

Application: New Visions Charter High School for Advanced Math and Science

Melissa Wass - mwass@newvisions.org
2021-2022 Annual Report

Entry 1 School Info and Cover Page

Completed - Jul 27 2022

Instructions

Required of ALL Charter Schools

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

Entry 1 School Information and Cover Page

(New schools that were not open for instruction for the 2021-2022 school year are not required to complete or submit an annual report this year).

Please be advised that you will need to complete this cover page (including signatures) before all of the other tasks assigned to you by your school's authorizer are visible on your task page. While completing this cover page task, please ensure that you select the correct authorizer (**as of June 30, 2022**) or you may not be assigned the correct tasks.

BASIC INFORMATION

a. SCHOOL NAME

(Select name from the drop down menu)

NEW VISIONS CHARTER HIGH SCHOOL FOR ADVANCED MATH AND SCIENCE 800000070185

a1. Popular School Name

AMS

b. CHARTER AUTHORIZER (As of June 30th, 2021)

Please select the correct authorizer as of June 30, 2022 or you may not be assigned the correct tasks.

SUNY BOARD OF TRUSTEES

d. DISTRICT / CSD OF LOCATION

CSD #10 - BRONX

e. DATE OF INITIAL CHARTER

12/2010

f. DATE FIRST OPENED FOR INSTRUCTION

8/2011

c. School Unionized

Is your charter school unionized?

Yes

c. Name of Union

Provide the name of the union:

UFT

c. Date Unionized

Provide the date of unionization:

8/2013

h. SCHOOL WEB ADDRESS (URL)

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

i. Total Approved Charter Enrollment for 2021-2022 School Year (exclude Pre-K program enrollment)

509

j. Total Enrollment on June 30, 2022 (exclude Pre-K program enrollment)

479

k. Grades Served during the 2021-2022 School Year (exclude Pre-K program students)

Check all that apply

Grades Served

9, 10, 11, 12

11. DOES THE SCHOOL CONTRACT WITH A CHARTER OR EDUCATIONAL MANAGEMENT ORGANIZATION?

Yes

12. NAME OF CMO/EMO AND ADDRESS

NAME OF CMO/EMO	New Visions for Public Schools
PHYSICAL STREET ADDRESS	205 E. 42nd Street
CITY	New York
STATE	(No response)
ZIP CODE	10017
EMAIL ADDRESS	mwass@newvisions.org
CONTACT PERSON NAME	Melissa Wass

FACILITIES INFORMATION

m. FACILITIES

Will the school maintain or operate multiple sites in 2022-2023?

No, just one site.

NEW VISIONS CHARTER HIGH SCHOOL FOR ADVANCED MATH AND SCIENCE 800000070185

School Site 1 (Primary)

m1. SCHOOL SITES

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

	Physical Address	Phone Number	District/CSD	Grades to be Served at Site for coming year (K-5, 6-9, etc.)	Receives Rental Assistance for Which Grades (If yes, enter the appropriate grades. If no, enter No).
Site 1	99 Terrace View Bronx, NY 10463	718-817-7683	NYC CSD 10	9-12	No

m1a. Please provide the contact information for Site 1.

	Name	Title	Work Phone	Alternate Phone	Email Address
School Leader	Robert Hiller	Principal	718-817-7683		rhiller27@charter.newvisions.org
Operational Leader	Anton Pena	Director of School Operations	718-817-7683		apena4@charter.newvisions.org
Compliance Contact	Matt Gill	Director of Operations, Charter Schools	212-645-5110		mgill@newvisions.org
Complaint Contact	Matt Gill	Director of Operations, Charter Schools	212-645-5110		mgill@newvisions.org
DASA Coordinator	Anton Pena	Director of School Operations	718-817-7683		apena4@charter.newvisions.org
Phone Contact for After Hours Emergencies	Anton Pena	Director of School Operations	718-817-7683		apena4@charter.newvisions.org

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

Co-located Space

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

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

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

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

Certificate of Occupancy and Fire Inspection. Provide a copy of a current and non-expired certificate of occupancy (if outside NYC or in private space in NYC). For schools that are not in district space (NYC co-locations), provide a copy of a current and non-expired certificate of occupancy, and a copy of the current annual fire inspection results, which should be dated on or after July 1, 2021.

- Fire inspection certificates must be updated annually. For the upcoming school year 2022-2023, the fire inspection certificate must be dated after July 1, 2021.
- If the fire inspection certificate is dated after the August 1, 2022 submission of the Annual Report, please submit the new certificate with the Annual Report entries due on November 1, 2022.

Site 1 Certificate of Occupancy (COO)

Site 1 Fire Inspection Report

CHARTER REVISIONS DURING THE 2021-2022 SCHOOL YEAR

n1. Were there any revisions to the school's charter during the 2021-2022 school year? (Please include approved or pending material and non-material charter revisions).

No

o. Has your school's Board of Trustees approved a budget for the 2021-2022 FY?

Yes

ATTESTATIONS

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

Name	Melissa Wass
Position	Senior Program Officer, Charter
Phone/Extension	646-486-6316
Email	mwass@newvisions.org

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

Responses Selected:

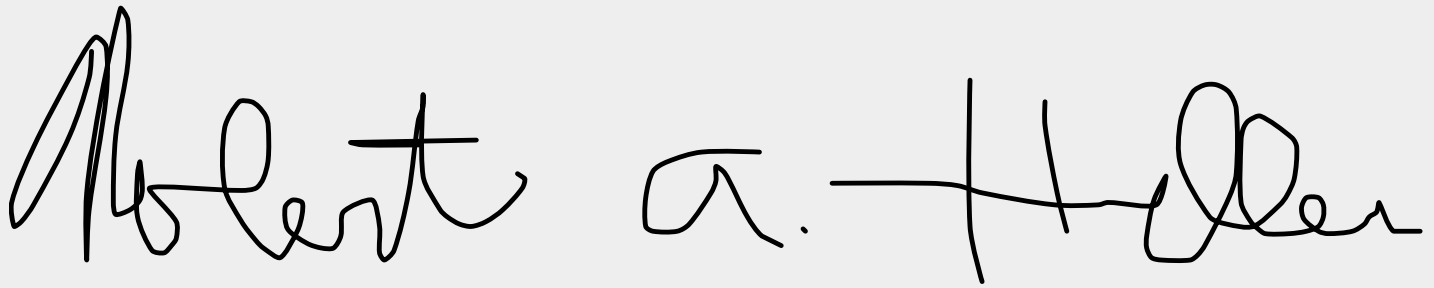
Yes

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

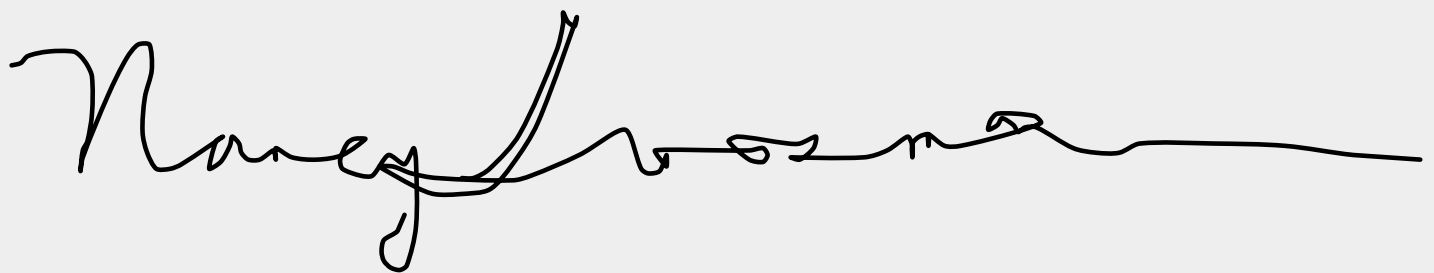
Responses Selected:

Yes

Signature, Head of Charter School

A handwritten signature in black ink on a light gray background. The signature reads "Robert A. Holden" in a cursive style.

Signature, President of the Board of Trustees

A handwritten signature in black ink on a light gray background. The signature reads "Nancy Brown" in a cursive style.

Date

Jul 18 2022

Thank you.



Entry 3 Accountability Plan Progress Reports

Completed - Oct 25 2022

Instructions

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

SUNY-authorized charter schools must download an Accountability Plan Progress Report template at [Accountability Plan Progress Report](#). After completing, SUNY-authorized charter schools must upload the document into the SUNY Epicenter system by **September 15, 2022**. SUNY CSI will forward to NYSED CSO.

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

[2021-22-Accountability-Plan-Progress-Report-AMS Final](#)

Filename: 2021-22-Accountability-Plan-Progre_ZgN1IYo.pdf Size: 2.0 MB

Entry 4 - Audited Financial Statements

Completed - Oct 31 2022

Required of ALL Charter Schools

ALL SUNY-authorized charter schools must upload the financial statements and related documents in PDF format into the SUNY Epicenter system no later than **November 1, 2022**. SUNY CSI will forward to NYSED CSO. **SUNY-authorized charter schools** are asked to ensure that security features such as password protection are turned off.

ALL Regents, NYCDOE, and Buffalo BOE-authorized charter schools must upload final, audited financial statements to the [Annual Report Portal](#) no later than **November 1, 2022**. Upload the independent auditor's report, any advisory and/or management letter, and the internal controls report as one submission, combined into a PDF file, ensuring that security features such as password protections are removed from all school uploaded documents.

PLEASE NOTE: This task appears as visible and optional task in the online portal until August 1 2022 but will be identified as a required task thereafter and due on November 1, 2022. This is a required task, and it is marked optional for administrative purposes only.

[NVCHS AMS I - June 30 2022 - Financial Statements](#)

Filename: NVCHS_AMS_I_-_June_30_2022_-_Finan_plwieax.pdf Size: 507.7 kB

Entry 4a – Audited Financial Report Template (SUNY)

Completed - Oct 31 2022

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

SUNY-authorized schools must download the Excel spreadsheet entitled “Audited Financial Report Template” at <http://www.newyorkcharters.org/fiscal/>. After completing, schools must upload the document into the SUNY Epicenter system no later than **November 1, 2022**. SUNY CSI will forward to NYSED CSO.

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

[2021-22-Audited-Financial-Statement-Template-AMS1](#)

Filename: 2021-22-Audited-Financial-Stateme_nwKjcdw.xlsx Size: 312.5 kB

Entry 4c – Additional Financial Documents

Incomplete - Hidden from applicant

Instructions - Regents, NYCDOE and Buffalo BOE authorized schools must upload financial documents and submit by **November 1, 2022**. The items listed below should be uploaded, with an explanation if not applicable or available. For example, a "federal Single Audit was not required because the school did not expend federal funds of more than the \$750,000 Threshold."

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

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

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

Entry 4d - Financial Services Contact Information

Incomplete - Hidden from applicant

Regents, NYCDOE, and Buffalo BOE authorized schools should enter financial contact information directly into the form within the portal by **November 1, 2022**.

Form for "Financial Services Contact Information"

1. School Based Fiscal Contact Information

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

2. Audit Firm Contact Information

	School Audit Contact Name	School Audit Contact Email	School Audit Contact Phone	Years Working With This Audit Firm

3. If applicable, please provide contact information for the school's outsourced financial services firm.

	Firm Name	Contact Person	Mailing Address	Email	Phone	Years With Firm

Entry 5 – Fiscal Year 2022-2023 Budget

Completed - Sep 15 2022

SUNY-authorized charter schools should download the [2022-23 Budget and Quarterly Report Template and the 2022-23 Budget Narrative Questionnaire](#) from the SUNY website and upload the completed template into Epicenter. SUNY CSI will forward to NYSED CSO. **Due November 1, 2022.**

Regents, NYCDOE, and Buffalo BOE authorized charter schools should upload a copy of the school's FY22 Budget using the [2022-2023 Budget Template](#) in the portal or from the Annual Report website. **Due November 1, 2022.**

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

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

[AMS1-2022-23-Budget-and-Quarterly-Report](#)

Filename: AMS1-2022-23-Budget-and-Quarterly-Report.xlsx Size: 512.3 kB

Entry 6 – Board of Trustees Disclosure of Financial Interest Form

Completed - Aug 1 2022

Due on August 1, 2022, each member of the charter school's Board of Trustees who served on a charter school education corporation governing one or more charter schools for any period during the 2021-2022 school year must complete and sign a [Trustee Disclosure of Financial Interest Form](#). Acceptable signature formats include:

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

All completed forms must be collected and uploaded in .PDF format for each individual member. **The education corporation is responsible for completing the form for trustees who left the board during the reporting year.**

Forms completed from past years will not be accepted. **Only the latest version of the form** (updated in April, 2022) is acceptable.).

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

[Cantillo, Peter Financial Disclosure Form AMS](#)

Filename: Cantillo_Peter_Financial_Disclosur_I0E5bfM.pdf Size: 246.0 kB

[Gibson Lisa AMS Financial-Disclosure-Form-Lisa Gibson-Executed](#)

Filename: Gibson_Lisa_AMS_Financial-Disclosu_rZGfIHj.pdf Size: 350.4 kB

[Grossman, Nancy Financial Disclosure forms - AMS](#)

Filename: Grossman_Nancy_Financial_Disclosur_vOUMEQr.pdf Size: 1.4 MB

[Levy, Fred Financial Disclosure Form AMS](#)

Filename: Levy_Fred_Financial_Disclosure_Form_AMS.pdf Size: 238.5 kB

[Lopez, Eva AMS Financial-Disclosure-Form](#)

Filename: Lopez_Eva_AMS_Financial-Disclosure-Form.pdf Size: 1.3 MB

[Lynton, Lili Financial Disclosure forms AMS](#)

Filename: Lynton_Lili_Financial_Disclosure_forms_AMS.pdf Size: 642.5 kB

[Marcin, Matt Financial Disclosure Form AMS](#)

Filename: Marcin_Matt_Financial_Disclosure_Form_AMS.pdf Size: 757.9 kB

[Milan-Bethel, Marsha AMS Financial-Disclosure-Form](#)

Filename: Milan-Bethel_Marsha_AMS_Financial-_h2lv2DX.pdf Size: 349.4 kB

[Nathan, Michael AMS Financial-Disclosure-Form](#)

Filename: Nathan_Michael_AMS_Financial-Disclosure_AaOWvPZ.pdf Size: 553.6 kB

[Rodriguez, Edgar Disclosure of Financial Interest Form AMS](#)

Filename: Rodriguez_Edgar_Disclosure_of_Financial-Interest_of_Fina_msn5QLg.pdf Size: 157.0 kB

[Shama, Musa Ali AMS Financial-Disclosure-Form](#)

Filename: Shama_Musa_Ali_AMS_Financial-Disclosure_iD7X4LP.pdf Size: 417.0 kB

[Urbina, Selina Financial Disclosure](#)

Filename: Urbina_Selina_Financial_Disclosure.AMS_v2.pdf Size: 584.6 kB

[Vega, Edna AMS Financial-Disclosure-Form 05 2022](#)

Filename: Vega_Edna_AMS_Financial-Disclosure_OTIlleB.pdf Size: 1.2 MB

Entry 7 BOT Membership Table

Completed - Jul 27 2022

Instructions

Required of ALL charter schools

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

Entry 7 BOT Table

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

NEW VISIONS CHARTER HIGH SCHOOL FOR ADVANCED MATH AND SCIENCE 800000070185

Authorizer:

Who is the authorizer of your charter school?

SUNY

1. 2021-2022 Board Member Information (Enter info for each BOT member)

	Trustee Name	Trustee Email Address	Position on the Board	Committee Affiliations	Voting Member Per By-Laws (Y/N)	Number of Terms Served	Start Date of Current Term (MM/DD/YYYY)	End Date of Current Term (MM/DD/YYYY)	Board Meetings Attended During 2021-2022
1	Peter Cantillo		Trustee/Member	N/A	Yes	3	01/01/2022	12/31/2024	10
2	Lisa Gibson		Trustee/Member	N/A	Yes	1	12/02/2020	12/31/2023	9
3	Nancy Grossman		Chair	N/A	Yes	2	01/01/2020	12/31/2022	11
4	Fredrick Levy		Trustee/Member	N/A	Yes	2	01/01/2020	12/31/2022	12
5	Eva Lopez		Trustee/Member	N/A	Yes	1	08/04/2020	12/31/2023	5 or less
6	Carol "Lili" Lynton		Trustee/Member	Finance	Yes	3	01/01/2022	12/31/2024	10
7	Marsha Milan-Bethel		Trustee/Member	N/A	Yes	2	01/01/2022	12/31/2024	9
8	Michael Nathan		Treasurer	Finance	Yes	1	01/01/2021	12/31/2023	11
9	Edgar Rodrgiuez		Secretary	N/A	Yes	1	12/29/2021	12/31/2024	6

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

Yes

1b. Board Member Information

	Trustee Name	Trustee Email Address	Position on the Board	Committee Affiliations	Voting Member Per By-Laws (Y/N)	Number of Terms Served	Start Date of Current Term (MM/DD/YYYY)	End Date of Current Term (MM/DD/YYYY)	Board Meetings Attended During 2021-2022
10	Edna Vega		Trustee/Member	N/A	Yes	2	01/01/2020	12/31/2022	11
11									
12									
13									
14									
15									

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

No

2. INFORMATION ABOUT MEMBERS OF THE BOARD OF TRUSTEES

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

a. Total Number of BOT Members on June 30, 2022	10
b.Total Number of Members Added During 2021-2022	1
c. Total Number of Members who Departed during 2021-2022	3
d.Total Number of members, as set in Bylaws, Resolution or Minutes	7

3. Number of Board meetings held during 2021-2022

12

4. Number of Board meetings scheduled for 2022-2023

12

Total number of Voting Members on June 30, 2022:

10

Total number of Voting Members added during the 2021-2022 school year:

1

Total number of Voting Members who departed during the 2021-2022 school year:

3

Total Maximum Number of Voting members in 2021-2022, as set by the board in bylaws, resolution, or minutes:

7

Thank you.

Entry 8 Board Meeting Minutes

Incomplete - Hidden from applicant

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

Schools must upload a complete set of monthly board meeting minutes (July 2021-June 2022), which should match the number of meetings held during the 2021-2022 school year, as indicated in the above table. The minutes provided must be the final version approved by the school's Board of Trustees and may be uploaded individually or as one single combined file. Board meeting minutes must be submitted by **August 1, 2022**.

Entry 9 Enrollment & Retention

Completed - Jul 27 2022

[Instructions for submitting Enrollment and Retention Efforts](#)

Required of ALL Charter Schools

Describe the good faith efforts the charter school has made in 2021-2022 toward meeting targets to attract and retain the enrollment of Students with Disabilities (SWDs), English Language Learners (ELLs), and students who are economically disadvantaged. In addition, describe the school's plans for meeting or making progress toward meeting its enrollment and retention targets in 2022-2023.

Entry 9 Enrollment and Retention of Special Populations

Recruitment/Attraction Efforts Toward Meeting Targets

	Describe Recruitment Efforts in 2021-2022	Describe Recruitment Plans in 2022-2023
Economically Disadvantaged	<p>AMS executed comprehensive recruitment strategies in 2021-2022 to meet its enrollment targets for economically disadvantaged students. Our comprehensive recruitment plan included middle school outreach within and outside the district, community and street outreach, hosting of virtual open houses and virtual presentations at middle schools, and a variety of strategic advertisements.</p> <p>AMS has built relationships with feeder middle schools throughout CSD 10 and the surrounding districts to ensure that parent coordinators and/or school counselors have our information and application to share with their eighth-grade families. Further, AMS mails out a yearly Sibling Letter with two applications to its current families. This is to encourage younger siblings to apply and/or share the additional application with a family or friend.</p> <p>AMS also hosted virtual information sessions and open houses to further inform families and the community about the school and the admissions process. All information sessions and open houses include the dissemination of recruitment materials and enrollment applications, a question and answer period, a school tour, and individual consultation with families who are interested in both Spanish and</p>	<p>In 2022-23, AMS plans to execute the same recruitment efforts and strategies used last year, and will adjust as needed. Based on the ongoing results from our paid media efforts and family surveys, we expect to also create a refined strategy around our brand marketing, word of mouth recruitment, and driving attendance to school tours and open houses.</p> <p>Additionally, we plan on utilizing student ambassadors during schoolwide recruitment events to help provide a real-time perspective of life as a student, as well as the application and admissions process for our school.</p>

English. These are publicized widely through the dissemination of flyers and postcards to families as well as the school's web page <http://www.newvisions.org/AMS> which is hosted on the main network site. New Visions also hosted its own Virtual High School Fair and participated in the NYC Charter Center Virtual Fair.

Our information sessions included media featuring AMS students, in an attempt to give prospective students and families a genuine view of the life of an AMS student, while still providing essential information for anyone that is applying to high school.

In addition, AMS utilized the AMS Student Council to help spread the word about AMS encouraging their peers to talk about student life at our school with their friends and family.

AMS also benefits from New Visions' extensive database of over 600 partner organizations that support families throughout the Bronx and NYC, including organizations that provide social services to high-need families such as those in the foster care and shelter systems. We connect with them via mailings and emails to promote AMS's application and recruitment process.

