR THE HUMANITIES II

29 RESPONSES

6% RESPONSE RATE

Family Engagement and Communication



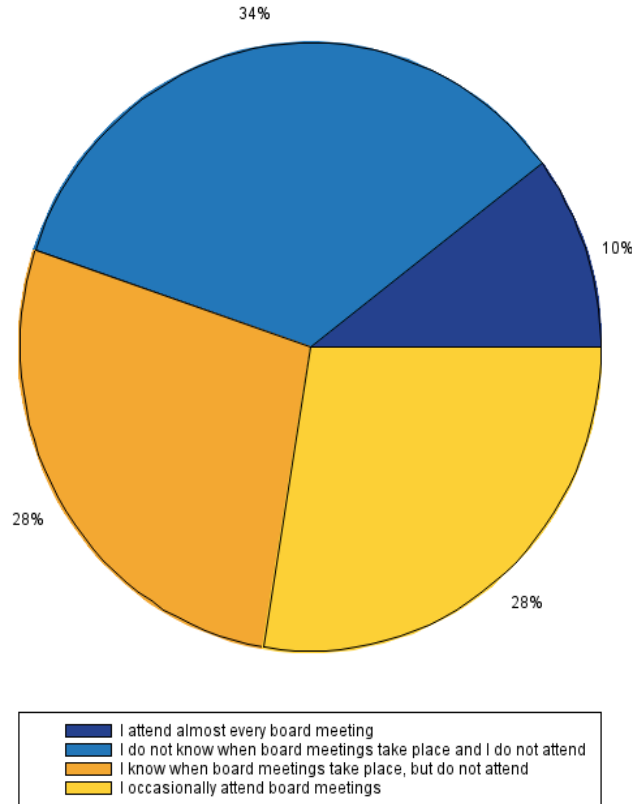
Family Engagement and Communication		% by School	Total by School	% All Schools	Total All Schools
Q5a. The school provides opportunities for parent participation within the school community.	Strongly Agree	52%	15	63%	3,613
	Somewhat Agree	24%	7	21%	1,172
	Neither Agree nor Disagree	21%	6	10%	582
	Somewhat Disagree	3%	1	3%	175
	Strongly Disagree	0%	0	3%	153
Q5b. I receive regular and timely information on my child's academic progress in my home language.	Strongly Agree	66%	19	74%	4,219
	Somewhat Agree	31%	9	16%	937
	Neither Agree nor Disagree	3%	1	4%	235
	Somewhat Disagree	0%	0	3%	157
	Strongly Disagree	0%	0	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	76%	22	77%	4,411
	Somewhat Agree	17%	5	15%	875
	Neither Agree nor Disagree	3%	1	4%	213
	Somewhat Disagree	3%	1	2%	96
	Strongly Disagree	0%	0	2%	100
Q5d. The school seeks feedback from parents through surveys, meetings, or some other way.	Strongly Agree	66%	19	72%	4,123
	Somewhat Agree	24%	7	18%	1,003
	Neither Agree nor Disagree	10%	3	6%	324
	Somewhat Disagree	0%	0	2%	126
	Strongly Disagree	0%	0	2%	119
Q5e. The school has a complaint policy that is easy to find.	Strongly Agree	45%	13	51%	2,911
	Somewhat Agree	24%	7	19%	1,055
	Neither Agree nor Disagree	24%	7	22%	1,271
	Somewhat Disagree	7%	2	4%	209
	Strongly Disagree	0%	0	4%	249
Q5f. The school has a complaint policy that is easy to understand.	Strongly Agree	41%	12	53%	3,016
	Somewhat Agree	21%	6	18%	1,018
	Neither Agree nor Disagree	31%	9	23%	1,295
	Somewhat Disagree	7%	2	3%	150
	Strongly Disagree	0%	0	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	45%	13	51%	2,877
	Somewhat Agree	21%	6	19%	1,107
	Neither Agree nor Disagree	28%	8	20%	1,162
	Somewhat Disagree	7%	2	5%	261
	Strongly Disagree	0%	0	5%	288

NYSED CSO Parent Survey 2022
NEW VISIONS CHARTER HIGH SCHOOL FOR THE HUMANITIES II
29 RESPONSES
6% RESPONSE RATE

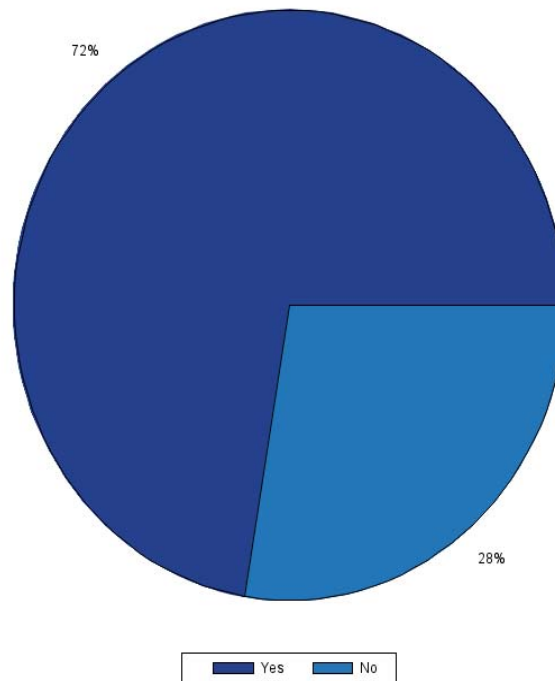
Q6. Thinking about this school's board meetings, which of the following statements best applies to you?



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	10%	3	14%	808
	I occasionally attend board meetings	28%	8	23%	1,314
	I know when board meetings take place, but do not attend	28%	8	35%	1,975
	I do not know when board meetings take place and I do not attend	34%	10	28%	1,598

NYSED CSO Parent Survey 2022
NEW VISIONS CHARTER HIGH SCHOOL FOR THE HUMANITIES II
29 RESPONSES
6% 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	72%	21	83%	4,724
	No	0%	0	6%	328
	I don't know the school's mission	28%	8	11%	643

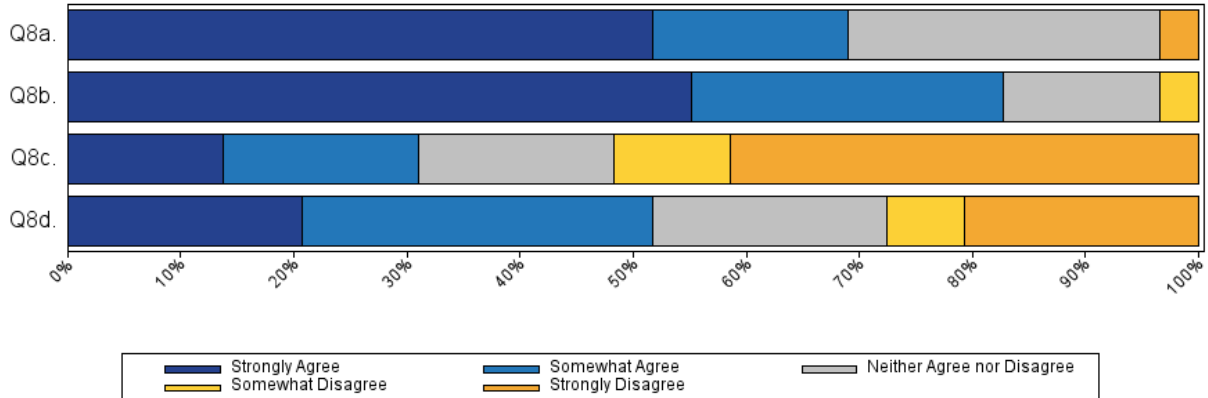
NYSED CSO Parent Survey 2022

NEW VISIONS CHARTER HIGH SCHOOL FOR THE HUMANITIES II

29 RESPONSES

6% 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	52%	15	64%	3,665
	Somewhat Agree	17%	5	18%	1,042
	Neither Agree nor Disagree	28%	8	14%	798
	Somewhat Disagree	0%	0	2%	97
	Strongly Disagree	3%	1	2%	93
Q8b. I am confident the school is following the proper safety standards.	Strongly Agree	55%	16	70%	3,979
	Somewhat Agree	28%	8	19%	1,060
	Neither Agree nor Disagree	14%	4	8%	457
	Somewhat Disagree	3%	1	2%	101
	Strongly Disagree	0%	0	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%	4	14%	779
	Somewhat Agree	17%	5	12%	663
	Neither Agree nor Disagree	17%	5	14%	790
	Somewhat Disagree	10%	3	9%	523
	Strongly Disagree	41%	12	52%	2,940
Q8d. I worry my child will come in contact with COVID19 while in school.	Strongly Agree	21%	6	19%	1,085
	Somewhat Agree	31%	9	21%	1,194
	Neither Agree nor Disagree	21%	6	24%	1,384
	Somewhat Disagree	7%	2	11%	623
	Strongly Disagree	21%	6	25%	1,409

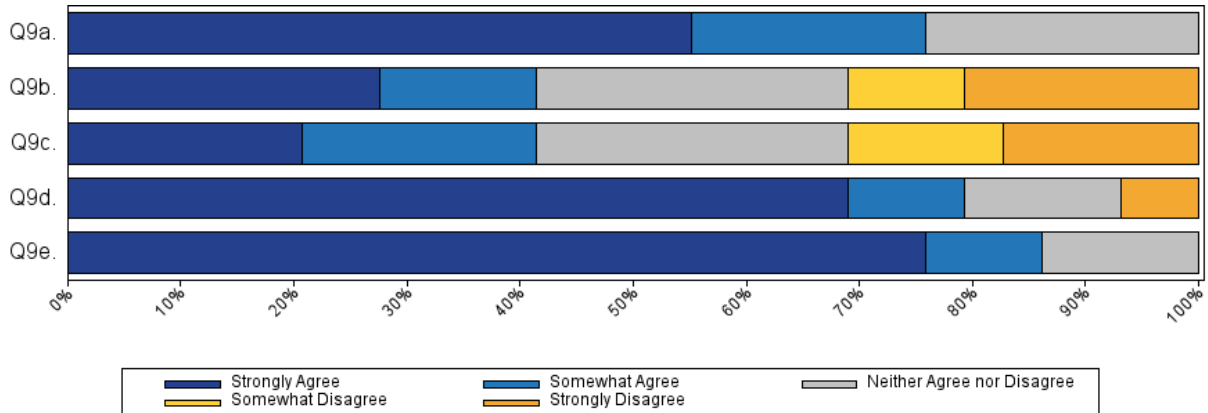
NYSED CSO Parent Survey 2022

NEW VISIONS CHARTER HIGH SCHOOL FOR THE HUMANITIES II

29 RESPONSES

6% RESPONSE RATE

COVID-19 Remote Learning Environment

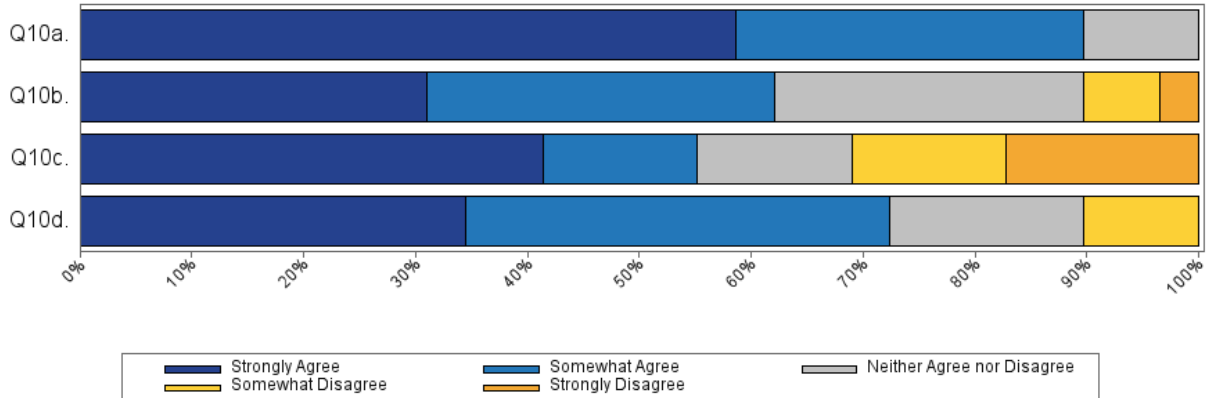


COVID-19 Remote Learning Environment		% by School	Total by School	% All Schools	Total All Schools
Q9a. The school has provided me with help to support my child's remote learning.	Strongly Agree	55%	16	58%	3,325
	Somewhat Agree	21%	6	17%	943
	Neither Agree nor Disagree	24%	7	21%	1,204
	Somewhat Disagree	0%	0	2%	97
	Strongly Disagree	0%	0	2%	126
Q9b. Handling remote learning platforms (Zoom, Google Meet, teacher apps, etc.) has been difficult.	Strongly Agree	28%	8	26%	1,463
	Somewhat Agree	14%	4	16%	888
	Neither Agree nor Disagree	28%	8	24%	1,359
	Somewhat Disagree	10%	3	11%	603
	Strongly Disagree	21%	6	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	21%	6	29%	1,657
	Somewhat Agree	21%	6	20%	1,153
	Neither Agree nor Disagree	28%	8	26%	1,500
	Somewhat Disagree	14%	4	8%	434
	Strongly Disagree	17%	5	17%	951
Q9d. The internet in my home works when my child needs to access school materials for remote learning	Strongly Agree	69%	20	64%	3,669
	Somewhat Agree	10%	3	14%	824
	Neither Agree nor Disagree	14%	4	16%	939
	Somewhat Disagree	0%	0	2%	142
	Strongly Disagree	7%	2	2%	121
Q9e. My child has access to a tech device for school when needed for remote learning.	Strongly Agree	76%	22	73%	4,151
	Somewhat Agree	10%	3	10%	585
	Neither Agree nor Disagree	14%	4	14%	814
	Somewhat Disagree	0%	0	1%	57
	Strongly Disagree	0%	0	2%	88

NYSED CSO Parent Survey 2022
NEW VISIONS CHARTER HIGH SCHOOL FOR THE HUMANITIES II
29 RESPONSES
6% 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	59%	17	66%	3,744
	Somewhat Agree	31%	9	24%	1,354
	Neither Agree nor Disagree	10%	3	6%	335
	Somewhat Disagree	0%	0	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	31%	9	32%	1,812
	Somewhat Agree	31%	9	25%	1,437
	Neither Agree nor Disagree	28%	8	23%	1,332
	Somewhat Disagree	7%	2	11%	621
	Strongly Disagree	3%	1	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	41%	12	27%	1,564
	Somewhat Agree	14%	4	18%	1,028
	Neither Agree nor Disagree	14%	4	17%	947
	Somewhat Disagree	14%	4	14%	771
	Strongly Disagree	17%	5	24%	1,385
Q10d. I am more connected with my child's day-to-day education now than ever before.	Strongly Agree	34%	10	48%	2,721
	Somewhat Agree	38%	11	24%	1,389
	Neither Agree nor Disagree	17%	5	19%	1,075
	Somewhat Disagree	10%	3	5%	284
	Strongly Disagree	0%	0	4%	226

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NEW VISIONS CHARTER HIGH SCHOOL FOR THE HUMANITIES II
29 RESPONSES
6% RESPONSE RATE

