

Application: New Visions Charter High School for the Humanities

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

Entry 1 School Info and Cover Page

Completed - Jul 28 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 THE HUMANITIES 800000070186

a1. Popular School Name

HUM

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/humanities>

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

566

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

524

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

Check all that apply

Grades Served

9, 10, 11, 12

I1. DOES THE SCHOOL CONTRACT WITH A CHARTER OR EDUCATIONAL MANAGEMENT ORGANIZATION?

Yes

I2. 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	NY
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 THE HUMANITIES 800000070186

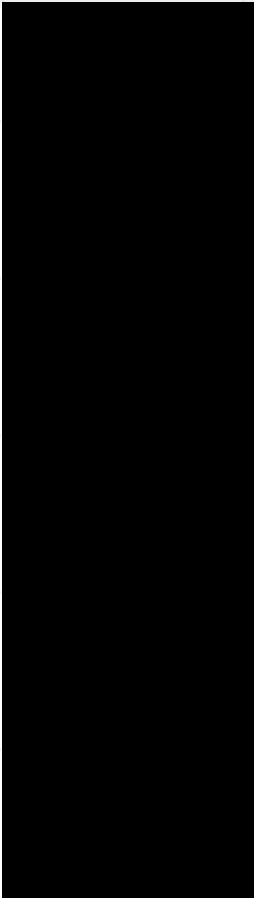
School Site 1 (Primary)

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	718-817-7686	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	Magaly Hicks	Principal	718-817-7686		mhicks27@charter.newvisions.org
Operational Leader	Gustavo Camilo	Director of School Operations	718-817-7686		gcamilo6@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	Gustavo Camilo	Director of School Operations	718-817-7686		gcamilo6@charter.newvisions.org
Phone Contact for After Hours Emergencies	Gustavo Camilo	Director of School Operations	718-817-7686		gcamilo6@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 Trustee's 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 is stylized, starting with a large 'M' followed by a series of loops and a long horizontal stroke.

Signature, President of the Board of Trustees

A handwritten signature in black ink on a light gray background. The signature is cursive and reads 'Raney' followed by a long horizontal stroke.

Date

Jul 27 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-HUM Final](#)

Filename: 2021-22-Accountability-Plan-Progre_EDKNbdb.pdf Size: 2.3 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 HUM I - June 30 2022 - Financial Statements](#)

Filename: NVCHS_HUM_I_-_June_30_2022_-_Finan_xXQsfFW.pdf Size: 497.4 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-HUM1](#)

Filename: 2021-22-Audited-Financial-Stateme_4DGYvfH.xlsx Size: 312.4 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.

[HUM1-2022-23-Budget-and-Quarterly-Report](#)

Filename: HUM1-2022-23-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 HUM](#)

Filename: Cantillo_Peter_Financial_Disclosur_A9TIIXY.pdf Size: 238.0 kB

[Gibson, Lisa HUM Disclosure of Financial Interest Form](#)

Filename: Gibson_Lisa_HUM_Disclosure_of_Fina_tFDpG9C.pdf Size: 1.6 MB

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

Filename: Grossman_Nancy_Financial_Disclosur_JU00xgz.pdf Size: 1.4 MB

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

Filename: Levy_Fred_Financial_Disclosure_Form_HUM.pdf Size: 233.5 kB

[Lopez, Eva HUM Disclosure of Financial Interest Form](#)

Filename: Lopez_Eva_HUM_Disclosure_of_Financ_hHndvHO.pdf **Size:** 1.3 MB

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

Filename: Lynton_Lili_Financial_Disclosure_forms_HUM.pdf **Size:** 637.5 kB

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

Filename: Marcin_Matt_Financial_Disclosure_Form_HUM.pdf **Size:** 743.6 kB

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

Filename: Milan-Bethel_Marsha_Financial_Disc_cr20hUr.pdf **Size:** 1.6 MB

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

Filename: Nathan_Michael_HUM_Financial-Disc_k4AkhXj.pdf **Size:** 551.5 kB

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

Filename: Rodriguez_Edgar_Disclosure_of_Fina_zWOOhwJ.pdf **Size:** 113.6 kB

[Shama, Musa Ali HUM Disclosure of Financial Interest Form](#)

Filename: Shama_Musa_Ali_HUM_Disclosure_of_F_j7BRQPa.pdf **Size:** 1.5 MB

[Urbina, Selina Financial Disclosure](#)

Filename: Urbina_Selina_Financial_Disclosure.HUM.pdf **Size:** 569.9 kB

[Vega, Edna HUM Disclosure of Financial Interest Form 05 2022](#)

Filename: Vega_Edna_HUM_Disclosure_of_Financ_DpdtM2M.pdf **Size:** 1.2 MB

Entry 7 BOT Membership Table

Completed - Jul 28 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 THE HUMANITIES 800000070186

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		Trustee/Member	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	01/01/20 20	12/31/20 22	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 28 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>Over the course of the last 7 years, despite the pandemic, HUM has strengthened and improved the level of recruitment and marketing strategies to reach as many families and constituents as possible. HUM recruitment strategies focus on attracting students and families by advertising and showcasing the following:</p> <p>HUMs inclusive environment HUMs rigorous instructional program Positive climate and culture Multiple curricular activities SEL Mindfulness Approach Extensive Postsecondary Program Campus sports and student leadership</p> <p>We are committed to ensuring that high-needs students apply, enroll, and remain in our school and we have a high retention rate with activities that provide students with the opportunity to become involved in rigorous coursework and academic support, social and emotional support, cultural experiences, and multiple clubs. In addition, our students are exposed to an athletic life on campus. Such involvement provides students with a sense of belonging and pride with most students feeling that faculty members care about their academic and professional growth, and progress.</p> <p>The recruitment process begins in</p>	<p>In 2022-23, HUM plans to execute the same recruitment efforts and strategies used last year and will adjust as needed.</p>

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

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

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

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

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

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

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

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

Digital and social marketing efforts consisted of programmatic online

	<p>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> <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. New Visions hosted its own Virtual High School Fair and participated in the NYC Charter Center Virtual Fair</p>	
English Language Learners	<p>In addition to the recruitment strategies outlined above, HUM, in conjunction with the New Visions network, took additional steps to attract ELLs/MLs. New Visions has an extensive network of community partners that we leveraged in our outreach efforts to promote student recruitment opportunities in our charter school via mailings, presentations at community meetings, and phone calls. These included local community-based organizations, elected officials, faith-</p>	<p>In 2022-23, HUM plans to execute the same recruitment efforts and strategies used last year and will adjust as needed.</p>

based groups, higher education institutions, and other community institutions such as libraries, public housing complexes, and local businesses. In particular HUM has made efforts to engage with the Spanish-speaking community in their outreach efforts, given the increase of students who speak this language at their school.

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

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

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

	<p>able to apply directly at the school or event. Interested families also have the opportunity to call the New Visions main network office to apply over the phone, where there is a designated staff member who is bilingual in Spanish and able to assist families who are Spanish speaking.</p>	
Students with Disabilities	<p>Throughout all of our outreach efforts, HUM makes sure to encourage families with students with disabilities to apply to our school and provides space to speak about their needs and supports. Particularly at our open houses, HUM makes sure to give families time for individual consultations for those who are interested in speaking with the principal or other staff. We also inform middle school staff that we support students with disabilities and that they can be confident in referring students with IEPs. At the time of enrollment HUM ensures that every family with a student with an IEP meets with the appropriate staff member to review the documents.</p> <p>In addition to the strategies mentioned above, HUM staff continues to recruit at all middle schools, including those with high numbers of students with disabilities and encourages families to apply. We continue to ensure that special education staff or staff who can speak to the special education services we offer are available at open houses and other recruitment events to have meaningful conversations with families around their student's needs. The testimony of students with disabilities is the</p>	<p>In 2022-23, HUM plans to execute the same recruitment efforts and strategies used last year and will adjust as needed.</p>

best way for HUM to showcase our continued commitment and demonstrated success of such students at HUM. This is again factored in the recruitment of the student ambassadors.

Retention Efforts Toward Meeting Targets

	Describe Retention Efforts in 2021-2022	Describe Retention Plans in 2022-2023
Economically Disadvantaged	<p>HUM employs multiple strategies and designs specific programmatic elements to ensure the success and retention of targeted students. Part of our overall strategy is to ensure that all students, whether or not they have special needs, feel supported and thrive academically. This support starts from the moment that students have an accepted seat and is followed through as we begin to know more about our students.</p> <p>We utilize the Response to Intervention (RtI) framework which is a multi-tiered approach used to efficiently differentiate instruction for all students. The model relies on student literacy assessment data to determine the intensity of the research-based interventions needed to accelerate student literacy gains. We utilize the Wilson Language intervention program, Wilson Just Words, and Read 180 to provide tiered literacy intervention classes for students depending on their individual learning needs. This tiered approach is inclusive and based on student need.</p> <p>HUM follows the Cohort Model constituting the assistant principal, counselor, and dean who work together to track student attendance and grades on a daily basis. The students are encouraged to attend office hours, Saturday school, and Lunch and Learn to</p>	<p>HUM plans to utilize the same strategies to retain economically disadvantaged students in the coming year.</p>

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

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

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

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

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

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

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

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

Entry 10 – Teacher and Administrator Attrition

Completed - Jul 28 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/employee_fingerprinting_t19.pdf or visit the NYSED website at: <http://www.highered.nysed.gov/tsei/ospa/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 28 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_b6SAHKp.pdf Size: 200.3 kB

Entry 14 Links to Critical Documents on School Website

Completed - Jul 28 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 the Humanities

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

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

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

Thank you.





New Visions Charter High School for the Humanities (HUM)

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

Submitted to the SUNY Charter Schools Institute on:

October 14, 2022

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

99 Terrace View Avenue,
Bronx, NY 10463

718-817-7686

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 the Humanities:

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

Trustee's Name	Board Position	
	Office (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

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

SCHOOL OVERVIEW

The New Visions Charter High School for the Humanities (HUM) is a small school that opened in 2011 and served students in grades 9-12 in 2021-2022.

MISSION

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

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

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

STUDENT POPULATION

Located in the Marble Hill community of the Bronx, HUM serves students from predominantly low-income families. As of BEDS day 2021, 541 students were enrolled in HUM. Of these students:

- 98% are Black or Latino
- 88% are economically disadvantaged
- 18 % 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 support based on the needs and strengths of each student, and a focus on foundational academic and social emotional skills. We position students to be agents of their own growth by developing their ability to self-advocate and engaging them in decision-making about their futures.
 - **Holistic Social Emotional Supports**: We build purposeful communities where students and adults feel engaged and connected to each other, and where they grow as people. We begin this work before school starts with students at Summer Bridge, and with adults at Onboarding, and continue it through graduation. We help students make decisions about their own future and their school community; create inclusive spaces throughout the school where students' intersectional identities are celebrated and honored; invest in deep relationship-building through an advisory model; use a restorative approach to improve and repair relationships; leverage the robust counseling staff to recognize and heal trauma; and ensure that adults also reflect on and develop their own social emotional competencies.
 - **Comprehensive Postsecondary Readiness**: Our postsecondary exploration and preparation programs ensure that every student is equipped with the skills and experiences to define and pursue their goals, earn a family-sustaining wage, and participate fully in society. We recognize that the path to academic and career goals may contain a combination of training, employment, service, and education. We provide comprehensive four-year counseling and academic services that include exploration of multiple pathways, rich academic and

non-academic experiences, and support for caregivers so our students can meet challenges and opportunities of college and career.

- **Inclusive Family Engagement:** We build intentional, individual, collaborative relationships with families and caregivers to ensure they play an active role in their children's high school experience and postsecondary plans. We communicate consistently and in the family's preferred language(s). Families and caregivers are our first and most important stakeholders in the success of every student.
- **Civic & Community Engagement:** We encourage students to find the power in their own voices and actions, and to collaborate, communicate, and advocate in order to build stronger selves, schools, and communities. We do this by offering formal and informal experiences in our schools and cultivating partnerships in the community. Civic and community engagement, together with a rigorous academic program, equip our graduates with knowledge, skill sets, and agency to engage fully and lead in an increasingly complex world.
- **Data-Driven Continuous Improvement:** Data-driven continuous improvement cycles build capacity in teams, support the professional growth of all school staff, improve processes and programs, and build solutions to systemic challenges. Our continuous improvement approach advances equity and reduces bias by creating transparency, shared accountability, and greater reliability in complex systems. We set intentional goals, enact specific strategies for reaching them, reflect, and then incorporate what we learned so we do better next time.

MODALITIES OF INSTRUCTION

During the 2021-2022 school year, HUM 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, the schedule accommodated synchronous learning from Monday-Thursday and synchronous/asynchronous activities for students on Fridays. The schedule allowed for each content area to have an extended learning block two times a week along with a block for small group instruction. This change in schedule allowed teachers to support students who needed additional help. Cohort teams worked diligently to make sure that all students had working laptops and internet access by providing laptops and hotspots to students who needed them. Teachers used multiple technology platforms to reinforce online engagement. They encouraged students to participate in class discussions through written chats, reactions on Zoom and other tools like nearpod, flipgrid, Google Forms, Go Formative, Canvas etc. As a practice, all teachers used Google Classroom for posting important announcements, classwork, assessment and providing both qualitative and quantitative feedback.

