

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

Robert Hiller - rhiller27@unitedcharter.org
2023-2024 Annual Report

Summary

ID: 0000000084

Status: Annual Report Submission

Entry 1 – School Information and Cover Page

Completed - Jul 29 2024

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 the 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 2023-2024 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, 2024**) or you may not be assigned the correct tasks.

BASIC INFORMATION

a. LEGAL SCHOOL NAME (as chartered)

(Select name from the drop down menu)

NEW VISIONS CHARTER HIGH SCHOOL FOR ADVANCED MATH AND SCIENCE 800000070185

b. Unofficial or Popular School Name

AMS

c. CHARTER AUTHORIZER (As of June 30th, 2024)

Please select the correct authorizer as of June 30, 2024 or you may not be assigned the correct tasks.

SUNY BOARD OF TRUSTEES

c. School Unionized

Is your charter school unionized?

Yes

c1. Name of Union

Select the name of the Union representing your school?

United Federation of Teachers

c2. Date Unionized

Aug 1 2013

d. District/CSD of Location

CSD #10 - BRONX

e. Date of Approved Initial Charter

Dec 14 2010

f. Date School First Opened for Instruction

Aug 1 2011

g. Approved School Mission and Key Design Elements

(Regents, NYCDOE and Buffalo BOE authorized schools only)

N/A

h. School Website Address

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

i. Total Approved Charter Enrollment for 2023-2024 School Year

537

j. Total Enrollment on June 30, 2024 - excluding Pre-K program enrollment

452

k. Grades Served

Grades served during the 2023-2024 school year (exclude Pre-K program students):

Responses Selected:

9
10
11
12

I. Charter Management Organization/Educational Management Organization

Do you have a [Charter Management Organization](#)?

Yes

I1. Charter Management Organization Name

Include contact information (name, email address, telephone number)

New Visions for Public Schools

I2. Charter Management Organization Email Address

mwass@newvisions.org

I3. Charter Management Organization Phone Number

212-645-5110

FACILITIES INFORMATION

m. FACILITIES: Owned, rented, leased to educate students

Will the school maintain or operate multiple sites in 2024-2025?

No, just one site.

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 Served at Site for 2023-2024 School Year (K-5, 6-9, etc.)	Grades to be Served at Site for 2024-2025 school year (K-5, 6-9, etc.)	Receives Rental Assistance for Which Grades (If yes, enter the appropriate grades. If no, enter No).
Site 1	99 Terrace View Bronx, NY 10463	718-817-7683	NYC CSD 10	9-12	9-12	No

m1a. Please provide the contact information for Site 1.

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

m1b. Is site 1 in public space or in private space?

Public Space

m1c. Is site 1 in a co-located or not in a co-located facility?

Responses Selected:

Co-Located with a District School

Co-Located with a Charter School

m1d. 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

n. List of owned, rented, leased facilities not used to educate students and the purpose of each.

Separate by semi-colon (;)

N/A

o1. Total Number of School Calendar Days

182

o2. Total Number of Instructional Hours by Month (Entries are required for all months. Enter a zero for months with no instructional hours.)

January 2024	104
February 2024	104
March 2024	130
April 2024	85
May 2024	143
June 2024	46
July 2023	0
August 2023	0
September 2023	104
October 2023	137
November 2023	124
December 2023	104

CHARTER REVISIONS DURING THE 2023-2024 SCHOOL YEAR

p. Summary of Material and Non-Material Charter Revisions approved or pending in 2023-2024, including updates to the school’s board of trustees’ bylaws, enrollment policy, discipline policy, or complaint policy.

Please note, listing the revisions here does not constitute a request. Schools are advised to seek revision requests through their authorizer directly.

Does the school have any material or non-material revisions approved or pending?

Yes

p2. Summary of Charter Revisions

	Category (Select Best Description)	Specific Revision (150 word limit)	Date Approved by BOT (if applicable)	Date Approved by Authorizer (if applicable)
1	Change/Termination of CMO Contract	New Visions Charter High School for Advanced Math and Science, requested to move from being externally managed by New Visions for Public Schools to a self-management model.	10/16/23	7/1/24
2	Change in School Name	New Visions Charter High School for Advanced Math and Science requested to change its name to United Charter High School for Advanced Math and Science to align with the school's move from being externally managed by New Visions for Public Schools to a self-management model for the United Charter High Schools network.	10/16/23	7/1/24
3	Change in mission, vision or philosophy	New Visions Charter High School for Advanced Math and Science requested to revise its mission statement to remove the mention of New Visions to align with the school's transition from being	10/16/23	7/1/24

		externally managed by New Visions Public Schools to a self-management model for the United Charter High Schools network.		
4	Change in mission, vision or philosophy	New Visions Charter High School for Advanced Math and Science requested to revise its Key Design Elements to remove the mention of New Visions to align with the school's transition from being externally managed by New Visions Public Schools to a self-management model for the United Charter High Schools network.	10/16/23	7/1/24
5	Change in complaint policy	New Visions Charter High School for Advanced Math and Science requested to revise its complaint policy to remove the mention of New Visions to align with the school's transition from being externally managed by New Visions Public Schools to a self-management model for the United Charter High Schools network.	6/24/24	

More revisions to add?