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

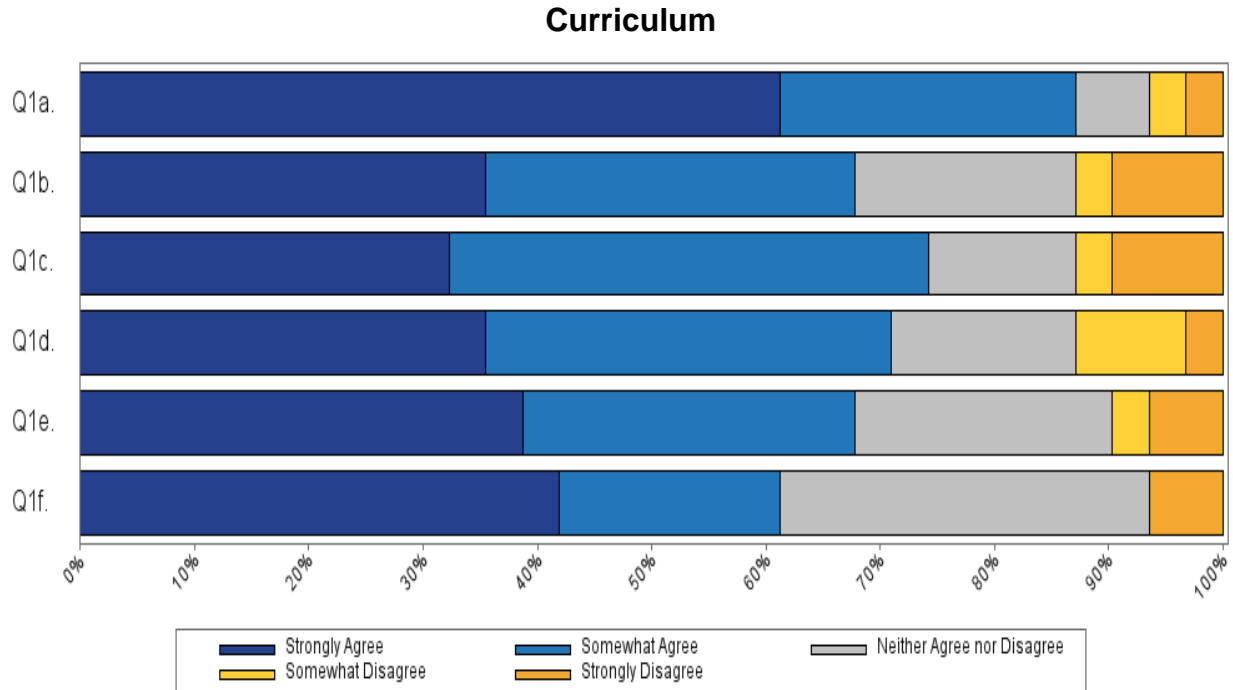
Question Answer
The school was recommended by a family member.
Because of the review and its performance over the period
Because my son wanted to change schools & explain that this school was a great school
*For its location, since it is 15 minutes from my house and is one of the best schools that are in this area
After doing research and meeting with staff during an open house, my family felt that my child who has anxiety and depression would receive a quality education and receive support with mental health issues at this school.
*Because I liked it for your learning
Family member goes there also and recommended it when it was in the other location
The art focus for students
I thought this school will give my son the best education
good school
I chose this school because I knew that my child would get the special education services needed.
Because it offered college course work and early graduation.
Because of all the activities
I choose HUM II because I wanted a great education and environment for my son
I just wanted a perfect school for her. on a safe environment and also the ratings of previous parents
*For being a charter school and they recommended it to me
Academics safety environment and and discipline
Because I thought it's a great school and I want the best for my daughter, on the review was also good. I think they are doing a a awesome job.
Charter schools always doing good job with students , teachers are high professionals en the education.
More educational support
The school was selected by her previous guardian based on proximity to her previous home.
because it was a charter skl

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NEW VISIONS CHARTER HIGH SCHOOL FOR THE HUMANITIES II
29 RESPONSES
6% RESPONSE RATE

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

Question Answer
*The change to the new campus has generated concern since the new area is highly dangerous and there have been several weapon attacks in front of the school.
It just needs more safety because of the area it was transfer to
No I don't they are doing a great job.
In that school I have two sons one is in 10th grade and 12 th grade.

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NEW VISIONS CHARTER HIGH SCHOOL FOR THE HUMANITIES II
31 RESPONSES
56% RESPONSE RATE



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	61%	19	68%	1,310
	Somewhat Agree	26%	8	24%	460
	Neither Agree nor Disagree	6%	2	4%	74
	Somewhat Disagree	3%	1	3%	49
	Strongly Disagree	3%	1	2%	38
Q1b. The school's curriculum is aligned horizontally across same grade level classrooms.	Strongly Agree	35%	11	58%	1,113
	Somewhat Agree	32%	10	26%	506
	Neither Agree nor Disagree	19%	6	10%	190
	Somewhat Disagree	3%	1	4%	82
	Strongly Disagree	10%	3	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	32%	10	51%	978
	Somewhat Agree	42%	13	32%	612
	Neither Agree nor Disagree	13%	4	11%	212
	Somewhat Disagree	3%	1	4%	85
	Strongly Disagree	10%	3	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	35%	11	50%	975
	Somewhat Agree	35%	11	34%	651
	Neither Agree nor Disagree	16%	5	8%	146
	Somewhat Disagree	10%	3	5%	106
	Strongly Disagree	3%	1	3%	53
Q1e. The curriculum is systematically reviewed and revised.	Strongly Agree	39%	12	50%	966
	Somewhat Agree	29%	9	28%	545
	Neither Agree nor Disagree	23%	7	11%	222
	Somewhat Disagree	3%	1	7%	127
	Strongly Disagree	6%	2	4%	71
Q1f. The school has a strong science curriculum.	Strongly Agree	42%	13	35%	683
	Somewhat Agree	19%	6	30%	574
	Neither Agree nor Disagree	32%	10	23%	436
	Somewhat Disagree	0%	0	7%	136
	Strongly Disagree	6%	2	5%	102

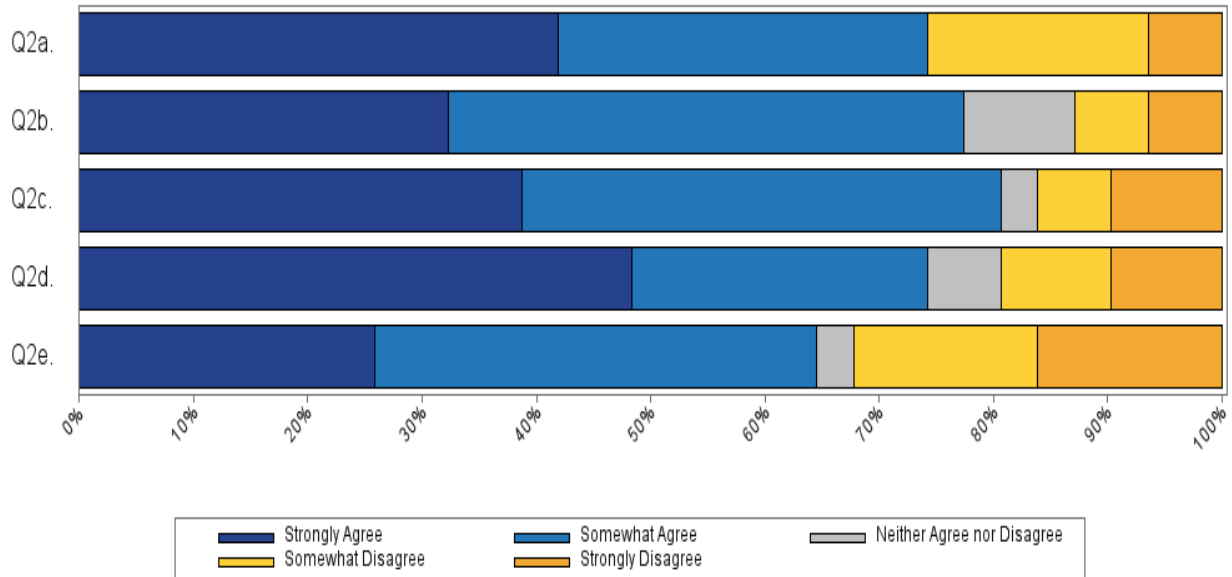
NYSED CSO Teacher Survey 2022

NEW VISIONS CHARTER HIGH SCHOOL FOR THE HUMANITIES II

31 RESPONSES

56% RESPONSE RATE

Instruction

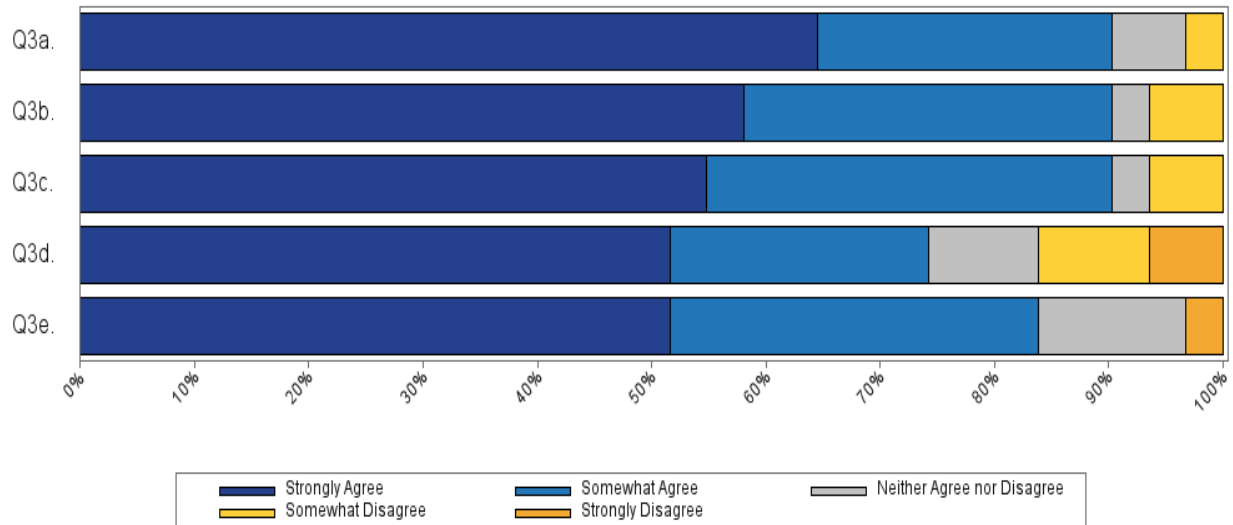


Instruction		% by School	Total by School	% All Schools	Total All Schools
Q2a. The school staff has a shared understanding of high-quality instruction that supports all learners.	Strongly Agree	42%	13	54%	1,038
	Somewhat Agree	32%	10	34%	653
	Neither Agree nor Disagree	0%	0	4%	86
	Somewhat Disagree	19%	6	6%	113
	Strongly Disagree	6%	2	2%	41
Q2b. Instructional delivery fosters engagement with all students.	Strongly Agree	32%	10	52%	1,008
	Somewhat Agree	45%	14	36%	691
	Neither Agree nor Disagree	10%	3	6%	114
	Somewhat Disagree	6%	2	5%	94
	Strongly Disagree	6%	2	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	39%	12	52%	999
	Somewhat Agree	42%	13	34%	654
	Neither Agree nor Disagree	3%	1	6%	124
	Somewhat Disagree	6%	2	6%	115
	Strongly Disagree	10%	3	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	48%	15	48%	922
	Somewhat Agree	26%	8	30%	570
	Neither Agree nor Disagree	6%	2	9%	170
	Somewhat Disagree	10%	3	8%	162
	Strongly Disagree	10%	3	6%	107
Q2e. There is a uniform expectation for teachers' implementation of academic rigor in the school.	Strongly Agree	26%	8	53%	1,022
	Somewhat Agree	39%	12	29%	566
	Neither Agree nor Disagree	3%	1	8%	159
	Somewhat Disagree	16%	5	6%	114
	Strongly Disagree	16%	5	4%	70

NYSED CSO Teacher Survey 2022
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Assessment and Program Evaluation

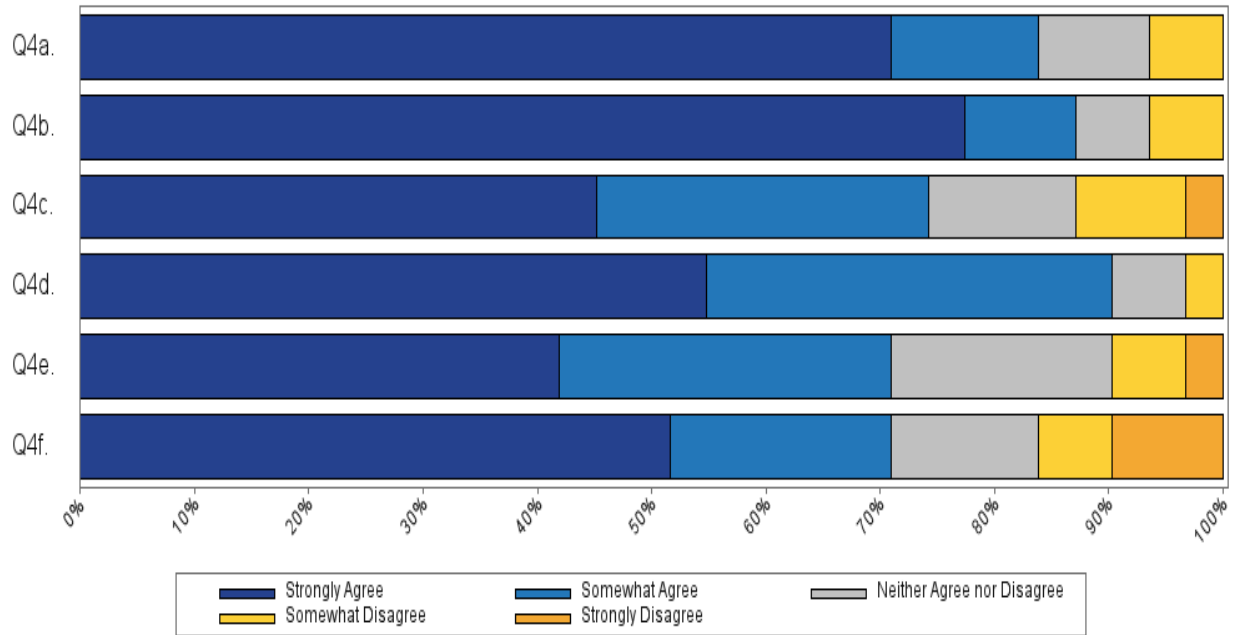


Assessment and Program Evaluation		% by School	Total by School Answer Count	% All Schools	Total All Schools
Q3a. The school uses a system of formative, diagnostic, and summative assessments.	Strongly Agree	65%	20	66%	1,267
	Somewhat Agree	26%	8	27%	522
	Neither Agree nor Disagree	6%	2	5%	88
	Somewhat Disagree	3%	1	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	58%	18	62%	1,200
	Somewhat Agree	32%	10	28%	532
	Neither Agree nor Disagree	3%	1	6%	125
	Somewhat Disagree	6%	2	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	55%	17	58%	1,129
	Somewhat Agree	35%	11	29%	555
	Neither Agree nor Disagree	3%	1	7%	134
	Somewhat Disagree	6%	2	5%	87
	Strongly Disagree	0%	0	1%	26
Q3d. The school modifies its academic program after using data measurements.	Strongly Agree	52%	16	50%	964
	Somewhat Agree	23%	7	30%	583
	Neither Agree nor Disagree	10%	3	11%	218
	Somewhat Disagree	10%	3	7%	126
	Strongly Disagree	6%	2	2%	40
Q3e. The school uses multiple measures to assess student progress toward State learning standards.	Strongly Agree	52%	16	59%	1,144
	Somewhat Agree	32%	10	28%	532
	Neither Agree nor Disagree	13%	4	8%	156
	Somewhat Disagree	0%	0	4%	69
	Strongly Disagree	3%	1	2%	30

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NEW VISIONS CHARTER HIGH SCHOOL FOR THE HUMANITIES II
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Supports for Diverse Learners