SOCIAL, MENTAL, AND EMOTIONAL HEALTH SUPPORTS

Our advisory program started in September 2020 where students met each Friday morning with their advisors. During school year 2020-21, we carefully matched the majority of the student groups with teachers, operations staff, and school counselors and provided professional development and a curriculum to support the success of HUM advisory. When we returned to in-person instruction in school year 2021-22, we continued our advisory model beginning in Summer Bridge with incoming

ninth grade students and new tenth grade students. Throughout the school year, the advisory team met frequently to adjust and plan to meet the needs of our students.

Social Emotional Learning has been a primary focus for HUM this past academic school year. Advisory was reintroduced to our school with a dedicated period every Wednesday morning from 10:15 - 10:45 am. Our Wednesday schedule was altered to add the additional time in order to support this endeavor. Students remained in their second period class for this advisory time. This allowed students to deepen their relationship with their teachers and peers and build a trusting community. All of HUM's staff members collaborated together to make sure that all of our students received the support and guidance they needed to be successful.

In order to be prepared to deliver highly effective advisory lessons, they were shared with the staff several days prior to the Wednesday advisory session. This allowed for teachers to make adjustments to best meet the needs of their individual students. Co-advisors then had time to meet and make each lesson their own. We started an SEL/Advisory PLC that met bimonthly to discuss specific student needs and plan the advisory curriculum accordingly. The counseling team also held office hours to further support the staff with facilitating advisory sessions.

Additionally, HUM is part of the New Visions College Readiness for Network School Improvement (CR-NSI) initiative which focuses on supporting ninth grade students in advisory. At the bimonthly meetings, a team of ninth grade teachers, counselors, and leadership analyze data in order to create appropriate advisory lessons to meet the needs of our ninth grader students and to promote college readiness. As part of the work, the ninth grade advisors held "academic check-in" sessions where students would have the time and space to look at their live grades and reflect on their progress. The advisors would have 1:1 conversations with their students to ensure that they had the guidance and support they needed to improve their grades.

Advisory at HUM provides a space for students to focus on specific non-academic content, with a consistent and flexible class structure designed to foster community, build positive relationships as well as promote social and emotional learning. Some of our focus has been on the following:

- Self-awareness
- Self-esteem
- Management
- Study Skills
- Organization
- Communication & Advocacy Skills

The important components/lessons addressed during advisory this past school year included:

- Defining SEL
- Self-Care
- Self-Esteem
- Gratitude
- Risky Behavior
- Boundaries
- Peer Pressure
- Conflict Resolution

- Identity
- Pandemic Reflection
- Trust
- Testing Anxiety & Stamina
- Advocacy Skills
- Mental Health
- Self Worth
- Study Skills
- Financial Wellness

In addition to Wednesday advisory, the HUM counseling team also facilitated individual sessions, small group sessions and at-risk counseling as needed to students.

SEL Coaching & Support:

We utilized an outside resource, Carlos Malave, to support our new program with lessons and professional learning support for our teachers and students. We implemented his “Restorative Power” curriculum to guide our lesson planning and tailored it to the needs of our students. Mr. Malave participated in professional development sessions and cohort meetings various times throughout the year to coach and support our SEL teams in implementing the advisory program. Teachers and counselors shared best practices for SEL strategies during our professional development sessions and in the SEL/Advisory PLC.

Advisors received feedback and support from the leadership team throughout the year. The director of guidance and professional learning identified highly effective practices and selected staff members to share those best practices with other staff members. She also met with staff members who struggled with specific SEL topics to ensure that they felt comfortable engaging the students in discussions.

Our PD framework included multiple sessions on sharing best SEL practices not only for advisory, but for everyday classroom instruction. Teachers incorporated these strategies in their own classrooms and witnessed growth in student engagement and overall motivation. We continued to use an SEL check-in practice called “mood meters” where students identified how they were feeling and reflected on why they were feeling that way before beginning instruction for the day. Teachers and staff members were able to connect with students at the beginning of their classes which helped in a more effective instruction and learning session.

An additional layer of SEL support was implemented in the form of academic check-ins and goal setting for the Class of 2025. This was a part of our CR-NSI our work with promoting college readiness with our ninth grade students. Our main focus this year was in promoting SEL with all of our ninth grade students.

Our team of ninth grade teachers, school counselor, dean, and assistant principal developed a strategy to ensure that students received the support that they needed. They had weekly scheduled check-ins with their focal students to gauge the status of their mental health and their academics. Students were making small actionable goals and reflecting on their ability to complete those goals in subsequent check-ins. The team has witnessed these students grow both socio-emotionally and academically with this support.

ENROLLMENT SUMMARY

School Enrollment by Grade Level and School Year

School Year	9	10	11	12	Total
2017-18	133	137	150	120	540
2018-19	139	149	98	140	526
2019-20	174	143	121	124	562
2020-21	151	164	144	117	576
2021-22	151	125	147	116	541

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 2017 state Accountability Cohort consists of students who entered the 9th grade anywhere sometime during the 2017-18 school year, were enrolled in the school on the state's annual enrollment-determination day (i.e., BEDS day) in the 2020-21 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	124	0	124
2020-21	2017-18	2017	113	0	113
2021-22	2018-19	2018	124	0	124

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

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SIRS manual, including the following: if they transfer to another public or private diploma-granting program with documentation, transfer to homeschooling by a parent or guardian, transfer to another district or school, transfer by court order, leave the U.S., or are deceased.

Fourth Year Total Cohort for Graduation

Fourth Year Cohort	Year Entered 9 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	124	1	125
2020-21	2017-18	2017	113	1	114
2021-22	2018-19	2018	127	0	127

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	1	145	146
2020-21	2016-17	2016	0	125	125
2021-22	2017-18	2017	0	114	114

PROMOTION POLICY

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

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

The HUM Bell Schedule demonstrates student academic progress based on grade level and lists the pathway towards graduation. HUM pathways allows for students to successfully complete their promotion requirements through consistent scheduling. HUM scholars are awarded 15 credits per school year and are fast tracked to earn the Advanced Regents Diploma.

Trimester Model w/ 5 Instructional Periods + Advisory

9th	15 credits
10th	15 credits
11th	15 credits
12th	15 credits
Total	60 credits

12 credits more than semester model

By end of 11th grade, opportunity to have earned 45 credits

Allows for daily advisory + 2.5 hours of additional PD time throughout the week

GOAL 1: HIGH SCHOOL GRADUATION

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

One hundred percent of students in the 2020 cohort and 99% percent of students in the 2021 cohort, earned the required number of credits to be promoted to the next grade level. HUM's first and second year cohorts met and exceeded this measure.

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

A new revised Promotion Policy and Professional Learning Community emerged during the summer of 2014, when the new leadership team entered Humanities. This resulted in the implementation of student goal setting, a graduation roadmap, and transparent tracking of progress to ensure Humanities' scholars met promotion criteria and demonstrated mastery of subjects. Programming for success, and making mindful decisions through case-conferencing with students, cohort stakeholders and parents helped to make strategic programming decisions throughout the course of a student's high school career.

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	130	100%
2021	106	99%

ADDITIONAL EVIDENCE

Beginning August 2014, new leadership policy changes to promotion criteria, implementation of a professional learning community in a caring environment, and a noticeable improvement in climate and culture led to HUM's 2014 and 2015 cohorts increase in promotion rates, and thereafter. A strong emphasis on teaching and learning, with daily content and data planning helped to lead to rigorous instruction, and analyzing data. An improvement in climate and culture led students to have higher expectations resulting in higher student achievement. Increased family engagement with parents as partners led to a united team working towards one goal: high student achievement. With ongoing support and a targeted intervention plan for all students we began seeing struggling students excel and other students accelerate. Students' successes were celebrated by all.

HUM's core belief and guiding principle became our motto:

HUM's core belief is, failure is not an option: The belief that every child can succeed is non-negotiable. It is not your environment; it is you, the quality of your mind, the education of your soul, and the determination of your will that will decide your future and shape your life.

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

Ninety-one percent of students in the 2020 cohort have passed or were exempted from at least three different Regents exams required for graduation, therefore meeting and exceeding this measure by 16 percentage points.

We have continued to incorporate courses with authentic applications, as well as authentic interdisciplinary projects. In math we have introduced a financial math course and a statistics course. In ELA, students participated in a journalism course and in science, students have taken forensic science. Further, with the addition of our Career and Technical Education program, students take courses in visual design, audio production, and video production as well as Career and Financial

Management. By design (being authentic and applied), these courses increase access to our at-risk students, students with IEPs and MLLs. This has led to higher student achievement.

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

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	153	93%
2019	2020-21	159	95%
2020	2021-22	130	91%

ADDITIONAL EVIDENCE

After a year a half of remote learning we experienced challenges related to learning loss and skill gaps. We adapted our curriculum to meet the needs of our students and maintain academic rigor. We continued to dive deeper into data collected from formative assessments, mock Regents and performance based assessments. We programmed the students for January and June Regents strategically so that students can meet the CUNY College Ready Benchmarks in ELA and math. We ensured that students on track to graduation are accelerated and programmed for Advanced Placement classes and off-track students get additional support through intervention, office hours and Saturday school Academy.

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 2017 cohort and graduated four years later and those who entered as members of the 2016 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.

¹ The state's guidance for the 4+1 graduation pathway can be found here: <http://www.p12.nysed.gov/ciai/multiple-pathways/>.

RESULTS AND EVALUATION

Ninety-eight percent of students in HUM's 2018 cohort graduated after four years and 100% of students in the 2017 cohort graduated after five years. The 2018 cohort's four-year graduation rate exceeded this measure by 23 percentage points and the 2017 cohort's five-year graduation rate exceeded this measure by five percentage points.

HUM continues to track both four-year graduates and non-graduates. We provide individualized plans and an academic roadmap for each student and HUM graduates are carefully monitored and provided with an educational plan for success. Potential August graduates are provided with instructional content teachers who work with them during summer school and provide intensive support for Regents preparation. This year, the plan remained the same, with our potential August cohort 2018 graduates being placed in local summer schools to complete the coursework required to earn the credits needed for August Regents exemptions or credits required for graduation.

Students in cohort 2018 who do not meet the requirements for graduation after August 2022, and depending on the number of credit gaps and/or Regents needed to meet graduation requirements, will be given a program to attend a YABC program on our campus. Scholars are monitored carefully by the guidance counselor until they meet graduation requirements. Long term absent students in our cohort are contacted often and home visits are made to discuss educational options. HUM did not run summer school this year for the graduates of cohort 2018 but our August graduates worked in concert with staff to finish up their missing credits.

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	125	100%
2017	2020-21	114	100%
2018	2021-22	127	98%

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	146	99%
2016	2020-21	125	100%
2017	2021-22	114	100%

ADDITIONAL EVIDENCE

Given the state of the world (post remote learning) we have found that some students are mentally and emotionally drained from the 18 months of remote learning. This has led to an increase in graduates looking for alternatives to traditional postsecondary education (2-4 yr college) by way of 6-18 month certifications. Cohort 2018 HUM saw graduates apply and/or enroll into Empire Beauty School, Per Scholas (18 month Tech Certs) and CDL Truck Licensing programs as a way to move swiftly into their career choice. The effects of 18 months of remote learning continue to reverberate in the classroom and our staff are thinking objectively as to how to support our students in their socio-emotional learning. In classrooms you may hear conversations of goal development, business

creation and how to educate yourself outside of the classroom. This minor reaction has allowed students to think long-term about experiential learning versus traditional learning, a necessary dialogue for future success.

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

HUM's 2018 cohort's graduation rate of 98% exceeded Community School District 10's 2017 cohort graduation rate of 84% by fourteen percentage points, therefore meeting this measure. 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	125	100%	4074	80%
2017	2020-21	114	94%	3817	84%
2018	2021-22	127	98%	TBD	TBD

ADDITIONAL EVIDENCE

None.

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 below.

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 canceled 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

Seventy-five percent of students in HUM'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. HUM's 2018 cohort met this measure.

At HUM we have leveraged the 4+1 opportunity to meet the unique needs of our students. As seen in the data of students in cohort 2018 we were intentional in the way we approach student programming. Utilizing this option can be attributed to developing more structures and routines around offering students the +1 opportunity. We have become more strategic in leveraging the CDOS for our students during their senior year as a way to support students who have not yet passed five Regents exams. We will continue to develop the systems and structures around the 4 +1 option.