New Visions sent out a survey to our current parents and students that allowed the network to better understand what qualities our families look for in a high school and where they typically do research during the application process. This

has informed our strategy and allowed us to be more targeted with where we place advertisements as well as what messaging is included. With this information, New Visions promoted the network through a variety of media channels and partnerships. These paid promotions spanned across channels such as digital, social, print, email, and search.

Printed marketing efforts consisted of advertisements with local magazines such as New York Family (Bronx Edition) and a direct mailing campaign that was inclusive of two components: A network brochure to over eighth graders, 17,000 of those residing in the Bronx, and a “last chance” postcard to those same families in an effort to further encourage those families to apply before our lottery deadline of April 1st. AMS also sent out a third mailer to eighth graders in the Inwood area which was a total of 5,612 recipients

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

	<p>Email marketing efforts consisted of newsletter advertisements with local magazines such as El Diario. Search efforts consisted of a search engine marketing campaign that allowed our network's website to show up at the top of google search lists when families and parents google search specific keywords such as "charter schools near me", "charter high schools nyc" and more.</p>	
<p>English Language Learners</p>	<p>To ensure a large enough pool of ELL/ML applicants, AMS continues to execute additional efforts, along with help from the network, to reach as many families as possible. This includes specific outreach to middle schools with high ELL/ML student populations and multiple mailings and email blasts to key community-based organizations and other organizations that typically support families in these special populations. AMS also held Spanish-only Open Houses to accommodate the Spanish-speaking community. To increase further awareness of our school, New Visions advertised in El Diario Nueva York, which is the largest and the oldest Spanish-language daily paper in the United States.</p> <p>Our website offers families the opportunity to apply online or download the application, which in the past was only available in English and Spanish. We have since made our application and registration paperwork available in 7 additional languages! The additional languages are Haitian Creole, French, Bengali, Arabic, Chinese Traditional (Mandarin), Russian, and</p>	<p>In 2022-23, AMS plans to continue to execute the recruitment efforts and strategies used last year and in recognition that high-needs students require additional outreach efforts, we will continue to establish relationships and connect with institutions and service providers whose mission is to advocate and serve all students, including multilingual learners. As part of our efforts for the upcoming school year, we will be analyzing our recruitment and enrollment process to gain a better understanding of where students are coming from so that we can strategize ways to ensure that students and families from all backgrounds and varying needs have multiple opportunities to hear about what we have to offer.</p>

Urdu.

In addition, we partner with the NYC Charter Center around the Common Application, thus ensuring families that don't speak English or Spanish have access to our application. The Common Application is available in English, Spanish, Arabic, Urdu, Russian, Korean, Haitian Creole, French and Chinese and is widely promoted by the NYC Charter Center.

The application is also available at the school and community outreach events where interested families are able to apply directly at the school or event. Interested families also have the opportunity to call the New Visions main network office to apply over the phone, where there is a designated staff member who is bilingual in Spanish and able to assist families who are Spanish-speaking. In addition, the dedicated recruitment staff at AMS is bilingual in Spanish, which facilitates conversations with Spanish-speaking families.

Students with Disabilities

Throughout all of our outreach efforts, AMS makes sure to encourage families with students with disabilities to apply to our school and provides space to speak about their needs and supports. Particularly at our open houses, AMS makes sure to give families time for individual consultations for those who are interested in speaking with the principal or other staff. We also inform middle school staff that we support students with disabilities and that they can be confident in referring students with

In 2022-23, AMS plans to execute the same recruitment efforts and strategies used last year, and will adjust as needed.

IEPs. At the time of enrollment AMS ensures that every family with an IEP meets with the appropriate staff member to review the documents.

Retention Efforts Toward Meeting Targets

	Describe Retention Efforts in 2021-2022	Describe Retention Plans in 2022-2023
Economically Disadvantaged	<p>AMS employs multiple strategies and designs specific programmatic elements to ensure the success and retention of targeted students. Part of our overall strategy is to ensure that all students, whether or not they have special needs, feel supported and thrive academically. This support starts from the moment that students have an accepted seat and is followed through as we begin to know more about our students.</p> <p>At AMS we use a cohort model such that each cohort has an assistant principal, counselor, and dean that follows the cohort over the four years of high school. This model is intended to support the diverse needs of our students and to focus on the key factor in retaining students - relationships. At AMS we have used the following structures to support our students in building relationships with their peers and with our staff: new student and family orientation; week long summer bridge program for incoming students at the end of August; cohort based team building trips each year; numerous after school club opportunities; monthly cohort town hall meetings to celebrate and recognize students; community service events to support students in getting involved in their communities; and weekly young women's and young men's group.</p>	<p>AMS plans to utilize the same strategies to retain economically disadvantaged students in the coming year.</p>

We also know that in order to retain our students, we must help them thrive academically. At AMS we do this in various ways. We offer seven AP courses that students have open access to selecting. Our cohort model allows for our counselors to further support students with their unique needs. We hold weekly cohort team meetings to analyze student data and work closely with students and families to support their particular needs. Our National Honor Society has started a peer tutoring program to help support students that might be struggling academically. We have developed partnerships that afford a small percentage of our students internships. We hope to build on these partnerships so more students have access to these internship opportunities. Our students have the opportunity to be a peer facilitator junior and/or senior year. Peer facilitators work with a teacher to develop and implement discussion based experiences in our social studies classes once a month. Topics include race, colorism, sexual harassment, and other important topics related to current events.

AMS also connects economically disadvantaged students and their families with services (e.g. mental health, employment, social services, etc.) within and outside the school that can serve as valuable resources to meet their needs. Our school social workers provide individual and group therapy for students during the school day, as well as work with families for outside referrals for mental health and family therapy services. Targeted support

	<p>for our most disadvantaged families is also provided through home visits, targeted interventions, family dinners, and parent/teacher conferences. Our social work and counseling teams work hand in hand to identify students and families who would benefit from additional resources, which include but are not limited to individual counseling for students, outside referrals for students and families, assistance with navigating public benefits and services, referrals and assistance with housing concerns, and individualized follow up from our student support services team for both students and families.</p>	
<p>English Language Learners</p>	<p>As a commitment to retaining ELL/ML students, we work with families from the initial meeting at enrollment to ensure that families feel supported and comfortable and are aware of the services available for their students. Our bilingual staff members (including our recruitment and enrollment coordinator) assist our Spanish families with translation during these meetings. If our staff members do not speak the language of the family, we typically use the DOE translation service line. In addition, at the time of enrollment, we distribute the Home Language Survey (HLIS) to gather information on the student, which then can be used to determine if a student should take the New York State Identification Test for English Language Learners (NYSITELL) and receive English as a New Language (ENL) services.</p> <p>At AMS, ELLs/MLs are provided with opportunities and academic</p>	<p>AMS plans to utilize the same strategies to retain ELL/ML students in the coming year.</p>

supports to meet the same educational goals as our general education student population. School leaders are attentive to programming and assessment for these students by appropriately leveling ENL courses according to students' language proficiency levels (as determined by NYSESLAT scores, the statewide English proficiency assessment). Students receive co-taught instruction in at least two of their core classes. We leverage performance series reading data to effectively program students for reading intervention, specifically Just Words, Wilson, and our ENL Reading Lab. English Language Learners also benefit from network-based support in instruction, compliance, and in advocating for family involvement, which is not always the case at the high school level. Further, in partnership with New Visions, five of our teachers have received dual certification in ENL in order to better support our ELL/ML population.

Students with Disabilities

As a commitment to retaining students with disabilities, we work with families from the initial meeting at enrollment to ensure that families feel supported and comfortable and are aware of the services available to their students. We develop a clear plan for communication with families from the moment students register. For students with disabilities, we make the appropriate introductions to staff that will be supporting these areas and set up a time to review each student's IEP, as well as provide any assessments if necessary.

AMS plans to utilize the same strategies to retain students with disabilities in the coming year.

We have moved to a caseload management system, such that each special education teacher is responsible for 8-9 students over their four years. Students receive co-taught instruction in all of their core content classes. As mentioned above we leverage performance series reading data to effectively program students for reading interventions. In addition, we hold academic intervention during the eighth period where our students with learning needs get one on one support from one of our special education teachers. Lastly, our licensed social worker supports our students who need mandated counseling services.

Entry 10 – Teacher and Administrator Attrition

Completed - Jul 27 2022

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

A. TEACH System – Employee Clearance

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

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

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

B. Emergency Conditional Clearances

Emergency Conditional Clearances

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

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

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

Attestation

Responses Selected:

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

Entry 11 Percent of Uncertified Teachers

Incomplete - Hidden from applicant

Instructions

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

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

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

Entry 11 Uncertified Teachers

School Name:

Instructions for Reporting Percent of Uncertified Teachers

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

The table below reflects the information collected through the online portal for compliance with New York State Education Law 2854(3)(a-1) for teaching staff qualifications. Uncertified teachers are those not certified pursuant to the State Certification Requirements established by the NYSED Commissioner of Education. Enter the relevant full-time equivalent (FTE) count of teachers in each column. For example, a school with 20 full-time teachers and 5 half-time teachers would have an FTE count of 22.5.

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

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

	FTE Count
i. FTE count of uncertified teacher with at least three years of elementary, middle or secondary classroom teaching experience (as of June 30, 2022)	
ii. FTE count of uncertified teachers who are tenured or tenure track college faculty (as of June 30, 2022)	
iii. FTE count of uncertified teachers with two years of Teach for America experience (as of June 30, 2022)	
iv. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (as June 30, 2022)	
Total Category A: 5 or 30% whichever is less	0

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

	FTE Count
i. Mathematics	
ii. Science	
iii. Computer Science	
iv. Technology	
v. Career and Technical Education	
Total Category B: not to exceed 5	0

CATEGORY C: PLUS 5 ADDITIONAL UNCERTIFIED TEACHERS

	FTE Count
i. FTE count of uncertified teacher with at least three years of elementary, middle or secondary classroom teaching experience (as of June 30, 2022)	
ii. FTE count of uncertified teachers who are tenured or tenure track college faculty (as of June 30, 2022)	
iii. FTE count of uncertified teachers with two years of Teach for America experience (as of June 30, 2022)	
iv. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (as June 30, 2022)	
Total Category C: not to exceed 5	0

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

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

	FTE Count
Total	

CATEGORY D: TOTAL FTE COUNT OF UNCATEGORIZED, UNCERTIFIED TEACHERS

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

	FTE Count
Total Category D	

CATEGORY E: TOTAL FTE COUNT OF CERTIFIED TEACHERS

	FTE Count
Total Category E	

CATEGORY F: TOTAL FTE COUNT OF ALL TEACHERS

Please do not include paraprofessionals, such as teacher aides.

	FTE Count
Total Category F	

Thank you.



Entry 12 Organization Chart

Incomplete - Hidden from applicant

[Instructions](#)

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

Upload the 2021-2022 **Organization Chart**. The organization chart should include position titles and reporting relationships. Employee names should **not** appear on the chart.

Entry 13 School Calendar

Completed - Jul 27 2022

[Instructions for submitting School Calendar](#)

Required of ALL Charter Schools

If the charter school has a tentative calendar based on available information and guidance at the time, please submit with the August 1, 2022 submission. Charter schools must upload a final school calendar into the portal and may do so at any time but no later than **September 15, 2022**.

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

Board of Regents-authorized charter schools also are required to submit school calendars that clearly indicate the start and end date of the instructional year AND the number of instructional hours and/or instructional days for each month. See an example of a calendar showing the requested information. Schools are encouraged to use a calendar template and ensure there is a monthly tally of instructional days.

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

[NVCHS 2022-2023 TRIMESTER Calendar](#)

Filename: NVCHS_2022-2023_TRIMESTER_Calendar.pdf Size: 200.3 kB

Entry 14 Links to Critical Documents on School Website

Completed - Jul 27 2022

Instructions

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

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

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

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

Form for Entry 14 Links to Critical Documents on School Website

School Name: **New Visions Charter High School for Advanced Math and Science**

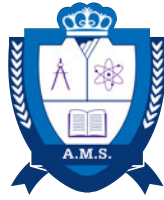
Required of ALL Charter Schools noting that SUNY-authorized charter schools are not required to submit item 4: Authorizer-approved DASA policy and NYSED-Approved School Discipline Policy

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

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

Thank you.





New Visions Charter High School for Advanced Math and Science (AMS)

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

Submitted to the SUNY Charter Schools Institute on:

October 14, 2022

By, Robert Hiller, Principal and
Melissa Wass, Senior Program Officer, Charter

99 Terrace View Avenue,
Bronx, NY 10463

718-817-7683

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

The following individuals prepared this 2021-22 Accountability Plan Progress Report on behalf of the Board of Trustees for New Visions Charter High School for Advanced Math and Science:

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

Trustee's Name	Board Position	
	Office (e.g. chair, treasurer, secretary)	Committees (e.g. finance, executive)
Peter Cantillo	Member	N/A
Lisa Gibson	Member	N/A
Nancy Grossman	Chair	N/A
Fredrick Levy	Member	N/A
Eva Lopez	Member	N/A
Carol "Lili" Lynton	Member	Finance
Marsha Milan-Bethel	Member	N/A
Michael Nathan	Interim Acting Treasurer	Finance
Edgar Rodriguez	Secretary	N/A
Edna Vega	Member	N/A

Robert Hiller has served as the principal since August 1, 2015.

SCHOOL OVERVIEW

The New Visions Charter High School for Advanced Math and Science (AMS) is a small school that opened in 2011 and served students in grades 9-12 in 2021-2022.

MISSION

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

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

STUDENT POPULATION

Located in the Marble Hill community of the Bronx, AMS serves students from predominantly low-income families. As of BEDs day 2021, 482 students were enrolled in AMS. Of these students:

- 83% are Black or Latino
- 83% are economically disadvantaged
- 12 % are students with disabilities
- 13% are English Language Learners/Multilingual Learners

KEY DESIGN ELEMENTS

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

1. Culturally Relevant Curriculum and Instruction: Instructional materials, including those sourced from New Visions, value the voices and knowledge of the youth we serve. Teachers strive to understand and honor students' cultures and interests and integrate them into instructional plans. Our routines for learning privilege student sensemaking, application of learning, choice, and collaboration.
2. Teacher Development: Sustained and diverse professional learning experiences, provided by both schools and the New Visions network, build teachers' capacity to consistently enact and enhance our vision for teaching and learning and support them in their professional

aspirations.

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

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

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

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

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

Civic & Community Engagement: We encourage students to find the power in their own voices and actions, and to collaborate, communicate, and advocate in order to build stronger selves, schools,

and communities. We do this by offering formal and informal experiences in our schools and cultivating partnerships in the community. Civic and community engagement, together with a rigorous academic program, equip our graduates with knowledge, skill sets, and agency to engage fully and lead in an increasingly complex world.

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

MODALITIES OF INSTRUCTION

During the 2021-2022 school year, AMS leveraged a fully in-person instructional model, with the exception of a brief remote learning period from 12/20/21 to 1/14/22 as a proactive response to the increase in COVID-19 cases at that time. During the remote learning period, we maintained our regular bell schedule and held live synchronous instruction each day.

SOCIAL, MENTAL, AND EMOTIONAL HEALTH SUPPORTS

Despite the shifting protocols and regulations with COVID-19 throughout the school year, AMS made efforts to support the social, mental, and emotional health of students and families by leveraging pre-existing systems, structures, and events, whenever applicable. Listed below is an overview of some of the key elements from the 2021-2022 school year that supported the social, mental, and emotional health of all stakeholders:

- Summer Bridge: AMS invited the Class of 2024 and Class of 2023 students for a portion of Summer Bridge to reacclimate students to the building after being in remote for an extended period of time.
- Monthly Virtual Town Halls to build community and communicate out about key information.
- Student Events & Trips (Hispanic Heritage Celebration, Black History Month Celebration, Spirit Week, Senior Trips, Pep Rally, & Cohort Trips)
- Leaders of the New Academy (L.O.N.A.) Group / Men's Group
- Senior Civic Impact Project

AMS continues to strengthen and leverage its counselor, assistant principal, and dean (CAD) team structure as a means to support students within each cohort.

Additionally, AMS strengthened its mental health support structures by leveraging a centralized system for stakeholders to flag any students' needs so that the appropriate stakeholders could respond in a timely and proactive manner. AMS also leveraged the alerts received through Securly to ensure that students were safe and getting additional mental health support, whenever applicable.

ENROLLMENT SUMMARY

School Enrollment by Grade Level and School Year

School Year	9	10	11	12	Total
2017-18	144	136	118	104	502
2018-19	128	136	113	119	496
2019-20	139	138	125	105	507
2020-21	139	133	124	115	511
2021-22	140	117	114	110	482

HIGH SCHOOL COHORTS

ACCOUNTABILITY COHORT

The state’s Accountability Cohort consists specifically of students who are in their fourth year of high school after entering the 9th grade. For example, the 2018 state Accountability Cohort consists of students who entered the 9th grade anywhere sometime during the 2018-19 school year, were enrolled in the school on the state’s annual enrollment-determination day (i.e., BEDS day) in the 2021-22 school year, and either remained in the school for the rest of the year or left for an acceptable reason. (See New York State Education Department’s SIRS Manual for more details about cohort eligibility and acceptable exit reasons: <http://www.p12.nysed.gov/irs/sirs/ht>)

The following table indicates the number of students in the Accountability Cohorts who are in their fourth year of high school and were enrolled at the school on BEDS Day in October and remained in the school until June 30th of that year.

Fourth-Year High School Accountability Cohorts

Fourth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Enrolled on BEDS Day in October of the Cohort’s Fourth Year	Number Leaving During the School Year	Number in Accountability Cohort as of June 30 th
2019-20	2016-17	2016	106	0	106
2020-21	2017-18	2017	117	0	117
2021-22	2018-19	2018	117	0	117

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

TOTAL COHORT FOR GRADUATION

Students are also included in the Total Cohort for Graduation (referred to as the Graduation Cohort, Total Graduation Cohort, or Total Cohort interchangeably throughout this report) based on the year they first enter the 9th grade. Students enrolled for at least one day in the school after entering the 9th grade are part of the school's Graduation Cohort. The school may remove students from the Graduation Cohort if the school has discharged those students for an acceptable reason listed in the SIRS manual, including the following: if they transfer to another public or private diploma-granting program with documentation, transfer to home schooling by a parent or guardian, transfer to another district or school, transfer by court order, leave the U.S., or are deceased.

Fourth Year Total Cohort for Graduation

Fourth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Graduated or Enrolled on June 30 th of the Cohort's Fourth Year (a)	Number of Students No Longer at the School Who Had Been Enrolled for at Least One Day Prior to Leaving the School and Who Were <u>Not</u> Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2019-20	2016-17	2016	106	1	107
2020-21	2017-18	2017	117	1	118
2021-22	2018-19	2018	117	1	118

Fifth Year Total Cohort for Graduation

Fifth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Graduated or Enrolled on June 30 th of the Cohort's Fifth Year (a)	Number of Students No Longer at the School Who Had Been Enrolled for at Least One Day Prior to Leaving the School and Who Were <u>Not</u> Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2019-20	2015-16	2015	6	108	114
2020-21	2016-17	2016	3	104	107
2021-22	2018-19	2018	2	116	118

PROMOTION POLICY

At AMS we offer students a variety of academic courses to both meet NYS graduation requirements and to push students to take college level course work during high school (specifically AP courses). Course sequences by content are below, please note that any student that enters our school meeting the ninth grade requirements in any content area is eligible to take the tenth grade requirements as a ninth grade student.

Course Sequencing

Content Area	9th	10th	11th	12th
Math	Algebra I	Geometry	Algebra II/Trig Statistics AP Calc	Statistics AP Stats AP Calc
ELA	ELA 9	ELA 10	ELA 11 Pre-AP English Literature	ELA 12 AP English Literature
Science	Living Environment Living Environment Lab	Earth Science or Chemistry	Chemistry Computer Science AP Biology Anatomy	AP Biology Computer Science AP Computer Science A Anatomy
Social Studies	Global I	Global II	US History AP US History	Government Economics CVCS
Foreign Language		Spanish I Native Language I	Spanish II Native Language II	Spanish II Native Language II
Arts	Studio Art I Music I	Studio Art II Music II	AP Drawing Keyboarding	AP Drawing Keyboarding
Physical Education	Team Sports Personal Fitness Health	Team Sports Personal Fitness	Team Sports Personal Fitness	Team Sports Personal Fitness
Electives	Reading Lab Math Lab	Reading Lab Math Lab	College & Career Reading Reading Lab	Senior Interdisciplinary course Reading Lab

Promotion Requirements

Grade 9 → Grade 10

At least two credits in each of the four core content areas (eight credits) + at least an additional three credits. A minimum of 11 credits are required for promotion to the tenth grade.

Grade 10 → Grade 11

At least two credits in each of the four core content areas (total of 16 credits) + an additional six credits (this should include credit in art and/or foreign language). A minimum of 22 credits are required for promotion to eleventh grade.

Grade 11 → Grade 12

At least two credits in each of the four core content areas (total of 24 credits) + at least nine additional credits including those awarded for art or foreign language. A minimum of 33 credits are required for promotion to twelfth grade.

Graduation Requirement

Meet state requirements for accumulation and distribution of credits + five exams.