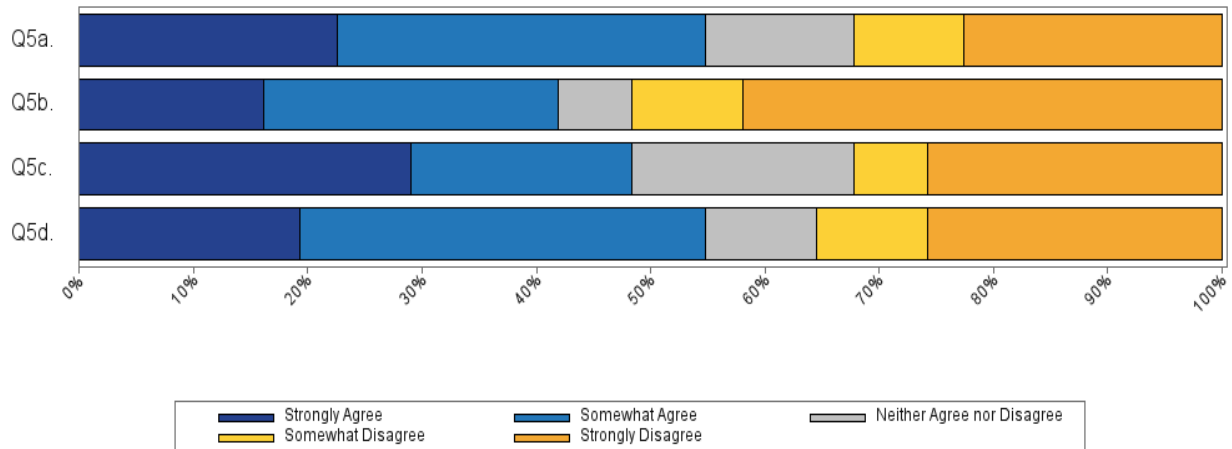


Supports for Diverse Learners		% by School	Total by School	% All Schools	Total All Schools
Q4a. The school follows the NYSED approved identification process for students with disabilities.	Strongly Agree	71%	22	62%	1,194
	Somewhat Agree	13%	4	20%	391
	Neither Agree nor Disagree	10%	3	14%	262
	Somewhat Disagree	6%	2	3%	55
	Strongly Disagree	0%	0	2%	29
Q4b. The school follows the NYSED approved identification process for English language learners.	Strongly Agree	77%	24	61%	1,181
	Somewhat Agree	10%	3	20%	393
	Neither Agree nor Disagree	6%	2	15%	286
	Somewhat Disagree	6%	2	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	45%	14	56%	1,079
	Somewhat Agree	29%	9	27%	516
	Neither Agree nor Disagree	13%	4	9%	172
	Somewhat Disagree	10%	3	6%	115
	Strongly Disagree	3%	1	3%	49
Q4d. The school provides supports to meet the academic needs for English language learners.	Strongly Agree	55%	17	55%	1,053
	Somewhat Agree	35%	11	26%	511
	Neither Agree nor Disagree	6%	2	10%	200
	Somewhat Disagree	3%	1	6%	117
	Strongly Disagree	0%	0	3%	50
Q4e. The school provides supports to meet the academic needs for economically disadvantaged students.	Strongly Agree	42%	13	61%	1,169
	Somewhat Agree	29%	9	25%	477
	Neither Agree nor Disagree	19%	6	10%	201
	Somewhat Disagree	6%	2	3%	59
	Strongly Disagree	3%	1	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	52%	16	54%	1,050
	Somewhat Agree	19%	6	28%	533
	Neither Agree nor Disagree	13%	4	9%	183
	Somewhat Disagree	6%	2	6%	110
	Strongly Disagree	10%	3	3%	55

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Measures of Culture, Climate, and Student Engagement

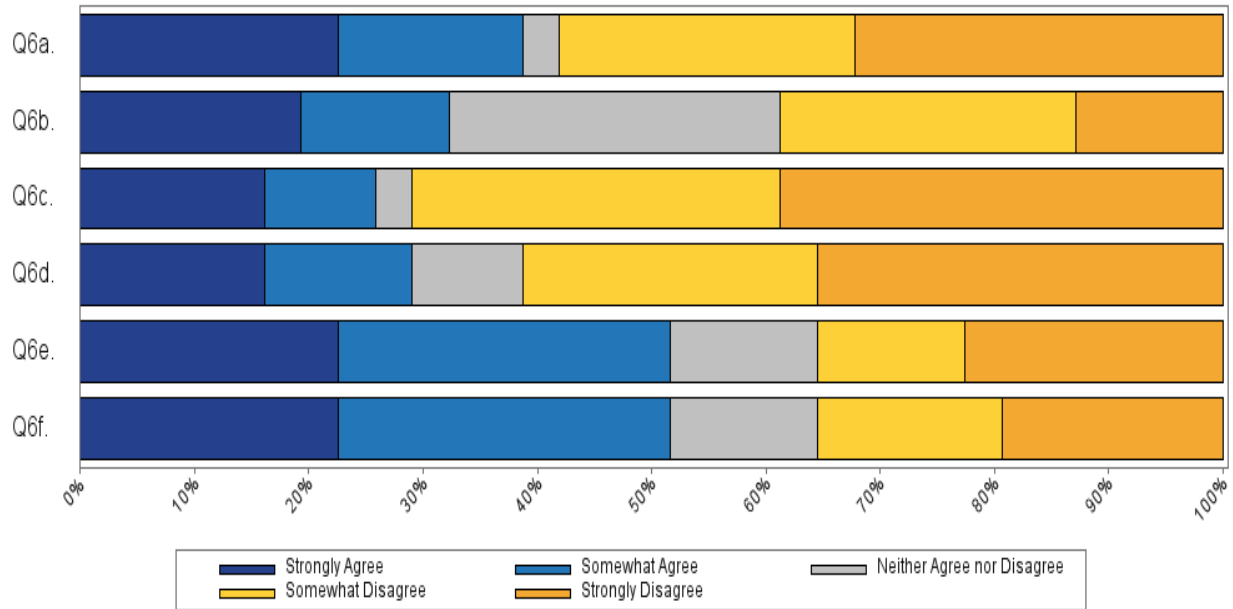


Measures of Culture, Climate, and Student Engagement		% by School	Total by School	% All Schools	Total All Schools
Q5a. The school has processes and procedures in place to address chronic absenteeism for all students.	Strongly Agree	23%	7	38%	725
	Somewhat Agree	32%	10	30%	577
	Neither Agree nor Disagree	13%	4	12%	238
	Somewhat Disagree	10%	3	12%	225
	Strongly Disagree	23%	7	9%	166
Q5b. In general, attendance is not an issue at the school.	Strongly Agree	16%	5	24%	456
	Somewhat Agree	26%	8	27%	512
	Neither Agree nor Disagree	6%	2	15%	293
	Somewhat Disagree	10%	3	21%	405
	Strongly Disagree	42%	13	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	29%	9	37%	717
	Somewhat Agree	19%	6	29%	569
	Neither Agree nor Disagree	19%	6	21%	407
	Somewhat Disagree	6%	2	7%	141
	Strongly Disagree	26%	8	5%	97
Q5d. The school has a process in place to measure and evaluate school climate culture.	Strongly Agree	19%	6	38%	738
	Somewhat Agree	35%	11	31%	589
	Neither Agree nor Disagree	10%	3	16%	306
	Somewhat Disagree	10%	3	8%	161
	Strongly Disagree	26%	8	7%	137

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Behavior Management and Safety

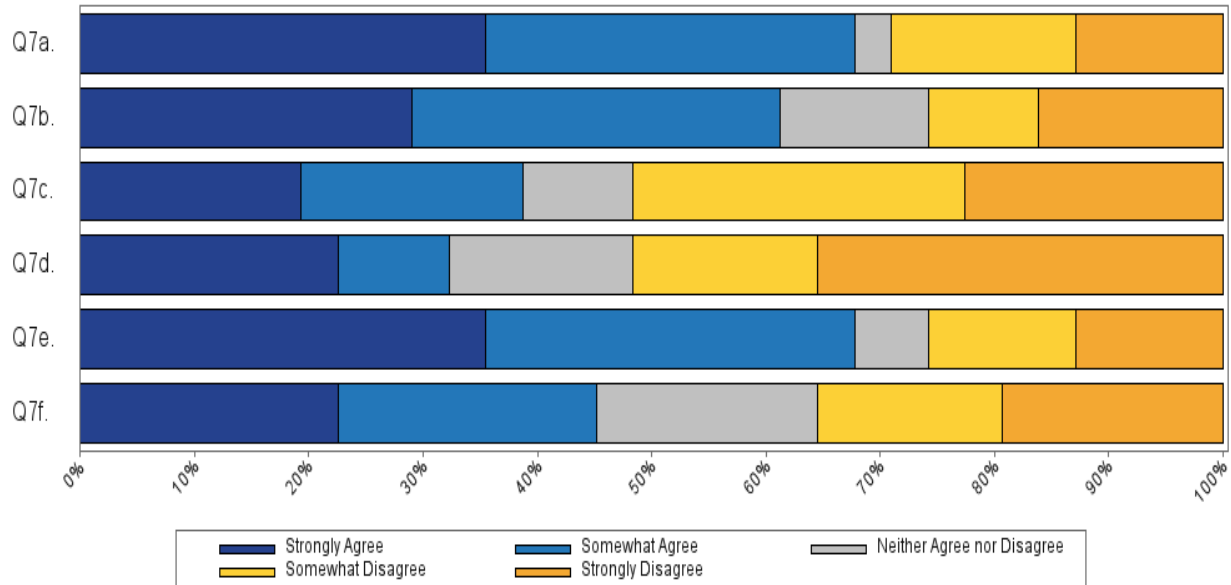


Behavior Management and Safety		% by School	Total by School	% All Schools	Total All Schools
Q6a. The school's discipline policy is clear.	Strongly Agree	23%	7	35%	674
	Somewhat Agree	16%	5	30%	580
	Neither Agree nor Disagree	3%	1	10%	190
	Somewhat Disagree	26%	8	14%	270
	Strongly Disagree	32%	10	11%	217
Q6b. The school's discipline policy is fair to all students.	Strongly Agree	19%	6	39%	751
	Somewhat Agree	13%	4	26%	509
	Neither Agree nor Disagree	29%	9	13%	257
	Somewhat Disagree	26%	8	13%	256
	Strongly Disagree	13%	4	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	16%	5	28%	545
	Somewhat Agree	10%	3	30%	581
	Neither Agree nor Disagree	3%	1	13%	244
	Somewhat Disagree	32%	10	18%	352
	Strongly Disagree	39%	12	11%	209
Q6d. The school's discipline policy is updated as necessary with feedback from faculty.	Strongly Agree	16%	5	33%	641
	Somewhat Agree	13%	4	26%	509
	Neither Agree nor Disagree	10%	3	16%	310
	Somewhat Disagree	26%	8	14%	273
	Strongly Disagree	35%	11	10%	198
Q6e. The school utilizes behavior intervention plans for students who require specific social and behavioral skills in an academic setting.	Strongly Agree	23%	7	42%	818
	Somewhat Agree	29%	9	32%	617
	Neither Agree nor Disagree	13%	4	11%	209
	Somewhat Disagree	13%	4	9%	181
	Strongly Disagree	23%	7	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	23%	7	42%	811
	Somewhat Agree	29%	9	33%	628
	Neither Agree nor Disagree	13%	4	14%	265
	Somewhat Disagree	16%	5	8%	145
	Strongly Disagree	19%	6	4%	82

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Behavior Management and Safety

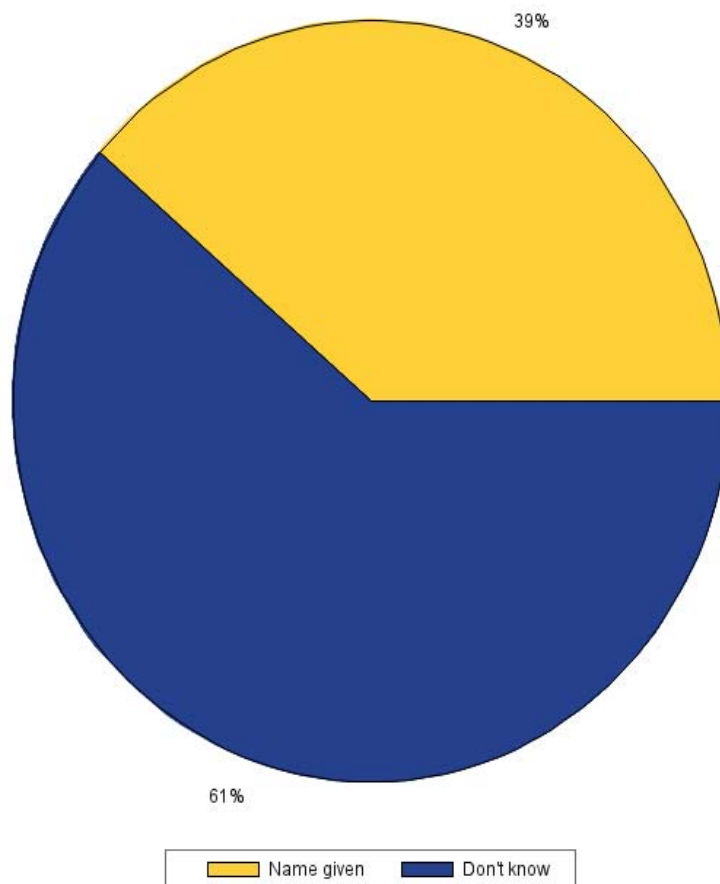


Behavior Management and Safety		% by School	Total by School	% All Schools	Total All Schools
Q7a. The school provides a safe environment.	Strongly Agree	35%	11	60%	1,162
	Somewhat Agree	32%	10	27%	523
	Neither Agree nor Disagree	3%	1	5%	103
	Somewhat Disagree	16%	5	5%	104
	Strongly Disagree	13%	4	2%	39
Q7b. The school has systems in place to ensure that the environment is free from bullying, harassment, and discrimination.	Strongly Agree	29%	9	49%	945
	Somewhat Agree	32%	10	30%	586
	Neither Agree nor Disagree	13%	4	8%	155
	Somewhat Disagree	10%	3	9%	165
	Strongly Disagree	16%	5	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	19%	6	38%	741
	Somewhat Agree	19%	6	34%	654
	Neither Agree nor Disagree	10%	3	9%	180
	Somewhat Disagree	29%	9	12%	233
	Strongly Disagree	23%	7	6%	123
Q7d. The school has high behavioral expectations for all students.	Strongly Agree	23%	7	47%	899
	Somewhat Agree	10%	3	30%	570
	Neither Agree nor Disagree	16%	5	9%	171
	Somewhat Disagree	16%	5	10%	194
	Strongly Disagree	35%	11	5%	97
Q7e. Teacher-student interactions could typically be described as supportive and respectful.	Strongly Agree	35%	11	55%	1,062
	Somewhat Agree	32%	10	33%	637
	Neither Agree nor Disagree	6%	2	7%	126
	Somewhat Disagree	13%	4	4%	79
	Strongly Disagree	13%	4	1%	27
Q7f. There is a uniform expectation for all teachers' classroom management in your school.	Strongly Agree	23%	7	48%	933
	Somewhat Agree	23%	7	31%	598
	Neither Agree nor Disagree	19%	6	9%	174
	Somewhat Disagree	16%	5	8%	149
	Strongly Disagree	19%	6	4%	77

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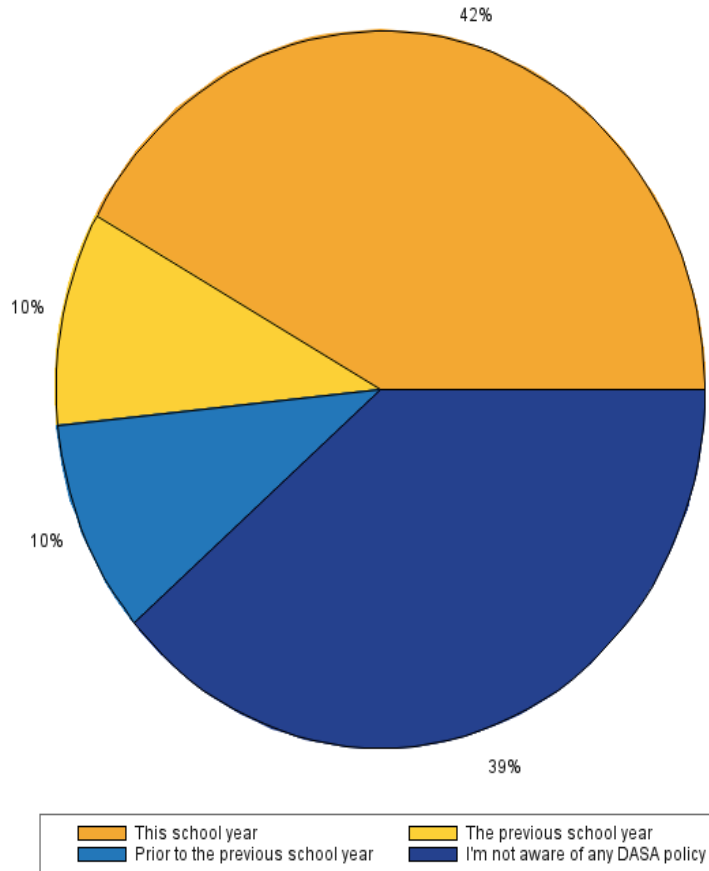
Q8. What is the name of your school's Dignity for All Students Act (DASA) coordinator?