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	10	10	67%
CC Geometry Regents	3	2	67%
Earth Regents	1	0	0%
Living Environment Regents	14	8	57%
LOTE	1	0	0%
Overall	16	12	75%

Pathway Exam Passing Rate by Fourth Year Accountability Cohort

Cohort Designation	School Year	Number in Cohort	Percent Passing a Pathway Exam
2016	2019-20	124	6%
2017	2020-21	114	4%
2018	2021-22	124	10%

ADDITIONAL CONTEXT AND EVIDENCE

HUM programs students for courses that culminate in Regents and re-sits students if their first attempt was not successful. Cohort teams make programming recommendations for students who are struggling in a content area. After two to three unsuccessful attempts at passing a Regents exam a case conference with the student and parent is scheduled to go over options, and multiple pathways are then discussed and the appropriate exam scheduled. During every phase we continue to empower students to take initiative and represent for themselves in their education.

SUMMARY OF THE HIGH SCHOOL GRADUATION GOAL

In school year 2021-22, HUM achieved all 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.	Achieved

ACTION PLAN

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

GOAL 2: COLLEGE PREPARATION

GOAL 2: COLLEGE PREPARATION

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

Summer Bridge is the genesis for our students at HUM. It is the first time our students are introduced to expectations and procedures of HUM. It is also the inception for HUM students to learn about the postsecondary process and the opportunities afforded to them:

- Create a postsecondary plan (SMART goals, scaffolded planning)
- Tour on campus of two or three colleges
- Take the SAT at least one time
- Offer college level courses
- Offer SAT prep
- Offer college/career exploration experiences
- Apply for internships

HUM has developed partnerships with the following college/career prep programs:

- Monroe College (Dual-enrollment)
- College Now
- First Workings
- Genesys Works
- Kaplan SAT PREP
- CO-OP TECH

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.

College Partnerships

HUM'S partnership with Monroe College and Lehman College are vital pieces to the fabric of the postsecondary planning process. Lehman College offers students as early as their sophomore year to take 3 credit college courses for free in such fields as engineering, human services, health services and liberal arts. At the completion of senior year students can amass as many as 18 credits.

Monroe College has broadened our offerings allowing interested, academically and mentally prepared students to graduate high school with a high school diploma as well as an Associates Degree in Criminal Justice. Upon completion graduates then have the opportunity to attend Monroe for an additional two years or attend any other institution they choose to finish with a Bachelor's degree.

RESULTS AND EVALUATION

Fifteen percent of HUM's 2018 cohort demonstrated their preparation for college by achieving at least one of the indicators listed above, therefore not meeting the goal of 75%.

Each student at HUM is scheduled for the SAT exam in the fall of their third year. Preparation for the SAT/ACT are provided through various outsourced free or low cost programs. Students who have shown academic success by remaining on-track for graduation are provided opportunities to experience AP or college-level courses. Cohort teams recommend which students should be enrolled in AP courses or college-level courses including College Now at Lehman College. Students in their sophomore, junior, and senior year can take AP or college courses as they become available. Conversely, if a student wants to take advantage of college level courses and the aforementioned opportunities then the cohort team can make recommendations to the college/career adviser on other suitable and unique options for that student. This is vital to the success of that student that their after school activities highlight their postsecondary plans.

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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	34	4	12%
Passing a College Level Course	1	0	0%
Achieving the College and Career Readiness Benchmark on the SAT	97	2	2%
Earning a Regents Diploma with Advanced Designation	124	13	10%
Achieving at least Performance Level 4 on both the ELA and Math Regents Required for Graduation	124	5	4%
Overall	124	19	15%

ADDITIONAL EVIDENCE

With virtual learning there were major changes in the way our students connected to and engaged with the information due to their separation from the classroom. Every year HUM offers SAT prep as a way to build confidence when it comes to standardized testing. Cohort 2018 saw the opportunity for students to take FREE SAT prep classes through our LETS GET READY partners which also included postsecondary planning. In support of our students, HUM was fortunate to have two teachers step into the gap and run prep courses in both English and math to prepare students for the SAT's.

Based on preliminary data, the various fields and postsecondary plans our students and graduates are showing interest in continues to shift. This year we saw an uptick in students running small businesses, showing more interest in tech fields and enrolling in CUNY programs. From the data, it suggests that students are becoming more aware of the benefits of no college debt (CUNY tuition for those families grossing \$125k), going after their goals and passions by creating small businesses and staying local as a way to help their family financially.

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

HUM 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.

Currently HUM is a member of the New Visions Postsecondary Advising Model. An intentional program geared to increase college/career enrollment and persistence among graduating students. HUM uses the New Visions Data Portal to track critical college-going milestones that can predict college/career matriculation. In addition, we are establishing career readiness by creating partnerships with local business owners and programs that align with our focus through our progressive CTE structure and/or the collaboration between the school counseling team and the college and career counselor. Each entity works diligently to find engaging experiences that our students can make as part of their college application process or job interview. At every level the end goal of postsecondary matriculation and success is at the forefront of the conversation.

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 = $[(b)/(a)] \times 100$
2016	2019-20	125	84	67%
2017	2020-21	107	57	50%
2018	2021-22	124	TBD	TBD

ADDITIONAL EVIDENCE

Based on the enrollment and commitment data from cohort 2018 the majority of our students are staying local (attending colleges and universities in New York State). Anecdotally, there were many conversations with students and families about the lack of family financial support needed for college. As we continue to track our students it is imperative that we reflect on the financial troubles of 2020-2022 and how that has affected our families. CUNY and SUNY are improving their financial

options for their students in response to the shutdown of 2020-21. Conversely, more of our graduates opted to continue to work their afterschool jobs and focus on their aspirations of starting and being a successful business owner.

SUMMARY OF THE COLLEGE PREPARATION GOAL

In school year 2021-22, HUM 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

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

In addition, HUM will continue to participate in the New Visions Postsecondary Advising Model. With guidance the increase in college enrollment can be achieved by:

- Using the New Visions Data Portal to track critical college-going milestones;
- Meeting regularly to learn, plan, strategize and reflect;
- Encourage students to self-reflect and explore their passions and purpose; and
- Focusing our attention on six critical college enrollment milestones during six discrete cycles:
 - Completing a Postsecondary List (and determining financial eligibility for opportunity programs)
 - Applying to CUNY
 - Applying to SUNY and Other Colleges
 - Submitting FAFSA & TAP
 - Making a Postsecondary Choice
 - Completing and Documenting a Postsecondary Transition Plan.

GOAL 3: ENGLISH LANGUAGE ARTS

BACKGROUND

HUM uses the Common Core aligned ELA curriculum framework provided by our network, New Visions, to guide our instruction in grades nine through eleven. The network does not provide a twelfth grade curriculum framework, therefore our teachers develop their own curriculum materials with a focus on the skills students need for postsecondary success as well as with a philosophical approach to text analysis. The curriculum is enhanced by teacher-developed unit and lesson plans, as well as assessments designed to measure skills and standards identified for that grade level in reading, writing, and discussion to support students' development of college and career readiness skills. In terms of staffing, as we transitioned back to in-person instruction we added new teachers in all grade levels due to challenges in retaining staff presented by the pandemic. We also worked through the year with unfilled positions in ELA-SpEd in two sections of tenth grade classes.

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 in June 2022. 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

Thirty-three percent of students in HUM's 2018 cohort scored at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core), therefore not achieving this measure.

The January 2022 Regents exams were canceled due to another surge in COVID 19 cases in schools across New York City. As a result the students in cohort 2018 only had one opportunity to sit for the CC ELA Regents, if they chose, before June 2022 graduation. The Mock Regents were therefore rescheduled for April 2022 and the data analyzed and used to drive instructional decisions for the remainder of Trimester 3 in ELA classes where students were identified to sit the exam. The Mock

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Regents data was also used to identify students in cohort 2020 who would also sit for the CC ELA Regents exam.

We plan to continue our focus on high leveraged skills in reading and writing to support the students in cohorts 2019 and 2020 who need to take the CC ELA Regents exam in SY 2022-23. In addition, this focus will also help us to prepare students in cohorts 2021 and 2022 who will sit for the exam in 2023. Our focus on Tier 1 instruction and embedding literacy and writing strategies across contents will continue to be a driving force in our instructional program and support our work to drill deeper into the high-leveraged college and career ready skills that students need for postsecondary success. Our robust literacy interventions along with additional support for our MLs will also continue to support this focus.

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	124	0	73	59%
2017	2020-21	113	0	57	50%
2018	2021-22	124	66	19	33%

ADDITIONAL EVIDENCE

Our team started the year with a clear focus on preparing students to resit for the ELA Regents exam in January and June 2022 to achieve Level 4 or score of 79+ (the CUNY college readiness benchmark is 75) for cohorts 2018 and 2019. Due to the cancellation of January 2022 Regents administration we only have data from the June 2022 administration for these cohorts. The January 2022 cancellation, however, granted students in cohort 2018 the exemption from that graduation requirement. Students were scheduled for the June 2022 ELA regents exam as is our policy, however, the data reflects the results of the cancellation of the January administration and students choosing to not sit for the exam in June 2022 because they had received the exemption.

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	153	5%	135	23%	124	33%
2019	166	0%	156	0%	137	42%
2020			149	0%	130	17%
2021					105	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

Seventy-one percent of students in HUM's 2018 cohort (with valid scores) scored at or above Performance Level 3 on the Regents Exam in English Language Arts (Common Core). HUM's 2018 cohort fell short of meeting this measure by nine percentage points. In addition, it should be noted that a total of 82 students, 66 with no valid score and 16 who had previously sat for the exam, earned Regents exemptions. Therefore 99% of students in cohort 2018 met the ELA Regents requirement for graduation.

HUM continued to program students for CUNY college readiness (75+) in the 2021-2022 school year with the expectation that the Regents administrations would be held as scheduled. This was not to be and as our instructional program returned to in-person instruction and the January 2022 CC ELA Regents were canceled we were only able to gather additional data for the June 2022 CC ELA Regents for Performance Level 3 and CUNY college readiness benchmarks. While the exemptions offered us the 99% pass rate on the CC ELA Regents, it did not allow us to improve our percentage of students in the 2018 cohort scoring at the CUNY college readiness benchmark.

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	124	0	116	94%
2017	2020-21	113	0	98	87%
2018	2021-22	124	66	41	71%

ADDITIONAL EVIDENCE

School year 2021-2022 brought unique challenges with our return to in-person learning, however, we continued our focus on providing additional supports for our students to facilitate their learning and prepare them to meet and exceed this benchmark. We added an additional section of Wilson Reading to strengthen our literacy intervention program and hired a consultant/teaching assistant to support our Multilingual Learners. We administered the Performance Series assessment and used that along with the WIST data to place students in the appropriate interventions.

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 ⁶
	153	10%	135	48%	124	71%
2018	166	0%	156	0%	137	77%
2019			149	0%	130	34%
2020					105	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	124	82	0	41	99%
2019	137	30	2	102	98%
2020	130	7	0	43	38%
2021	105	0	0	0	0%

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.

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

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

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.

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

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 4 on the Regents Exam in English Language Arts (Common Core), therefore not meeting this measure.

Unfortunately, cohort 2018 only had one opportunity to sit for the ELA Regents this school year with the cancellation of the January 2022 exams to score a Level 4 due to COVID 19, therefore, leading to the lower percentage meeting the benchmark. Previous cohorts had multiple opportunities to do so. We continued to embed the literacy supports into instruction in ELA classes and across math, science, and social studies classrooms. This has translated into greater success for our students as we seek to support them in meeting and mastering college-ready reading and writing skills. The goal was to continue to scale back and dig deeper into high-leveraged college and career-ready skills such as reading and analyzing informational texts.

As we returned to in-person instruction, our teachers across the ELA and social studies classes continued to emphasize close reading, annotation, and text-based evidence-supported claims/theses to foster these college and career-ready skills.

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Percent Achieving at Least Performance Level 4 on Common Core exam among Students Who Were Not Proficient in the 8 th 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	84	0	43	51%
2017	2020-21	74	0	29	39%
2018	2021-22	73	39	5	7%

ADDITIONAL EVIDENCE

As we returned to in-person instruction and learning in SY2021-2022 HUM's focus on reading and writing for analysis and literacy instruction across the content areas was intensified as we identified the critical skills to focus on given the constraints and limitations that we were plunged further into during our time in remote learning. The gains we have identified in cohorts 2020 and 2021 through the Performance Series data are indications that we are on a path to progress, as shown in the table below. Students in both cohorts have made significant progress across all Lexile levels. This is a testament to the implementation of the programs in each of our literacy Intervention courses - Wilson Reading and Read 180. This year we were unable to offer the Just Words intervention program due to staffing constraints. Although our return to in-person instruction came with its own set of challenges, it also afforded us opportunities for taking risks with instruction and shifting our focus to deepen our socio-emotional supports for our students and staff. This expansion helped to support our academic achievements.

LEXILE Growth Table								
Fall 2021 - Spring 2022 Tier	Cohort	% Tested 2x	Declined	No Progress	Grew	Expected	2x Growth	Met CCR
All	2021	91%	37%	22%	42%	34%	20%	38%
	2020	81%	32%	22%	46%	35%	21%	45%

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 8th 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

Fifty-nine 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), therefore not meeting this measure.