GOAL 1: HIGH SCHOOL GRADUATION

GOAL 1: HIGH SCHOOL GRADUATION

Students will meet all the New York State graduation requirements.

Goal 1: Leading Indicator

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

METHOD

This measure serves as a leading indicator of the performance of the high school cohort and examines students' progress toward graduation based on annual credit accumulation. The measure requires that, based on the school's promotion requirements, 75 percent of the first and second year high school Total Graduation Cohorts will earn the required number of credits.

RESULTS AND EVALUATION

Ninety-three percent of students in the 2020 cohort and 87% of students in the 2021 cohort, earned the required number of credits to be promoted to the next grade level. AMS's first and second-year cohorts met and exceeded this measure.

At AMS we leverage our flexibility with our trimester programming to support students in meeting the credit requirements. The trimester programming has supported students in having multiple opportunities to be successful in each of their courses. On top of our trimester programming, we continue to leverage our cohort model to support our students in meeting the credit requirements to be promoted each year. Each cohort has a counselor, assistant principal, and dean (CAD) to monitor and support students within the cohort. We have also leveraged our team structures, such as monthly grade team meetings, and weekly department team meetings. Within these structures, there are opportunities to analyze student data and determine the best ways to support student success. Lastly, each trimester we give students and their families three progress reports, approximately every three weeks. These progress reports provide frequent and timely communication to students and their families, giving students an opportunity to understand what they must do in order to improve their standing in each class. This data also provides critical progress monitoring metrics for key stakeholders so that subgroups of students can be supported with more individualized action plans to aid with minimizing gaps.

Percent of Students in First and Second Year Cohorts Earning the Required Number of Credits in 2021-22

Cohort Designation	Number in Cohort during 2021-22	Percent promoted
2020	124	87%
2021	99	93%

ADDITIONAL EVIDENCE

Despite the challenges with remote learning and the transition back to in-person learning, we have seen the benefit of being able to support students more directly and effectively in the in-person setting, especially for our cohort 2021 students. We are confident that as we continue to adjust back to our traditional structures for supporting students that have been effective pre-COVID, we will be able to continue to better support students in addressing credit gaps. We will continue to use our cohort model and our department and grade team learning structures to best support students as well as in-house structures to provide targeted academic support (peer tutoring, academic intervention, office hours, etc.).

Goal 1: Leading Indicator

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

METHOD

This measure serves as a leading indicator of the performance of high school cohorts and examines their progress towards graduation based on Regents exam passage. The measure requires that 75 percent of students in each Graduation Cohort have passed at least three Regents exams by their second year in the cohort.

As a result of the Board of Regents' guidance regarding the cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22 for the most recent second year cohort schools should report the percentage of students who either passed or were exempted from at least three exams. In August of 2022, the 2019 cohort will have completed its second year.

RESULTS AND EVALUATION

Eighty-five percent of students in the 2020 cohort have passed or earned exemptions for at least three different Regents exams required for graduation. AMS met this measure and exceeded it by ten percentage points.

This year, we exceeded this benchmark and believe it can be attributed to the following:

- A balanced assessment approach where units have both authentic assessments and Regents aligned assessments.
 - Our authentic assessments have increased the rigor of our classroom instruction.
- ELA Regents Administration: students now sit for the ELA Regents exam during eleventh grade rather than in tenth grade, allowing students to prepare and focus on fewer Regents exams during their second year.
- Further development in our monitoring structures: We are starting to get to a place where we are better leveraging our data tools and the structures within the school to support making decisions about student needs.
- Strengthening the connection between CAD teams and grade teams so that there are more direct lines of communication to build awareness amongst key stakeholders of specific students' graduation needs.

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

Cohort Designation	School Year	Number in Cohort	Percent Passing at Least Three Regents (including exemptions)
2018	2019-20	130	95%
2019	2020-21	131	89%
2020	2021-22	124	85%

ADDITIONAL EVIDENCE

As can be seen by the data over the last few years, we have decreased compared to the previous year. Much of this drop can be attributed to spending the previous year fully in remote learning and the challenges of transitioning back to in-person learning.

Students not only navigated transitioning back into the building for school but also were faced with preparing for high-stakes exams that they did not have to sit for over the span of two years. Moving forwards, we are confident that with our summer support plan, strengthening our instructional focus with balanced assessments, and developing independent study skills, we will be able to increase this percentage.

Goal 1: Absolute Measures

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

METHOD

This measure examines students in two high school Graduation Cohorts: those who entered the 9 grade as members of the 2018 cohort and graduated four years later and those who entered as members of the 2017 cohort and graduated five years later. These data reflect August graduation rates. At a minimum, these students have passed or been exempted from five Regents exams required for high school graduation in ELA, mathematics, science, U.S. History, and Global History or met the requirements for the 4+1 pathway to graduation.

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

RESULTS AND EVALUATION

Ninety-seven percent of students in AMS’s 2018 cohort graduated after four years and 97% of students in the 2017 cohort graduated after five years. The 2018 cohort’s four-year graduation rate exceeded this measure by 22 percentage points and the 2017 cohort’s five-year graduation rate exceeded this measure by two percentage points.

We continue to support our students in successfully graduating high school through our:

¹ The state’s guidance for the multiple graduation pathways can be found here: <http://www.p12.nysed.gov/ciai/multiple-pathways/>.

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

- Cohort model with a counselor, assistant principal, and dean (CAD) following their cohort over the four years.
- We have continued to develop our postsecondary systems and structures to provide more clarity on where students are transitioning to after high school (college or work readiness). We leverage this information as a way to support specific students with more unique pathways.
- We have added a point person for students who do not graduate in four years and this point person has played an important role in supporting our fifth-year students in graduating.
- Our teaming structures of department and grade team have allowed us to analyze and learn from the implementation of our focus areas, such as authentic tasks and standards-based grading.

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

Cohort Designation	School Year	Number in Cohort	Percent Graduating
2016	2019-20	107	96%
2017	2020-21	118	96%
2018	2021-22	118	97%

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

Cohort Designation	School Year	Number in Cohort	Percent Graduating
2015	2019-20	114	96%
2016	2020-21	107	97%
2017	2021-22	118	97%

ADDITIONAL EVIDENCE

Over the last few years, we have maintained consistency with supporting our students in graduating in both four and five years. Much of this can be attributed to strong teaming structures that include: CAD teams, grade teams, department teams, and leadership teams. Additionally, we have increased our staff retention over the last few years, which has allowed us to build year to year.

Goal 1: Comparative Measure

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

METHOD

The school compares the graduation rate of students completing their fourth year in the charter school's Total Graduation Cohort to that of the respective cohort of students in the school district of comparison. Given that district results for the current year are generally not available at this time, for purposes of this report schools should include the district's 2020-21 results as a temporary placeholder for the district's 2021-22 results.

RESULTS AND EVALUATION

AMS’s 2018 cohort’s graduation rate of 97% exceeded Community School District 10’s 2017 cohort graduation rate of 84% by 13 percentage points. District data for the 2018 cohort was not available for comparison at the time of this report.

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

Cohort Designation	School Year	Charter School		School District	
		Number in Cohort	Percent Graduating	Number in Cohort	Percent Graduating
2016	2019-20	107	96%	4074	80%
2017	2020-21	118	93%	3817	84%
2018	2021-22	118	97%	TBD	TBD

ADDITIONAL EVIDENCE

At AMS we continue to exceed the four-year graduation rate of the district we are located in. We believe this is because of the flexibility of our programming, strong beliefs in teaching and learning, and our strong cohort model that supports the individual needs of our students. We have also developed adult capacity due to the higher retention of staff, which allows for systems and structures for student support to develop over time.

Goal 1: Absolute Measure

Each year, 75 percent of students in the high school Total Cohort pursuing an alternative graduation pathway (commonly referred to as the 4+1 pathway) will achieve a Regents equivalency score and pass an approved pathway assessment required for graduation by the end of their fourth year in the cohort.

METHOD

The New York State Board of Regents approved regulations establishing alternative pathways to graduation for all students. Students may replace one of the required Social Studies Regents exams with an approved alternative assessment. For more information about requirements and approved assessments refer to the NYSED resource online: <http://www.p12.nysed.gov/ciai/multiple-pathways/>. The school will document the names of the alternative assessments administered and success rate for students in the templates bellow.

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

RESULTS AND EVALUATION

Fifty percent of students in AMS’s 2018 cohort who pursued an alternative graduation pathway (with valid scores) achieved a Regents equivalency score and passed an approved pathway assessment required for graduation, therefore not meeting this measure.

Percentage of the 2018 Graduation Cohort Pathway Students Demonstrating Success by Exam Type

Exam	Number of Graduation Cohort Members Tested (a)	Number Passing or Achieving Regents Equivalency (b)	Percentage Passing $=[(b)/(a)]*100$
CC Alg Regents	6	2	33%
Living Regents	4	1	25%
Lote	1	0	0%
Overall	6	3	50%

Pathway Exam Passing Rate by Fourth Year Accountability Cohort

Cohort Designation	School Year	Number in Cohort	Percent Passing a Pathway Exam
2016	2019-20	107	16%
2017	2020-21	118	6%
2018	2021-22	117	3%

ADDITIONAL CONTEXT AND EVIDENCE

Due to the uniqueness of how Regents exemptions impacted graduation pathways, there has been a trend over the past few years of fewer students utilizing alternate pathways in order to meet graduation requirements. We anticipate that with the transition back to in-person learning, more students will potentially engage with alternative pathways, and we will leverage our CAD team, postsecondary team, and community engagement team to support these students in developing the necessary skills and have success with alternative pathway assessments. We will continue to strengthen our progress monitoring structures to support specific subgroups of students that may be in this category. Engaging families in this process will be important as well.

SUMMARY OF THE HIGH SCHOOL GRADUATION GOAL

In school year 2021-22, AMS achieved five of the six measures in the high school graduation goal.

Type	Measure	Outcome
Leading Indicator	Each year, 75 percent of students in first and second year high school Total Graduation Cohorts will earn at least ten credits (if 44 needed for graduation) or five credits (if 22 needed for graduation) each year.	Achieved
Leading Indicator	Each year, 75 percent of students in the high school Total Graduation Cohort will score at least 65 on at least three different New York State Regents exams required for graduation by the completion of their second year in the cohort.	Achieved
Absolute	Each year, 75 percent of students in the fourth year high school Total Graduation Cohort will graduate.	Achieved
Absolute	Each year, 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.	Achieved
Comparative	Each year, the percent of students in the high school Total Graduation Cohort graduating after the completion of their fourth year will exceed that of the Total Graduation Cohort from the school district of comparison.	Achieved
Absolute	Each year, 75 percent of students in the high school Total Cohort pursuing an alternative graduation pathway will achieve a Regents equivalency score and pass an approved pathway assessment required for graduation by the end of their fourth year.	Not Achieved

ACTION PLAN

As we move into the 2022-2023 school year, we will:

- Further develop our authentic tasks and the standards we focus on as a school community. We have increased our standard options from 17 standards to 36 standards for teachers to incorporate into the curriculum to have a specific lens to support students in developing the critical key areas of critical thinking, collaboration, communication, creativity, character, and citizenship.
- Pilot a Defense of Learning structure with the purposes of: 1) supporting students in further developing their sense of self; 2) building student capacity to self-reflect and present to a small audience, and 3) creating purpose around the need for our portfolio organization.
- Engage in inquiry to develop routines on strengthening how we interact positively with one another in the classroom environment (student to student and teacher to students). To address the challenges with the transition back to in-person learning we are confident that having a professional focus on strengthening interaction routines will foster a richer and more rigorous academic experience for students.

- Strengthen our tier 2 and tier 3 support structures by adding a second literacy intervention teacher and by focusing on literacy supports across content areas, specifically leveraging common annotation and vocabulary strategies.
- Be more intentional with how we support our students in their social and emotional growth. We will continue to use SEL as a lens for our grade-team work in the upcoming school year, and we will leverage the CASEL framework and the book: Culturally Responsive Teaching and the Brain.
- Further refine our CAD team routines, including leveraging a common data tool across all four cohorts in order to more effectively track student progress over time. This also includes identifying students who potentially may pursue an alternative pathway for graduation, and involving families in a collaborative approach in identifying the best option for the student's needs.
- Strengthening our postsecondary structures and systems so that each student is meeting with their counselor at least one time a trimester to develop their sense of self and is empowered to articulate what their postsecondary goals are and have access to resources to help them clearly understand their next steps.
- Strengthen our family engagement, by leveraging our Parent Portal in Powerschool and digital technology (Zoom, Google Meet, etc) to increase access to staff.

GOAL 2: COLLEGE PREPARATION

GOAL 2: COLLEGE PREPARATION

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

In order to support all AMS students to be prepared for academic institutions of higher education, we have focused on further developing two of our Key Design Elements, Innovative and Responsive Teaching and Learning and Comprehensive Postsecondary Readiness.

Innovative & Responsive Teaching & Learning:

As a school community we have developed a set of standards aligned to six competencies, Critical Thinking, Creativity, Communication, Collaboration, Character, and Citizenship. Within each of the students' courses, they engage in learning that is assessed multiple times a trimester using authentic tasks (performance-based assessments) aligned to a set of standards (some of which cut across all courses, and others are chosen by the teacher). These rigorous tasks allow our school community to support students in developing these key competencies needed to be successful after high school while learning about the areas we need to improve and grow in as a school community.

Additionally, seniors are expected to engage in a civic impact project, where students work collaboratively on a self-identified problem, and use design thinking to take action and learn about how their action is impacted by the defined problem. Each group presents their civic impact project to a panel in June and are evaluated using the Buck Institute Project Based Learning Rubrics. It is our authentic tasks, school-wide standards, and senior civic impact project that ensures our students are leaving AMS with both content knowledge and key dispositions needed to be prepared for postsecondary life.

Comprehensive Postsecondary Readiness:

At AMS, we leverage our expansive counseling model to support each student with their postsecondary plans. Our model includes the following:

- Counselors meet with every student to complete the AMS Student Postsecondary Plan Profile, a living document that captures students' strengths, skills, reflections, and other key items as it relates to their postsecondary goals.
- Counselors push into ninth and tenth-grade classes to engage students in understanding the postsecondary process which includes analyzing the college application, doing some initial career exploration, and understanding the financial aspect of postsecondary life.
- During eleventh grade, each student takes a College Career Readiness (CCR) elective. In this course, each student develops their career aspirations, creates a postsecondary college and trade school list, writes the first draft of their college essay, and prepares for the SAT exam. All of the students' artifacts that are developed are organized in each student's individual portfolio.
- During senior year, our twelfth-grade college counselor works with each student and their family on finalizing their postsecondary plan. This process includes the completion of CUNY, SUNY, private college, and trade school applications. It also includes meeting with students and families to complete their financial aid applications (FAFSA & TAP). After students are accepted into the different programs they applied to, our twelfth-grade counselor works with students and families who need support in making their decision.

- During the transition between graduation and enrolling in college, we leverage a Bridge to College coach. This coach supports our graduating seniors in finalizing the tedious steps that happen between graduation and the first day of class in late August. They support students with the housing process, course selection, entrance exams, immunization records, etc. The two college coaches also work with our juniors over the summer on virtual college tours, their college essays, and other valuable experiences to support the rising seniors.

This year we have continued our partnerships with Local Civics, Let’s Get Ready, and Lifelink to increase the support for both our current and graduating students. Local Civics has provided our students additional support with career exploration, guest speakers, resume writing workshops, and college essay writing workshops. Let’s Get Ready and LifeLink will be leveraged to support our students while in college.

Goal 2: Absolute Measure

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

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

METHOD

Schools use any method listed here, or any combination thereof, to demonstrate that at least 75 percent of graduates are prepared to engage in rigorous college level coursework. The school should select only those methods listed here that it uses to demonstrate the college readiness of its students and eliminate those that it will not. For instance, high schools that do not deliver an IB Program as part of their high school design do not report on the IB option. The school reports on the number of students who attempted to achieve each indicator, the number who succeeded, and the corresponding percentage. Additionally, the school should report on the overall number of students who graduated after four years, the number of those graduates who achieved any of the relevant indicators, and the overall percentage achieving any indicator.

AMS currently has two partnerships that give our students access to college courses:

- College Now with Lehman College: Students have access to a variety of courses through our College Now program. Students who meet the prerequisites are eligible to apply and attend the program which is taught at Lehman College.
- National Equity Lab: During the 2021-2022 school year we continued our partnership with National Equity Lab. Students had access to three different courses: 1) Big Data course with

Cornell, 2) Intro to Cloud Computing with ASU, and 3) Poetry in America with ASU. These courses were taught by college professors using virtual tools.

AMS has continued to develop the infrastructure in preliminarily selecting students who are eligible for these programs and providing in-house support in terms of framing the expectation for students. In addition, we also provide support throughout the year to ensure that students are able to navigate the multiple demands that come with engaging in high school, in addition to participating in college-level courses.

RESULTS AND EVALUATION

Forty-three percent of AMS’s 2018 cohort demonstrated their preparation for college by achieving at least one of the indicators listed above, therefore not meeting this measure. Although AMS’s 2018 cohort did not meet this measure, there was a 5 percentage point increase from last school year.

Cohort 2018 out performed or performed similarly to cohort 2017 on every indicator with the exception of achieving at least Performance Level 4 on both the ELA and math Regents required for graduation. With the two-year gap of not being able to take any Regents exams, Cohort 2018 students missed critical opportunities to take an ELA and Math Regents. Moving forward to more typical instruction and consistent scheduling with testing administration, we are confident that future cohorts of students would be able to increase the metric on graduates demonstrating college preparation.

Percentage of the 2018 Total Cohort Graduates Demonstrating College Preparation by Indicator

Indicator	Number of Graduates who Attempted the Indicator	Number who Achieved Indicator	Percentage of Graduates who Achieved Indicator
Passing an AP Exam	64	23	36%
Passing a College Level Course	20	20	100%
Achieving the College and Career Readiness Benchmark on the SAT	110	32	29%
Earning a Regents Diploma with Advanced Designation	114	28	25%
Achieving at least Performance Level 4 on both the ELA and Math Regents Required for Graduation	114	2	2%
Overall	114	49	43%

ADDITIONAL EVIDENCE

We have seen some pretty strong increases this year in this metric (achieving the College and Career Readiness Benchmark on the SAT; Earning a Regents Diploma with Advacned Designation) and much of this can be attributed to the following:

- Significant increase in the number of students earning an Advanced Regents Diploma. This has to do with both the Regents exemptions and the intentional shift of our Spanish program - moving it from a .5 credit class to a 1 credit course;
- Providing more opportunities for students to engage in college-level courses earlier in their high school career; and
- Providing intentional and targeted SAT prep courses for students to help develop the necessary literacy, math, and testing-taking skills needed to be successful with these standardized assessments.

Goal 2: Absolute Measure

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

The calculation of this measure is not required for 2021-22.

Goal 2: Comparative Measure

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

The calculation of this measure is not required for 2021-22.

Goal 2: Absolute Measure

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

METHOD

The ultimate measure of whether a college prep high school has lived up to its mission is whether students actually enroll and succeed in college. Schools track and report the percentage of fourth-year Total Cohort graduates who matriculate into a two or four-year college program in the school year following graduation. Schools should update and confirm data for Cohorts prior to 2021-22 and provide preliminary matriculation data for 2018 Cohort. It may be necessary for schools to provide updated data to the Institute when National Student Clearinghouse or other data sources become available later in the school year.

RESULTS AND EVALUATION

AMS collects matriculation data from the National Student Clearinghouse. Clearinghouse data for cohort 2018 was not available at the time of this report. This metric will be updated once the data becomes available.

According to AMS’ postsecondary commitment data, 92% of cohort 2018 graduates committed to college. Of the cohort 2018 students that committed, 61% of students are planning to attend a CUNY school, 20% of students are planning to attend a SUNY school, and the remaining 19% of cohort 2018 students are attending a private or out-of-state university for college.

Matriculation Rate of Graduates by Year

Cohort	Graduation Year	Number of Graduates (a)	Number Enrolled in 2 or 4-year Program in Following Year (b)	Matriculation Rate = $[(b)/(a)]*100$
2016	2019-20	103	78	76%
2017	2020-21	110	83	73%
2018	2021-22	114	TBD	TBD

ADDITIONAL CONTEXT AND EVIDENCE

The decrease in this metric for cohort 2017 can be attributed to the remote learning period that students were in during a critical part of the postsecondary process. This had an impact on students' decisions to enroll in college immediately after graduating high school. We have continued to leverage our postsecondary team to support students in transitioning from high school to college, and we will continue to analyze our student data to ensure that all of our students have strong plans that support their goals prior to graduation. We are continuing to solidify our postsecondary profile for each student so there is more clarity and focus on what each student's postsecondary goals are and what resources are needed to support each student in moving towards a pathway that best aligns with their strengths and goals.

SUMMARY OF THE COLLEGE PREPARATION GOAL

In school year 2021-22, AMS did not achieve the one measure, with data available, in the college preparation goal. Two measures are not applicable for the school year 2021-22 and data was not available for one measure at the time of this report.