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	39%	12	59%	1,144
	Don't know	61%	19	41%	787

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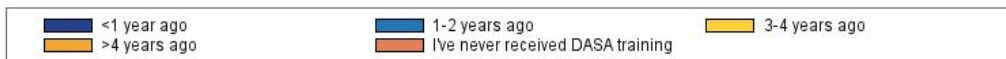
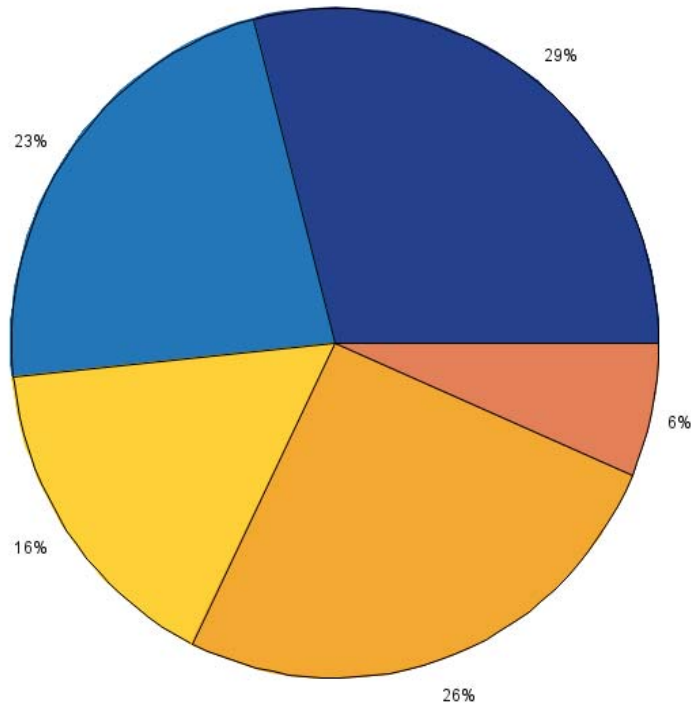
Q9. When is the last time you received a copy of the school's DASA policy?



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	42%	13	62%	1,204
	The previous school year	10%	3	9%	176
	Prior to the previous school year	10%	3	6%	117
	I'm not aware of any DASA policy	39%	12	22%	434

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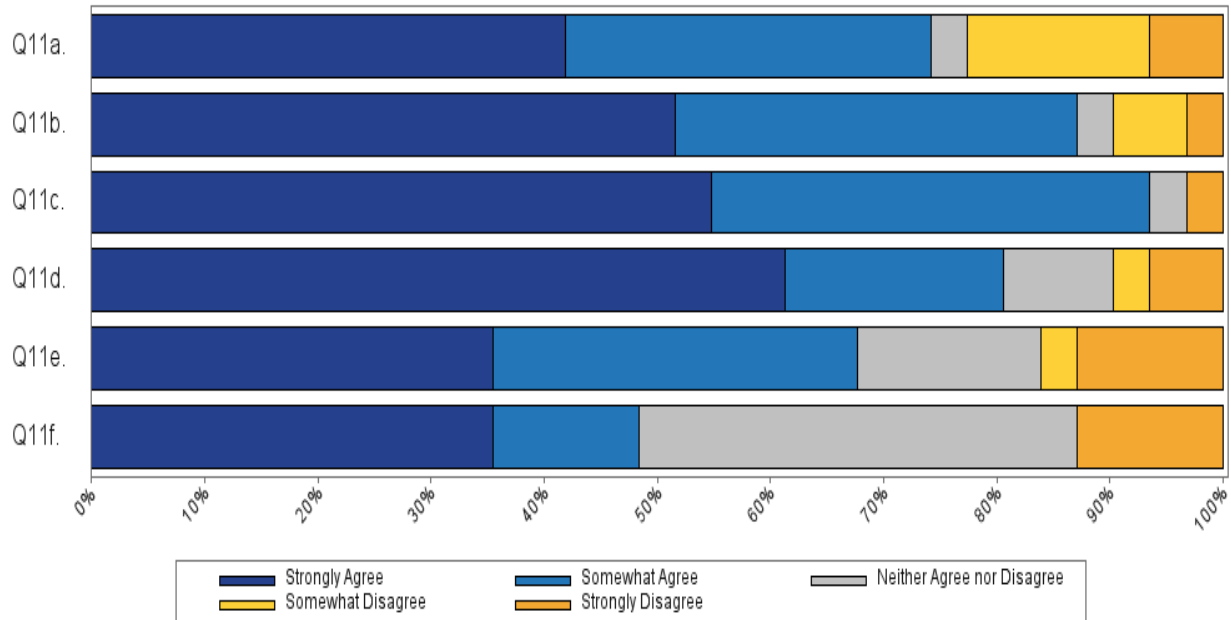
Q10. When is the last time you received DASA training?



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	29%	9	48%	927
	1-2 years ago	23%	7	21%	399
	3-4 years ago	16%	5	10%	193
	>4 years ago	26%	8	10%	195
	I've never received DASA training	6%	2	11%	217

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Family Engagement and Communication

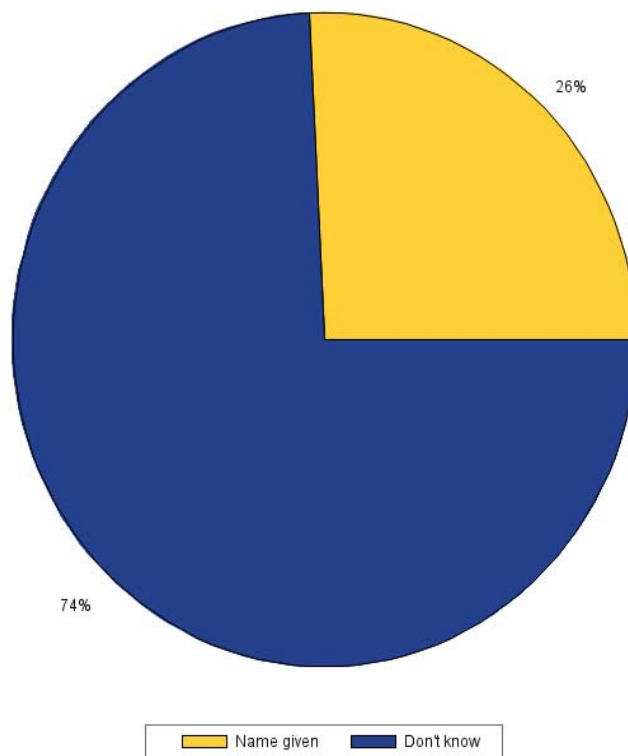


Family Engagement and Communication		% by School	Total by School	% All Schools	Total All Schools
Q11a. The school provides opportunities for parent participation within the school community.	Strongly Agree	42%	13	50%	961
	Somewhat Agree	32%	10	30%	585
	Neither Agree nor Disagree	3%	1	11%	214
	Somewhat Disagree	16%	5	6%	117
	Strongly Disagree	6%	2	3%	54
Q11b. Parents receive regular and timely information on their child's academic progress in their home language.	Strongly Agree	52%	16	57%	1,100
	Somewhat Agree	35%	11	31%	601
	Neither Agree nor Disagree	3%	1	7%	135
	Somewhat Disagree	6%	2	3%	60
	Strongly Disagree	3%	1	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	55%	17	67%	1,295
	Somewhat Agree	39%	12	26%	511
	Neither Agree nor Disagree	3%	1	4%	79
	Somewhat Disagree	0%	0	1%	26
	Strongly Disagree	3%	1	1%	20
Q11d. The school seeks feedback from parents through surveys, meetings, or some other way.	Strongly Agree	61%	19	56%	1,088
	Somewhat Agree	19%	6	29%	567
	Neither Agree nor Disagree	10%	3	10%	196
	Somewhat Disagree	3%	1	3%	54
	Strongly Disagree	6%	2	1%	26
Q11e. The school has a systematic and transparent process for responding to family or community concerns.	Strongly Agree	35%	11	52%	996
	Somewhat Agree	32%	10	30%	572
	Neither Agree nor Disagree	16%	5	12%	240
	Somewhat Disagree	3%	1	4%	82
	Strongly Disagree	13%	4	2%	41
Q11f. The school informs parents about how it performs compared to other schools in the district and New York State.	Strongly Agree	35%	11	45%	873
	Somewhat Agree	13%	4	23%	448
	Neither Agree nor Disagree	39%	12	25%	484
	Somewhat Disagree	0%	0	4%	80
	Strongly Disagree	13%	4	2%	46

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56% RESPONSE RATE

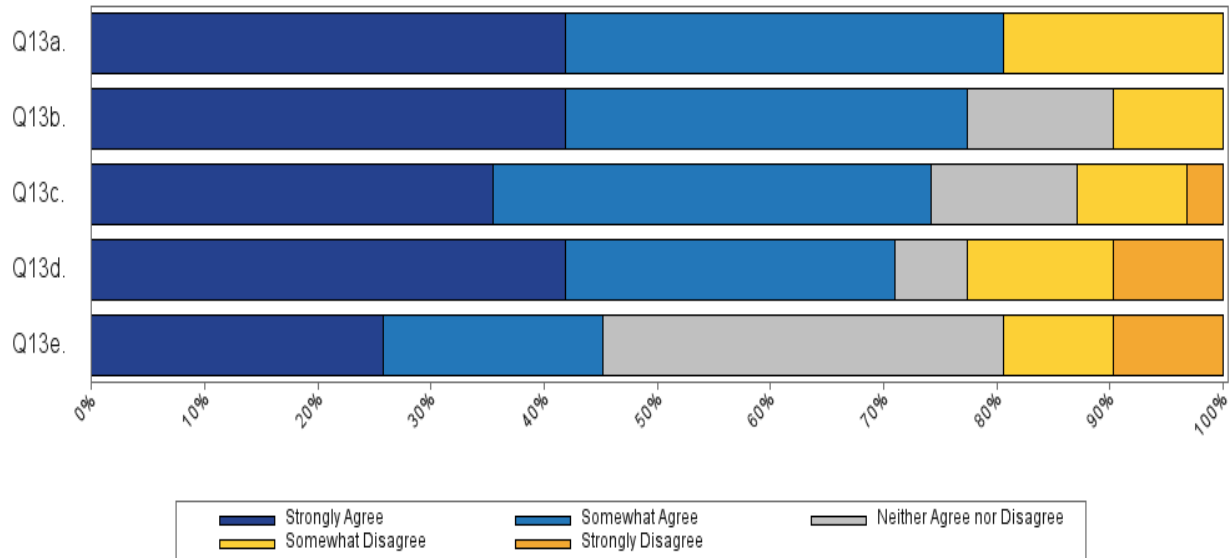
Q12. What is the name of your school's McKinney-Vento Coordinator?



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	26%	8	40%	780
	Don't know	74%	23	60%	1,151

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Social-Emotional and Mental Health Support

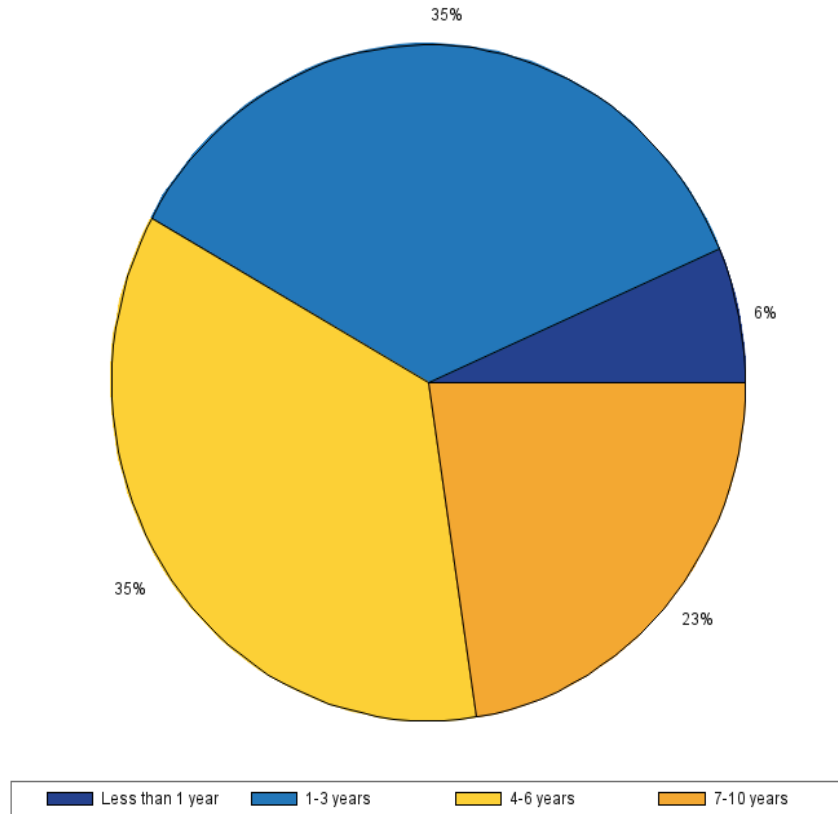


Social-Emotional and Mental Health Support		% by School	Total by School	% All Schools	Total All Schools
Q13a. The school has social, emotional, and mental health programs and supports for all students.	Strongly Agree	42%	13	53%	1,023
	Somewhat Agree	39%	12	32%	618
	Neither Agree nor Disagree	0%	0	6%	111
	Somewhat Disagree	19%	6	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	42%	13	43%	831
	Somewhat Agree	35%	11	29%	552
	Neither Agree nor Disagree	13%	4	16%	314
	Somewhat Disagree	10%	3	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	35%	11	43%	829
	Somewhat Agree	39%	12	27%	526
	Neither Agree nor Disagree	13%	4	18%	352
	Somewhat Disagree	10%	3	8%	145
	Strongly Disagree	3%	1	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	42%	13	46%	892
	Somewhat Agree	29%	9	30%	583
	Neither Agree nor Disagree	6%	2	10%	202
	Somewhat Disagree	13%	4	8%	145
	Strongly Disagree	10%	3	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	26%	8	36%	688
	Somewhat Agree	19%	6	20%	392
	Neither Agree nor Disagree	35%	11	35%	676
	Somewhat Disagree	10%	3	4%	78
	Strongly Disagree	10%	3	5%	97

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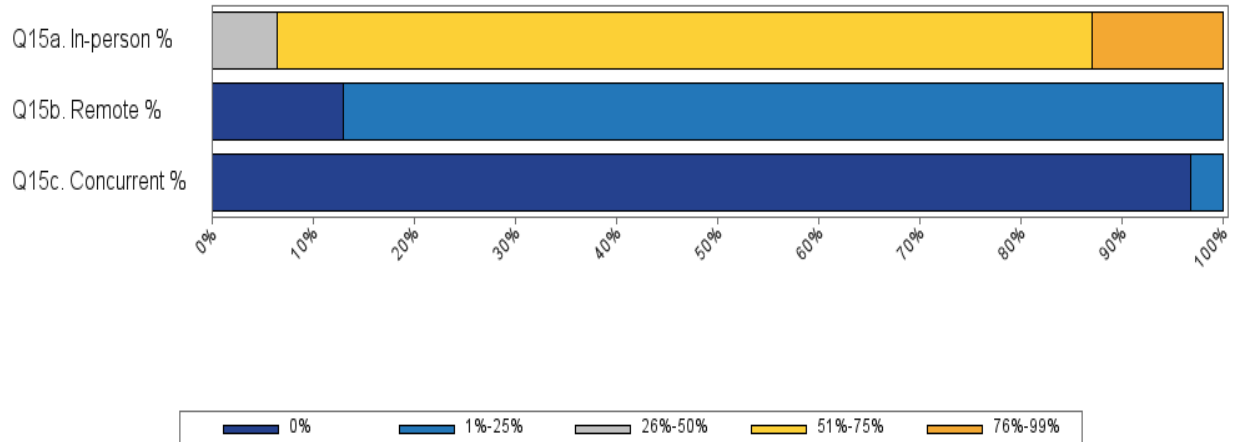
Q14. How many total years of K-12 teaching experience do you have?