We continued our shift in instruction to embed literacy, reading, and writing across content areas and ramp up our reading and writing strategies and thus provided students in cohort 2018 multiple opportunities to develop various skills related to the Common Core ELA standards and college and career readiness skills. In addition, students demonstrated growth over time as a small number of them sat for the ELA Regents exam in ninth grade. The cancellation of previous administrations of the Regents exam led us to use the writing and reading performance tasks from the ELA courses as a baseline to complete an indepth analysis to identify the skills and content and to design instruction to support the bridging of those skill gaps and help students to meet and master the standards. This is a systematic approach to designing instruction for our ELA courses from tenth to twelfth grade as well as for the students in the ninth grade who take the Regents in June of their ninth grade year.

Percent Achieving at Least Performance Level 3 on Common Core exam among Students Who Were Not Proficient in the 8 th 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	84	0	77	92%
2017	2020-21	74	0	60	81%
2018	2021-22	73	39	20	59%

ADDITIONAL CONTEXT AND EVIDENCE

The consistent approaches to reading and writing instruction, and embedding literacy instruction across the curriculum, continued to support the increases across each cohort for students who were not proficient in the eighth grade. The increased addition of SEL supports across these cohorts, also helped to support this data as students developed skills in mindfulness and identifying areas in which they needed more support and how to advocate for that support. We added an advisory period to our schedule this year as a means of providing additional support to our students as we all navigated the new educational landscape. We will increase the number of days that we offer advisory to our students in the coming school year 2022-2023 to continue this progress.

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

SUMMARY OF THE HIGH SCHOOL ENGLISH LANGUAGE ARTS GOAL

In school year 2021-22, HUM 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

HUM will continue the expansion of its focus for ELA instruction on the specific college and career readiness reading, writing, listening, and speaking skills that will ensure that our students are:

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

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

We will continue to add literacy intervention programs through more sections of programs such as Wilson, Just Words, and Read 180 to support our growing population of students who are reading and writing below grade level. The number of sections that we offer will be increased to provide more students with these interventions. We will also add Math-180 to our list of offerings to provide the much needed literacy support in math instruction.

We will continue to provide bilingual support for our ELL/MLs across content areas of social studies, science, math, and ELA. Assessments such as the DORA will also provide data to teachers on what areas students need the most support. All of our students with disabilities will also be tested using the DORA assessment in the fall and the spring. The reports will give students explicit information on what areas they need to work on and what areas they are successful in. We will also use the STAR Reading program as a diagnostic tool to identify students who need intervention support.

As a school, our focus on Tier 1 instruction across content areas, as well as on ensuring teachers receive the training and support needed to design instruction for our various subgroups most in need of support will help us to meet and exceed our goal of preparing students for postsecondary success. Increasing the SEL supports for our students by embedding these into instructional practices is also an integral part of our instructional shift. The school-wide use of Google Classroom suite will continue to be a requirement for our instructional program, giving students access to their learning materials when needed.

GOAL 4: MATHEMATICS

BACKGROUND

At HUM we offer Algebra 1, Geometry, and Algebra 2 as our core sequence. Pre-Calculus and AP Calculus are offered to the students who are accelerated during the school year. Electives like Financial Math, SAT Prep, and Statistics are also provided for students who have completed the core course sequence. The mathematics department uses the Common Core standards as the bases of curriculum planning and development. We also use the New Visions mathematics curriculum as a guideline to outline our unit plans and pacing guides. The New Visions math curriculum focuses on identifying the Big Ideas for each unit that develop the understanding of key concepts. As teachers move through the unit, Big Ideas keep students focused on how concepts are connected and how they address mathematical problem solving. Teachers use common instructional routines to structure classroom discourse and collaborative problem solving, which are embedded in the plan for each Big Idea. Before attempting the end of unit assessment, students have an opportunity to synthesize their knowledge through multi day review lessons that help students consolidate their understanding. As we switched from remote to in person instruction this year, teachers continued to use Google Classroom to organize student assignments and resources. For school year 2022 23, we will be offering AP Statistics for students who have completed the core course sequence and math intervention for lower house students who need support during the formative years of High School.

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

Ten percent of students in HUM's 2018 cohort scored at or above Performance Level 4 on a Regents mathematics exam, therefore not meeting this measure. Although this measure was not met there was a three percentage point increase from the previous cohort.

For the school year 2021-22, we identified the challenges that students would encounter in terms of skill gaps. Two years of remote and hybrid learning made an unprecedented impact on their academic success. We factored in the learning loss that resulted due to the pandemic while planning for the school year. The teachers decided to focus on building a strong foundation by embedding review lessons and practicing foundational skills that are required for the students to be successful for the remainder of the school year. We were also able to provide support to the lower house students by hiring math tutors who worked closely with the content teachers in the classroom and during office hours to provide more one-on-one support to the students. These practices enabled students to get back on track and feel successful at mastering the content.

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	124	0	14	11%
2017	2020-21	113	0	8	7%
2018	2021-22	124	4	12	10%

ADDITIONAL EVIDENCE

For school year 2021-22, students were programmed in Algebra 1, Geometry, Algebra 2, and Pre-Calculus. Seniors who completed the core course sequence were programmed for a Statistics Elective. Even though the emphasis this year was to mend the skill gaps created due to remote learning and helping students feel socio-emotionally successful, the teachers focused on maintaining the rigor and challenge in their classes. We used different data points throughout the year to reflect on our teaching practices through various formative assessments. The mock Regents administered in April provided us with useful data to modify our pacing in order to accommodate student learning needs. Teachers used the item analysis from these mock exams to restructure the curriculum and align the instructional practices to gear more toward Regents preparation. With extended office hours and Saturday school support, most of our students were better prepared for the state exams. The rising juniors and seniors were programmed for higher-level courses like Pre-Calculus, AP Calculus, AP Statistics, and other math elective courses so that they could maintain rigor during their high school years.

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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 ⁷	Number in Cohort	Percent Level 4 ⁸
2018	153	8%	135	10%	124	10%
2019	166	18%	156	6%	137	7%
2020			149	0%	130	4%
2021					105	4%

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

Eighty percent of students in HUM's 2018 cohort (with valid scores) scored at or above Performance Level 3 on a Regents mathematics exam. HUM's 2018 cohort met this measure. In addition, it should be noted that 28 students, four with no valid score and 24 who had previously sat for the exam, earned Regents exemptions. Therefore 100% of students in cohort 2018 met the math Regents requirement for graduation.

As mentioned above, remote and hybrid learning impacted students' performance on the Regents, especially for CUNY College Readiness. We programmed students in classes according to their needs. We emphasized that all students who were initially unsuccessful on any math Regent exams were placed in the appropriate class to earn the credits required for exemptions.

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

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

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	124	0	111	90%
2017	2020-21	113	0	93	82%
2018	2021-22	124	4	96	80%

ADDITIONAL EVIDENCE

Currently 30% of cohort 2019 students have sat and passed a math Regents exam. The cancellation of Regents impacted the number of opportunities this cohort had to sit for this exam. However, it should be noted that a total of 75 students, 18 with no valid scores, 57 who had previously sat for the exam, earned Regents exemptions and 25 students earned special appeals. Therefore 99% of students in cohort 2019 have met the math Regents requirement for graduation prior to entering their fourth year.

This past year these students were placed in Algebra 2 class as per the course sequence. The teachers had embedded foundational Algebra 1 skills into their curriculum in order to mend the skill gaps that students have had since ninth grade. However, students need more support to obtain higher scores in math. Moving forward, the students will be encouraged to retake the Algebra 2 exam in August 2022 and Jan 2023.

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 ⁹	Number in Cohort	Percent Passing ¹⁰
2018	153	76%	135	79%	124	80%
2019	166	50%	156	64%	137	30%
2020			149	5%	130	50%
2021					105	44%

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	124	28	0	96	100%
2019	137	75	25	36	99%
2020	130	58	6	62	97%
2021	105	9	26	46	77%

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

¹⁰ Percent scoring at least Level 4 among students with valid score

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.

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

Four percent of students in HUM’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.

When students enter high school, we analyze their middle school ELA and math scores to provide more targeted support to them during their formative years in high school. We use a baseline assessment in ninth grade to identify students that need additional support through intervention

and/or one-on-one tutoring. This practice enables us to build a strong foundation from the very beginning so that students can be more successful at math moving forward. For cohort 2018, we were able to begin providing support to the students, but the plan was disrupted due to the pandemic and Regents exemptions. We will continue to move ahead with our plan to identify the students from the very beginning and provide them with the necessary interventions.

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	81	0	3	4%
2017	2020-21	85	0	2	2%
2018	2021-22	79	0	3	4%

ADDITIONAL EVIDENCE

For school year 2022-23, we will be initiating a new math intervention program under our new intervention lead. Students will be identified from the very beginning and will be programmed for the classes. Additionally, students will receive more targeted support after school through office hours and extended office hours. According to the schedule, the class periods will be longer, this will enable teachers to embed more supports during the class period itself through pull-out groups and more differentiated instruction.

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 mathematics requirement for graduation.

RESULTS AND EVALUATION

Seventy-five percent of students in the 2018 cohort who were not proficient on their NYS 8th grade mathematics exam scored at or above Performance Level 3 on a Regents mathematics exam, therefore meeting this measure.

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

As mentioned above, we analyze students' middle school ELA and math scores at the beginning of their ninth-grade year and provide support to them based on their scores and baseline assessments. This enables us to provide more targeted support to the students from the very beginning.

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	81	0	70	86%
2017	2020-21	85	0	69	81%
2018	2021-22	79	0	59	75%

ADDITIONAL CONTEXT AND EVIDENCE

None.

SUMMARY OF THE HIGH SCHOOL MATHEMATICS GOAL

In school year 2021-22, HUM achieved two 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.	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	Not Achieved

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

	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.	
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.	Achieved

ACTION PLAN

As we move into the second year of instruction post-pandemic, we see growth in our students as they adapt back to the 'regular' high school life. More than 75% of our students took a standardized state exam for the first time in June 2022. They acknowledged that the rigor and the stamina required to succeed in these exams were not what they expected. They seem more aware and prepared for the next year as we will continue to build upon their learning and mastery of key skills. In the upcoming year, we will introduce math intervention for the students who did not meet proficiency in 8th grade. We will administer a baseline exam during Summer Bridge and in class during the first week of school to collect data on the progress of the students. We also plan to accelerate our students by offering AP Calculus, AP Statistics, Pre-Calculus, and a Statistics elective course to challenge students who have met CUNY College Readiness Benchmark and Advanced Regents Diploma criteria.

GOAL 5: SCIENCE

BACKGROUND

During the 2021-22 school year, HUM's science department focus was geared towards developing instructional practices around the Danielson Framework, specifically; components 1E: designing coherent instruction, 2B: establishing a culture of learning, 3C: engaging students in learning, 3d: using assessments in instruction, and 4B: maintaining accurate records. This focus was highlighted in response to the learning loss and the reluctance to test taking experienced by millions of students throughout the country due to the isolation they experienced during the pandemic. This approach allowed the science department to concentrate on social-emotional learning activities during instructional delivery of lessons as a seamless entry point to reengage students in daily face-to-face in-person instruction. We continue to support student learning and mastery of content through literacy, specifically reading, writing, and the decoding of abstract concepts and ideas. This includes text analysis and annotating with the purpose of supporting written responses with scientific evidence, comprehension of scientific charts, maps, and reference tables. As a way to prep our students we used Regents-based questioning and station models as a tool to ground our work in relevant text, vocabulary, and practical tactile applications. HUM science teachers also used project-based learning and hands-on activities to engage students in making connections to the real world and reinforce the use of scientific inquiry by observing, questioning, making predictions, and experimenting. This practice is aligned to New Visions' model of using the 5E's protocol, of Engage, Explore, Explain, Elaborate, and Evaluate as a method to support the analysis of texts, tasks, and exercises. The science department has also developed a number of baseline assessments and predictive analyses to assess skill levels to inform and drive instruction. As a coaching tool and focus this school year, science teachers were asked to embed and use standards-based grading rubrics to support students understanding for themselves of learning objectives and grading procedures when completing assignments. We continue to focus on the use of scientific vocabulary, reference tables, charts, and laboratory experiments to increase proficiency and comprehension of all science content areas, this includes: Living Environment, Earth Science, Chemistry, Anatomy, Physiology, Marine Biology, and AP Biology. We added AP Environmental Science this school year and will be offering a Bio-Ethics science elective for the 2022-23 school year for seniors.

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

Sixty-nine percent of students in HUM's 2018 cohort (with valid scores) scored at least 65 on a Regents science exam. Although HUM's 2018 cohort did not meet this measure it should be noted that 44 students, nine with no valid scores and 35 who had previously sat for a science exam, earned Regents exemptions and one student earned a special appeal. Therefore 100% of students in cohort 2018 met the science Regents requirement for graduation.