Type	Measure	Outcome
Absolute	Each year, 75 percent of graduating students will demonstrate their preparation for college by one or more possible indicators of college readiness.	Not Achieved
Absolute	Each year, the CCCRI for the school's Total Cohort will exceed that year's state MIP set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the school's CCCRI for the Total Cohort will exceed that of the district's Total Cohort.	N/A
Absolute	Each year, 75 percent of graduating students will matriculate into a college or university in the year after graduation.	TBD

ACTION PLAN

We continue to struggle to meet all college preparation goal measures and are working strategically to ensure we continue to make strides in moving towards this ambitious goal. A few things we will focus on in the coming year(s) includes:

- Strengthening our partnership with Lehman College and the College Now program. A team of staff have started to work on a more comprehensive approach to this partnership that is centered around focused communication to students and families around these great

opportunities, and more clear tracking mechanisms to better learn about which students are taking advantage of these opportunities and which are not.

- Further develop our National Equity Lab partnership by connecting some of these course opportunities to some of our senior-level courses. We hope that this not only strengthens our senior year for students but that it also allows for more access to innovative and rigorous college courses.
- Work with our local SUNY colleges and universities to have some of our senior-level courses count for college credit as part of the dual enrollment programs. We are currently in contact with a few schools about setting this up for the upcoming year(s). We believe this will significantly increase the number of students meeting this benchmark.
- Build on our pedagogical routines that focus on balanced assessment within all of our courses, with an intentional focus on retrieval practice - a research-backed approach to supporting students in transferring their knowledge.

GOAL 3: ENGLISH LANGUAGE ARTS

BACKGROUND

We continued to reflect on previous work to strengthen the English language arts curriculum, instruction, assessment, and professional development at AMS. Given the uniqueness of the year with the transition back to in-person instruction with COVID-19 rules and regulations, in addition to being flexible with our model to be prepared for any unanticipated remote learning period throughout the year, AMS has kept a balanced approach to how we continue to grow in the key tenets of our community but also were flexible with things like discussion-based learning. In anticipation of students taking Regents exams, AMS embedded opportunities throughout the curriculum to assess and give feedback to students on Regents-aligned assessments.

In 2021-2022, AMS further developed its intentionality with planning around student needs, by strengthening unit planning routines and implementation, in addition to leveraging data to create supports for underlying skills and capacities through the Authentic Tasks. The ELA Department engaged in literacy strategy workshops, rounds of student data analysis, and digging into existing research and literature on culturally responsive teaching and sustaining practices. The ELA Department focused on strengthening how students develop their capacity to annotate and leverage their annotations of texts to make connections and draw inferences.

HIGH SCHOOL ENGLISH LANGUAGE ARTS

Goal 3: Absolute Measure

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

METHOD

The school administered the Regents English exam that students must pass to graduate. The State Education Department currently defines the college and career readiness standard as scoring at or above Performance Level 4 (meeting Common Core expectations) on the Regents Exam in English Language Arts (Common Core). This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 4 by the completion of their fourth year in the cohort.

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

RESULTS AND EVALUATION

Fifty percent of students in AMS's 2018 cohort scored at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core). Although AMS's 2018 cohort fell short of meeting this measure there was a one percentage point increase from the previous year.

We believe that this increase can be attributed to a few key decisions we have made as a school community.

- Stronger communication of the Level 4 benchmark to students and families.
- More intentional timing of when students sit for the exam and resit when they do not meet the benchmark.
- More focused and coherent curriculum with an emphasis on writing skills.
- A balanced assessment approach that values our authentic tasks with cumulative Regents-based assessments in each unit.
- A focus on cross-content annotation skills.
- A school-wide approach to cross-content standards/competencies.

Percent Scoring at Least Level 4 on Regents English Common Core Exam by Fourth Year Accountability Cohort²

Cohort	Fourth Year	Number in Cohort (a)	Number exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2016	2019-20	106	2	50	48%
2017	2020-21	117	13	51	49%
2018	2021-22	117	111	3	50%

ADDITIONAL EVIDENCE

We have seen an increase over time for this metric and though we only increased by one percentage point with this current cohort, it should be noted that the 2018 cohort missed three key testing opportunities due to the remote learning and Regents exemptions period because of COVID-19.

Percent Achieving at Least Level 4 by Cohort and Year

Cohort Designation	2019-20		2020-21		2021-22	
	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4 ³	Number in Cohort	Percent Level 4 ⁴
2018	130	7%	124	18%	117	50%
2019	135	1%	131	2%	112	11%
2020			129	0%	124	1%
2021					99	0%

² Based on the highest score for each student on the English Regents exam

³ Percent scoring at least Level 4 among students with valid score

⁴ Percent scoring at least Level 4 among students with valid score

Goal 3: Absolute Measure

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

METHOD

The school administered the Regents English exam that students must pass to graduate. The school scores Regents on a scale from 0 to 100. The State Education Department currently defines the cut off for passing and meeting the requirement for graduation as scoring at or above Performance Level 3 (partially meeting Common Core expectations) on the Regents Exam in English Language Arts (Common Core). This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 3 by the completion of their fourth year in the cohort.

Due to the state’s cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22 some students in the 2018 Cohort who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students achieving at least Level 3 among the students who sat for the exam.

RESULTS AND EVALUATION

Sixty-seven percent of students in AMS’s 2018 cohort (with valid scores) scored at or above Performance Level 3 on the Regents Exam in English Language Arts (Common Core), therefore not meeting this measure. It should be noted that a total of 112 students, 111 with no valid score and one who had sat previously for the exam, earned Regents exemptions. Therefore 99% of students in cohort 2018 met the ELA Regents requirement for graduation, largely due to the Regents exemptions that were offered during that period of time.

The structures, teaching and learning, and data tools the ELA team leverages supports our students in reaching the Level 3 requirements. Cohort 2018 students missed four key opportunities from 2020-2022 to resit for the ELA exam, which contributes to the significant drop in this metric.

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

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2016	2019-20	106	2	92	88%
2017	2020-21	117	13	90	87%
2018	2021-22	117	111	4	67%

ADDITIONAL EVIDENCE

Though there has been a significant drop, we understand that the biggest factor has been the disruptions that came from missing testing opportunities due to COVID-19. We are confident that if students had these opportunities to take the ELA Regents, we would be above the 80% benchmark.

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

Percent Achieving at Least Level 3 by Cohort and Year

Cohort Designation	2019-20		2020-21		2021-22	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing ⁵	Number in Cohort	Percent Passing
2018	130	7%	124	18%	117	67%
2019	135	2%	131	2%	112	28%
2020			129	0%	124	1%
2021					99	0%

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

Cohort Designation	Number in Cohort	Total Number Exempted	Number w/ Special Appeal	Number Scoring at Least Level 3	Percent Scoring at Least Level 3/Exempted
2018	117	112	0	4	99%
2019	112	94	1	5	89%
2020	124	1	0	1	2%
2021	99	1	0	0	1%

Goal 3: Absolute Measure

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

The calculation of this measure is not required for 2021-22.

Goal 3: Comparative Measure

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

The calculation of this measure is not required for 2021-22.

Goal 3: Comparative Measure

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

The calculation of this measure is not required for 2021-22.

Goal 3: Comparative Measure

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

The calculation of this measure is not required for 2021-22.

⁵ Percent scoring at least Level 4 among students with valid score

Goal 3: Growth Measure

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

METHOD

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

RESULTS AND EVALUATION

Thirty-three percent of students in the 2018 cohort who were not proficient on their NYS 8th grade English language arts exam scored at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core), therefore not meeting this measure. Although this measure was not met there was a seven percentage point increase from the previous year.

We continue to analyze our ELA results leveraging our team structures and based on our noticings, we refine and further develop our curriculum as necessary. This process will continue in order to support this subgroup of students in reaching a Level 4 on the ELA exam.

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

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2016	2019-20	64	1	23	37%
2017	2020-21	62	1	16	26%
2018	2021-22	49	46	1	33%

ADDITIONAL EVIDENCE

Although we are not meeting the measure, we started to see increases with the 2018 cohort students. Despite the challenges of not having ample opportunities for students to take or prepare for the exam, we attribute the increase in the refinement of our literacy intervention structures and in the development of cross-curricular instructional support (annotation & vocabulary).

Goal 3: Growth Measure

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

METHOD

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

RESULTS AND EVALUATION

Sixty-seven percent of students in the 2018 cohort who were not proficient on their NYS 8th grade English language arts exam scored at or above Performance Level 3 on the Regents Exam in English Language Arts (Common Core). AMS’s 2018 cohort did not achieve this measure.

Similar to the metric above, not meeting this metric has much to do with the significant decrease in the opportunities to sit for the ELA exam. The 2018 cohort only had one opportunity vs the five opportunities for the previous cohorts.

Percent Achieving at Least Performance Level 3 on Common Core exam among Students Who Were Not Proficient in the 8 Grade by Fourth Year Accountability Cohort					
Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2016	2019-20	64	1	51	81%
2017	2020-21	62	1	41	67%
2018	2021-22	49	46	2	67%

ADDITIONAL CONTEXT AND EVIDENCE

Given that we were in remote learning for an extended period of time, it is difficult to understand how future cohorts are doing as it relates to this metric. We will continue to analyze our internal assessments to understand how we are supporting our students in meeting this benchmark in the future.

SUMMARY OF THE HIGH SCHOOL ENGLISH LANGUAGE ARTS GOAL

In school year 2021-22, AMS did not achieve any of the four measures with data available in the English language arts goal. Four measures were not applicable for school year 2021-22.

Type	Measure	Outcome
Absolute	Each year, 65 percent of students in the high school Accountability Cohort will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	Not Achieved
Absolute	Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	Not Achieved
Absolute	Each year, the Performance Index (PI) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the state Measure of Interim Progress (MIP) set forth in the state’s ESSA accountability system.	N/A
Comparative	Each year, the percentage of students in the Total Cohort meeting or exceeding Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students from the district meeting or exceeding Common Core expectations.	N/A
Comparative	Each year, the percentage of students in the Total Cohort partially meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.	N/A
Comparative	Each year, the Performance Index (PI) in Regents English of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.	N/A
Growth	Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade English language arts exam will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	Not Achieved
Growth	Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade English language arts exam will at least partially meet Common Core expectations (currently scoring at least Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	Not Achieved

ACTION PLAN

Much of the data from cohort 2018 is difficult to analyze given the lack of opportunities for them to sit for the ELA exam. In thinking about how we are supporting future cohorts in meeting these ambitious benchmarks, especially the Level 4 benchmarks, we will:

- Continue to communicate to students and families the Level 4 benchmark goals and expectations.
- Continue to use our timeline of when students sit for the exam:

- January of junior year as students' first attempt.
- June of junior year as students' second attempt.
- Based on data, students would have more opportunities to resit for the exam in August, January, and June of their fourth year of high school.
- Continue to focus on a balanced assessment approach where each unit has both an authentic task and a cumulative regents assessment.
- Further develop our standards-based feedback structures that focus on self-assessment and teacher-based feedback that is actionable.
- Leverage our reading assessment data across all content areas to support students in cultivating their reading skills and implement a tiered approach for literacy development.
- Build on the common annotation strategies developed over the last year plus and incorporate them into all classes.
- Leverage our writing standards across content areas to further support our students' ability to effectively communicate their ideas in writing.

GOAL 4: MATHEMATICS

BACKGROUND

We continued to reflect on previous work to strengthen the Math curriculum, instruction, assessment, and professional development at AMS. Given the uniqueness of the year with the transition back to in-person instruction with COVID-19 rules and regulations, in addition to being flexible with our model to be prepared for any unanticipated remote learning period throughout the year, AMS has kept a balanced approach to how we continue to grow in the key tenets of our community, but also are flexible with things like discussion-based learning. In anticipation of students taking Regents exams, AMS embedded opportunities throughout the curriculum to assess and give feedback to students on Regents-aligned assessments. Math teachers also developed routines around Throwback Tasks which folds in the research-based benefit of interleaving as a means of supporting students with learning abstract and complex concepts that may be procedural in nature.

In 2021-2022, AMS further developed its intentionality with planning around student needs, by strengthening unit planning routines and implementation, in addition to leveraging data to create supports for underlying skills and capacities through the Authentic Tasks. A big focus was supporting students in how to choose and use appropriate evidence critically and thoughtfully when making their thinking visible through a final product. The Math Department also engaged in strengthening its content team structures, which serves as a critical hub where teachers are collaborating and co-planning to revise lesson materials to address gaps in students' mathematical understanding.

HIGH SCHOOL MATHEMATICS

Goal 4: Absolute Measure

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

METHOD

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

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

RESULTS AND EVALUATION

Twenty-one percent of students in AMS’s 2018 cohort scored at or above Performance Level 4 on a Regents mathematics exam, therefore not meeting this measure.

At AMS, we have struggled to meet the ambitious goal of 65% of students scoring at Performance Level 4 on a mathematics Regents. Although we are far from meeting this measure, we will continue to further analyze the data to make decisions on further improving this outcome. We aim to also be strategic with when we provide students with opportunities to take the Algebra I Regents exam, including after junior year when students have finished the Algebra II/Trig curriculum. We are also thinking about leveraging research-based practices that lean on the concept of interleaving as a meaningful and impactful way to support with transfer and application of knowledge in the classroom.

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

Cohort	Fourth Year	Number in Cohort (a)	Number exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2016	2019-20	106	1	17	16%
2017	2020-21	117	0	26	22%
2018	2021-22	117	0	24	21%

ADDITIONAL EVIDENCE

Though we are not yet meeting this ambitious target, we do see some increases year over year, with the exception of a one percentage point decrease in cohort 2018. Much of this can be attributed to our focus on balanced assessment such that each unit has both an authentic task and a cumulative Regents assessment. Additionally, our more intentional communication around this benchmark compared to the CUNY benchmark has proven to be effective.

Percent Achieving at Least Level 4 by Cohort and Year

Cohort Designation	2019-20		2020-21		2021-22	
	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4 ⁶
2018	130	19%	124	20%	117	21%
2019	135	28%	131	34%	112	16%
2020			129	0%	124	1%
2021					99	5%

⁶ Percent scoring at least Level 4 among students with valid score

Goal 4: Absolute Measure

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

METHOD

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

Due to the state's cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22, some students in the 2018 Cohort who had not previously sat for any mathematics exam but were scheduled to sit for one during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam requirement as well as the percentage of students achieving at least Level 3 among the students who sat for any exam.

RESULTS AND EVALUATION

Seventy-four percent of students in AMS's 2018 cohort (with valid scores) scored at or above Performance Level 3 on a Regents mathematics exam. AMS did not meet this measure and fell short by six percentage points. It should be noted that 29 students, who had previously sat for a math exam, earned Regents exemptions. Therefore 99% of students in cohort 2018 met the math Regents requirement for graduation.

At AMS we historically have been able to successfully meet the Level 3 benchmark and much of this can be attributed to:

- balanced assessment approach
- strong department team structures that leverage student work/data to make informed decisions about teaching and learning practices
- Intentional strategies for students to resit when they do not pass the initial exam.

Cohort 2018 was not able to meet this benchmark. However, it is important to note that students did not have the same opportunity to sit for Regents exams as in previous years and had less flexibility in being able to demonstrate at least a Level 3 on a Regents Mathematics Common Core exam by their fourth year, because of Regents exemptions.

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

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

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2016	2019-20	106	1	92	88%
2017	2020-21	117	0	104	89%
2018	2021-22	117	0	87	74%

ADDITIONAL EVIDENCE

The data illustrates the impact and challenges the remote learning period has had on our students' ability to meet the benchmarks that previous cohorts were able to meet. It is important to note that since students did not have the typical number of opportunities to sit for the exam, and retake the exam, most students did not have the chance to demonstrate their proficiency of mathematical skills during the last year and half. With cohort 2021 starting off with 49% scoring at Performance Level 3, we see the positive impact the transition to in-person learning has had on our students.

Our math team will analyze end of year results and develop action plans to best support our students in continuing to meet this measure and move towards achieving Performance Level 4.

Percent Achieving at Least Level 3 by Cohort and Year

Cohort Designation	2019-20		2020-21		2021-22	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing ⁷
2018	130	72%	124	73%	117	74%
2019	135	57%	131	68%	112	66%
2020			129	10%	124	25%
2021					99	49%

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

Cohort Designation	Number in Cohort	Total Number Exempted	Number w/ Special Appeal	Number Scoring at Least Level 3	Percent Scoring at Least Level 3/Exempted
2018	117	29	0	87	99%
2019	112	41	6	64	99%
2020	124	63	27	29	96%
2021	99	8	28	48	85%

Goal 4: Absolute Measure

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

The calculation of this measure is not required for 2021-22.

⁷ Percent scoring at least Level 4 among students with valid score

Goal 4: Comparative Measure

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

The calculation of this measure is not required for 2021-22.

Goal 4: Comparative Measure

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

The calculation of this measure is not required for 2021-22.

Goal 4: Comparative Measure

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

The calculation of this measure is not required for 2021-22.

Goal 4: Growth Measure

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

METHOD

The school demonstrates the effectiveness of its mathematics program by enabling students who were not meeting proficiency standards in the eighth grade to grow to meeting the mathematics requirement for the college and career readiness standard.

RESULTS AND EVALUATION

Zero percent of students in AMS’s 2018 cohort who were not proficient on their NYS 8th grade mathematics exam scored at or above Performance Level 4 on a Regents mathematics exam, therefore not meeting this measure.

A big area of growth for our math team is supporting students in scoring at or above Performance Level 4, who are coming in from 8th grade below proficiency. It is evident that this is a big hurdle for our students, which makes sense as our students sit for the Algebra I exam at the end of ninth grade, only one year after their 8th-grade score.

Cohort 2018 students also did not have the same opportunities to prepare and sit for the exams due to remote learning and Regents exemptions, which has also impacted this data as well.

Now that we have transitioned back to in-person learning and have started to administer Regents exams again, we will continue to analyze our math results to determine the best way to support students in meeting this benchmark.

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

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2016	2019-20	72	0	5	7%
2017	2020-21	71	0	6	8%
2018	2021-22	63	0	0	0%

ADDITIONAL EVIDENCE

The data shown above is an indication of the impact of the remote learning period and exemptions period that has minimized the opportunities for students to prepare for and take the Algebra I Regents.

With the shift back to more familiar structures and routines, we aim to analyze incoming ninth-grade data to make a determination on how we can target skill development over the course of the student’s academic career to provide more access to demonstrating their learning and mastery of the common core state standards in mathematics.

Goal 4: Growth Measure

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

METHOD

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

RESULTS AND EVALUATION

Sixty percent of students in AMS’s 2018 cohort who were not proficient on their NYS 8th grade mathematics exam (with valid scores) scored at or above Performance Level 3 on a Regents mathematics exam, therefore not meeting this measure.

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

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

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2016	2019-20	72	0	60	83%
2017	2020-21	71	0	61	86%
2018	2021-22	63	0	38	60%

ADDITIONAL CONTEXT AND EVIDENCE

The data above shows a decrease in cohort 2018 compared to previous years. The decline is a testament to the impact the remote learning period had on our students' ability to demonstrate their proficiency in mathematics for this benchmark. Additionally, students did not have the same opportunities to sit for the Algebra I exam as previous cohorts. We will continue to leverage our existing structures that have had a positive impact on previous cohorts, such as fortifying our balanced assessment approach and supporting students who are unsuccessful during their first attempt with targeted intervention. We will continue to leverage our strong structures of student support, while further developing our ability to support our students in reaching a Level 3.

SUMMARY OF THE HIGH SCHOOL MATHEMATICS GOAL

In school year 2021-2022, AMS did not achieve any of the four measures with data available in the high school mathematics goal. Four measures were not applicable for school year 2021-22.

Type	Measure	Outcome
Absolute	Each year, 65 percent of students in the high school Accountability Cohort will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	Not Achieved
Absolute	Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	Not Achieved
Absolute	Each year, the Performance Index (PI) in mathematics of students completing their fourth year in the Accountability Cohort will meet the state Measure of Interim Progress (MIP) set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the percentage of students in the Total Cohort meeting or exceeding Common Core expectations on a Regents mathematics exam will exceed the percentage of comparable students from the district meeting or exceeding Common Core expectations.	N/A
Comparative	Each year, the percentage of students in the Total Cohort partially meeting Common Core expectations on a Regents mathematics exam will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.	N/A

Comparative	Each year, the Performance Index (PI) in Regents mathematics of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.	N/A
Growth	Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade mathematics exam will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	Not Achieved
Growth	Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade mathematics exam will at least partially meet Common Core expectations (currently scoring at least Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	Not Achieved

ACTION PLAN

In order to continue to move towards meeting the Level 4 benchmark in this metric, we will:

- Continue to refine our balanced assessment approach of authentic tasks with cumulative Regents aligned assessments for each unit.
- Leverage our department team structure to analyze student work data and make adjustments to our teaching practices.
- Further develop our feedback routines that include self-assessment and actionable, concise teacher feedback.
- Leverage or school-wide standards to push deep learning.
- Further analyze math lab student data to determine how successful this structure is at supporting this subgroup of students.
- Continue to strengthen our communication to students and families as it relates to our Level 4 benchmark.
- Use junior year math class as a mechanism to support students in further developing their algebra skills and have a subgroup of students re-sit in both January and June of their junior year.