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	0%	0	7%	137
	1-3 years	6%	2	21%	401
	4-6 years	35%	11	26%	499
	7-10 years	35%	11	21%	408
	More than 10 years	23%	7	25%	486

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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%	0%	0	3%	63
	51% to 75%	6%	2	5%	92
	76% to 99%	81%	25	52%	1,002
	100%	13%	4	36%	690
Q15b. Remote %	0%	13%	4	42%	804
	1% to 25%	87%	27	55%	1,054
	26% to 50%	0%	0	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%	97%	30	79%	1,522
	1% to 25%	3%	1	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

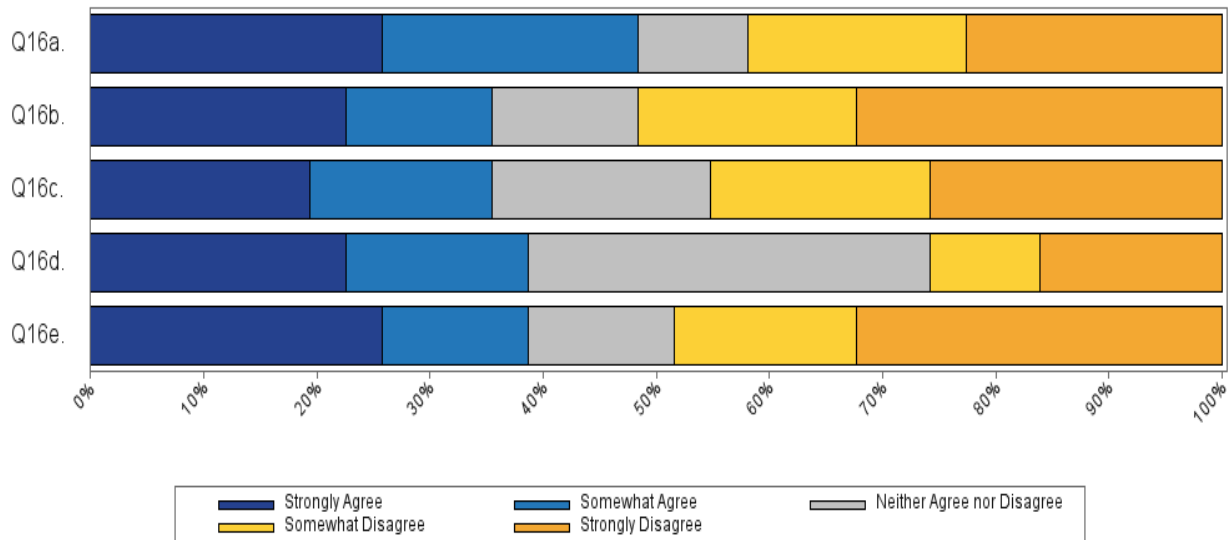
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56% RESPONSE RATE

School Leadership

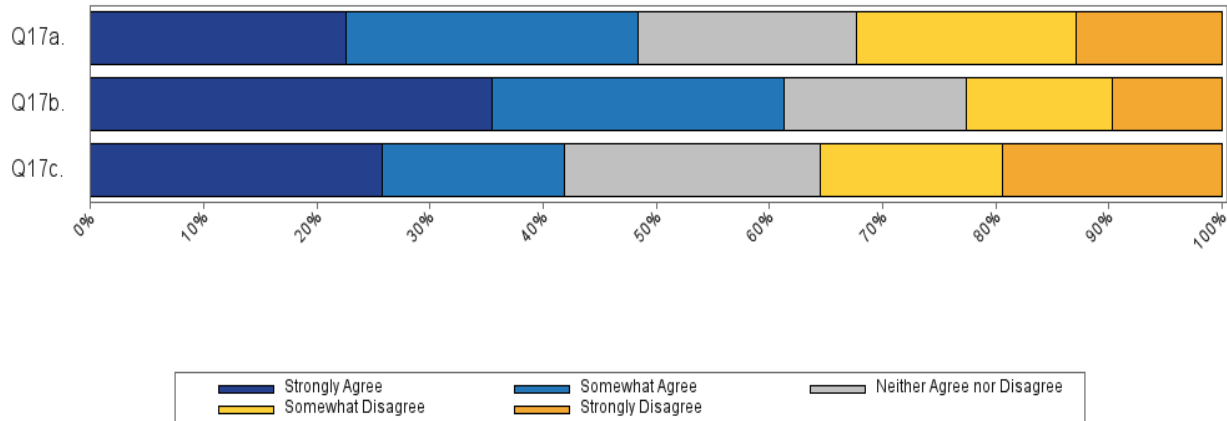


School Leadership		% by School	Total by School	% All Schools	Total All Schools
Q16a. The school has an effective school leadership team that communicates a clearly defined mission and set of goals to staff and the school community.	Strongly Agree	26%	8	47%	914
	Somewhat Agree	23%	7	29%	565
	Neither Agree nor Disagree	10%	3	9%	173
	Somewhat Disagree	19%	6	8%	159
	Strongly Disagree	23%	7	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	23%	7	42%	811
	Somewhat Agree	13%	4	30%	570
	Neither Agree nor Disagree	13%	4	10%	192
	Somewhat Disagree	19%	6	11%	217
	Strongly Disagree	32%	10	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	19%	6	34%	655
	Somewhat Agree	16%	5	28%	539
	Neither Agree nor Disagree	19%	6	15%	280
	Somewhat Disagree	19%	6	15%	295
	Strongly Disagree	26%	8	8%	162
Q16d. The school makes decisions – when warranted – to remove ineffective staff members.	Strongly Agree	23%	7	37%	709
	Somewhat Agree	16%	5	26%	508
	Neither Agree nor Disagree	35%	11	21%	411
	Somewhat Disagree	10%	3	10%	184
	Strongly Disagree	16%	5	6%	119
Q16e. The school's leadership demonstrates a high level of accountability such that leadership takes responsibility for outcomes.	Strongly Agree	26%	8	42%	810
	Somewhat Agree	13%	4	28%	539
	Neither Agree nor Disagree	13%	4	14%	271
	Somewhat Disagree	16%	5	9%	166
	Strongly Disagree	32%	10	8%	145

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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	23%	7	43%	838
	Somewhat Agree	26%	8	30%	585
	Neither Agree nor Disagree	19%	6	13%	249
	Somewhat Disagree	19%	6	8%	158
	Strongly Disagree	13%	4	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	35%	11	44%	843
	Somewhat Agree	26%	8	32%	623
	Neither Agree nor Disagree	16%	5	12%	228
	Somewhat Disagree	13%	4	8%	153
	Strongly Disagree	10%	3	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	26%	8	42%	813
	Somewhat Agree	16%	5	27%	527
	Neither Agree nor Disagree	23%	7	14%	267
	Somewhat Disagree	16%	5	10%	192
	Strongly Disagree	19%	6	7%	132

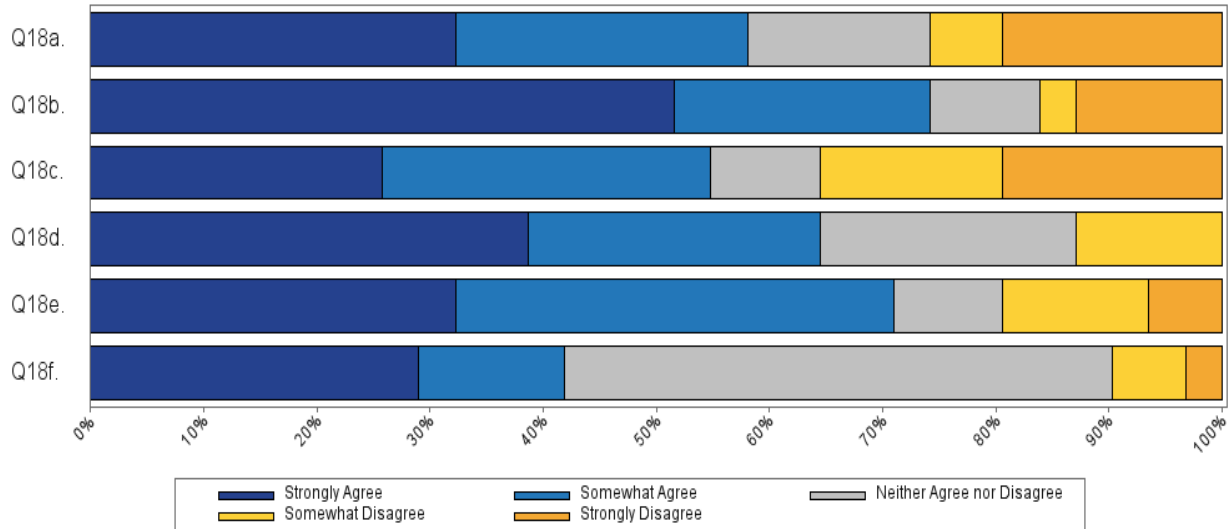
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56% RESPONSE RATE

Professional Climate

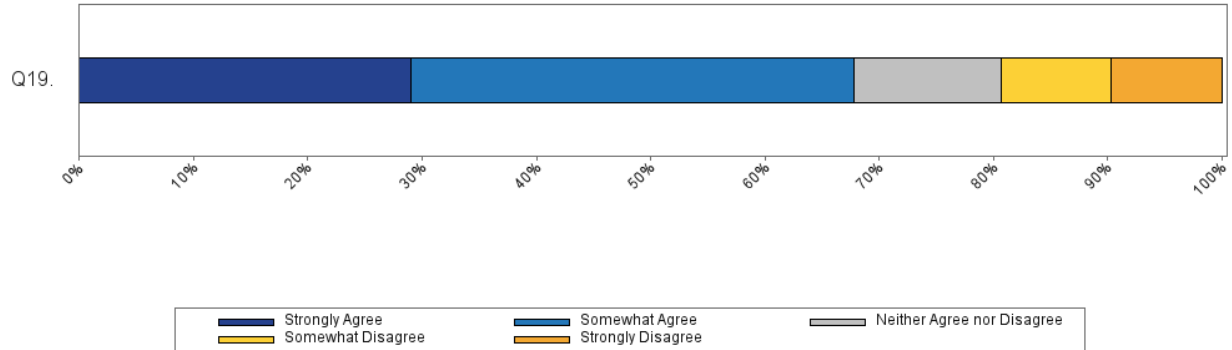


Professional Climate		% by School	Total by School	% All Schools	Total All Schools
Q18a. The school has established procedures for effective collaboration among teachers.	Strongly Agree	32%	10	48%	922
	Somewhat Agree	26%	8	34%	656
	Neither Agree nor Disagree	16%	5	8%	151
	Somewhat Disagree	6%	2	7%	141
	Strongly Disagree	19%	6	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	52%	16	52%	1,001
	Somewhat Agree	23%	7	32%	615
	Neither Agree nor Disagree	10%	3	9%	165
	Somewhat Disagree	3%	1	5%	90
	Strongly Disagree	13%	4	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	26%	8	45%	870
	Somewhat Agree	29%	9	31%	599
	Neither Agree nor Disagree	10%	3	11%	207
	Somewhat Disagree	16%	5	8%	155
	Strongly Disagree	19%	6	5%	100
Q18d. The school provides you with the resources and support to do your job well when teaching remotely.	Strongly Agree	39%	12	47%	913
	Somewhat Agree	26%	8	27%	522
	Neither Agree nor Disagree	23%	7	18%	356
	Somewhat Disagree	13%	4	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	32%	10	53%	1,030
	Somewhat Agree	39%	12	33%	633
	Neither Agree nor Disagree	10%	3	7%	128
	Somewhat Disagree	13%	4	5%	91
	Strongly Disagree	6%	2	3%	49
Q18f. The school provides you with the resources and support to do your job well when teaching concurrently.	Strongly Agree	29%	9	39%	759
	Somewhat Agree	13%	4	22%	434
	Neither Agree nor Disagree	48%	15	32%	610
	Somewhat Disagree	6%	2	4%	78
	Strongly Disagree	3%	1	3%	50

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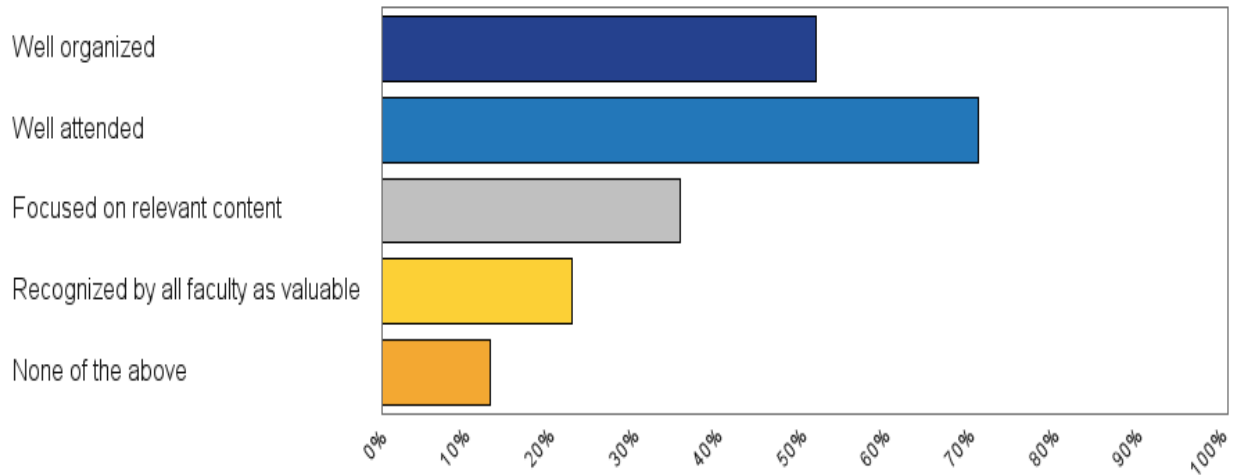
Professional Climate



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	29%	9	40%	764
	Somewhat Agree	39%	12	35%	683
	Neither Agree nor Disagree	13%	4	12%	225
	Somewhat Disagree	10%	3	8%	148
	Strongly Disagree	10%	3	6%	111

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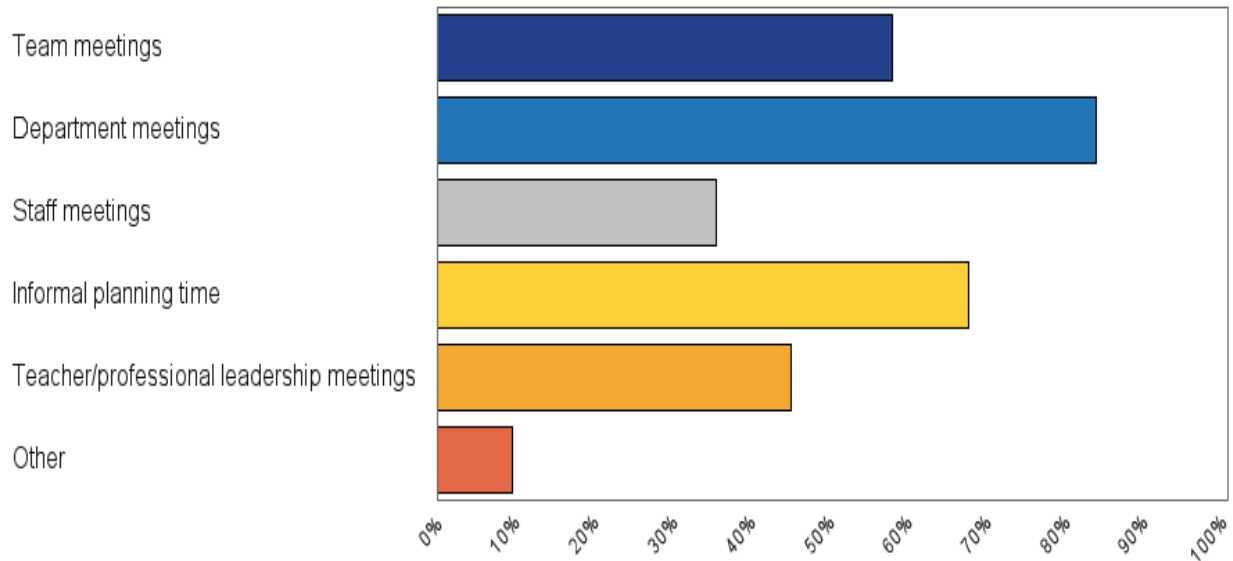
Q20. Meetings, such as faculty, staff, grade-level, curricular, child study, and the like are:



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	52%	16	68%	1,314
Well attended	71%	22	78%	1,500
Focused on relevant content	35%	11	63%	1,217
Recognized by all faculty as valuable	23%	7	36%	700
None of the above	13%	4	5%	105

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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	58%	18	90%	1,739
Department meetings	84%	26	67%	1,297
Staff meetings	35%	11	80%	1,553
Informal planning time	68%	21	73%	1,419
Teacher/professional leadership meetings	45%	14	65%	1,257
Other	10%	3	5%	95

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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
We are so low staffed this year and could not get substitutes, so teachers had to cover during their preps, which led to less and less ability or time to collaborate. It is not the fault of individuals, it stems from systemic issues that we (and many other schools) are not equipped to address. NYC needs to support its schools better - this is a failing system that needs more money and more support.
The cell phone policy needs to be enforced. Metal detectors upon entry for phones and other items may need to be bought back so that students have less distractions.
Leadership needs to be replaced with competent professionals in order for this school to become a safe environment where effective teaching and student engagement in learning can occur.
There is a lack of structure and admin support. There is no consistent behavior management and teachers are left on their own without support or reprimanded by admin when they are unable to maintain order in their classrooms. Admin are secretive and have not followed covid protocols. Last minute cancellations of classes happen frequently. There is no accountability for teachers that do not do their work, admin turn a blind eye because they simply lack bodies in the room. But bottom line is, admin lack the ability to maintain order and safety and expect and blame teachers to do it when it doesn't happen.
- Generally better at generating and collating data than at analyzing it and implementing adjustments. - supporting access for more challenged students (eg behavioral disruptions) sometimes interferes with adequate rigor and challenge for G-T students; creates measurable effects like students transferring out to find greater rigor - leadership sometimes sticky about extant systems (or newly developed systems), unresponsive to constructive data-based feedback from staff

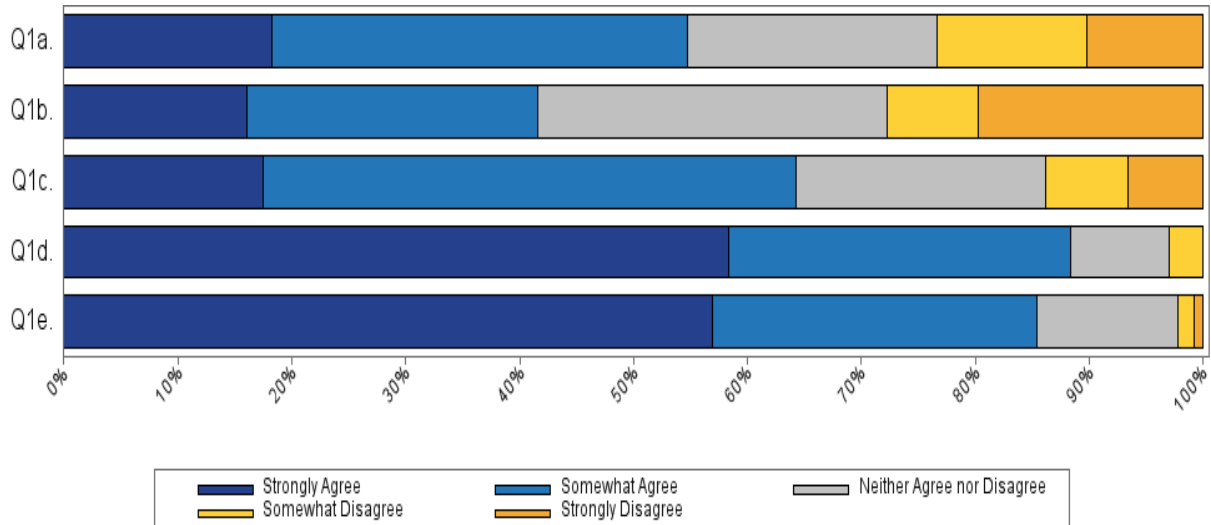
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NEW VISIONS CHARTER HIGH SCHOOL FOR THE HUMANITIES II

137 RESPONSES

30% 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	18%	25	29%	845
	Somewhat Agree	36%	50	35%	1,025
	Neither Agree nor Disagree	22%	30	20%	589
	Somewhat Disagree	13%	18	8%	251
	Strongly Disagree	10%	14	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	16%	22	29%	851
	Somewhat Agree	26%	35	30%	889
	Neither Agree nor Disagree	31%	42	20%	592
	Somewhat Disagree	8%	11	9%	267
	Strongly Disagree	20%	27	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	18%	24	29%	863
	Somewhat Agree	47%	64	36%	1,061
	Neither Agree nor Disagree	22%	30	18%	542
	Somewhat Disagree	7%	10	9%	259
	Strongly Disagree	7%	9	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	58%	80	55%	1,633
	Somewhat Agree	30%	41	28%	820
	Neither Agree nor Disagree	9%	12	11%	317
	Somewhat Disagree	3%	4	3%	101
	Strongly Disagree	0%	0	3%	90
Q1e. I have the opportunity to be part of class discussions or activities.	Strongly Agree	57%	78	56%	1,670
	Somewhat Agree	28%	39	29%	859
	Neither Agree nor Disagree	12%	17	11%	318
	Somewhat Disagree	1%	2	2%	63
	Strongly Disagree	1%	1	2%	51

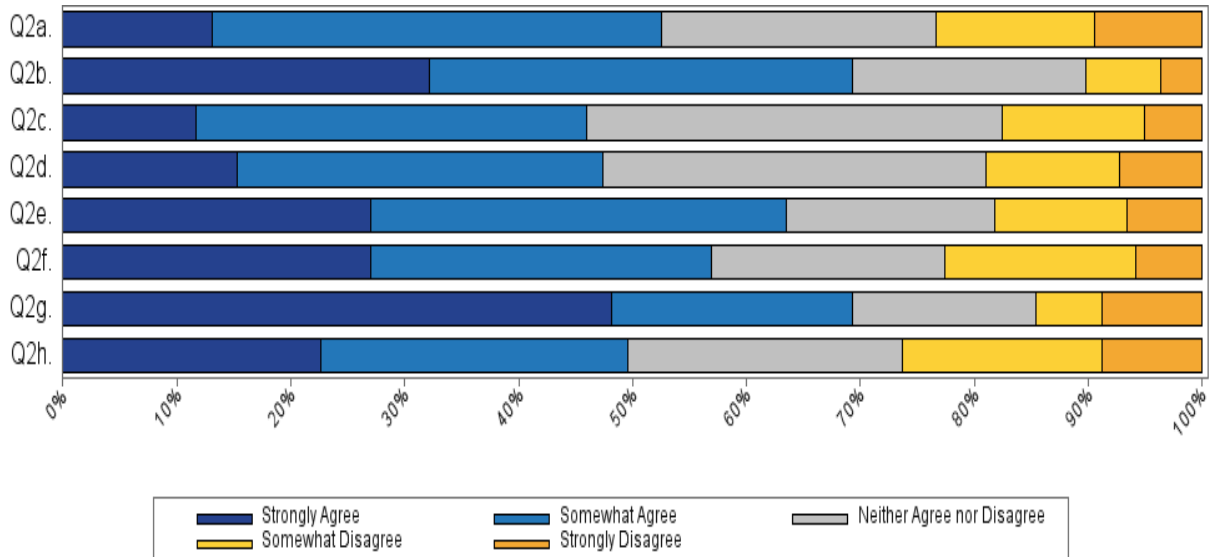
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NEW VISIONS CHARTER HIGH SCHOOL FOR THE HUMANITIES II

137 RESPONSES

30% 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%	18	21%	613
	Somewhat Agree	39%	54	34%	1008
	Neither Agree nor Disagree	24%	33	22%	638
	Somewhat Disagree	14%	19	13%	390
	Strongly Disagree	9%	13	11%	312
Q2b. The temperature in this school is comfortable (there is heat and air conditioning as necessary).	Strongly Agree	32%	44	24%	713
	Somewhat Agree	37%	51	34%	1012
	Neither Agree nor Disagree	20%	28	22%	642
	Somewhat Disagree	7%	9	12%	366
	Strongly Disagree	4%	5	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%	16	20%	597
	Somewhat Agree	34%	47	30%	888
	Neither Agree nor Disagree	36%	50	32%	959
	Somewhat Disagree	12%	17	11%	314
	Strongly Disagree	5%	7	7%	203
Q2d. I am proud of the way my school looks.	Strongly Agree	15%	21	21%	624
	Somewhat Agree	32%	44	30%	896
	Neither Agree nor Disagree	34%	46	30%	891
	Somewhat Disagree	12%	16	10%	295
	Strongly Disagree	7%	10	9%	255
Q2e. I feel physically safe in my school.	Strongly Agree	27%	37	35%	1032
	Somewhat Agree	36%	50	33%	978
	Neither Agree nor Disagree	18%	25	21%	629
	Somewhat Disagree	12%	16	7%	196
	Strongly Disagree	7%	9	4%	126
Q2f. I feel safe traveling to and from my school.	Strongly Agree	27%	37	37%	1109
	Somewhat Agree	30%	41	31%	923
	Neither Agree nor Disagree	20%	28	20%	591
	Somewhat Disagree	17%	23	8%	230
	Strongly Disagree	6%	8	4%	108
Q2g. I have not had anything stolen from me at this school.	Strongly Agree	48%	66	51%	1513
	Somewhat Agree	21%	29	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	16%	22	15%	432
	Somewhat Disagree	6%	8	7%	197
	Strongly Disagree	9%	12	10%	299
Q2h. I have not seen any property damaged by students at this school.	Strongly Agree	23%	31	24%	701
	Somewhat Agree	27%	37	21%	608
	Neither Agree nor Disagree	24%	33	27%	788
	Somewhat Disagree	18%	24	14%	429
	Strongly Disagree	9%	12	15%	435

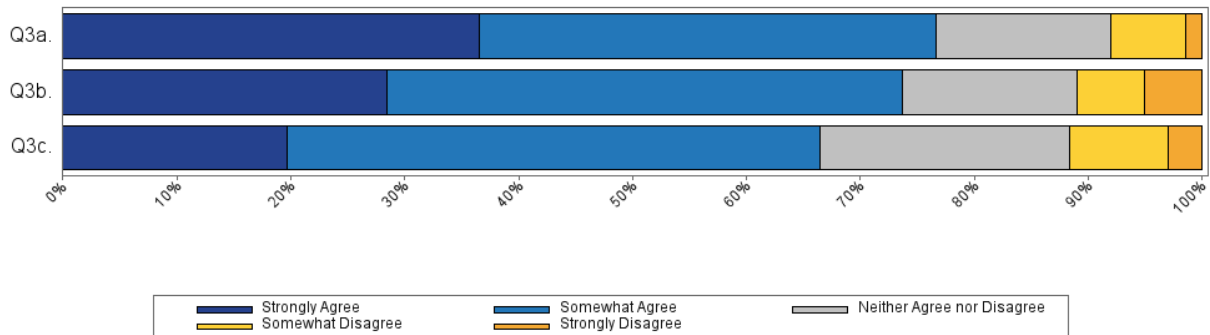
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137 RESPONSES

30% RESPONSE RATE

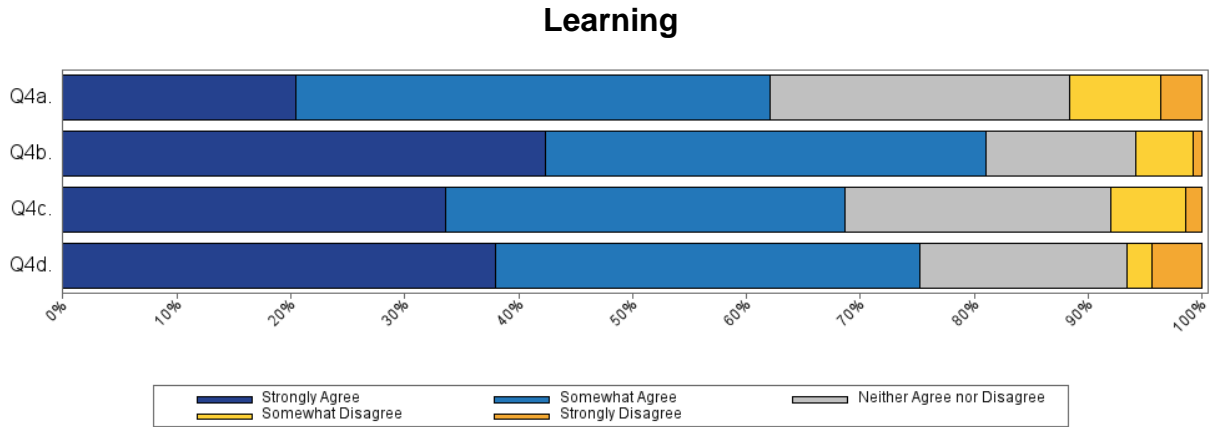
Learning



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	36%	50	40%	1,181
	Somewhat Agree	40%	55	33%	963
	Neither Agree nor Disagree	15%	21	20%	587
	Somewhat Disagree	7%	9	6%	170
	Strongly Disagree	1%	2	2%	60
Q3b. The things I'm learning in school are important to me.	Strongly Agree	28%	39	30%	879
	Somewhat Agree	45%	62	36%	1,072
	Neither Agree nor Disagree	15%	21	22%	664
	Somewhat Disagree	6%	8	8%	224
	Strongly Disagree	5%	7	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	20%	27	27%	804
	Somewhat Agree	47%	64	36%	1,054
	Neither Agree nor Disagree	22%	30	24%	709
	Somewhat Disagree	9%	12	9%	280
	Strongly Disagree	3%	4	4%	114

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137 RESPONSES
30% RESPONSE RATE



Learning		% by School	Total by School	% All Schools	Total All Schools
Q4a. Most or all of my classes are challenging.	Strongly Agree	20%	28	19%	566
	Somewhat Agree	42%	57	39%	1,141
	Neither Agree nor Disagree	26%	36	28%	834
	Somewhat Disagree	8%	11	11%	317
	Strongly Disagree	4%	5	3%	103
Q4b. I feel that I am on-track for high school graduation.	Strongly Agree	42%	58	43%	1,259
	Somewhat Agree	39%	53	34%	1,018
	Neither Agree nor Disagree	13%	18	17%	506
	Somewhat Disagree	5%	7	4%	127
	Strongly Disagree	1%	1	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	34%	46	42%	1,246
	Somewhat Agree	35%	48	32%	943
	Neither Agree nor Disagree	23%	32	20%	582
	Somewhat Disagree	7%	9	5%	141
	Strongly Disagree	1%	2	2%	49
Q4d. I know who to talk to for information about different careers.	Strongly Agree	38%	52	45%	1,319
	Somewhat Agree	37%	51	30%	877
	Neither Agree nor Disagree	18%	25	18%	525
	Somewhat Disagree	2%	3	5%	154
	Strongly Disagree	4%	6	3%	86

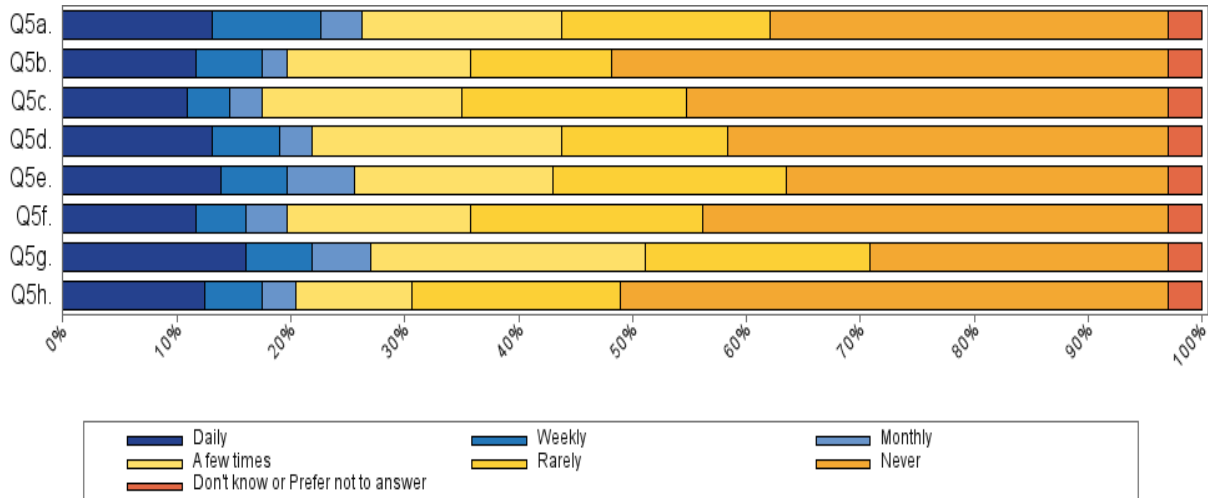
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NEW VISIONS CHARTER HIGH SCHOOL FOR THE HUMANITIES II