During this past year HUM's major focuses were student engagement and social-emotional support as a way to enhance our Tier 1 instruction, minimize the learning loss due to the pandemic, and maintain our coherent instructional model of supporting student learning and mastery of content, however the data indicates that there has been a 16 percentage point drop from cohort 2016 and a three percentage point drop from cohort 2017 for cohort 2018 who received a score of 65 or higher. This is the direct impact of remote instruction due to the pandemic and the circumstance of the exemption protocols statewide. HUM anticipates that there will be an increase in science Regents scores as we continue in-person instruction. Our focus on skills based learning and support should also support the increase in students' success rates on the science Regents. This will be a full-year course focused on building students' capacities around reading and writing, understanding scientific graphs and formulas and calculations to solve equations to identify elements and compounds, and finding solutions to experiments.

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	124	0	105	85%
2017	2020-21	113	2	80	72%
2018	2021-22	124	9	79	69%

ADDITIONAL EVIDENCE

It is evident that this is an area of strength and growth for HUM as previous cohorts continue to meet proficiency levels and increase scores on Regents exams, specifically short responses and analysis of scientific text, charts, and diagrams. This has been measured throughout HUM's last seven years and administration of all Regents exams. Since January 2015, there has been a gradual increase in student literacy ability on science exams. Though Regents exams were waived due to the

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

pandemic, we identified a number of skills and performance tasks necessary to demonstrate evidence of learning mastery of content and skills. Our team has continued to build upon our skills-based support for high-level courses like chemistry and physics which must be our focal point for school year 2022-2023 because students have continued to struggle with these courses in particular due to the lack of content skills and stamina necessary to acquire an extensive understanding of abstracted ideas and concepts. The science department will roll out a skills-based low stakes course to support the growth of skills and content acquisition in both math and science, specifically reading of graphs, and comprehension of formulas and calculations.

Science 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 ¹¹	Number in Cohort	Percent Passing ¹²
2018	153	62%	135	66%	124	69%
2019	166	39%	156	53%	137	37%
2020			149	7%	130	22%
2021					105	37%

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	124	44	1	79	100%
2019	137	111	3	22	99%
2020	130	61	43	22	97%
2021	105	18	32	35	81%

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

None.

SUMMARY OF THE HIGH SCHOOL SCIENCE GOAL

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

¹¹ Percent scoring at least Level 4 among students with valid score

¹² Percent scoring at least Level 4 among students with valid score

ACTION PLAN

For school year 2022-23 the HUM science department's focus will be to utilize project-based learning techniques to engage students in making real life connections to the world. These techniques will reinforce the use of scientific inquiry by observing, questioning, making predictions, and experimentation. This practice is aligned to NYS Common Core state standards as well as Next Generation Science Standards (NGSS) to support the use of the 5E's protocols to Engage, Explore, Explain, Elaborate, and Evaluate scientific texts, tasks, and exercises. The science department has also developed a number of baseline assessments and predictive analyses to assess student skill sets which will inform and drive best instructional practices. As a coaching tool and focus this school year, the science department will continue to embed and use standards-based grading rubrics to support students comprehension of all learning objectives.

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

Twenty-two percent of students in HUM'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, it should be noted that a total of 104 students, 101 with no valid score and three who previously sat for the exam, earned Regents exemptions. Therefore 88% of students in cohort 2018 met the U.S. Regents requirement for graduation.

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

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	124	3	106	88%
2017	2020-21	113	95	14	78%
2018	2021-22	124	101	5	22%

ADDITIONAL EVIDENCE

As indicated in the table below, 77% of students in the 2019 cohort met their U.S. History Regents requirement for graduation with 103 students earning Regent exemptions, prior to starting their fourth year.

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 ¹³	Number in Cohort	Percent Passing ¹⁴
2018	153	3%	135	13%	124	22%
2019	166	4%	156	5%	137	18%
2020			149	0%	130	0%
2021					105	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	124	104	0	5	88%
2019	137	103	0	7	80%
2020	130	13	0	0	10%
2021	105	7	0	0	7%

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.

¹³ Percent scoring at least Level 4 among students with valid score

¹⁴ 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

One hundred percent of students in HUM's 2018 cohort (with valid scores) scored at least 65 on the NYS Regents Global History exam, therefore meeting and exceeding this measure by 25 percentage points.

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

Global History Regents 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	124	0	97	78%
2017	2020-21	113	2	86	77%
2018	2021-22	124	122	2	100%

ADDITIONAL EVIDENCE

As indicated in the table below, 98% of students in the 2019 cohort met their Global History Regents requirement for graduation with 132 students earning Regent exemptions, prior to starting their fourth year.

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

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 ¹⁵	Number in Cohort	Percent Passing ¹⁶
2018	153	17%	135	67%	124	100%
2019	166	0%	156	0%	137	40%
2020			149	0%	130	62%
2021					105	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	124	122	0	2	100%
2019	137	132	0	2	98%
2020	130	0	37	80	90%
2021	105	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

As stated in previous sections, teachers across the ELA and social studies classes have continued to employ close reading and annotation strategies as well as text-based claims and historical reasoning to foster college and career readiness skills.

SUMMARY OF THE HIGH SCHOOL SOCIAL STUDIES GOAL

In school year 2021-2022, HUM achieved one 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

HUM will continue to plan and deliver social studies instruction on the specific college and career readiness reading and writing skills as well as historical thinking skills that will best prepare students for success in their postsecondary endeavors.

¹⁵ Percent scoring at least Level 4 among students with valid score

¹⁶ Percent scoring at least Level 4 among students with valid score

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

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

ADDITIONAL EVIDENCE

HUM completed the 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 the Humanities

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 the Humanities

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 the Humanities

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Independent Auditor's Report

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

Opinion

We have audited the financial statements of New Visions Charter High School for the Humanities (the "School"), which comprise the statements of financial position as of June 30, 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.

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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 the Humanities

Statements of Financial Position

<i>June 30,</i>	2022	2021
Assets		
Cash	\$ 4,943,514	\$ 5,753,099
Cash - restricted	76,564	76,530
Grants receivable	1,512,693	710,753
Due from related entities	1,159	597
Prepaid expenses and other assets	94,969	23,446
Property and equipment, net	82,959	75,441
Total Assets	\$ 6,711,858	\$ 6,639,866
Liabilities and Net Assets		
Liabilities		
Accounts payable and accrued expenses	\$ 140,027	\$ 146,553
Accrued salaries and other payroll	361,954	504,701
Due to NYC Department of Education	58,453	91,248
Due to related entities	254,631	285,581
Total Liabilities	815,065	1,028,083
Commitments and Contingencies (Notes 2, 3, 4, 7, 8, and 10)		
Net Assets		
Net assets - without donor restrictions	5,889,799	5,604,489
Net assets - with donor restrictions	6,994	7,294
Total Net Assets	5,896,793	5,611,783
Total Liabilities and Net Assets	\$ 6,711,858	\$ 6,639,866

See accompanying notes to the financial statements.

New Visions Charter High School for the Humanities

Statements of Activities

<i>Year Ended June 30,</i>	2022	2021
Changes in Net Assets without Donor Restrictions		
Operating Revenue without Donor Restrictions		
State and local per pupil operating revenue	\$ 9,788,470	\$ 10,285,648
Government grants and contracts	1,988,389	1,342,619
Total Operating Revenue without Donor Restrictions	11,776,859	11,628,267
Expenses		
Program services:		
General education	7,600,330	7,239,729
Special education	2,698,028	2,744,824
Management and general	1,312,151	1,010,447
Total Expenses	11,610,509	10,995,000
Support and Other Income		
Contributions and other income	115,637	44,765
Interest income	3,023	3,373
Net assets released from restrictions	300	-
Total Support and Other Income	118,960	48,138
Increase in Net Assets without Donor Restrictions	285,310	681,405
Changes in Net Assets with Donor Restrictions		
Net assests released from restrictions	(300.00)	-
Decrease in Net Assets with Donor Restrictions	(300.00)	-
Change in Net Assets	285,010	681,405
Net Assets, beginning of the year	5,611,783	4,930,378
Net Assets, end of the year	\$ 5,896,793	\$ 5,611,783

See accompanying notes to the financial statements.

New Visions Charter High School for the Humanities

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	28	\$ 1,133,082	\$ 219,576	\$ 1,352,658	\$ 868,195	\$ 2,220,853
Instructional personnel	53	3,100,337	1,576,376	4,676,713	-	4,676,713
Total Salaries and Staff	81	4,233,419	1,795,952	\$ 6,029,371	\$ 868,195	\$ 6,897,566
Fringe benefits and payroll taxes		795,116	356,736	1,151,852	164,273	1,316,125
Retirement		288,407	122,352	410,759	59,147	469,906
Management company fee		743,739	137,860	881,599	64,545	946,144
Legal services		5,646	1,046	6,692	471	7,163
Accounting and audit services		-	-	-	28,100	28,100
Other purchases of professional and consulting services		365,347	65,397	430,744	48,853	479,597
Repairs and maintenance		10,372	2,411	12,783	17,113	29,896
Insurance		54,779	10,154	64,933	4,754	69,687
Utilities		38,695	8,347	47,042	5,563	52,605
Instructional supplies and materials		54,195	10,022	64,217	-	64,217
Equipment and furnishings		11,511	2,223	13,734	3,732	17,466
Staff development		29,253	5,565	34,818	2,008	36,826
Marketing and recruitment		13,151	3,467	16,618	285	16,903
Technology		303,724	55,017	358,741	23,254	381,995
Food service		120,138	23,224	143,362	5,089	148,451
Student services		355,193	64,936	420,129	-	420,129
Office expense		122,625	22,774	145,399	11,804	157,203
Depreciation		36,164	6,703	42,867	3,140	46,007
Other		18,856	3,842	22,698	1,825	24,523
		\$ 7,600,330	\$ 2,698,028	\$ 10,298,358	\$ 1,312,151	\$ 11,610,509

See accompanying notes to the financial statements.

New Visions Charter High School for the Humanities

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	26	\$ 1,127,774	\$ 215,417	\$ 1,343,191	\$ 710,919	\$ 2,054,110
Instructional personnel	58	3,218,888	1,704,894	4,923,782	-	4,923,782
Total Salaries and Staff	84	4,346,662	1,920,311	6,266,973	710,919	6,977,892
Fringe benefits and payroll taxes		764,454	353,613	1,118,067	137,496	1,255,563
Retirement		303,296	133,993	437,289	49,606	486,895
Management company fee		717,578	132,516	850,094	36,406	886,500
Legal services		3,799	946	4,745	731	5,476
Accounting and audit services		-	-	-	21,685	21,685
Other purchases of professional and consulting services		155,080	30,142	185,222	12,368	197,590
Repairs and maintenance		120,411	21,184	141,595	3,034	144,629
Insurance		52,394	9,676	62,070	2,658	64,728
Utilities		36,014	7,725	43,739	3,998	47,737
Instructional supplies and materials		41,831	7,188	49,019	-	49,019
Equipment and furnishings		32,194	5,521	37,715	102	37,817
Staff development		2,198	495	2,693	695	3,388
Marketing and recruitment		9,110	1,576	10,686	-	10,686
Technology		306,206	57,249	363,455	17,886	381,341
Food service		45,356	7,906	53,262	2,157	55,419
Student services		85,121	14,633	99,754	-	99,754
Office expense		121,693	22,281	143,974	6,570	150,544
Depreciation		35,146	6,490	41,636	1,783	43,419
Other		61,186	11,379	72,565	2,353	74,918
		\$ 7,239,729	\$ 2,744,824	\$ 9,984,553	\$ 1,010,447	\$ 10,995,000

See accompanying notes to the financial statements.

New Visions Charter High School for the Humanities

Statements of Cash Flows

<i>Year Ended June 30,</i>	2022	2021
Cash Flows from Operating Activities:		
Cash received from operating revenue	\$10,942,124	\$ 11,714,732
Other cash received	118,660	48,138
Cash paid to employees and suppliers	(11,816,810)	(11,147,816)
Net Cash (Used in)/ Provided by Operating Activities	(756,026)	615,054
Cash Flows from Investing Activities:		
Purchase of property and equipment	(53,525)	(23,656)
Net (Decrease)/Increase in Cash	(809,551)	591,398
Cash and Restricted Cash, beginning of year	5,829,629	5,238,231
Cash and Restricted Cash, end of year	5,020,078	5,829,629
Reconciliation of change in net assets to net cash (used in)/provided by operating activities:		
Change in net assets	285,010	681,405
Adjustments to reconcile change in net assets to net cash provided by operating activities:		
Depreciation	46,007	43,419
Changes in operating assets and liabilities:		
Grants receivable	(801,940)	5,435
Prepaid expenses and other assets	(71,523)	6,256
Due from related entities	(562)	6,242
Accounts payable and accrued expenses	(6,526)	102,464
Accrued salaries and other payroll related expenses	(142,747)	110,720
Refundable advance from Paycheck	-	(497,065)
Due to NYC Department of Education	(32,795)	81,030
Due to related entities	(30,950)	75,148
Net Cash (Used in)/ Provided by Operating Activities	\$ (756,026)	\$ 615,054
Supplemental Disclosure of Cash Flow Information:		
Cash and cash - restricted consist of:		
Cash	\$ 4,943,514	\$ 5,753,099
Restricted cash	76,564	76,530
Cash and Restricted Cash, end of year	\$ 5,020,078	\$ 5,829,629

See accompanying notes to the financial statements

New Visions Charter High School for the Humanities

Notes to Financial Statements

1. Nature of the Organization

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

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

In fiscal year 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 the Humanities

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 \$6,994 and \$7,294, respectively, are restricted for a scholarship fund.