GOAL 5: SCIENCE

BACKGROUND

We continued to reflect on previous work to strengthen the Science curriculum, instruction, assessment, and professional development at AMS. Given the uniqueness of the year with the transition back to in-person instruction with COVID-19 rules and regulations, in addition to being flexible with our model to be prepared for any unanticipated remote learning period throughout the year, AMS has kept a balanced approach to how we continue to grow in the key tenets of our community, but also are flexible with things like discussion-based learning. In anticipation of students taking Regents exams, AMS embedded opportunities throughout the curriculum to assess and give feedback to students on Regents-aligned assessments.

In 2021-2022, AMS has further developed its intentionality with planning around student needs, by strengthening unit planning routines and implementation, in addition to leveraging data to create supports for underlying skills and capacities through the Authentic Tasks. The Science Department focused on strengthening how students leverage the different artifacts they engaged with. A big focus was supporting students in how to choose and use appropriate evidence critically and thoughtfully when making their thinking visible through a final product. The Science Department has leveraged resources from research and the lesson study design to focus on developing specific skills that students focus on in each unit. The Science Department has also leveraged different data tools and protocols to make informed decisions that would impact how students receive feedback and have access to complex concepts in the science curriculum

HIGH SCHOOL SCIENCE

Goal 5: Absolute Measure

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

METHOD

New York State schools administer multiple high school science assessments; current Regent exams are Living Environment, Earth Science, Chemistry and Physics. The school administered Living Environment, Earth Science, Chemistry and Physics. It scores Regents on a scale from 0 to 100; students must score at least 65 to pass. This measure requires students in each Accountability Cohort to pass any one of the Regents science exams by their fourth year in the cohort. Students may have taken a particular Regents science exam multiple times or have taken multiple science exams. Students have until the summer of their fourth year to pass a science exam.

Due to the state's cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22, some students in the 2018 Cohort who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students passing among the students who sat for the exam.

RESULTS AND EVALUATION

Seventy-nine percent of students in AMS’s 2018 cohort (with valid scores) scored at least 65 on a Regents science exam. AMS’s 2018 cohort met this measure and exceeded it by four percentage points. In addition, it should be noted that a total of 25 students, two with no valid score and 23 who had previously sat for a science exam, earned Regents exemptions. Therefore 99% of students in cohort 2018 met the science Regents requirement for graduation.

We continue to meet this benchmark at AMS, and much of this can be attributed to our balanced assessment approach and the fact that our students take Living Environment with an every-other-day Living Environment lab course. This additional structure has supported our students in developing the lab, content knowledge, and underlying skills to be successful in performing on the Living Environment Regents.

Science Regents Passing Rate with a Score of 65 by Fourth Year Accountability Cohort					
Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2016	2019-20	106	0	92	87%
2017	2020-21	117	1	98	84%
2018	2021-22	117	2	91	79%

ADDITIONAL EVIDENCE

The decreasing trend over the cohorts can be attributed to the lack of opportunities for students to sit for the exam. Cohort 2018 had four less opportunities to sit for the exam, compared to previous cohorts. Additionally cohorts 2019 and 2020 have had even fewer opportunities to sit and/or re-sit for the exam and this is a significant factor in the data table below. With the transition back to in-person instruction, we can see the increasing trend of students able to pass the science Regents and will continue to leverage this data to make informed instructional and student support decisions in the following school year.

Cohort Designation	2019-20		2020-21		2021-22	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2018	130	74%	124	77%	117	79%
2019	135	16%	131	51%	112	47%
2020			129	19%	124	33%
2021					99	60%

Percent Passing / Exempted / Special Appeal by Cohort					
Cohort Designation	Number in Cohort	Total Number Exempted	Number w/ Special Appeal	Number Passing	Percent Passing/Exempted
2018	117	25	0	91	99%
2019	112	82	8	21	99%
2020	124	50	34	32	94%
2021	99	10	19	59	89%

Goal 5: Comparative Measure

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

The calculation of this measure is not required for 2021-22.

ADDITIONAL EVIDENCE

The data above demonstrates the impact and uniqueness of the data trends we are noticing as a result of remote learning and the Regents exemptions period. Additionally, students did not have the same opportunities to sit for the Living Environment exam as previous cohorts. We will continue to leverage our existing structures that have had a positive impact on previous cohorts, such as fortifying our balanced assessment approach and supporting students who are unsuccessful during their first attempt with targeted intervention. We will continue to leverage our strong structures of student support.

SUMMARY OF THE HIGH SCHOOL SCIENCE GOAL

In school year 2021-2022, AMS achieved the one measure, with data available, in the high school science goal. One measure was not applicable for school year 2021-22.

ACTION PLAN

In order to continue to meet our benchmark, we will:

- Continue to refine our balanced assessment approach of authentic tasks with cumulative regents aligned assessments for each unit.
- Leverage our department team structure to analyze student work data and make adjustments to our teaching practices.
- Further develop our feedback routines that include self-assessment and actionable, concise teacher feedback.
- Leverage or school-wide standards to push deep learning.
- Further analyze Regents and Regents-aligned student data to determine how successful our support structures are in developing student skills and access to the Science curriculum
- Leverage student’s second and third years as opportunities to prepare and resit for exams that they have not met the benchmark for.

GOAL 6: SOCIAL STUDIES

HIGH SCHOOL SOCIAL STUDIES

Goal 6: Social Studies

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

Goal 6: Absolute Measure

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

METHOD

New York State administers two high school social studies assessments: U.S. History and Global History. In order to graduate, students must pass both of these Regents exams with a score of 65 or higher. This measure requires students in each Accountability Cohort to pass the two exams by the completion of their fourth year in the cohort. Students may have taken the exams multiple times and have until the summer of their fourth year to pass it. Once students pass it, performance on subsequent administrations of the same exam do not affect their status as passing.

Due to the state's cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22, some students in the 2018 Cohort who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students passing among the students who sat for the exam.

RESULTS AND EVALUATION

Seventy-four percent of students in AMS's 2018 cohort (with valid scores) scored at least 65 on the NYS Regents U.S. History exam, therefore not meeting this measure. Although this measure was not met, there was a 45 percentage point increase from the previous cohort. In addition, it should be noted that a total of 100 students, 98 with no valid score and two who previously sat for the U.S. History exam, earned Regents exemptions. Therefore 97% of students in cohort 2018 met the U.S. Regents requirement for graduation.

Cohort 2018 students did not have the opportunity to sit for the US history Regents due to remote learning. The seventy percent that had valid scores sat for the exam in middle school.

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

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

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2016	2019-20	106	4	78	76%
2017	2020-21	117	103	4	29%
2018	2021-22	117	98	14	74%

ADDITIONAL EVIDENCE

It is challenging to analyze the trends over time given the circumstances of remote learning. We have continued to leverage our department team structures to analyze student work data and leverage this to make informed decisions about teaching practices. We have leveraged cross-content annotation and writing skills to further support our students in becoming effective communicators in writing. Additionally, we have been developing internal authentic tasks aligned to cross-content standards that we will further analyze to support students in developing the necessary US history content knowledge and civic mindsets.

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

Cohort Designation	2019-20		2020-21		2021-22	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing ⁸
2018	130	12%	124	56%	117	74%
2019	135	7%	131	7%	112	33%
2020			129	0%	124	0%
2021					99	0%

Percent Passing / Exempted / Special Appeal by Cohort

Cohort Designation	Number in Cohort	Total Number Exempted	Number w/ Special Appeal	Number Passing	Percent Passing/Exempted
2018	117	100	0	14	97%
2019	112	90	0	9	88%
2020	124	17	0	0	14%
2021	99	11	0	0	11%

Goal 6: Comparative Measure

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

The calculation of this measure is not required for 2021-22.

⁸ Percent scoring at least Level 4 among students with valid score

Goal 6: Absolute Measure

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

METHOD

This measure requires students in each Accountability Cohort to pass the Global History exam by the completion of their fourth year in the cohort. Students may have taken the exam multiple times, and had until the summer of their fourth year to pass it. Once students pass it, performance on subsequent administrations of the same exam do not affect their status as passing.

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

RESULTS AND EVALUATION

Thirty-three percent of students in AMS’s 2018 cohort (with valid scores) scored at least 65 on the NYS Regents Global History exam, therefore not meeting this measure. It should be noted that a total of 114 students with no valid score earned Regents exemptions. Therefore, 98% of students in cohort 2018 met the Global History Regents requirement for graduation.

We saw a significant increase in the percentage of students who were successful in passing the Global History Regents exam in previous cohorts. Much of this can be attributed to:

- The change in the exam is more aligned to the teaching and learning we were already engaging our students in.
- Stronger teacher development structures and consistent teachers (retention) teaching the course.
- A more intentional focus on reading and writing skills.

The sudden decline in cohort 2018 data is a result of the impact of this cohort not having opportunities to sit for the Global History Regents, which typically happens at the end of a student’s second year which would have been June 2020 for this cohort.

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

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2016	2019-20	106	1	69	65%
2017	2020-21	117	1	95	82%
2018	2021-22	117	114	1	33%

ADDITIONAL EVIDENCE

Unfortunately it is somewhat difficult to analyze the trends over time, as cohort 2017 was the last cohort to sit for the Global History exam due to transitioning to remote learning. We are confident that our department learning structures, our focus on balanced assessment, and our development of authentic tasks will continue to support future cohorts in being successful in passing their Global History exam. Additionally, we were able to engage in the first year of NYS’ pilot for the Seal of Civic Readiness, which has continued to refine our Senior Civic Impact Project.

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

Cohort Designation	2019-20		2020-21		2021-22	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing ⁹
2018	130	10%	124	17%	117	33%
2019	135	0%	131	0%	112	40%
2020			129	0%	124	70%
2021					99	0%

Percent Passing / Exempted / Special Appeal by Cohort

Cohort Designation	Number in Cohort	Total Number Exempted	Number w/ Special Appeal	Number Passing	Percent Passing/Exempted
2018	117	114	0	1	98%
2019	112	107	1	2	97%
2020	124	1	20	86	86%
2021	99	0	0	0	0%

Goal 6: Comparative Measure

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

The calculation of this measure is not required for 2021-22

ADDITIONAL EVIDENCE

The data above demonstrates the impact and uniqueness of the data trends we are noticing as a result of remote learning and the Regents exemptions period. Additionally, students did not have the same opportunities to sit for the Global History and U.S. History exams as previous cohorts. We will continue to leverage our existing structures that have had a positive impact on previous cohorts, such as fortifying our balanced assessment approach and supporting students who are unsuccessful during their first attempt with targeted intervention. We will continue to leverage our strong structures of student support.

⁹ Percent scoring at least Level 4 among students with valid score

SUMMARY OF THE HIGH SCHOOL SOCIAL STUDIES GOAL

In school year 2021-2022, AMS did not achieve either of the two measures, with data available, in the high school social studies goal. Two measures were not applicable for school year 2021-22.

ACTION PLAN

In order to continue to move towards meeting our benchmark, we will:

- Continue to refine our balanced assessment approach of authentic tasks with cumulative regents aligned assessments for each unit.
- Leverage our department team structure to analyze student work data and make adjustments to our teaching practices.
- Further develop our feedback routines that include self-assessment and actionable, concise teacher feedback.
- Leverage or school-wide standards to push deep learning.
- Further analyze Regents and Regents-aligned student data to determine how successful our support structures are in developing student skills and access to the social studies curriculum

GOAL 7: ESSA

Due to COVID-19 and the subsequent changes to the state’s testing, accountability, and federal reporting requirements, the 2021-22 school accountability statuses are the same as those assigned for the 2020-21 school year. Assigned accountability designations and further context can be found [here](#).

Goal 7: Absolute Measure

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

METHOD

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

RESULTS AND EVALUATION

AMS was in good standing for the 2021-22 school year and therefore continues to meet this measure.

ADDITIONAL EVIDENCE

AMS completed its second year of its current accountability period and was in good standing every year in the previous accountability period.

Accountability Status by Year

Year	Status
2019-20	Good Standing
2020-21	Good Standing
2021-22	Good Standing



New Visions Charter High School for Advanced Math and Science

Financial Statements
Years Ended June 30, 2022 and 2021

and Supplemental Schedule of Expenditures of
Federal Awards for the Year Ended June 30, 2022

**New Visions Charter High School for Advanced Math and
Science**

Financial Statements
Years Ended June 30, 2022 and 2021
and Supplemental Schedule of Expenditures of Federal Awards
for the Year Ended June 30, 2022

New Visions Charter High School for Advanced Math and Science

Contents

Independent Auditor's Report	3 - 5
Financial Statements	
Statements of Financial Position as of June 30, 2022 and 2021	6
Statements of Activities for the years ended June 30, 2022 and 2021	7
Statement of Functional Expenses for the year ended June 30, 2022	8
Statement of Functional Expenses for the year ended June 30, 2021	9
Statements of Cash Flows for the years ended June 30, 2022 and 2021	10
Notes to Financial Statements	11-20
Supplementary Information	
Schedule of Expenditures of Federal Awards for the year ended June 30, 2022	22
Notes to Schedule of Expenditures of Federal Awards	23
Independent Auditor's Report on Internal Control over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance with <i>Government Auditing Standards</i>	24-25
Independent Auditor's Report on Compliance for Each Major Federal Program and Report on Internal Control Over Compliance Required by the Uniform Guidance	26-28
Schedule of Findings and Questioned Costs for the Year Ended June 30, 2022	29-30



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Independent Auditor's Report

To the Board of Trustees
New Visions Charter High School for Advanced Math and Science
New York, New York

Opinion

We have audited the financial statements of New Visions Charter High School for Advanced Math and Science (the "School"), which comprise the statements of financial position as of June 30, 2022 and 2021, and the related statements of activities, functional expenses, and cash flows for the years then ended, and the related notes to the financial statements.

In our opinion, the accompanying financial statements present fairly, in all material respects, the financial position of the School as of June 30, 2022 and 2021, and the changes in its net assets and its cash flows for the years then ended in accordance with accounting principles generally accepted in the United States of America.

Basis for Opinion

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

Responsibilities of Management for the Financial Statements

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

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



Auditor's Responsibilities for the Audit of the Financial Statements

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

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

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

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



Other Matters

Supplementary Information

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

Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued our report dated October 25, 2022 on our consideration of the School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the School's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the School's internal control over financial reporting and compliance.

BDO USA, LLP

New York, NY
October 25, 2022

New Visions Charter High School for Advanced Math and Science

Statements of Financial Position

<i>June 30,</i>	2022	2021
Assets		
Cash	\$ 6,234,200	\$ 6,540,432
Cash - restricted	76,803	76,769
Grants receivable	1,096,615	510,749
Due from NYC Department of Education	-	4,861
Prepaid expenses and other assets	61,850	29,298
Due from related entities	1,364	649
Property and equipment, net	30,825	19,416
Total Assets	\$ 7,501,657	\$ 7,182,174
Liabilities and Net Assets		
Liabilities		
Accounts payable and accrued expenses	\$ 134,479	\$ 73,360
Accrued salaries and other payroll related expenses	346,266	401,359
Due to NYC Department of Education	22,521	-
Due to related entities	195,470	229,097
Total Liabilities	698,736	703,816
Commitments and Contingencies (Notes 2, 3, 4, 7, 8, and 10)		
Net Assets		
Net assets - without donor restrictions	6,802,054	6,476,591
Net assets - with donor restrictions	867	1,767
Total Net Assets	6,802,921	6,478,358
Total Liabilities and Net Assets	\$ 7,501,657	\$ 7,182,174

See accompanying notes to the financial statements.

New Visions Charter High School for Advanced Math and Science

Statements of Activities

Year Ended June 30,	2022	2021
Change in Net Assets without Donor Restrictions		
Operating Revenue without Donor Restrictions		
State and local per pupil operating revenue	\$ 8,607,996	\$ 8,865,475
Government grants and contracts	1,470,797	1,035,454
Total Operating Revenue without Donor Restrictions	10,078,793	9,900,929
Expenses		
Program services:		
General education	7,020,809	6,364,431
Special education	1,656,761	1,743,304
Management and general	1,139,259	1,011,751
Total Expenses	9,816,829	9,119,486
Support and Other Income		
Contributions and other income	57,637	12,641
Interest income	3,462	3,667
Net assets released from restrictions	2,400	-
Total Support and Other Income	63,499	16,308
Increase in Net Assets without Donor Restrictions	325,463	797,751
Change in Net Assets with Donor Restrictions		
Contributions	1,500	-
Net assets released from restrictions	(2,400)	-
Decrease in Net Assets with Donor Restrictions	(900)	-
Change in Net Assets	324,563	797,751
Net Assets, beginning of the year	6,478,358	5,680,607
Net Assets, end of the year	\$ 6,802,921	\$ 6,478,358

See accompanying notes to the financial statements.

New Visions Charter High School for Advanced Math and Science

Statement of Functional Expenses for the Year Ended June 30, 2022

	No. of Positions	Program Services			Supporting Services	2022
		General Education	Special Education	Total	Management and General	
Personnel service costs						
Administrative staff personnel	26	\$ 1,211,669	\$ 140,841	\$ 1,352,510	\$ 816,355	\$ 2,168,865
Instructional personnel	46	2,918,750	1,003,123	3,921,873	-	3,921,873
Total Salaries and Staff	72	4,130,419	1,143,964	5,274,383	816,355	6,090,738
Fringe benefits and payroll taxes		764,697	225,467	990,164	161,550	1,151,714
Retirement		307,940	85,287	393,227	60,863	454,090
Management company fee		701,248	77,993	779,241	30,725	809,966
Legal services		602	67	669	26	695
Accounting and audit services		-	-	-	22,200	22,200
Other purchases of professional and consulting services		193,776	20,939	214,715	11,270	225,985
Repairs and maintenance		28,906	3,205	32,111	1,749	33,860
Insurance		55,914	6,219	62,133	2,450	64,583
Utilities		35,271	4,330	39,601	3,887	43,488
Instructional supplies and materials		49,694	5,715	55,409	-	55,409
Equipment and furnishings		20,701	2,262	22,963	1,606	24,569
Staff development		4,493	894	5,387	1,624	7,011
Marketing and recruitment		13,590	2,159	15,749	82	15,831
Technology		388,727	42,325	431,052	7,301	438,353
Food service		37,477	4,232	41,709	1,588	43,297
Student services		177,953	18,958	196,911	-	196,911
Office expense		76,224	9,139	85,363	15,120	100,483
Depreciation		14,253	1,585	15,838	623	16,461
Other		18,924	2,021	20,945	240	21,185
		\$ 7,020,809	\$ 1,656,761	\$ 8,677,570	\$ 1,139,259	\$ 9,816,829

See accompanying notes to the financial statements.

New Visions Charter High School for Advanced Math and Science

Statement of Functional Expenses for the Year Ended June 30, 2021

	No. of Positions	Program Services			Supporting Services	2021
		General Education	Special Education	Total	Management and General	
Personnel service costs						
Administrative staff personnel	27	\$ 1,174,253	\$ 158,942	\$ 1,333,195	\$ 770,882	\$ 2,104,077
Instructional personnel	48	2,793,133	1,093,126	3,886,259	-	3,886,259
Total Salaries and Staff	75	3,967,386	1,252,068	5,219,454	770,882	5,990,336
Fringe benefits and payroll taxes		712,750	231,704	944,454	142,658	1,087,112
Retirement		256,456	80,935	337,391	49,831	387,222
Management company fee		659,795	82,546	742,341	12,432	754,773
Legal services		7,440	899	8,339	-	8,339
Accounting and audit services		-	-	-	21,685	21,685
Other purchases of professional and consulting services		176,853	21,811	198,664	1,664	200,328
Repairs and maintenance		10,129	1,263	11,392	171	11,563
Insurance		52,695	6,593	59,288	993	60,281
Utilities		33,171	4,876	38,047	3,480	41,527
Instructional supplies and materials		27,159	3,390	30,549	-	30,549
Equipment and furnishings		9,749	1,215	10,964	251	11,215
Staff development		6,072	831	6,903	303	7,206
Marketing and recruitment		2,928	439	3,367	-	3,367
Technology		233,063	29,076	262,139	4,568	266,707
Food service		6,608	818	7,426	91	7,517
Student services		80,384	9,774	90,158	-	90,158
Office expense		73,535	9,137	82,672	2,065	84,737
Depreciation		11,455	1,433	12,888	216	13,104
Other		36,803	4,496	41,299	461	41,760
		\$ 6,364,431	\$ 1,743,304	\$ 8,107,735	\$ 1,011,751	\$ 9,119,486

See accompanying notes to the financial statements.