137 RESPONSES

30% 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	13%	18	14%	429
	Weekly	9%	13	7%	194
	Monthly	4%	5	3%	94
	A few times	18%	24	16%	483
	Rarely	18%	25	22%	646
	Never	35%	48	36%	1,071
	Don't know	3%	4	1%	44
Q5b. Student to student based on a student's real or perceived religion.	Daily	12%	16	11%	328
	Weekly	6%	8	5%	149
	Monthly	2%	3	3%	80
	A few times	16%	22	12%	347
	Rarely	12%	17	19%	559
	Never	49%	67	49%	1,449
	Don't know	3%	4	2%	49
Q5c. Student to student based on a student's real or perceived disability.	Daily	11%	15	11%	323
	Weekly	4%	5	4%	126
	Monthly	3%	4	3%	77
	A few times	18%	24	13%	374
	Rarely	20%	27	20%	596
	Never	42%	58	48%	1,424
	Don't know	3%	4	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	13%	18	12%	359
	Weekly	6%	8	6%	170
	Monthly	3%	4	3%	77
	A few times	22%	30	16%	488
	Rarely	15%	20	20%	593
	Never	39%	53	41%	1,228
	Don't know	3%	4	2%	46
Q5e. Student to student based on a student's real or perceived sexual identity.	Daily	14%	19	13%	396
	Weekly	6%	8	6%	174
	Monthly	6%	8	4%	105
	A few times	18%	24	15%	447
	Rarely	20%	28	20%	584
	Never	34%	46	41%	1,204
	Don't know	3%	4	2%	51
Q5f. Student to student based on a student's real or perceived economic status.	Daily	12%	16	11%	322
	Weekly	4%	6	5%	143
	Monthly	4%	5	3%	100
	A few times	16%	22	12%	365
	Rarely	20%	28	20%	597
	Never	41%	56	47%	1,387
	Don't know	3%	4	2%	47
Q5g. Student to student based on another reason.	Daily	16%	22	15%	431
	Weekly	6%	8	6%	176
	Monthly	5%	7	4%	109
	A few times	24%	33	18%	535
	Rarely	20%	27	21%	636
	Never	26%	36	35%	1,028
	Don't know	3%	4	2%	46
Q5h. Teacher or administrator to student based on any of the categories listed above.	Daily	12%	17	11%	329
	Weekly	5%	7	4%	125
	Monthly	3%	4	2%	73
	A few times	10%	14	11%	315
	Rarely	18%	25	18%	529
	Never	48%	66	52%	1,541
	Don't know	3%	4	2%	49

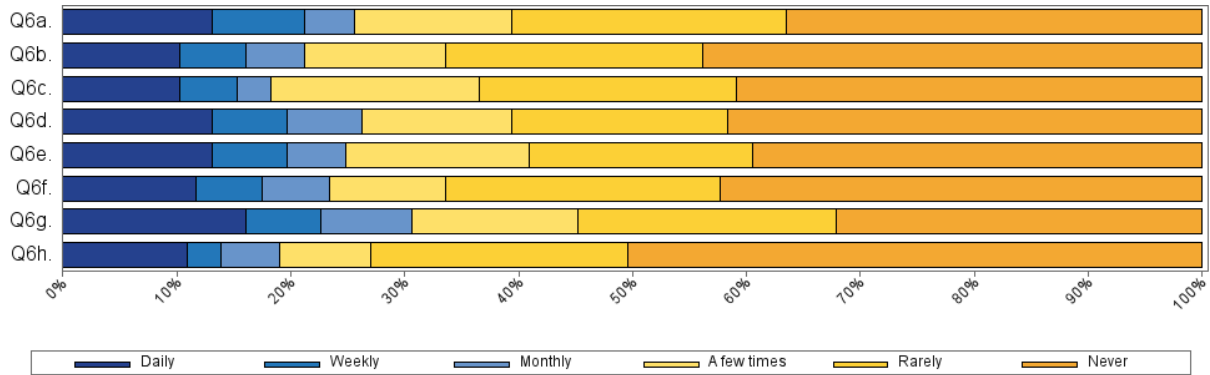
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NEW VISIONS CHARTER HIGH SCHOOL FOR THE HUMANITIES II

137 RESPONSES

30% 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	13%	18	12%	367
	Weekly	8%	11	6%	172
	Monthly	4%	6	3%	85
	A few times	14%	19	15%	436
	Rarely	24%	33	18%	546
	Never	36%	50	46%	1,355
Q6b. Student to student based on a student's real or perceived religion.	Daily	10%	14	10%	288
	Weekly	6%	8	6%	164
	Monthly	5%	7	3%	97
	A few times	12%	17	12%	342
	Rarely	23%	31	18%	542
	Never	44%	60	52%	1,528
Q6c. Student to student based on a student's real or perceived disability.	Daily	10%	14	10%	293
	Weekly	5%	7	4%	132
	Monthly	3%	4	3%	102
	A few times	18%	25	13%	396
	Rarely	23%	31	18%	547
	Never	41%	56	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	13%	18	11%	316
	Weekly	7%	9	5%	142
	Monthly	7%	9	4%	116
	A few times	13%	18	15%	444
	Rarely	19%	26	18%	544
	Never	42%	57	47%	1,399
Q6e. Student to student based on a student's real or perceived sexual identity.	Daily	13%	18	11%	321
	Weekly	7%	9	5%	157
	Monthly	5%	7	5%	134
	A few times	16%	22	14%	429
	Rarely	20%	27	18%	535
	Never	39%	54	47%	1,385
Q6f. Student to student based on a student's real or perceived economic status.	Daily	12%	16	10%	291
	Weekly	6%	8	5%	153
	Monthly	6%	8	4%	114
	A few times	10%	14	12%	369
	Rarely	24%	33	19%	556
	Never	42%	58	50%	1,478
Q6g. Student to student based on another reason.	Daily	16%	22	12%	363
	Weekly	7%	9	6%	177
	Monthly	8%	11	5%	138
	A few times	15%	20	16%	478
	Rarely	23%	31	19%	560
	Never	32%	44	42%	1,245
Q6h. Teacher or administrator to student based on any of the categories listed above.	Daily	11%	15	10%	285
	Weekly	3%	4	5%	146
	Monthly	5%	7	3%	98
	A few times	8%	11	10%	297
	Rarely	23%	31	15%	454
	Never	50%	69	57%	1,681

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30% RESPONSE RATE

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

Question Answer
Terrible
Somebody called me gay, somebody commented gay on one of my posts which made me sad
Harassment, cyberstalking, exclusion,
I've just seen people with darker skin get called slangs or have it used against them. I've also seen people who identify as trans get called the T slur so it can be used against them.
[Name of Local private school]
some examples of cyber bullying can be arguing through social media arguing through for example face book,snap chat instagram and etc and posting negative things about other people for no reason to start trouble.
i don't really interact with people in this school so i wouldn't really know what goes on just going based on what i see or hear from others.
A girl was getting bullied online for being overweight.
Racism
Just straight up harrassment
I rarely see much cyberbullying on social media as far as within people I follow on there because I honestly don't follow many people or know any people who have cyberbullied someone.
Trolling,dissing

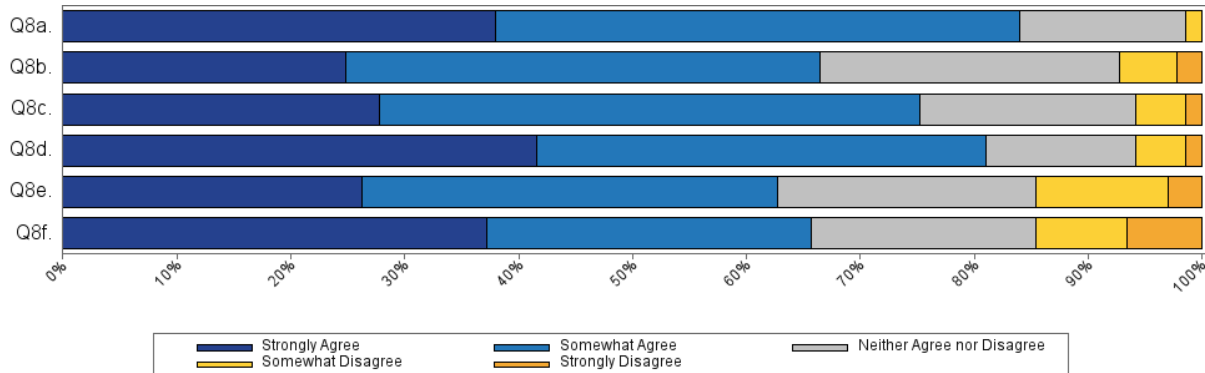
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NEW VISIONS CHARTER HIGH SCHOOL FOR THE HUMANITIES II

137 RESPONSES

30% 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	38%	52	44%	1,292
	Somewhat Agree	46%	63	39%	1,154
	Neither Agree nor Disagree	15%	20	13%	387
	Somewhat Disagree	1%	2	3%	90
	Strongly Disagree	0%	0	1%	38
Q8b. Most or all of my teachers care about me.	Strongly Agree	25%	34	37%	1,085
	Somewhat Agree	42%	57	35%	1,035
	Neither Agree nor Disagree	26%	36	22%	639
	Somewhat Disagree	5%	7	4%	132
	Strongly Disagree	2%	3	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	28%	38	35%	1,039
	Somewhat Agree	47%	65	37%	1,083
	Neither Agree nor Disagree	19%	26	21%	610
	Somewhat Disagree	4%	6	6%	171
	Strongly Disagree	1%	2	2%	58
Q8d. Most or all of my teachers expect me to do my best all the time.	Strongly Agree	42%	57	50%	1,469
	Somewhat Agree	39%	54	32%	948
	Neither Agree nor Disagree	13%	18	14%	423
	Somewhat Disagree	4%	6	3%	86
	Strongly Disagree	1%	2	1%	35
Q8e. Most or all of my teachers often connect what I am learning to life outside the classroom.	Strongly Agree	26%	36	32%	958
	Somewhat Agree	36%	50	34%	1,017
	Neither Agree nor Disagree	23%	31	22%	650
	Somewhat Disagree	12%	16	7%	215
	Strongly Disagree	3%	4	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	37%	51	44%	1,317
	Somewhat Agree	28%	39	24%	723
	Neither Agree nor Disagree	20%	27	18%	547
	Somewhat Disagree	8%	11	5%	145
	Strongly Disagree	7%	9	8%	229

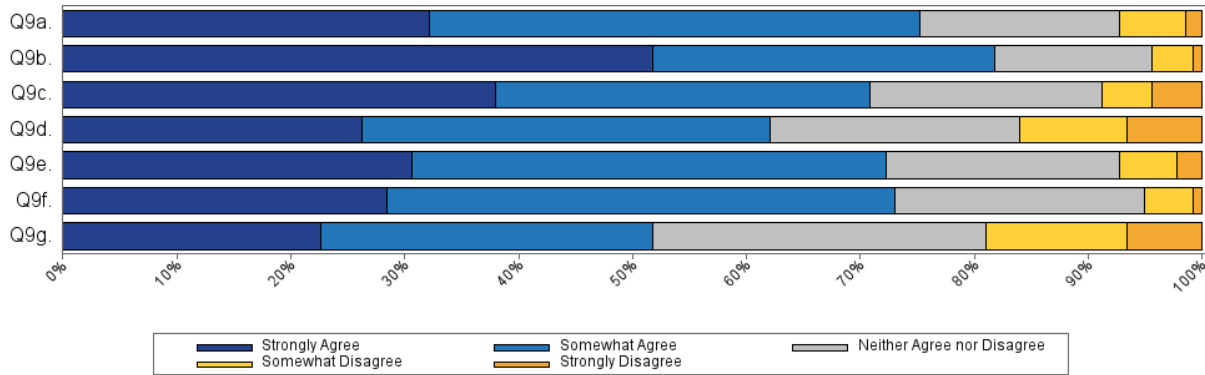
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NEW VISIONS CHARTER HIGH SCHOOL FOR THE HUMANITIES II

137 RESPONSES

30% 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	32%	44	35%	1048
	Somewhat Agree	43%	59	37%	1098
	Neither Agree nor Disagree	18%	24	19%	549
	Somewhat Disagree	6%	8	6%	172
	Strongly Disagree	1%	2	3%	94
Q9b. I am treated respectfully by most or all of my teachers and other adults in my school.	Strongly Agree	52%	71	47%	1397
	Somewhat Agree	30%	41	32%	953
	Neither Agree nor Disagree	14%	19	15%	439
	Somewhat Disagree	4%	5	4%	120
	Strongly Disagree	1%	1	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	38%	52	35%	1024
	Somewhat Agree	33%	45	33%	966
	Neither Agree nor Disagree	20%	28	23%	684
	Somewhat Disagree	4%	6	6%	173
	Strongly Disagree	4%	6	4%	114
Q9d. I feel that the school's discipline policy is applied fairly to all students.	Strongly Agree	26%	36	29%	872
	Somewhat Agree	36%	49	29%	860
	Neither Agree nor Disagree	22%	30	23%	689
	Somewhat Disagree	9%	13	10%	290
	Strongly Disagree	7%	9	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	31%	42	33%	986
	Somewhat Agree	42%	57	34%	992
	Neither Agree nor Disagree	20%	28	24%	701
	Somewhat Disagree	5%	7	6%	173
	Strongly Disagree	2%	3	4%	109
Q9f. I feel that the school culture supports me.	Strongly Agree	28%	39	34%	1017
	Somewhat Agree	45%	61	31%	907
	Neither Agree nor Disagree	22%	30	26%	766
	Somewhat Disagree	4%	6	5%	151
	Strongly Disagree	1%	1	4%	120

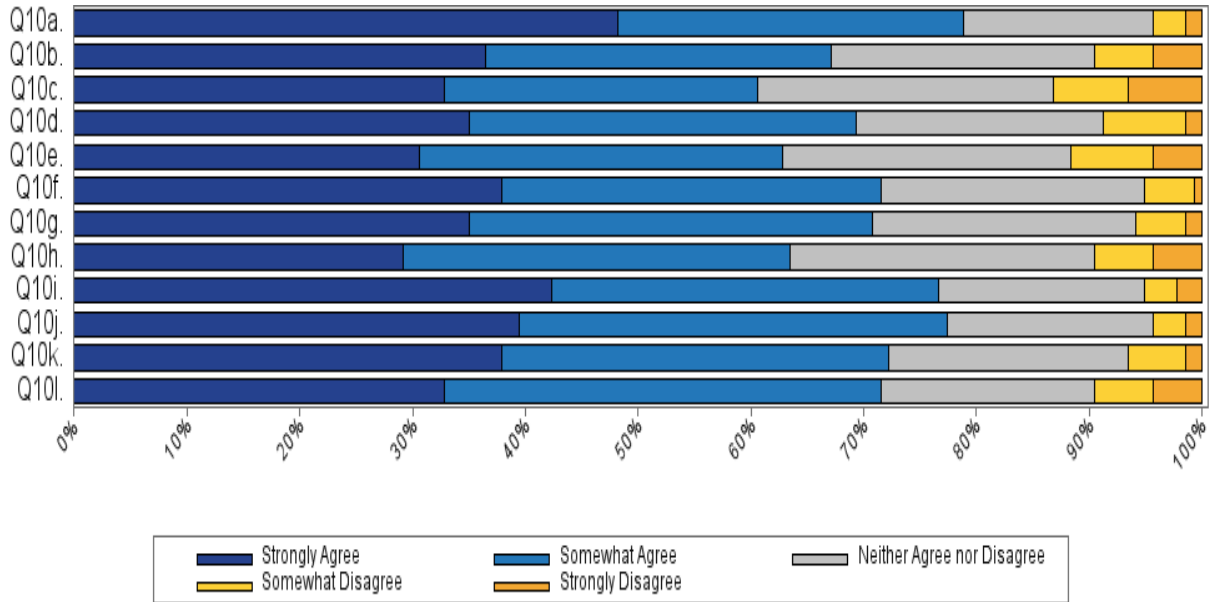
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137 RESPONSES

30% RESPONSE RATE

My school teaches me...