Cash - Restricted

An escrow account in the amount of \$76,564 and \$76,530 was held aside under the provisions of the School's charter to pay for legal and audit expenses that would be associated with a dissolution should it occur, as required by the New York State Education Department for the years ended June 30, 2022 and 2021.

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 \$1,512,693 and \$710,753 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 the Humanities

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 trued 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, and as such, the School accounts for these bundled-performance

New Visions Charter High School for the Humanities

Notes to Financial Statements

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 9). The donated space will be used for operating, general, and administrative activities. In valuing the donated space, which is located in the Bronx, New York, the School estimated the fair value on the basis of recent comparable sales prices in the Bronx, New York’s real estate market, taking into account the restriction on use of the space.

Property and Equipment

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

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

New Visions Charter High School for the Humanities

Notes to Financial Statements

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 disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenues and expenses during the reporting period. Actual results could differ from those estimates.

Income Taxes

The School is exempt from federal, state and local income taxes under Section 501(c)(3) of the 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.

New Visions Charter High School for the Humanities

Notes to Financial Statements

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.

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New Visions Charter High School for the Humanities

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	\$4,943,514	\$ 5,753,099
Cash - restricted	76,564	76,530
Grants receivable	1,512,693	710,753
Due from related entities	1,159	597
Total Financial Assets	6,533,930	6,540,979
Less amounts unavailable for general expenditures within one year due to:		
Restricted by contract	(76,564)	(76,530)
Restricted by donors with purpose restrictions	(6,994)	(7,294)
Total Financial Assets Available to Management for General Expenditures within One Year	\$6,450,372	\$ 6,457,155

4. Related Party Transactions

New Visions for Public Schools ("New Visions") is a not-for-profit organization dedicated to supporting public schools and helping start and manage charter schools. Pursuant to the terms of the Educational Services Agreement by and between the School and 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 \$254,631 and \$285,581, respectively, which is comprised of management fees. Total management fees incurred by the School for the years ended June 30, 2022 and 2021 totaled \$946,144 and \$886,500, respectively. There was no balance due from New Visions to the School at June 30, 2022 and 2021.

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 \$1,159 and \$597, respectively. There was no balance due to other charter schools at June 30, 2022 and 2021.

New Visions Charter High School for the Humanities

Notes to Financial Statements

5. Property and Equipment

Property and equipment consist of the following:

<i>June 30,</i>	2022	2021
Computer equipment	\$ 517,921	\$ 493,096
Furniture and fixtures	49,251	20,551
	567,172	513,647
Less: accumulated depreciation	(484,213)	(438,206)
Property & Equipment, net	\$ 82,959	\$ 75,441

Depreciation expense amounted to \$46,007 and \$43,419 for the years ended June 30, 2022 and 2021, respectively.

6. Grants Receivable

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

<i>June 30,</i>	2022	2021
E-Rate Reimbursement	\$ 33,911	\$ 35,333
Mount Vernon - Per Pupil	183,980	183,980
Yonkers - Per Pupil	-	25,461
Title I	203,213	193,781
Title II	34,462	21,721
Title IV	15,022	15,038
ESSER I - CARES	60,466	181,398
ESSER II - CRRSA	453,987	-
ESSER III - ARP	474,174	-
CSP	49,950	49,950
Other	3,528	4,091
Grants Receivable, net	\$ 1,512,693	\$ 710,753

New Visions Charter High School for the Humanities

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 \$469,906 and \$486,895 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 10463. As part of the New York City Chancellor's Charter School Initiative, the NYCDOE has provided this space to the School at no charge. The services provided by the NYCDOE to the charter school, such as rent, utilities, custodial services, maintenance and school safety services are provided at no cost.

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

Square footage totaling 14,728 feet is allocated to the School. The value of the space and related utilities and services calculated by applying the relative valuation model is 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 the Humanities

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 \$51,585 and \$65,876, 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>		<i>Amount</i>
2023	\$	57,912
2024		49,581
2025		43,879
Total	\$	151,372

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 limit of \$250,000. The School has not experienced any losses in such accounts and does not believe it is exposed to any significant credit risk on its cash accounts.

The School received approximately 82% of its total revenue from per-pupil funding from the NYCDOE for both years ended June 30, 2022 and 2021.

The School's grants receivable consist of two major grantors accounting for approximately 98% and 93% at June 30, 2022 and 2021, respectively.

The School's payables consist of one major vendor accounting for approximately 21% 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 the Humanities

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	\$ -	\$ 334,268
Supporting Effective Instruction State Grants	84.367	Not Applicable	-	50,564
Student Support and Academic Enrichment Program	84.424	Not Applicable	-	24,803
Special Education Cluster (IDEA): Special Education - Grants to States (IDEA, Part B)	84.027	Not Applicable	-	105,875
Elementary and Secondary School Emergency Relief (ESSER) Fund	84.425D	Not Applicable	-	60,466
Coronavirus Response and Relief Supplemental Appropriations Act, 2021 - Emergency Assistance to Non-Public School (CRRSA EANS) Program	84.425R	Not Applicable	-	666,038
American Rescue Plan - Elementary And Secondary School Emergency Relief (ARP ESSER)	84.425U	Not Applicable	-	712,464
Total U.S. Department of Education				1,954,478
Total Expenditures of Federal Awards			\$ -	\$ 1,954,478

The accompanying notes are an integral part of this schedule.

New Visions Charter High School for the Humanities

Notes to the Schedule of Expenditures of Federal Awards 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 the Humanities (the "School") 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 the cost principles contained in the Uniform Guidance, wherein certain types of expenditures are not allowable or limited as to reimbursement.

3. Indirect Cost Rate

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

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

Expenditures of federal awards are reported on the statements of activities as operating expenses. In certain programs, the expenditures reported in the financial statements differ from the expenditures reported in the schedule of expenditures of federal awards. The Schedule includes expenses in the amount of \$171,677 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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622 Third Ave, Suite 3100
New York, NY 10017

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

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

We have audited, in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States, the financial statements of New Visions Charter High School for the Humanities (the "School"), which comprise the statements of financial position as of June 30, 2022 and 2021, the related statements of activities, functional expenses, and cash flows for the year then ended, and the related notes to the financial statements and have issued our report thereon dated October 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 have not been identified.

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Report on Compliance and Other Matters

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

Purpose of This Report

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

BDO USA, LLP

New York, NY
October 25, 2022



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

622 Third Ave, Suite 3100
New York, NY 10017

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

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

Report on Compliance for Each Major Federal Program

Opinion on Each Major Federal Program

We have audited New Visions Charter High School for the Humanities (the "School") compliance with the types of compliance requirements identified as subject to audit in the OMB *Compliance Supplement* that could have a direct and material effect on each of the School's major federal programs for the year ended June 30, 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.

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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 the Humanities

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 ☒ No
- Significant deficiency(ies) identified? ☐ Yes ☒ None reported

Noncompliance material to financial statements noted?

☐ Yes ☒ No

Federal Awards

Internal control over major federal programs:

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

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

Unmodified

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

☐ Yes ☒ No

Identification of major federal programs:

Assistance Listing Number(s)

Name of Federal Program or Cluster

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 ☒ No

New Visions Charter High School for the Humanities

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 Contillo

Name of Charter School Education Corporation:

New Visions Charter High School for the Humanities

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

Trustee

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

☐ Yes ☒ No

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

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in 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

 _____
Signature Date 5/31/22

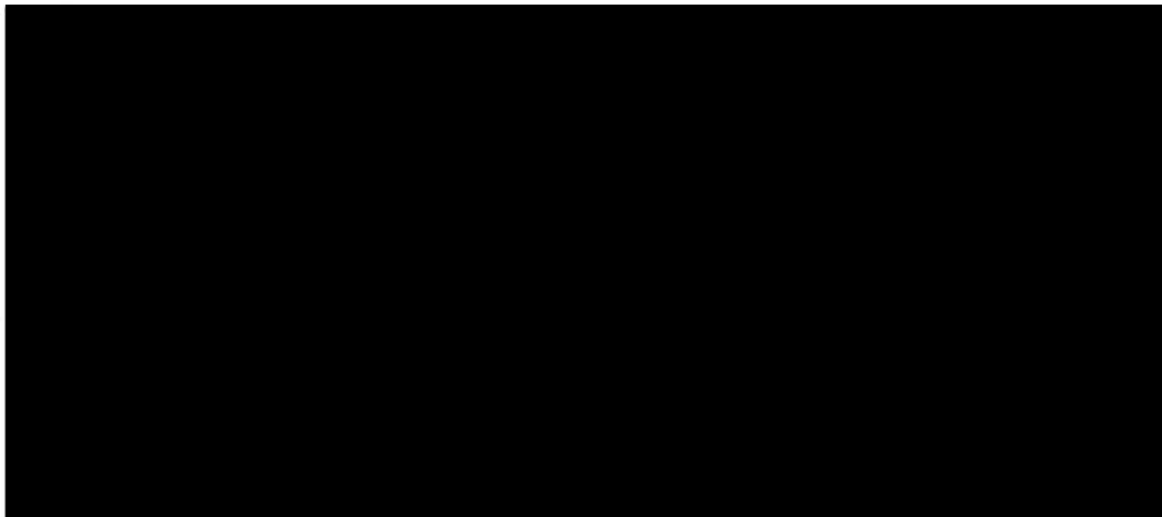
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Business Telephone:

Business Address:



last revised 04/2022

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 the Humanities

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

Member

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

☐ Yes ☒ No

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

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in 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


Signature

July 25, 2022

Date

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Business Telephone:

Business Address:

E-mail Address:

Home Telephone:

Home Address:

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 the Humanities

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

Chair

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

☐ Yes ☒ No

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

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in 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

Signature

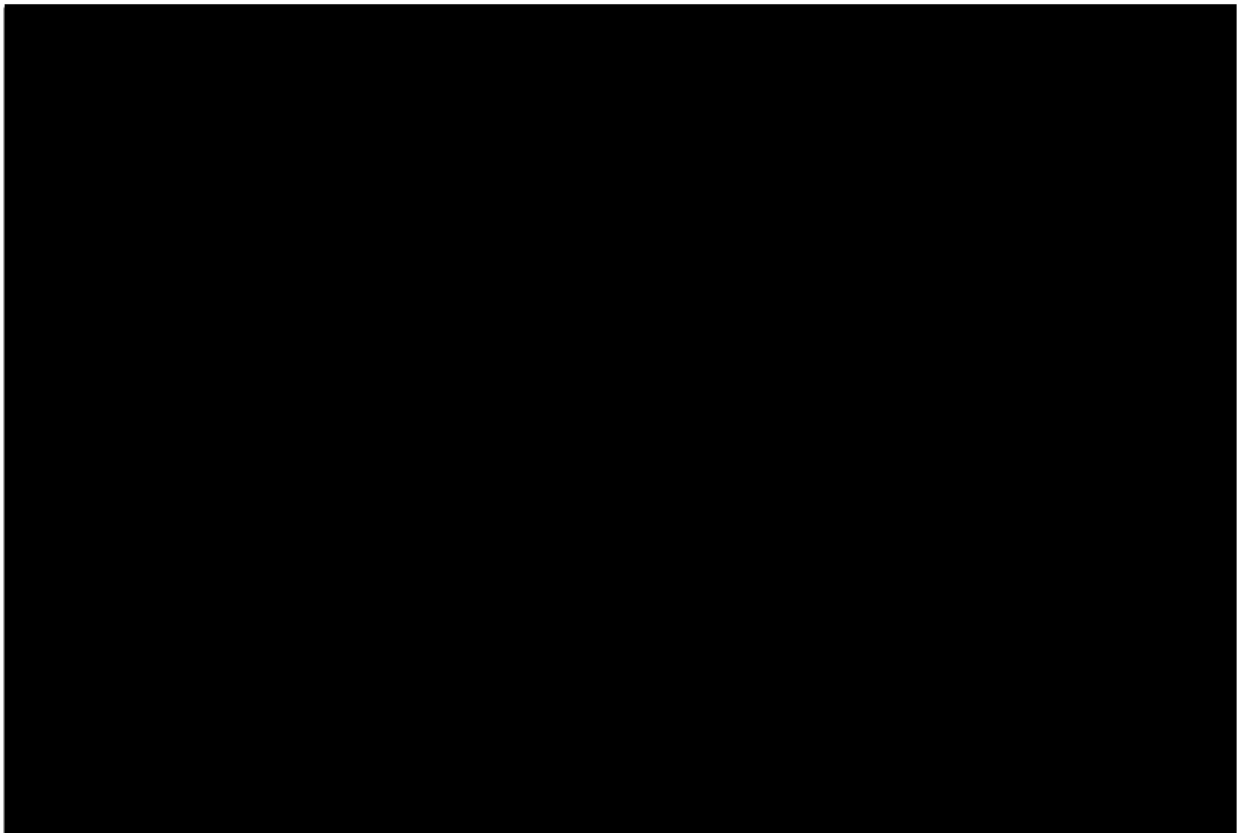
May 26, 2022

Date

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last revised 04/2022

**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 the Humanities

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

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.