New Visions Charter High School for Advanced Math and Science

Statements of Cash Flows

Year Ended June 30,	2022	2021
Cash Flows from Operating Activities:		
Cash received from operating revenue	\$ 9,497,073	\$ 9,809,641
Other cash received	62,599	16,308
Cash paid to employees and suppliers	(9,838,000)	(9,324,052)
Net Cash (Used in)/Provided by Operating Activities	(278,328)	501,897
Cash Flows from Investing Activities:		
Purchase of property and equipment	(27,870)	(14,403)
Net (Decrease)/ Increase in Cash	(306,198)	487,494
Cash and Restricted Cash, beginning of year	6,617,201	6,129,707
Cash and Restricted Cash, end of year	6,311,003	6,617,201
Reconciliation of change in net assets to net cash used in/provided by operating activities:		
Change in net assets	324,563	797,751
Adjustments to reconcile change in net assets to net cash (used in)/provided by operating activities:		
Depreciation	16,461	13,104
Changes in operating assets and liabilities:		
Grants receivable	(585,866)	(96,572)
Due from NYC Department of Education	4,861	5,933
Prepaid expenses and other assets	(32,552)	2,057
Due from related entities	(715)	(649)
Accounts payable and accrued expenses	61,119	43,127
Accrued salaries and other payroll related expenses	(55,093)	88,848
Refundable advance from Paycheck Protection Program	-	(420,481)
Due to NYC Department of Education	22,521	-
Due to related entities	(33,627)	68,779
Net Cash (Used in)/Provided by Operating Activities	\$ (278,328)	\$ 501,897
Supplemental Disclosure of Cash Flow Information:		
Cash and cash - restricted consist of:		
Cash	\$ 6,234,200	\$ 6,540,432
Cash - restricted	76,803	76,769
Cash and Restricted Cash, end of year	\$ 6,311,003	\$ 6,617,201

See accompanying notes to the financial statements.

New Visions Charter High School for Advanced Math and Science

Notes to Financial Statements

1. Nature of the Organization

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

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

In fiscal year 2022 and 2021, the School operated classes for students in ninth through twelfth grade.

2. Significant Accounting Policies

Financial Statement Presentation

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

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

These classes are defined as follows:

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

New Visions Charter High School for Advanced Math and Science

Notes to Financial Statements

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

At June 30, 2022 and 2021, net assets with donor restrictions of \$867 and \$1,767 are restricted for an internship program.

Cash - Restricted

An escrow account in the amount of \$76,803 and \$76,769 was held aside under the provisions of the School's charter to pay for legal and audit expenses that would be associated with a dissolution should it occur, as required by the New York State Education Department as of June 30, 2022 and 2021, respectively.

Grants Receivable

Grants receivable represent federal and state entitlements and grants. Grants receivable are expected to be collected within one year, are recorded at net realizable value, and amounted to \$1,096,615 and \$510,749 at June 30, 2022 and 2021, respectively. The School evaluates the collectability of the receivables and employs the allowance method. The School has determined that no allowance for uncollectible accounts was necessary at June 30, 2022 and 2021. Such estimate is based on management's assessment of the aged basis of its receivables, as well as current economic conditions and historical information.

Contributions

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

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

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

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

New Visions Charter High School for Advanced Math and Science

Notes to Financial Statements

Revenue Recognition

Per-Pupil Revenue

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

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

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

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

New Visions Charter High School for Advanced Math and Science

Notes to Financial Statements

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

Government Grants

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

Contract Assets and Contract Liabilities

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

Contributions of Nonfinancial Assets

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

The School receives donated space from the New York City Department of Education (“NYCDOE”) that it shares with a New York City public school (Note 8). The donated space will be used for operating, general, and administrative activities. In valuing the donated space, which is located in the Bronx, New York, the School estimated the fair value on the basis of recent comparable sales prices in the Bronx, New York’s real estate market, taking into account the restriction on use of the space.

New Visions Charter High School for Advanced Math and Science

Notes to Financial Statements

Property and Equipment and Depreciation

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

	Useful Life
Furniture and office equipment	3 years
Computer equipment	3 years

Impairment

The School reviews long-lived assets to determine whether there has been any permanent impairment whenever events or circumstances indicate the carrying amount of an asset may not be recoverable. If the sum of the expected future undiscounted cash flows is less than the carrying amount of the assets, the School recognizes an impairment loss. No impairment losses were recognized for the years ended June 30, 2022 and 2021.

Functional Allocation of Expenses

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

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

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

Estimates

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

New Visions Charter High School for Advanced Math and Science

Notes to Financial Statements

Income Taxes

The School is exempt from federal, state and local income taxes under Section 501(c)(3) of the Internal Revenue Code (the “IRC”) and, therefore, has made no provision for income taxes in the accompanying financial statements. In addition, the School has been determined by the Internal Revenue Service not to be a “private foundation” within the meaning of Section 509(a) of the IRC. There was no unrelated business income for the years ended June 30, 2022 and 2021.

Under U.S. GAAP, an organization must recognize the tax benefit associate with tax positions taken for tax-return purposes when it is more likely than not that the position will not be sustained upon examination by a taxing authority. The School does not believe it has taken any material uncertain tax positions and, accordingly, it has not recorded any liability for unrecognized tax benefits. The School is subject to routine audits by a taxing authority. As of June 30, 2022, the School was not subject to any examination by a taxing authority.

Recently Adopted Accounting Pronouncements

Presentation and Disclosures by Not-for-Profit Entities for Contributed Nonfinancial Assets

In September 2020, the FASB issued Accounting Standards Update (“ASU”) 2020-07, *Presentation and Disclosures by Not-for-Profit Entities for Contributed Nonfinancial Assets (Topic 958)*. The update requires not-for-profits to present contributed nonfinancial assets as a separate line item on the statement of activities, and to disclose information regarding each type of contributed nonfinancial assets. The update is effective for financial statements issued for fiscal years beginning after June 15, 2021. The School adopted this ASU as of July 1, 2021. The adoption of this ASU did not have a material impact on the financial statements. See note 8 for additional information.

Recently Issued but not yet Adopted Accounting Pronouncements

Lease Accounting

In February 2016, the FASB issued ASU 2016-02, *Leases*, which will require lessees to recognize a lease liability, which is a lessee’s obligation to make lease payments arising from a lease, measured on a discounted basis; and a right-of-use asset, which is an asset that represents the lessee’s right to use, or control the use of, a specified asset for the lease term. The FASB also issued ASU 2020-05, which deferred the effective date for the School until annual periods beginning after December 15, 2021. The School is currently evaluating the impact of this ASU on its financial statements.

Financial Instruments - Credit Losses

In June 2016, the FASB issued ASU 2016-13, *Financial Instruments - Credit Losses (Topic 326): Measurement of Credit Losses on Financial Instruments*. The new credit losses standard changes the impairment model for most financial assets and certain other instruments. For trade and other receivables, contract assets recognized as a result of applying ASC 606, loans and certain other instruments, entities will be required to use new forward looking “expected loss” model that generally will result in earlier recognition of credit losses than under today’s incurred loss model. ASU 2016-13 is effective for annual periods beginning after December 31, 2022. The School is currently evaluating the impact of this ASU on its financial statements.

New Visions Charter High School for Advanced Math and Science

Notes to Financial Statements

3. Liquidity and Availability of Resources

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

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

<i>June 30,</i>	2022	2021
Cash	\$ 6,234,200	\$ 6,540,432
Cash - restricted	76,803	76,769
Grants receivable	1,096,615	510,749
Due from NYC Department of Education	-	4,861
Due from related entities	1,364	649
Total Financial Assets	7,408,982	7,133,460
Less amounts unavailable for general expenditures within one year due to:		
Restricted by contract	(76,803)	(76,769)
Restricted by donors with purpose restrictions	(867)	(1,767)
Total Financial Assets Available to Management for General Expenditures within One Year	\$ 7,331,312	\$ 7,054,924

4. Related Party Transactions

New Visions for Public Schools ("New Visions") is a not-for-profit organization dedicated to supporting public schools and helping to start and manage charter schools. Pursuant to the terms of the educational services agreement by and between the School and New Visions dated July 22, 2011, New Visions provides educational management, operational, and fundraising services to the School. As compensation to New Visions for these services rendered, the School pays 8% of its gross revenue. Gross revenue is defined as all such funding provided by the State, Federal, and local governments, but excludes any private grant funding awarded to the School.

The balance due to New Visions from the School at June 30, 2022 and 2021 amounted to \$195,470 and \$229,097, respectively, which is comprised of management fees. Total management fees incurred by the School for the years ended June 30, 2022 and 2021 totaled \$809,966 and \$754,773, respectively.

New Visions Charter High School for Advanced Math and Science

Notes to Financial Statements

For operational efficiency and purchasing power, the School also shares expenses with other charter schools related by common management. At June 30, 2022 and 2021, the balance due from other charter schools was \$1,364 and \$649, respectively. There was no balance due to other charter schools at June 30, 2022 and 2021.

5. Property and Equipment

Property and equipment consist of the following:

<i>June 30,</i>	2022	2021
Computer equipment	\$ 203,334	\$ 185,814
Furniture and office equipment	74,054	63,704
	277,388	249,518
Less: accumulated depreciation	(246,563)	(230,102)
	\$ 30,825	\$ 19,416

Depreciation expense amounted to \$16,461 and \$13,104 for the years ended June 30, 2022 and 2021, respectively.

6. Grants Receivable

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

<i>June 30,</i>	2022	2021
E-Rate Reimbursement	\$ 34,874	\$ 30,197
Mount Vernon - Per Pupil	111,778	111,778
Yonkers - Per Pupil	44,442	15,913
Title I	148,946	153,921
Title II	21,884	18,156
Title IV	11,932	11,945
ESSER I - CARES	77,086	115,028
ESSER II - CRRSA	144,554	-
ESSER III - ARP	447,759	-
CSP	45,780	45,780
Other	7,580	8,031
	\$ 1,096,615	\$ 510,749

New Visions Charter High School for Advanced Math and Science

Notes to Financial Statements

7. Pension Plan

The School has adopted the New Visions for Public Schools' pension plan (the "Plan") which is qualified under Internal Revenue Code 403(b) for the benefit of its eligible employees. The Plan is an elective contribution plan. Employees are eligible to enroll in the Plan once they have completed at least one full year of service and completion of 1,000 work hours, and are also eligible for discretionary employer contributions. The School's contribution becomes fully vested after the sixth year of the employee's service. Pension expense amounted to \$454,090 and \$387,222, net of forfeitures, for the years ended June 30, 2022 and 2021, respectively, and is included in retirement in the statements of functional expenses.

8. Agreement with School Facility

The School shares space with a New York City public school, located at 99 Terrace View Avenue, Bronx, New York 10456. As part of the New York City Chancellor's Charter School Initiative, the NYCDOE has provided this space to the School at no charge. The services provided by the NYCDOE to the charter school, such as rent, utilities, custodial services, maintenance and school safety services are provided at no cost.

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

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

9. Risk Management

The School is exposed to various risks of loss related to torts; thefts of, damage to, and destruction of assets; injuries to employees; and natural disasters. The School maintains commercial insurance to help protect itself from such risks. The School also intends to defend its positions on these matters. As of June 30, 2022, there are no matters for which the School believes the ultimate outcome would have a material adverse effect on the School's financial position.

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

New Visions Charter High School for Advanced Math and Science

Notes to Financial Statements

10. Commitments

The School leases office equipment and copiers under non-cancellable operating leases which will expire at various times during the next three years. The leasing expense for the years ended June 30, 2022 and 2021 was \$26,373 and \$37,931, respectively, which is included in the accompanying statements of functional expenses under office expense. Future minimum lease payments are as follows:

<i>June 30,</i>		Amount
2023	\$	20,313
2024		20,313
2025		14,949
Total	\$	55,575

11. Concentration Risks

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

The School received approximately 85% and 89% of its total revenue from per-pupil funding from the NYCDOE during the years ended June 30, 2022 and 2021, respectively.

The School's grants receivable consist of two major grantors accounting for approximately 92% and 89% at June 30, 2022 and 2021, respectively.

The School's payables consist of one major vendor accounting for approximately 38% at June 30, 2022 and one major vendor accounting for approximately 59% at June 30, 2021.

12. Subsequent Events

The School's management has performed subsequent event procedures through October 25, 2022, which is the date the financial statements were available to be issued, and there were no subsequent events requiring adjustment to the financial statements or disclosures as stated herein.

Supplementary Information

New Visions Charter High School for Advanced Math and Science

Schedule of Expenditures of Federal Awards

Year Ended June 30, 2022

Federal Grantor/Pass-Through Grantor/Program or Cluster Title	Federal Assistance Listing Number	Pass-Through Entity Identifying Number	Provided To Subrecipients	Total Federal Expenditures
U.S. Department of Education				
Passed through the New York State Education Department:				
Title I Grants to Local Education Agencies (Title I Part A of the ESEA)	84.010	Not Applicable	\$ -	\$ 252,464
Supporting Effective Instruction State Grants	84.367	Not Applicable	-	35,065
Student Support and Academic Enrichment Program	84.424	Not Applicable	-	19,701
Special Education Cluster (IDEA): Special Education - Grants to States (IDEA, Part B)	84.027	Not Applicable	-	68,145
Elementary and Secondary School Emergency Relief (ESSER) Fund	84.425D	Not Applicable	-	77,086
Coronavirus Response and Relief Supplemental Appropriations Act, 2021 - Emergency Assistance to Non-Public School (CRRSA EANS) Program	84.425R	Not Applicable	-	312,986
American Rescue Plan - Elementary And Secondary School Emergency Relief (ARP ESSER)	84.425U	Not Applicable	-	637,033
Total U.S. Department of Education				1,402,480
Total Expenditures of Federal Awards			\$ -	\$ 1,402,480

The accompanying notes are an integral part of this schedule.

New Visions Charter High School for Advanced Math and Science

Notes to the Schedule of Expenditures of Federal Awards

June 30, 2022

1. Basis of Presentation

The accompanying schedule of expenditures of federal awards (the "Schedule") includes the federal award activity of New Visions Charter High School for Advanced Math and Science under programs of the federal government for the year ended June 30, 2022. The information in this Schedule is presented in accordance with the requirements of Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* ("Uniform Guidance"). Because the Schedule presents only a selected portion of the operations of the School, it is not intended to and does not present the financial position, changes in net assets, or cash flows of the School.

2. Summary of Significant Accounting Policies

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

3. Indirect Cost Rate

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

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

Expenditures of federal awards are reported on the statements of activities as operating expenses. In certain programs, the expenditures reported in the financial statements differ from the expenditures reported in the schedule of expenditures of federal awards. The Schedule includes expenses in the amount of \$23,848 within Federal Assistance Listing Number 84.425R, which were incurred eligible expenses in a prior fiscal year and approved by New York State Education Department in fiscal year 2022. Therefore, based on New York State criteria it is appropriate to include these costs in the current year Schedule.



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

To the Board of Trustees
New Visions Charter High School for Advanced Math and Science
New York, New York

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of New Visions Charter High School for Advanced Math and Science (the “School”), which comprise the School’s statements of financial position as of June 30, 2022 and 2021, and the related statements of activities, functional expenses, and cash flows for the years then ended, and the related notes to the financial statements, and have issued our report thereon dated October 25, 2022.

Report on Internal Control Over Financial Reporting

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

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

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

Report on Compliance and Other Matters

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



Purpose of This Report

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

BDO USA, LLP

New York, New York
October 25, 2022



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

To the Board of Trustees
New Visions Charter High School for Advanced Math and Science
New York, New York

Report on Compliance for Each Major Federal Program

Opinion on Each Major Federal Program

We have audited New Visions Charter High School for Advanced Math and Science (the “School”) compliance with the types of compliance requirements identified as subject to audit in the OMB *Compliance Supplement* that could have a direct and material effect on each of the School’s major federal programs for the year ended June 30, 2022. The School’s major federal programs are identified in the summary of auditor’s results section of the accompanying schedule of findings and questioned costs.

In our opinion, the School complied, in all material respects, with the compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2022.

Basis for Opinion on Each Major Federal Program

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

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

Responsibilities of Management for Compliance

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



Auditor's Responsibilities for the Audit of Compliance

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

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

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

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

Report on Internal Control Over Compliance

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



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

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

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

BDO USA, LLP

New York, New York
October 25, 2022

New Visions Charter High School for Advanced Math and Science

Schedule of Findings and Questioned Costs Year Ended June 30, 2022

Section I - Summary of Auditor's Results

Financial Statements

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

Unmodified

Internal control over financial reporting:

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

Noncompliance material to financial statements noted? _____ Yes X No

Federal Awards

Internal control over major federal programs:

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

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

Unmodified

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

_____ Yes X No

Identification of major federal programs:

<u>Assistance Listing Number(s)</u>	<u>Name of Federal Program or Cluster</u>
84.425D	Elementary and Secondary School Emergency Relief (ESSER) Fund
84.425R	Coronavirus Response and Relief Supplemental Appropriations Act, 2021 - Emergency Assistance to non- Public School (CRRSA EANS) Program
84.425U	American Rescue Plan - Elementary and Secondary School Emergency Relief (ARP ESSER)

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

\$750,000

Auditee qualified as low-risk auditee?

_____ Yes X No

New Visions Charter High School for Advanced Math and Science

Schedule of Findings and Questioned Costs Year Ended June 30, 2022

Section II - Financial Statement Findings

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

Section III - Federal Award Findings and Questioned Costs

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

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

Trustee Name:

Peter Cantillo

Name of Charter School Education Corporation:

New Visions Charter High School for Advanced Math & Science

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

Trustee

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

Yes No

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

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

Yes No

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

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

Yes No

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

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

Yes No

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

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

None

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

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

None

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

 _____ 5/31/22
Signature Date

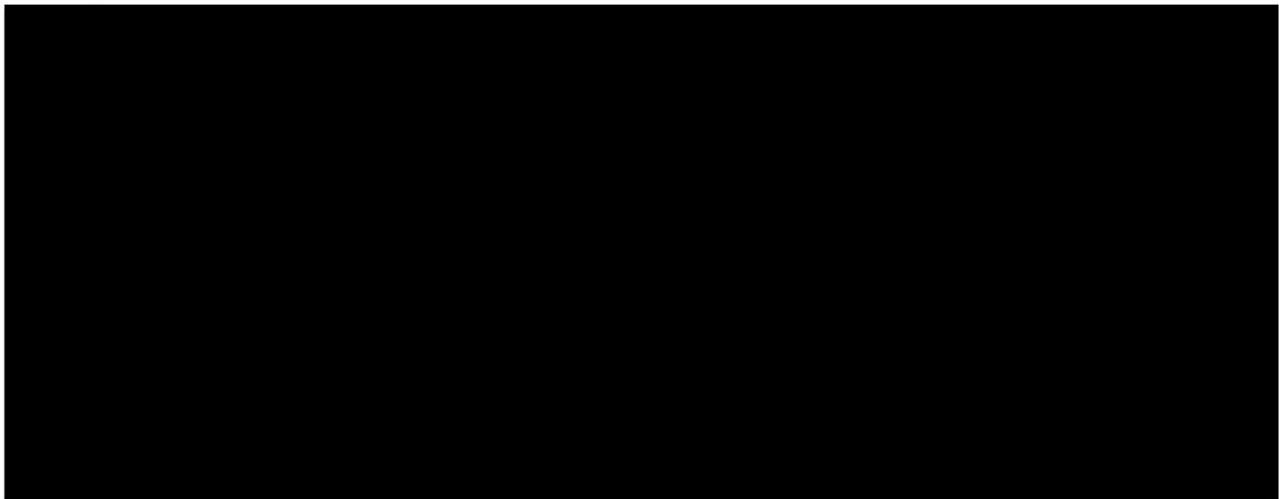
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- Print form, manually sign, scan to PDF

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Business Telephone:

Business Address:



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

Trustee Name:

Lisa A. Gibson

Name of Charter School Education Corporation:

New Visions Charter High School for Advanced Math & Science

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

Member

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

Yes No

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

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

Yes No

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

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

Yes No

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

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

Yes No

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

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

None

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

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

None

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

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b4de-512c162a02d3
Date: 2022.07.25 16:07:14 -04'00'

July 25, 2022

Signature

Date

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last revised 04/2022

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

Trustee Name:

Nancy Grossman

Name of Charter School Education Corporation:

New Visions Charter High School for Advanced Math & Science

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

Chair

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

Yes No

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

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

Yes No

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

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

Yes No

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

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

Yes No

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

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

None

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

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

None

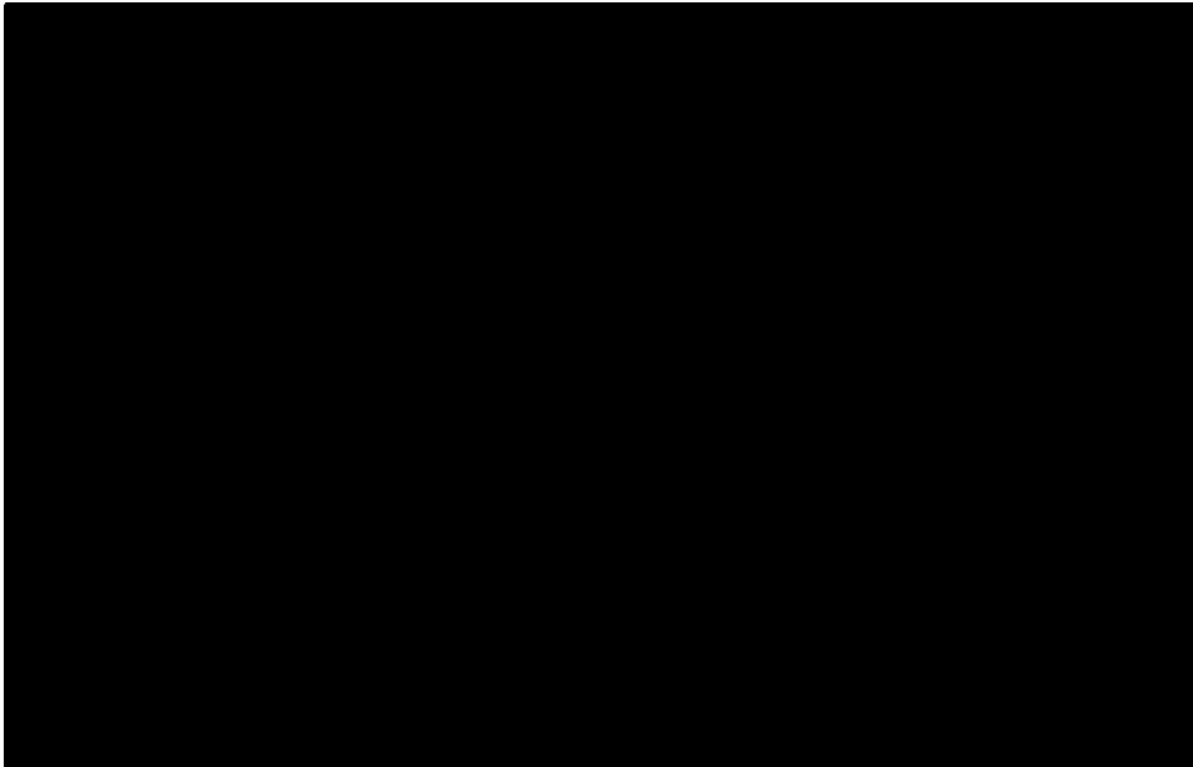
Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps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

Nancy Grossman May 26, 2022
Signature Date

Acceptable signature formats include:

- Digitally certified PDF signature
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**Disclosure of Financial Interest by a Current
or Former Trustee**

Trustee Name:

Fred Levy

Name of Charter School Education Corporation:

New Visions Charter High School for Advanced Math & Science

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

Simple Board member

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

Yes No

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

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

Yes No

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

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

Yes No

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

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

Yes No

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

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

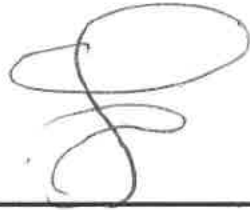
None

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

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

None

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



7/21/22

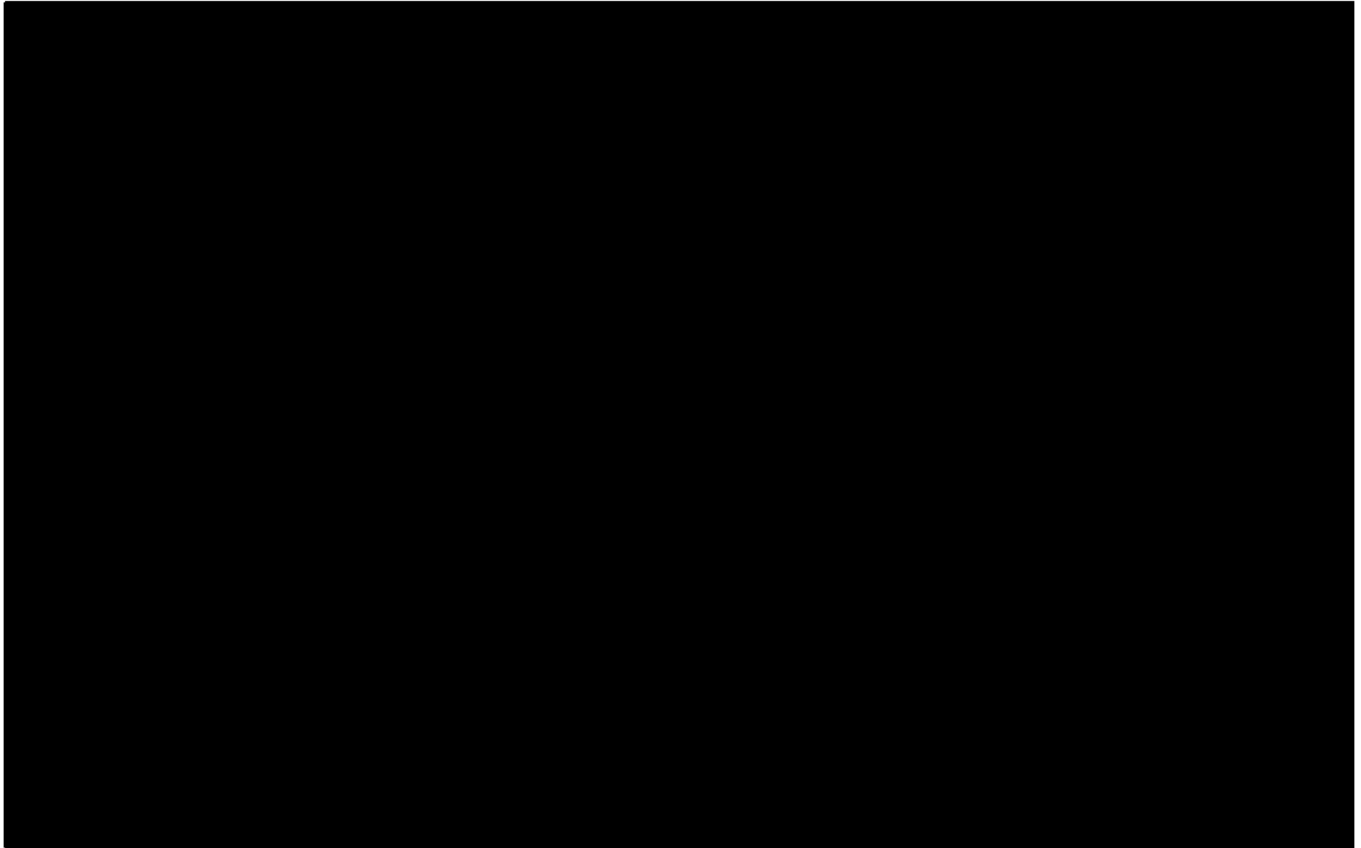
Signature

Date

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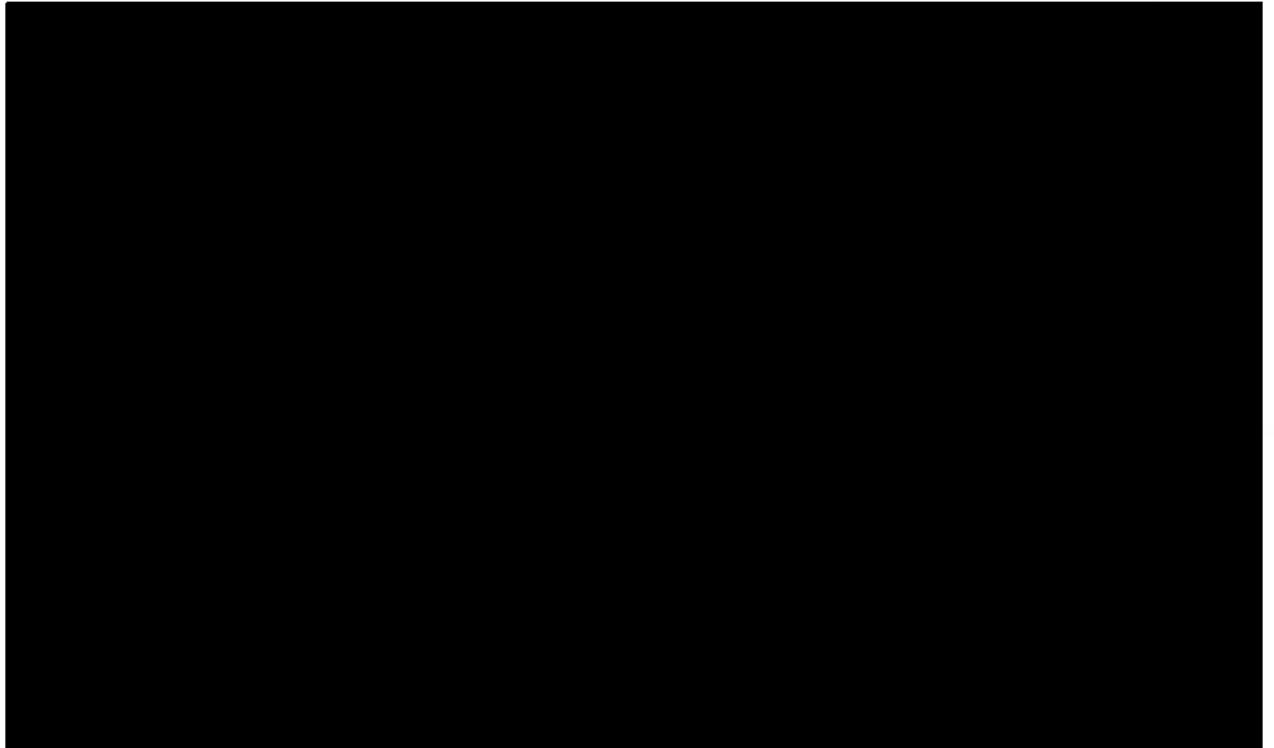
last revised 04/2022

Date

Signature

Approved signature
Date

Approved signature
Date



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

Trustee Name:

Eva Lopez

Name of Charter School Education Corporation:

New Visions Charter High School for Advanced Math & Science

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

Member

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

Yes No

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

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

Yes No

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

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

Yes No

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

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

Yes No

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

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

None

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

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

None

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

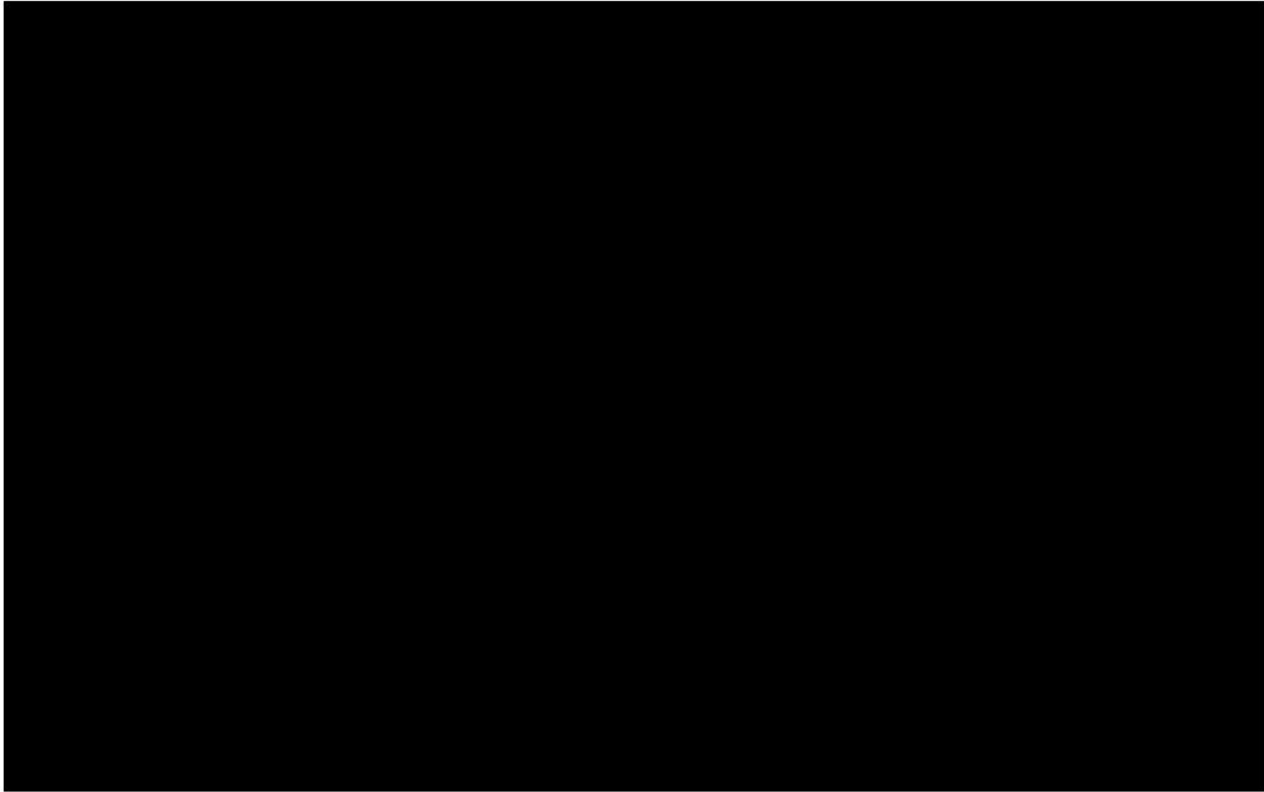
Dr. Eva Lopez
Signature

July 25, 2022
Date

Acceptable signature formats include:

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

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



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

Trustee Name:

Carol Lili Lynton

Name of Charter School Education Corporation:

New Visions Charter High School for Advanced Math & Science

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

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

Yes No

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

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

Yes No

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

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

Yes No

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

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

Yes No

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

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

None

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

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

None

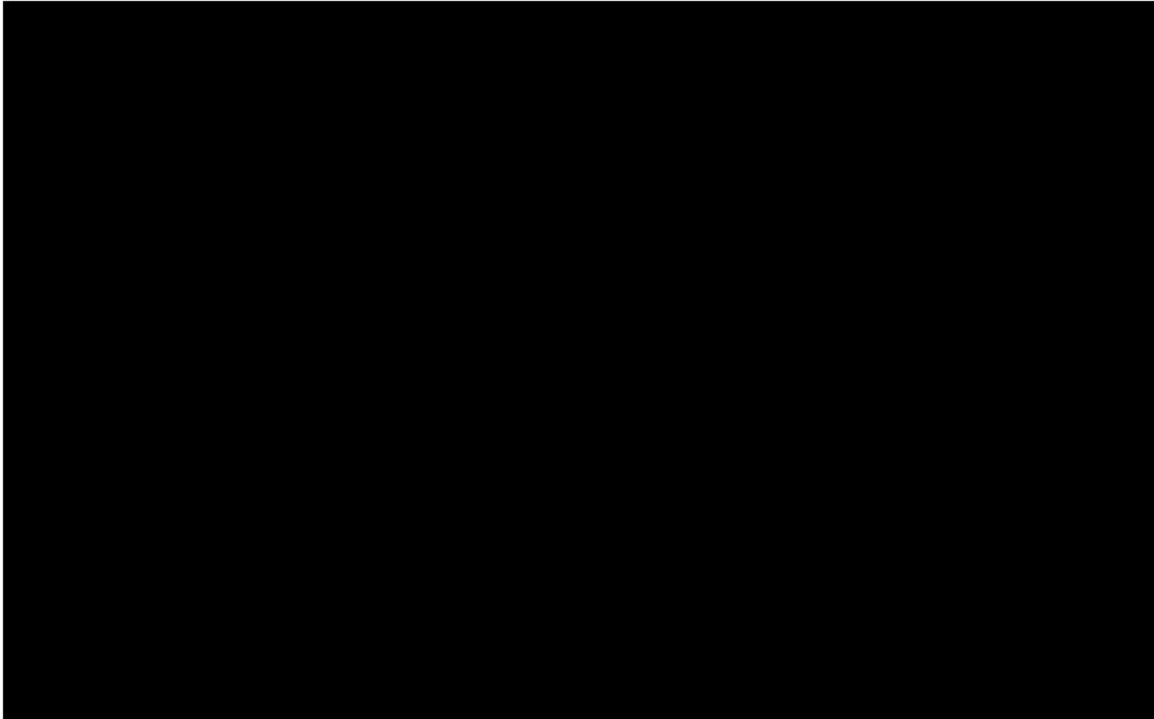
Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps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

Carol Lynton May 24, 2022
Signature Date

Acceptable signature formats include:

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

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

Trustee Name:

Matthew Melch

Name of Charter School Education Corporation:

New Visions Charter High School for Advanced Math & Science

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

Treasurer

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

Yes No

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

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

Yes No

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

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

Yes No

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

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

Yes No

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

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

None

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

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

None

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



7/14/22

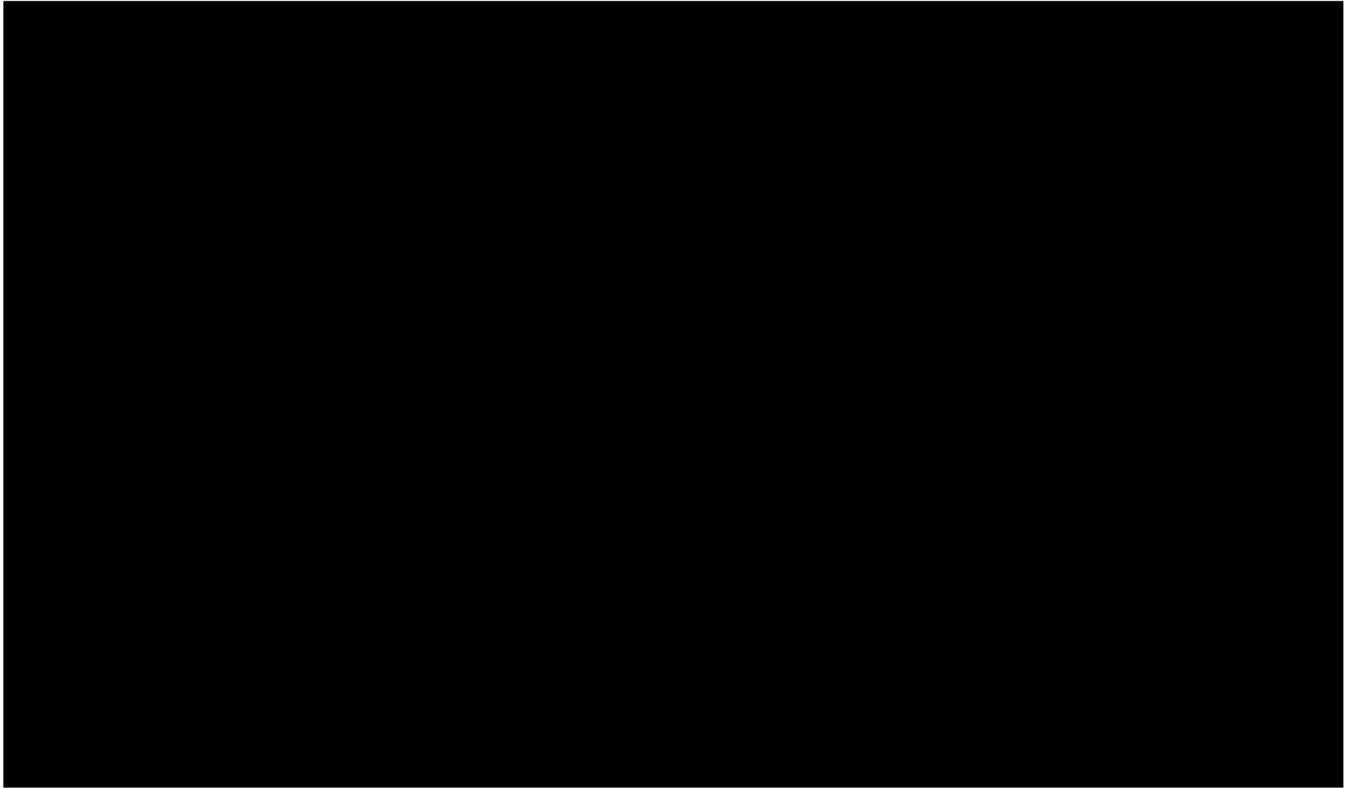
Signature

Date

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

Trustee Name:

Marsha Milan-Bethel

Name of Charter School Education Corporation:

New Visions Charter High School for Advanced Math & Science

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

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

Yes No

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

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

Yes No

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

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

Yes No

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

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

Yes No

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

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

None

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

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

None

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

Marsha Milan-Bethel

July 14th, 2022

Signature

Date

Acceptable signature formats include:

- Digitally certified PDF signature
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Business Telephone:

Business Address:



last revised 04/2022

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

Trustee Name:

Michael Nathan

Name of Charter School Education Corporation:

New Visions Charter High School for Advanced Math & Science

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

Interim Acting Treasurer

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

Yes No

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

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

Yes No

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

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

Yes No

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

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

Yes No

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

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

None

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

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

None

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

Michael D. Nathan

7/28/22

Signature

Date

Acceptable signature formats include:

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

Business Telephone:

Business Address:



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

Trustee Name:

Edgar Rodriguez

Name of Charter School Education Corporation:

New Visions Charter High School for Advanced Math and Science

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

Secretary

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

Yes No

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

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

Yes No

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

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

Yes No

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

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

Yes No

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

Position Held: I serve as the Superintendent of Charter Schools for New Visions for Public Schools, the Charter Management Organization.

Responsibilities include supervision of the principal and the CMO team.