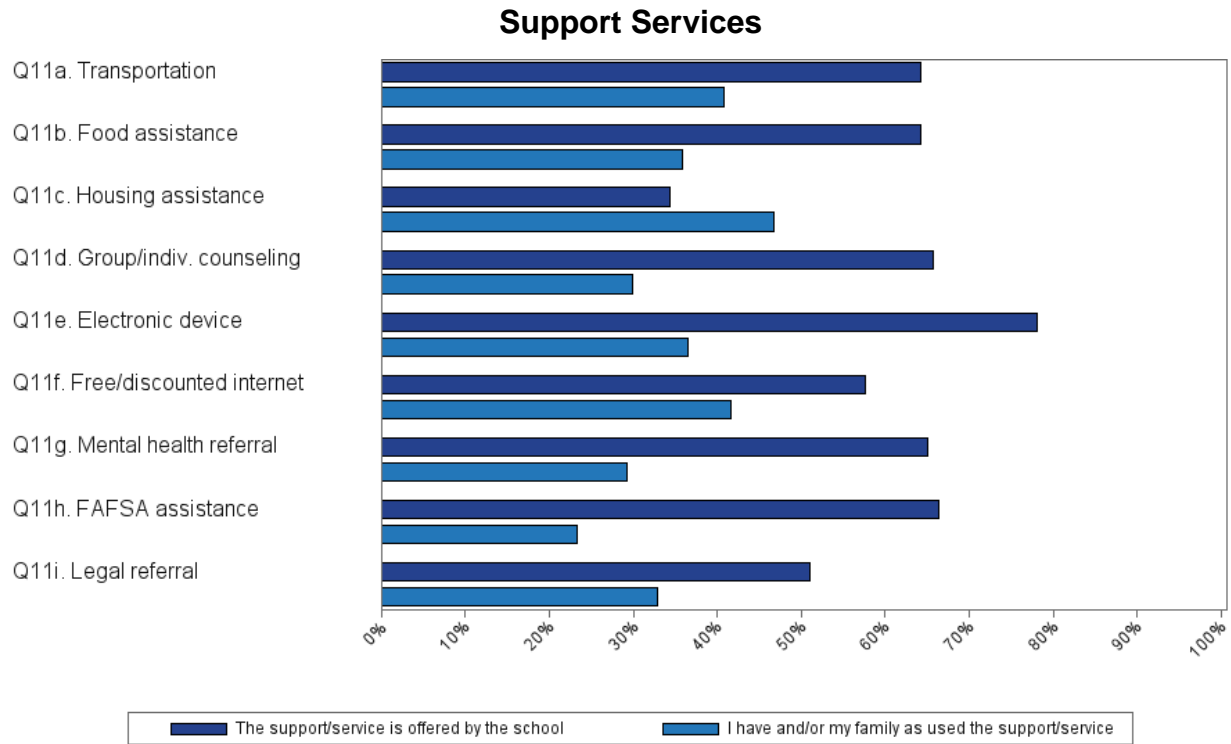
My school teaches me...		% by School	Total by School	% All Schools	Total All Schools
Q10a. ...to be respectful of all people, regardless of their background or appearance.	Strongly Agree	48%	66	50%	1,479
	Somewhat Agree	31%	42	28%	839
	Neither Agree nor Disagree	17%	23	17%	498
	Somewhat Disagree	3%	4	3%	76
	Strongly Disagree	1%	2	2%	69
Q10b. ...what bullying behavior looks like.	Strongly Agree	36%	50	39%	1,140
	Somewhat Agree	31%	42	30%	875
	Neither Agree nor Disagree	23%	32	24%	698
	Somewhat Disagree	5%	7	5%	135
	Strongly Disagree	4%	6	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	33%	45	39%	1,142
	Somewhat Agree	28%	38	29%	847
	Neither Agree nor Disagree	26%	36	24%	701
	Somewhat Disagree	7%	9	5%	156
	Strongly Disagree	7%	9	4%	115
Q10d. ...skills for coping with stressful events and situations.	Strongly Agree	35%	48	37%	1,096
	Somewhat Agree	34%	47	30%	878
	Neither Agree nor Disagree	22%	30	23%	672
	Somewhat Disagree	7%	10	6%	185
	Strongly Disagree	1%	2	4%	130
Q10e. ...how to organize my time.	Strongly Agree	31%	42	37%	1,105
	Somewhat Agree	32%	44	31%	918
	Neither Agree nor Disagree	26%	35	22%	653
	Somewhat Disagree	7%	10	6%	180
	Strongly Disagree	4%	6	4%	105
Q10f. ...how to make decisions that are good for my health.	Strongly Agree	38%	52	39%	1,159
	Somewhat Agree	34%	46	31%	913
	Neither Agree nor Disagree	23%	32	22%	646
	Somewhat Disagree	4%	6	5%	148
	Strongly Disagree	1%	1	3%	95
Q10g. ...how to recognize the emotions I am feeling.	Strongly Agree	35%	48	34%	1,015
	Somewhat Agree	36%	49	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	23%	32	26%	765
	Somewhat Disagree	4%	6	7%	202
	Strongly Disagree	1%	2	4%	121
Q10h. ...ways to keep calm when I am upset.	Strongly Agree	29%	40	34%	1,019
	Somewhat Agree	34%	47	29%	864
	Neither Agree nor Disagree	27%	37	25%	755
	Somewhat Disagree	5%	7	6%	183
	Strongly Disagree	4%	6	5%	140
Q10i. ...about other cultures	Strongly Agree	42%	58	41%	1,206
	Somewhat Agree	34%	47	32%	946
	Neither Agree nor Disagree	18%	25	20%	600
	Somewhat Disagree	3%	4	4%	124
	Strongly Disagree	2%	3	3%	85
Q10j. ...about the value of education for my future success and well-being.	Strongly Agree	39%	54	45%	1,334
	Somewhat Agree	38%	52	31%	925
	Neither Agree nor Disagree	18%	25	19%	561
	Somewhat Disagree	3%	4	3%	81
	Strongly Disagree	1%	2	2%	60
Q10k. ...where to go to if I am struggling with my school work.	Strongly Agree	38%	52	42%	1,238
	Somewhat Agree	34%	47	32%	933
	Neither Agree nor Disagree	21%	29	21%	610
	Somewhat Disagree	5%	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%	2	2%	73
Q10l. ...where to go to if I am struggling with my emotions or something that happened to me.	Strongly Agree	33%	45	38%	1,116
	Somewhat Agree	39%	53	29%	862
	Neither Agree nor Disagree	19%	26	23%	690
	Somewhat Disagree	5%	7	6%	168
	Strongly Disagree	4%	6	4%	125

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137 RESPONSES
30% RESPONSE RATE



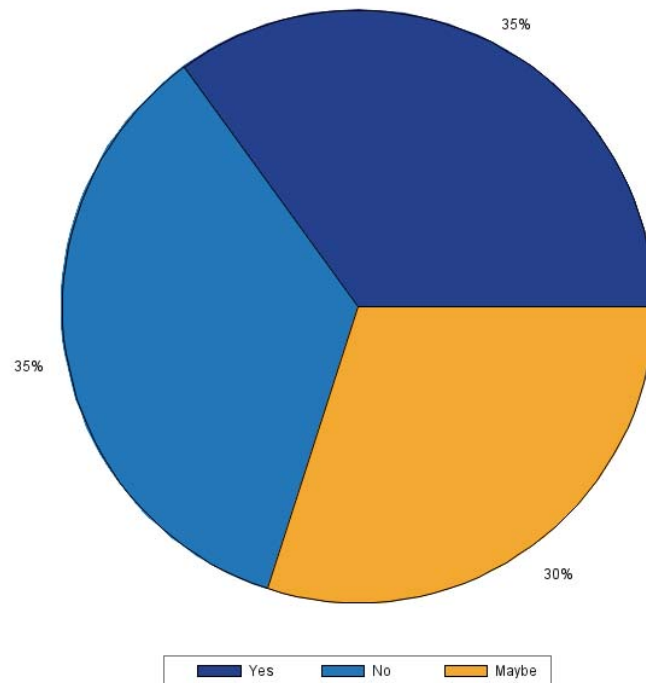
Support Services		% by School	Total by School	% All Schools	Total All Schools
Q11a. Transportation	The support/service is offered by the school	64%	88	68%	2,024
	I have and/or my family as used the support/service	41%	56	37%	1,107

Support Services		% by School	Total by School	% All Schools	Total All Schools
Q11b. Food assistance	The support/service is offered by the school	64%	88	66%	1,961
	I have and/or my family as used the support/service	36%	49	36%	1,055
Q11c. Housing assistance	The support/service is offered by the school	34%	47	31%	921
	I have and/or my family as used the support/service	47%	64	46%	1,357
Q11d. Group/individ. counseling	The support/service is offered by the school	66%	90	67%	1,976
	I have and/or my family as used the support/service	30%	41	28%	823
Q11e. Electronic device	The support/service is offered by the school	78%	107	75%	2,221
	I have and/or my family as used the support/service	36%	50	36%	1,059
Q11f. Free/discounted internet	The support/service is offered by the school	58%	79	58%	1,725
	I have and/or my family as used the support/service	42%	57	38%	1,127
Q11g. Mental health referral	The support/service is offered by the school	65%	89	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	29%	40	32%	962
Q11h. FAFSA assistance	The support/service is offered by the school	66%	91	65%	1,927
	I have and/or my family as used the support/service	23%	32	27%	812
Q11i. Legal referral	The support/service is offered by the school	51%	70	47%	1,395
	I have and/or my family as used the support/service	33%	45	33%	964

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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%	48	26%	781
	No	35%	48	39%	1,151
	Maybe	30%	41	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
The teachers are amazing, but I do not fit in with my peers. I also do not feel challenged in school. There are better options out there, but they would require me to take another method of transportation.
because i don't like school
Personally, I don't think this School does a good job in preparing me for college. There aren't many extracurriculars to participate in and the students are often disrespectful to teachers. Also, there have been frequent fights amongst students throughout all grades.
I would like to have a school with activities or sports that's in my favor.
This school isn't bad but I'd like to start over
I think there are other schools that test kids' limits to their highest and teach kids about stuff outside of school that they will need to be financially happy.
This school does not have what I'm looking for, it isn't clean and most students disrespect others. It is not that much of a safe environment.
new environment, new people
because the school sometimes is not fair
The only class in this school that I find challenging in algebra and the school isn't that fun.
This school is not worth
During Advisory teachers ask students how their learning experience is in school and problems they experience at school.
I chose yes because this school is very ghetto.
feel like it's better school out there
it would be nice to express opinions
Because if I had the option to change my school I would change
I would choose to be attending a different school if I could, personally, due to my location as travelling to school feels unsafe and inconvenient.
I really like my school and I feel so safe on it so that's why I chose all of these answers
because if something goes bad I get embarrassed and the whole school laugh at me and talk behind my back then I would move out the school but I'm only in the situation
because the neighborhood is not safe
my options are limited in this school, the college support sucks, other schools help their students with resumes and internships during the summer. this school doesn't.
The area around here is dangerous
there's not many people that really look like me, I would love to be attending a school that offers more opportunities for people like me to attend this school.
because I like to have different expectations
I picked yes because I don't wanna be in that school anymore.
reasons.
Because of the support
better sports opportunities
I said yes, Because this school is too much drama in fighting.

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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 already in my Junior year there's no point in going to another school.
this school is good
I like the friends I've made here, and most of the teachers accept me.
Because there is no point, only have one year left anyway
I am already comfortable in this school. If I was to change schools I would lose motivation for school.
just used to this school
Because this school makes students feels safe and more comfortable
Cause I belive in my eyes
I wouldnt change my school because I actually enjoy going to this school. And there is a great support system.
the school its nice
Because I have my friends here and I have spent really good times in this school and not only that this school has earned my love.
I like it here
no because this school is good and it closer to my house
Because it's what's right
I don't know
im not changing school
i dont want to transfer
I will always choose Humanities II because most of the staff and students here are like family to me.
This school is like a family.
I said no because the students in HUM II are very supportive of my sexuality, which is something I am not used to. I have some amazing supportive friends, and I will never want to leave them. I just want HUM II to feel more like a community.
i love my teachers
hum 2 isn't the best school but it defintly isn't the worse. i like the flaws and the perfections here.
I did because i really like this school
I want to stay in the school for the 4 years and graduate with my friends and to also create memories
this is is so weird,boring,and dumb. they need to get it together with all due respect.
Transferring sounds like a lot of work and I have gotten used to this school feeling like a good place to socialize with my friends while also getting my work done.
I chose no because I feel like this school has already helped me a lot. I've learnt a lot of things
Cause no. Why would I leave knowing this is my junior year
I said no because I've already gotten used to it and also I know all my teachers that are always there to help me when needed. Also, I feel comfortable with my classmates and people around me.
Because the school has everything I need
Because I have people who are here for me
i picked no because i like this school and im not trying to start all over again with all my points in 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
Because the school is good it's just the students who make it look bad

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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
I don't know
I choose maybe because I love the activities presented in the school and the fact that we are multicultural. I also love the fact that we can openly express ourselves. But I hate the fact that only half the students have good potential and actually want to learn, meanwhile the rest of the students do not care about their grades and attendance and is dragging the rest of the school down.
the school year bout to end
Tbh idk I feel like if there was a opportunity to attend like a really really good school then I wouldn't turn down the offer.
I adore the staff in this school, but if I had the opportunity to transfer to a different school that a friend attends and it was guaranteed I could go, I would transfer.
This survey is too long.
The reason why i chose that answer is because some people hear you out but at the end of the day some teacher or staff don't really care about the situation your going through
I don't know
I chose "maybe" because I am sure that there are better schools regarding educational preparation, but I genuinely love my teachers and community.
From I experienced its a maybe because these kids compared to the other highschool I was in before don't act like high schoolers. That can be a little frustrating sometimes when i'm in the same environment as them . It has nothing to do with teachers it's just the kids.
I don't dislike this school, I actually really like it. But because of my past experiences, I really did like my old school. But I can't go back to my old school, so this is fine. I like this school, the teachers are nice, and I kind of have friends, though not many. I don't know if kids like me or not but a lot of them talk to me. I also heard some kids view me as a threat because of my grades so that was uncomfortable. I do like this school, but I liked my old school. But as I said, I can't go back to my old school.
because my school has some bad qualities and some good qualities
I chose maybe because I feel that there are better schools than this one. But this school is good as well I made many friends and learned many things here.
I might want a fresh start at a new school to make new friends or maybe just learn better.
I said Maybe because I feel like when I first came to this school I felt like I didn't belong here. I would have wanted to go to a school where the education is better and the students are better. A school that gives me helpful information about not only college but life in general.
I'd want to go to another school because I might move.
Just for a fresh start
I chose maybe because of the location of the school and the amount of time it takes for me to get to school.
it's not a bad school but I feel like there's better schools out there .
I wouldn't attend any other school if I could because I already know everything about the school
I put "maybe" because some times I think to move to other school but my mom don't let me.
Originally I didn't want to go here but it wasn't my choice but I'm here it's fine though .
This school is boring

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NEW VISIONS CHARTER HIGH SCHOOL FOR THE HUMANITIES II
137 RESPONSES
30% RESPONSE RATE

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

Question Answer
if there was a charter school with more space,more extracurriculars,and more comfortable facilities then i would leave my school for that one.
I would say maybe because of the school environment and staff.
maybe because the school is a little far from home but overall is good.
the school is alright I don't personally like where the school is located .

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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
Can school start 10 minutes later at 8:30.And can class end at 3:00 every day maybe even less
The school's new location is not safe. There's usually a lot of crime that occurs in this particular area.
I love my school for its people and teachers.
it's okay , it isn't that bad it's just the people here are horrible in a way .
they need better teachers, younger ones at that.
I HAVE NOTHING ELSE TO SAY
WHY IS THIS SURVEY SO LONG
this school is ugly... change it up... plant some trees or flowers in the front pls... pls... make the library more available