☒ 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

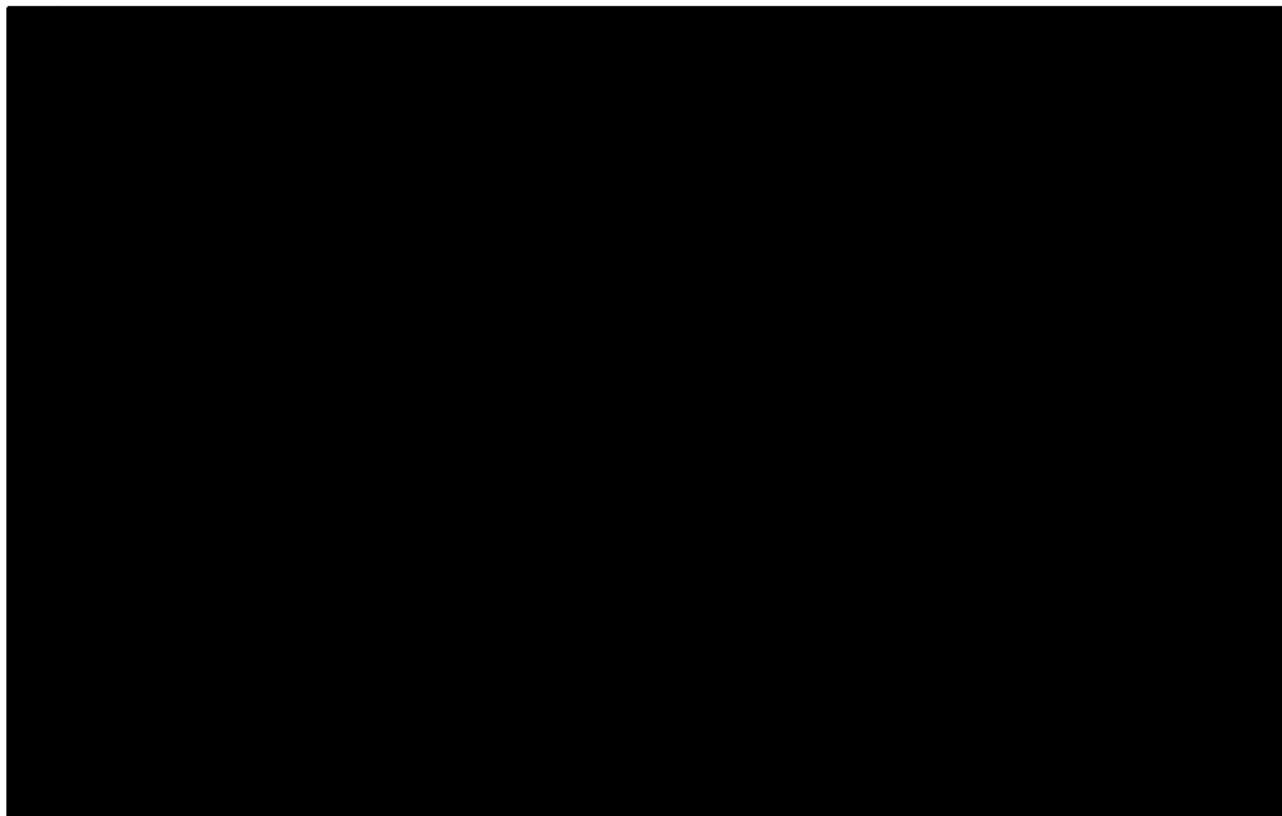
 

Signature **Date**

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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 the Humanities

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

Member

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

☐ Yes ☒ No

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

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in 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
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last revised 04/2022

**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 the Humanities

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

Trustee

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

☐ Yes ☒ No

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

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in 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**

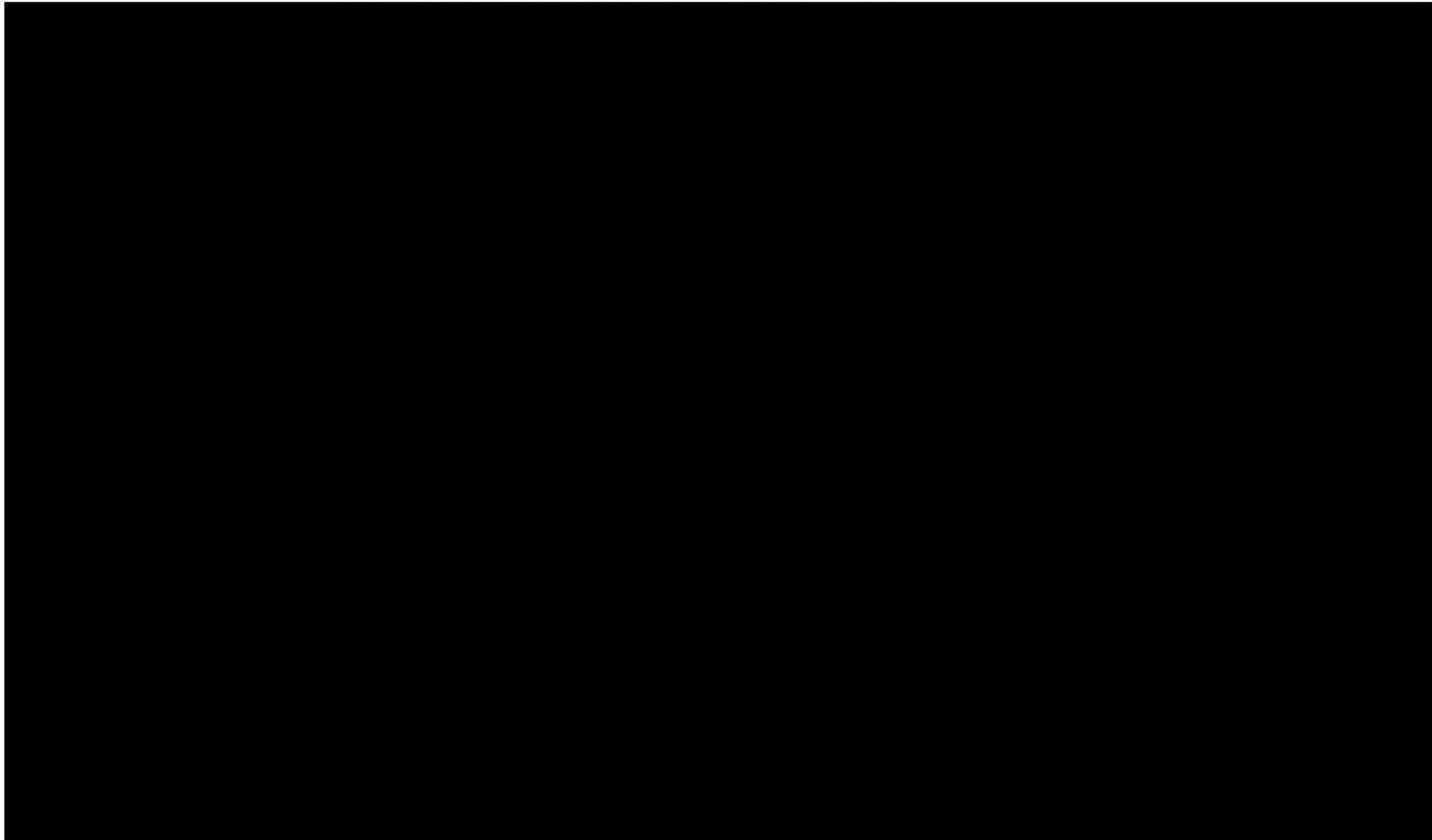
Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps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

Carol Lytle 5/24/22
Signature Date

Acceptable signature formats include:

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

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last revised 04/2022

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

Trustee Name:

Matthew March

Name of Charter School Education Corporation:

New Visions Charter High School for the Humanities

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

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



Signature

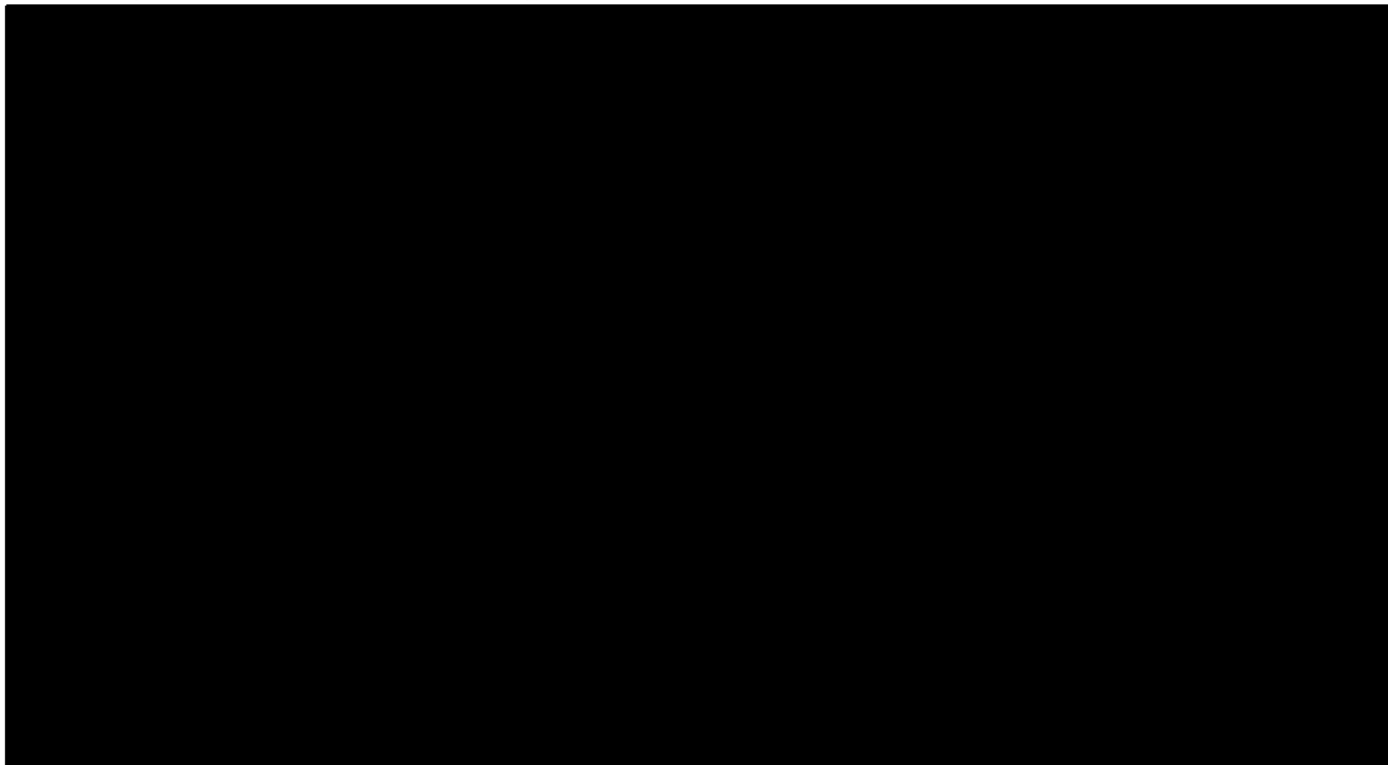


Date

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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 the Humanities

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

Board Member

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

☐ Yes ☒ No

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

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in 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 14, 2022

Signature

Date

Acceptable signature formats include:

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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 the Humanities

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

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**.