Salary: \$228,125

Start Date: July 15, 2021

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

None

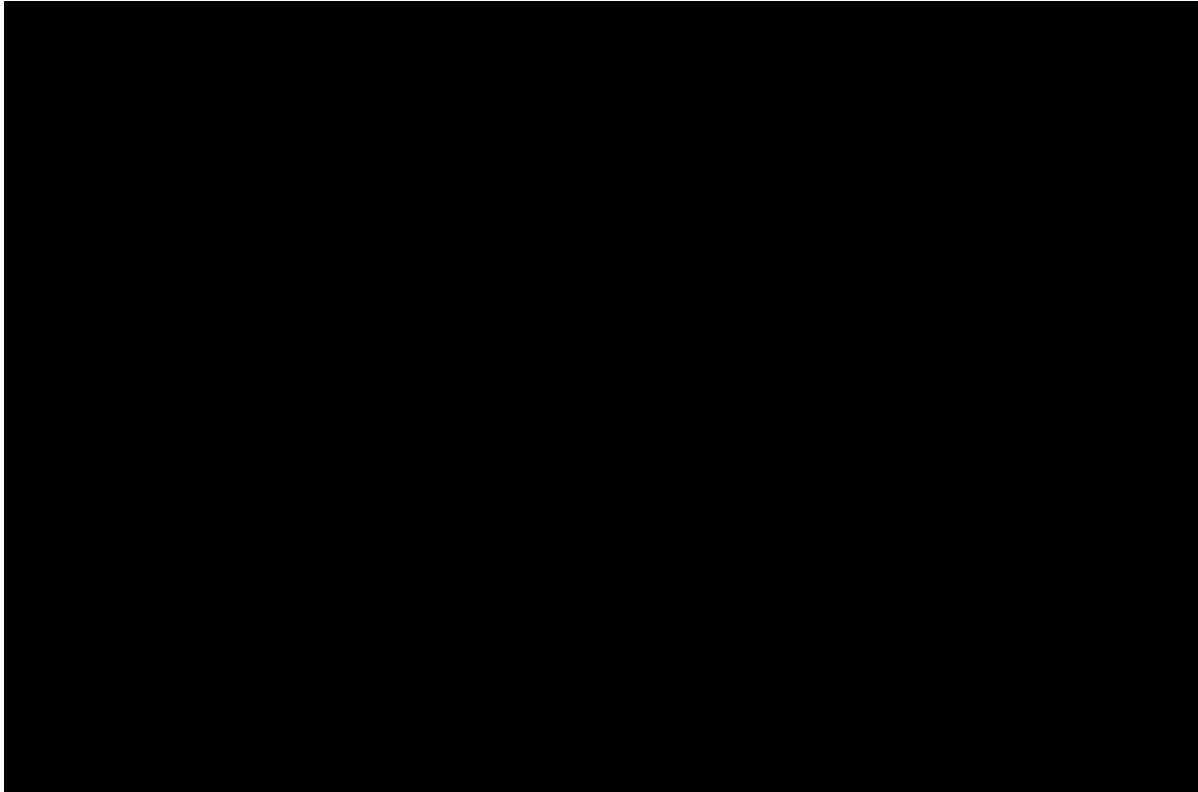
Date(s)	Nature of financial interest / transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you
July 15, 2021	Employment at the CMO, New Visions for Public Schools	Will abstain from voting, as necessary.	Edgar Rodriguez (myself)

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

None

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest
New Visions for Public Schools	Edgar Rodriguez serves as Superintendent of the Charter Schools at the CMO	See salary above	Edgar Rodriguez	Abstain from voting where necessary

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Handwritten signature of Edgar Rodriguez in black ink.

July 14, 2022

Signature

Date

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last revised 04/2022

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

Trustee Name:

Musa Ali Shama

Name of Charter School Education Corporation:

New Visions Charter High School for Advanced Math & Science

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

Secretary

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

Yes No

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

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

Yes No

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

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

Yes No

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

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

Yes No

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

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

None

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

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

None

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



Digitally signed by Musa Ali
Shama

Date: 2022.07.18 20:16:52 -04'00' 07/17/22

Signature

Date

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

Trustee Name:

Selina M. Urbina

Name of Charter School Education Corporation:

New Visions Charter High School for Advanced Math & Science

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

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

Yes No

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

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

Yes No

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

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

Yes No

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

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

Yes No

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

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

None

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

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None

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

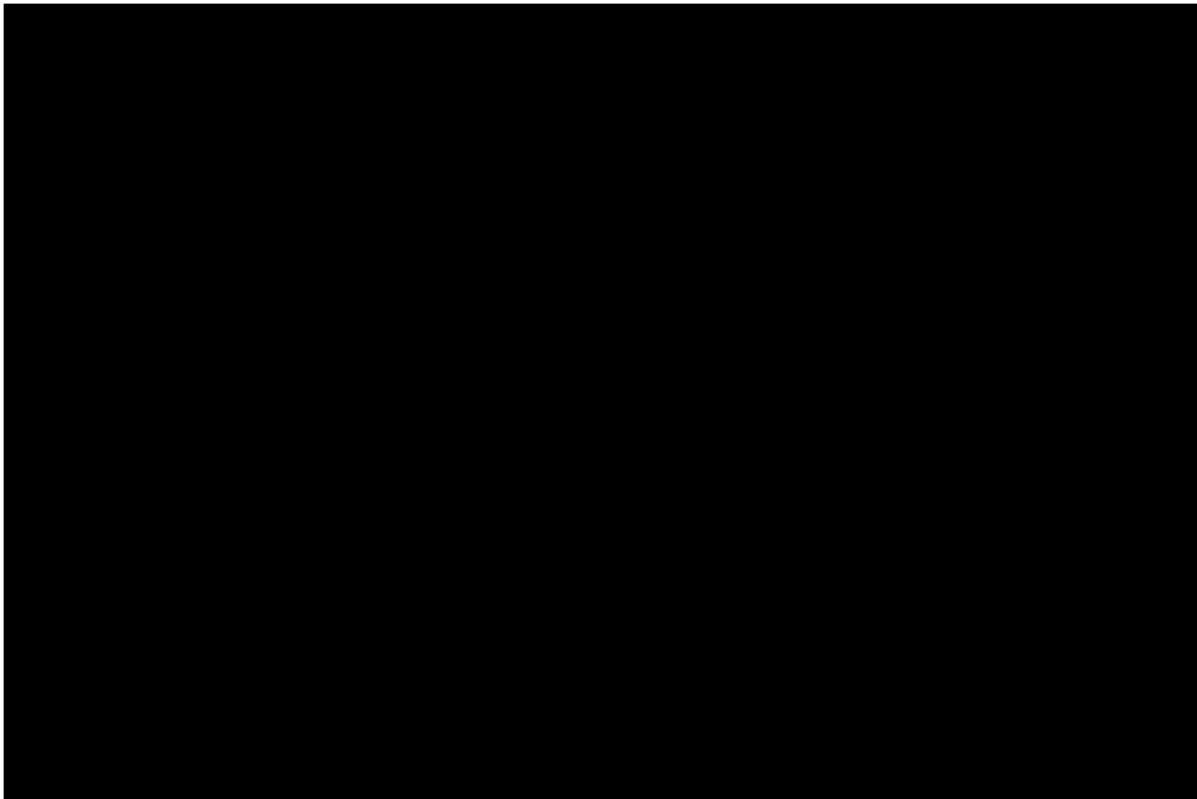


Signature **7-22-2022**
Date

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

Trustee Name:

Edna R. Vega, Ed.D.

Name of Charter School Education Corporation:

New Visions Charter High School for Advanced Math & Science

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

Former Chairperson

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

Yes No

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

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

Yes No

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

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

Yes No

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

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

Yes No

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

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

None

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

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None

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

Edna R. Vega

25 May 2022

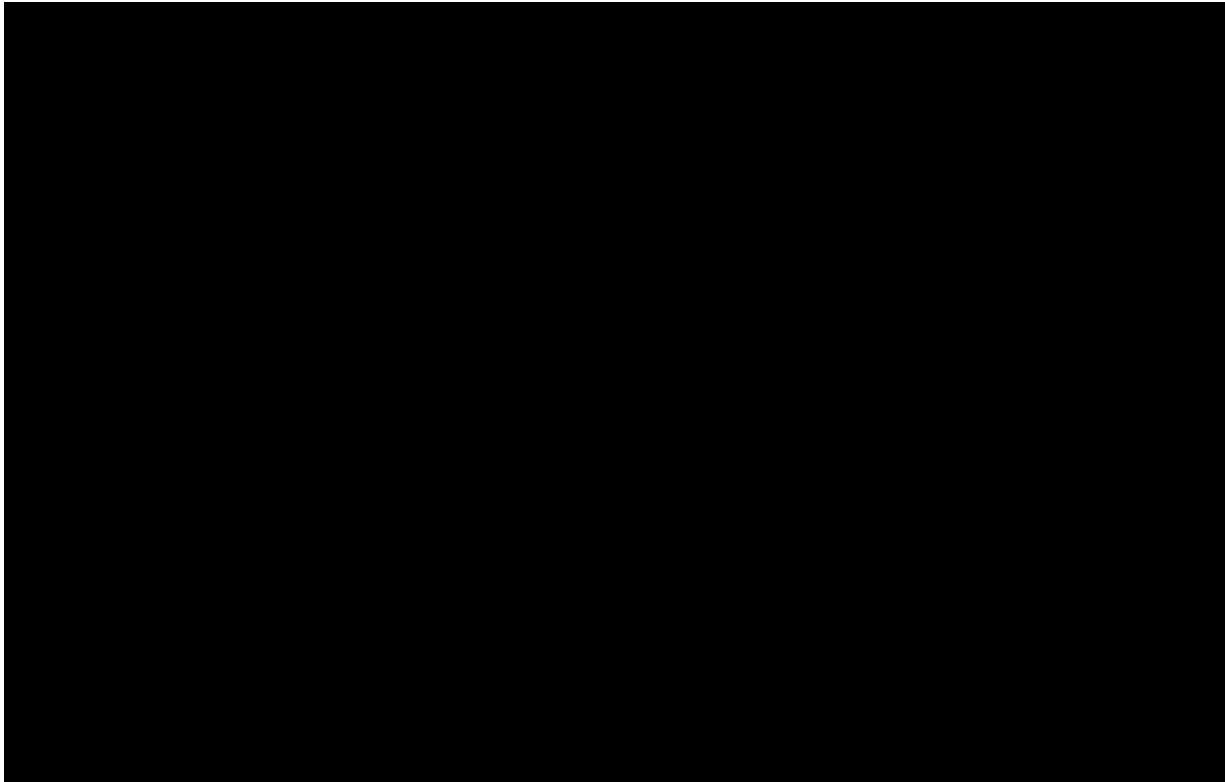
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New Visions Charter High Schools

2022-2023 School Calendar - Trimesters

School Start Date

Thursday, September 8th

180 Days Required by NYSED (September-June instructional days, Regents days, and PD days total 181 days)

September – June:

- 165 instructional/attendance days
- 12 Regents days (including rating days)
- 4 professional development days (September 7th, November 8th, January 30th, June 8th)
- Last day of school is Tuesday, June 27th

Trimester Instructional Days

- Trimester 1: 54 instructional days
- Trimester 2: 55 instructional days
- Trimester 3: 56 instructional days

Assessment Dates & Windows

Fall PSAT/SAT: October 2022

Spring PSAT/SAT: March 2023

NYSITELL: August 2022 – September 2022

Fall STAR Reading/Math: July 2022 – November 2022

Spring STAR Reading/Math: March 2023– May 2023

NYSESLAT Speaking: April 2023 – May 2023 / NYSESLAT LRW: May 2023 – May 2023

Fall On-Demand Writing: August 2022 – October 2022 / Spring On-Demand Writing: March 2023 – April 2023

AP Exams: May 2023 – May 2023

Purple numbers in right corner indicate instructional days: 181 total (165 attendance days from September to June + 12 Regents days + 4 PD days). Note: NYSED requires 180 days per year. For credit purposes NYSED indicates 108 hours for unit (two credits) for full year=54 hours (or 3,240 minutes) = 1 credit per semester. New Visions Charter High School students earn 1 credit (3,240 minutes) per trimester.

July 2022

New Visions Charter High Schools

Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1	2
3	4 Independence Day - School Closed	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

Purple numbers in right corner indicate instructional days: 181 total (165 attendance days from September to June + 12 Regents days + 4 PD days). Note: NYSED requires 180 days per year. For credit purposes NYSED indicates 108 hours for unit (two credits) for full year=54 hours (or 3,240 minutes) = 1 credit per semester. New Visions Charter High School students earn 1 credit (3,240 minutes) per trimester.

August 2022

New Visions Charter High Schools

Sun	Mon	Tue	Wed	Thu	Fri	Sat
31	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15 New Teacher Report Date: ALL SCHOOLS New Staff Onboarding	16 New Staff Onboarding	17 New Staff Onboarding Regents - TBD	18 New Staff Onboarding Regents - TBD	19	20
21	22 Returning Teacher Report Date: ALL SCHOOLS	23	24	25	26	27
28	29	30	31			

Purple numbers in right corner indicate instructional days: 181 total (165 attendance days from September to June + 12 Regents days + 4 PD days). Note: NYSED requires 180 days per year. For credit purposes NYSED indicates 108 hours for unit (two credits) for full year=54 hours (or 3,240 minutes) = 1 credit per semester. New Visions Charter High School students earn 1 credit (3,240 minutes) per trimester.

September 2022

New Visions Charter High Schools

Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1	2	3
4	5 Labor Day – No School	6	7 Professional Development Day	8 First Day of School	9	10
				1	2	
11	12	13	14	15	16	17
	3	4	5	6	7	
18	19	20	21	22	23	24
	8	9	10	11	12	
25	26 Rosh Hashanah – No School	27 Rosh Hashanah – No School	28	29	30	1
			13	14	15	

Purple numbers in right corner indicate instructional days: 181 total (165 attendance days from September to June + 12 Regents days + 4 PD days). Note: NYSED requires 180 days per year. For credit purposes NYSED indicates 108 hours for unit (two credits) for full year=54 hours (or 3,240 minutes) = 1 credit per semester. New Visions Charter High School students earn 1 credit (3,240 minutes) per trimester.

October 2022

New Visions Charter High Schools

Sun	Mon	Tue	Wed	Thu	Fri	Sat
2	3	4	5 Yom Kippur – No School BEDS Day	6	7	8
	16	17		18	19	
9	10 Indigenous Peoples' Day – No School	11	12	13	14	15
		20	21	22	23	
16	17	18	19	20	21	22
	24	25	26	27	28	
23	24	25	26	27	28	29
	29	30	31	32	33	
30	31					
	34					

Purple numbers in right corner indicate instructional days: 181 total (165 attendance days from September to June + 12 Regents days + 4 PD days). Note: NYSED requires 180 days per year. For credit purposes NYSED indicates 108 hours for unit (two credits) for full year=54 hours (or 3,240 minutes) = 1 credit per semester. New Visions Charter High School students earn 1 credit (3,240 minutes) per trimester.

November 2022

New Visions Charter High Schools

Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2	3	4	5
			35	36	37	38
6	7	8 Election Day – No School for Students Professional Development Day 39	9	10	11 Veteran’s Day – No School 41	12
13	14	15	16	17	18	19
		42	43	44	45	46
20	21	22	23	24 Thanksgiving – No School 49	25 Day After Thanksgiving – No School	26
		47	48	49		
27	28	29	30			
		50	51	52		

Purple numbers in right corner indicate instructional days: 181 total (165 attendance days from September to June + 12 Regents days + 4 PD days). Note: NYSED requires 180 days per year. For credit purposes NYSED indicates 108 hours for unit (two credits) for full year=54 hours (or 3,240 minutes) = 1 credit per semester. New Visions Charter High School students earn 1 credit (3,240 minutes) per trimester.

December 2022

New Visions Charter High Schools

Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1	2 End of Trimester #1	3
				53	54	
4	5 Beginning of Trimester #2	6	7	8	9	10
	1	2	3	4	5	
11	12	13	14	15	16	17
	6	7	8	9	10	
18	19	20	21	22	23	24
	11	12	13	14	15	
25	26 Winter Break No School	27 Winter Break No School	28 Winter Break No School	29 Winter Break No School	30 Winter Break No School	31

Purple numbers in right corner indicate instructional days: 181 total (165 attendance days from September to June + 12 Regents days + 4 PD days). Note: NYSED requires 180 days per year. For credit purposes NYSED indicates 108 hours for unit (two credits) for full year=54 hours (or 3,240 minutes) = 1 credit per semester. New Visions Charter High School students earn 1 credit (3,240 minutes) per trimester.

January 2023

New Visions Charter High Schools

Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2 Winter Break No School	3	4	5	6	7
		16	17	18	19	
8	9	10	11	12	13	14
	20	21	22	23	24	
15	16 Martin Luther King Jr. Day – No School	17	18	19	20	21
	25	26	27	28		
22	23	24 Regents - TBD	25 Regents - TBD	26 Regents - TBD	27 Regents Rating Day	28
	29					
29	30 No School for Students Regents Scoring (if needed) Professional Development Day	31				
	30					

Purple numbers in right corner indicate instructional days: 181 total (165 attendance days from September to June + 12 Regents days + 4 PD days). Note: NYSED requires 180 days per year. For credit purposes NYSED indicates 108 hours for unit (two credits) for full year=54 hours (or 3,240 minutes) = 1 credit per semester. New Visions Charter High School students earn 1 credit (3,240 minutes) per trimester.

February 2023

New Visions Charter High Schools

Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2	3	4
			31	32	33	
5	6	7	8	9	10	11
	34	35	36	37	38	
12	13	14	15	16	17	18
	39	40	41	42	43	
19	20 President's Day – No School	21 Mid-Winter Break – No School	22 Mid-Winter Break – No School	23 Mid-Winter Break – No School	24 Mid-Winter Break – No School	25
26	27	28				
	44	45				

Purple numbers in right corner indicate instructional days: 181 total (165 attendance days from September to June + 12 Regents days + 4 PD days). Note: NYSED requires 180 days per year. For credit purposes NYSED indicates 108 hours for unit (two credits) for full year=54 hours (or 3,240 minutes) = 1 credit per semester. New Visions Charter High School students earn 1 credit (3,240 minutes) per trimester.

March 2023

New Visions Charter High Schools

Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2	3	4
			46	47	48	
5	6	7	8	9	10	11
	49	50	51	52	53	
12	13	14	15	16	17	18
		End of Trimester #2	Beginning of Trimester #3			
	54	55	1	2	3	
19	20	21	22	23	24	25
	4	5	6	7	8	
26	27	28	29	30	31	1
	9	10	11	12	13	

Purple numbers in right corner indicate instructional days: 181 total (165 attendance days from September to June + 12 Regents days + 4 PD days). Note: NYSED requires 180 days per year. For credit purposes NYSED indicates 108 hours for unit (two credits) for full year=54 hours (or 3,240 minutes) = 1 credit per semester. New Visions Charter High School students earn 1 credit (3,240 minutes) per trimester.

April 2023

New Visions Charter High Schools

Sun	Mon	Tue	Wed	Thu	Fri	Sat
2	3	4	5	6 Passover – No School	7 Good Friday – No School	8
	14	15	16			
9	10 Spring Break – No School	11 Spring Break – No School	12 Spring Break – No School	13 Spring Break – No School	14 Spring Break – No School	15
16	17	18	19	20	21 Eid al-Fitr – No School	22
	21	22	23	24	25	
23	24	25	26	27	28	29
30						

Purple numbers in right corner indicate instructional days: 181 total (165 attendance days from September to June + 12 Regents days + 4 PD days). Note: NYSED requires 180 days per year. For credit purposes NYSED indicates 108 hours for unit (two credits) for full year=54 hours (or 3,240 minutes) = 1 credit per semester. New Visions Charter High School students earn 1 credit (3,240 minutes) per trimester.

May 2023

New Visions Charter High Schools

Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1	2	3	4	5	6
	26	27	28	29	30	
7	8	9	10	11	12	13
	31	32	33	34	35	
14	15	16	17	18	19	20
	36	37	38	39	40	
21	22	23	24	25	26	27
	41	42	43	44	45	
28	29	30	31			
	Memorial Day – No School	46	47			

Purple numbers in right corner indicate instructional days: 181 total (165 attendance days from September to June + 12 Regents days + 4 PD days). Note: NYSED requires 180 days per year. For credit purposes NYSED indicates 108 hours for unit (two credits) for full year=54 hours (or 3,240 minutes) = 1 credit per semester. New Visions Charter High School students earn 1 credit (3,240 minutes) per trimester.

June 2023

New Visions Charter High Schools

Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1 Regents – US History and Government Framework	2 48	3
4	5 49	6 50	7 51	8 No School for Students Professional Development Day	9 52	10
11	12 53	13 54	14 Regents - TBD	15 Regents - TBD	16 Regents - TBD	17
18	19 Juneteenth – No School	20 Regents - TBD	21 Regents - TBD	22 Regents - TBD	23 Regents Rating Day	24
25	26	27 Last Day of School for Students Report Card Distribution 55	28 56	29	30 Last Day of School for Teachers	

Purple numbers in right corner indicate instructional days: 181 total (165 attendance days from September to June + 12 Regents days + 4 PD days). Note: NYSED requires 180 days per year. For credit purposes NYSED indicates 108 hours for unit (two credits) for full year=54 hours (or 3,240 minutes) = 1 credit per semester. New Visions Charter High School students earn 1 credit (3,240 minutes) per trimester.