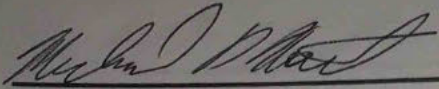
☒ **None**

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



Signature

7/28/22

Date

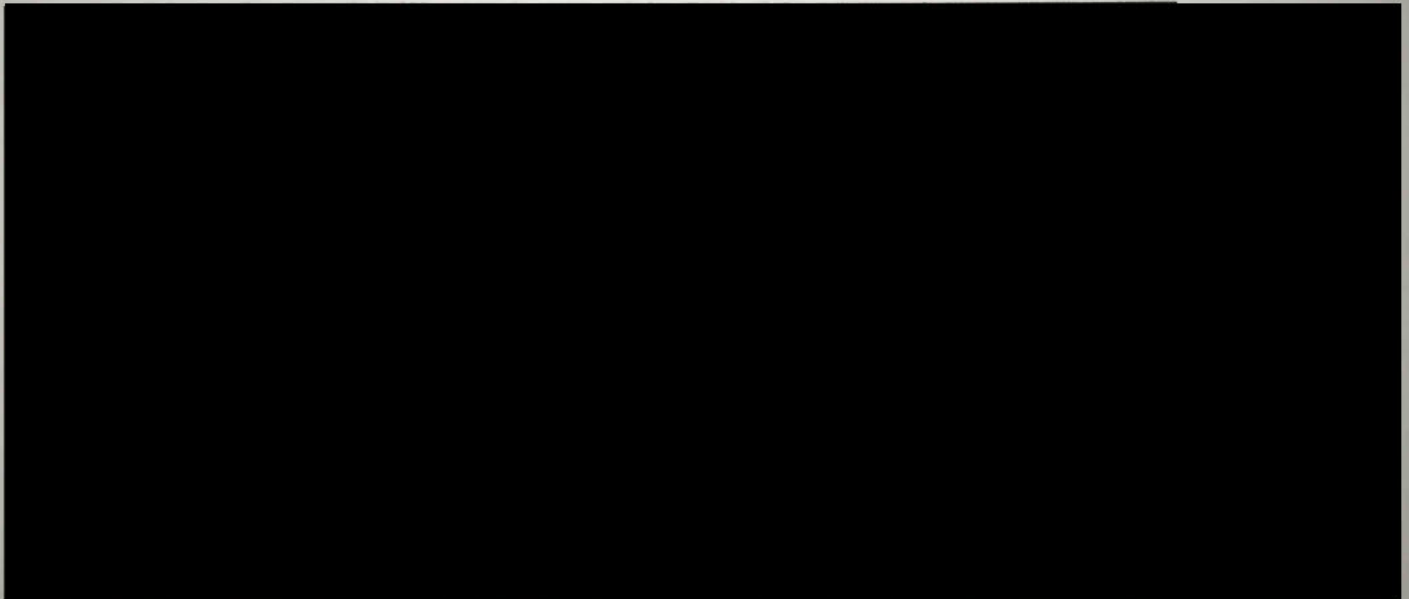
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Business Telephone:

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 the Humanities

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

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**

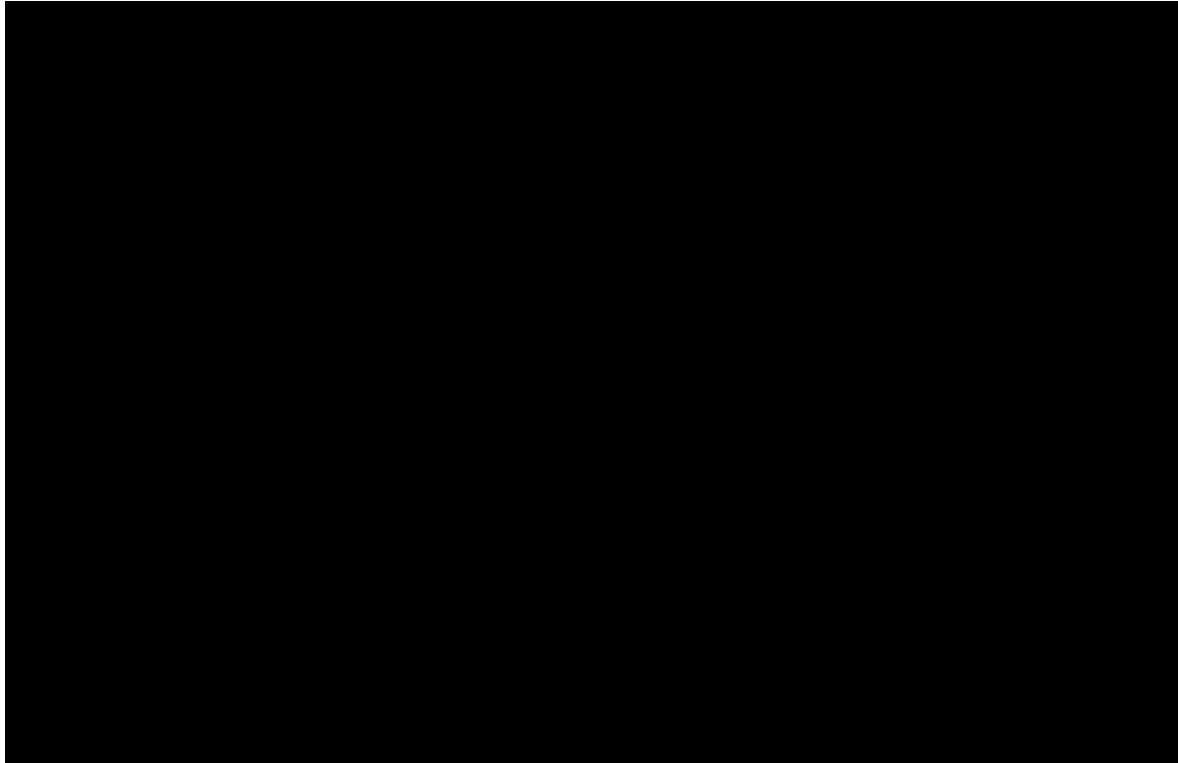
Date(s)	Nature of financial interest / transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you
July 15, 2021	Employment at the CMO, New Visions for Public Schools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

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.



A handwritten signature in black ink, appearing to read 'Edgar Rodriguez'.

July 14, 2022

Signature

Date

Acceptable signature formats include:

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

last revised 04/2022

Disclosure of Financial Interest by a Current or Former Trustees

Trustee Name:

Musa Ali Shama

Name of Charter School Education Corporation:

New Visions Charter High School for the Humanities

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

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

Musa Ali Shama

07/17/2022

Signature

Date

Acceptable signature formats include:

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last revised 04/2022

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

Trustee Name:

Selina Urbina

Name of Charter School Education Corporation:

New Visions Charter High School for the Humanities

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

Board member

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

☐ Yes ☒ No

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

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in 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



Signature

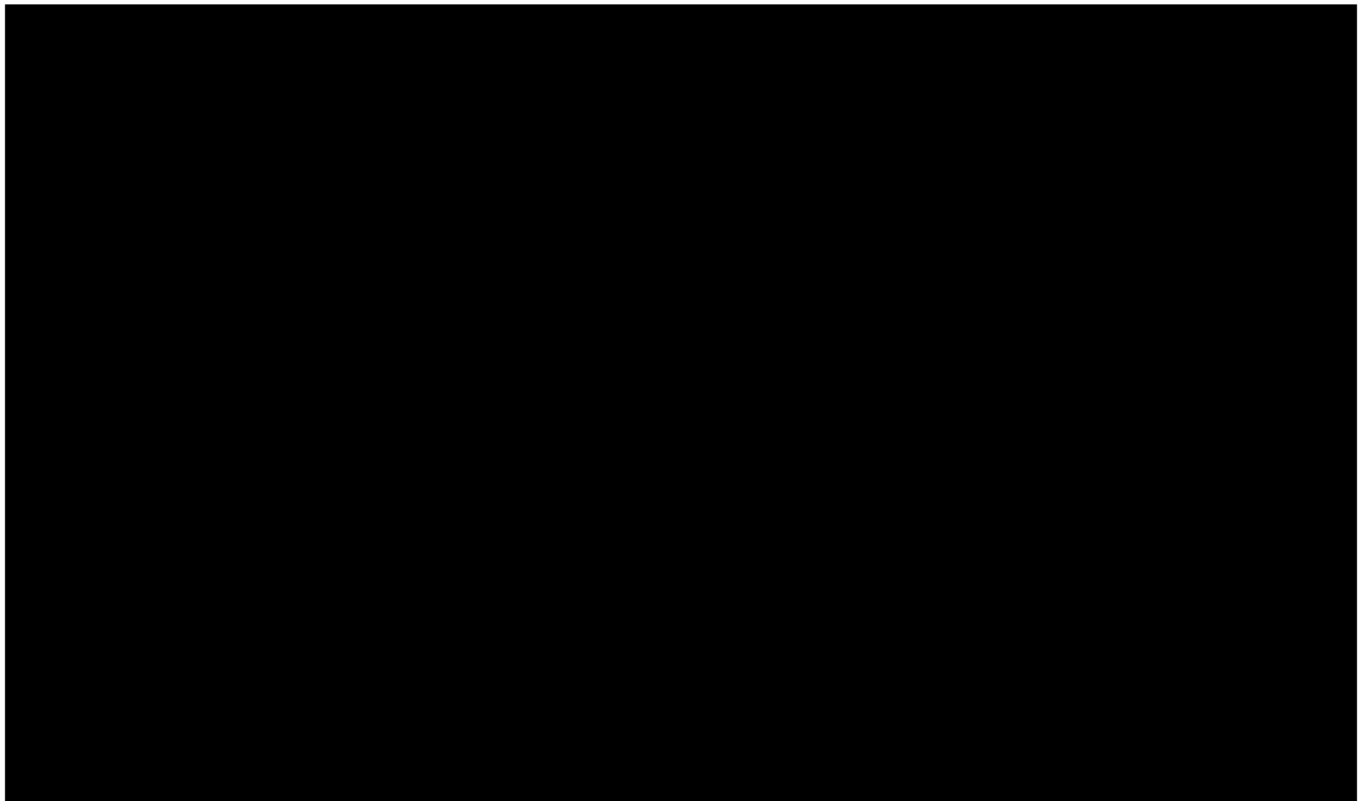
7/22/2022

Date

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- 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:

Name of Charter School Education Corporation:

New Visions Charter High School for the Humanities

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

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

Edna R. Vega

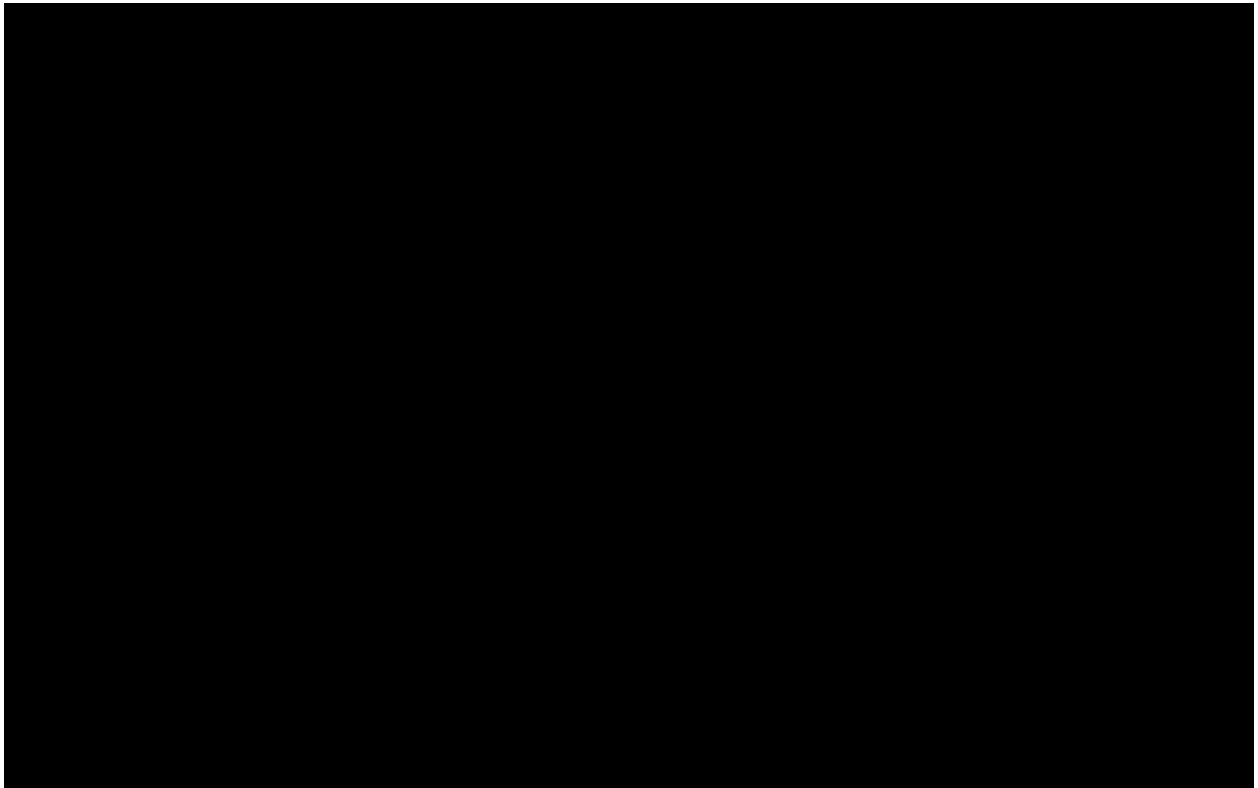
Signature

Date

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last revised 04/2022

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

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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
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26 Rosh Hashanah – No School	27 Rosh Hashanah – No School	28	29	30	1

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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			

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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

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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					

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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				

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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 End of Trimester #2	15 Beginning of Trimester #3	16	17	18
	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	

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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
	17	18	19	20		
23	24	25	26	27	28	29
	21	22	23	24	25	
30						

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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 Memorial Day – No School	30	31			
		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 53	12	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	

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