Yes

p2. Summary of Charter Revisions

	Category (Select Best Description)	Specific Revision (150 word limit)	Date Approved by BOT (if applicable)	Date Approved by Authorizer (if applicable)
6	Change in discipline or code of conduct policy	New Visions Charter High School for Advanced Math and Science requested to revise its discipline policy and code of conduct to remove the mention of New Visions to align with the school's transition from being externally managed by New Visions Public Schools to a self-management model for the United Charter High Schools network.	6/24/24	
7	Change in admissions/enrollment policy	New Visions Charter High School for Advanced Math and Science requested to revise its enrollment and admissions policy to remove the mention of New Visions to align with the school's transition from being externally managed by New Visions Public Schools to a self-management model for the United Charter High Schools network.	6/24/24	
8				

9				
10				

ATTESTATIONS

q. Name/Position of Person Completing/Submitting the 2023-2024 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	Curtis Palmore
Position	Chief Executive Officer
Phone/Extension	646-653-0557
Email	cpalmore16@unitedcharter.org

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

As outlined in ENTRY 7 (Employee Fingerprint Requirements Attestation):

Our E-Signatures (not digital 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 7 and found in the [NYSED CSO Fingerprint Clearance Oct 2019 Memo](#). Click **YES** to agree.

Responses Selected:

Yes

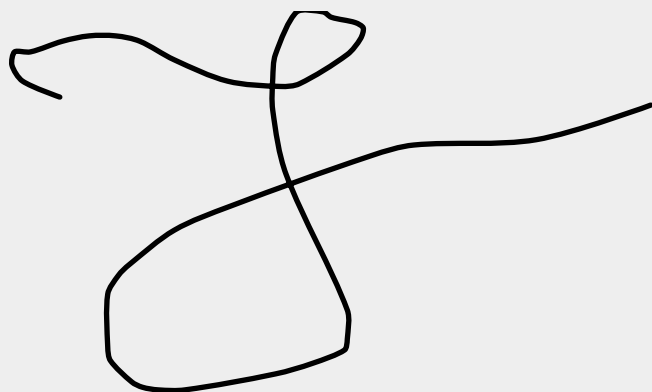
Signature, Head of Charter School

(If you are not signing the application now, please click "Clear" on both signature fields before saving this task or else the system will return an error.)

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

Signature, President of the Board of Trustees

(If you are not signing the application now, please click "Clear" on both signature fields before saving this task or else the system will return an error.)

A handwritten signature in black ink on a light gray background. The signature is highly stylized and cursive, appearing to be a single continuous line.



Thank you.

Entry 2 – Links to Critical Documents on School Website

Completed - Jul 29 2024

Instructions

Required of ALL Charter Schools (Note that SUNY-authorized charter schools are not required to submit item 4: Authorizer-approved Dignity for All Students Act (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. All links must be readily found on the school's website.

1. Current Annual Report (i.e., 2023-2024 Annual Report);[\[1\]](#)
2. Board meeting notices, agendas and documents;
3. New York State School Report Card. This report captures school-level enrollment and demographic information, staff qualifications, electronic student records, and attendance rates, as prescribed by New York State law;[\[2\]](#) (Even if there is no school data yet reported, provide a direct web link to the most recent [New York State School Report Card](#) for the charter school.
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 July 2023 [Emergency Response Plan Memo](#) – Charter Schools Only);
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.)

[\[2\]](#) SRC data is included in the reporting requirements for New York charter schools in 8 NYCRR 119.3.

Entry 2 – Links to Critical Documents on School Website

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

Required of ALL Charter Schools (Note that SUNY-authorized charter schools are not required to submit item 4: Authorizer-approved Dignity for All Students Act (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. All links must be readily found on the school's website.

[New York State Report Card](#)

[Emergency Response Plan Memo](#)

[NYSED Subject Matter List](#)

	Link to Documents
1. Current Annual Report (i.e., 2023-2024 Annual Report)	https://newvisions.org/ams
2. Board meeting notices, agendas and documents	https://newvisions.org/ams
3. New York State School Report Card. This report captures school-level enrollment and demographic information, staff qualifications, electronic student records, and attendance rates, as prescribed by New York State law; (Even if there is no school data yet reported, provide a direct web link to the most recent New York State School Report Card for the charter school.	https://newvisions.org/ams
4a. Authorizer-approved DASA Policy (For Regents, NYCDOE, and Buffalo BOE-Authorized Charter Schools ONLY)	
4b. Authorizer-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	https://newvisions.org/ams
6. Authorizer-approved FOIL Policy	https://newvisions.org/ams
7. Subject matter list of FOIL records. (Example: See NYSED Subject Matter List)	https://newvisions.org/ams

Thank you.



Entry 3 – Board of Trustees Disclosure of Financial Interest Form

Completed - Jul 29 2024

Required of ALL Charter Schools

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 2023-2024 school year must complete and sign a Trustee [Disclosure of Financial Interest Form](#) due **no later than 11:59 PM on August 1, 2024**. 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 ensuring that each member who served on the board during the 2023-2024 school year completes the form.**

Charter schools **must** submit the latest version of the form. Forms completed from past years will not be accepted.

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 Trustee Disclosure of Financial Interest Form, trustees must disclose information relevant to any of the schools served by the governing education corporation.

[AMS BoT Financial Disclosure Forms SY23-24 Annual Report](#)

Filename: AMS_BoT_Financial_Disclosure_Forms_rQBHHfN.pdf Size: 1.8 MB

Entry 4 – Board of Trustees Membership Table

Completed - Jul 29 2024

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 4 – Board of Trustees Membership 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.

Authorizer:

Who is the authorizer of your charter school?

SUNY

1. 2023-2024 Board Member Information (Enter info for each BOT member)

	Voting Trustee Name	Trustee Email Address	Position on the Board	Committee Affiliation (s)	Voting Member Per By-Laws (Y/N)	Number of Completed Terms Served	Start Date of Current Term (MM/DD/YYYY)	End Date of Current Term (MM/DD/YYYY)	Board Meetings Attended During 2023-2024
1	Peter Cantillo		Trustee/Member	NA	Yes	3	01/01/2022	12/31/2024	12
2	Lisa Gibson		Trustee/Member	NA	Yes	2	01/01/2024	12/31/2026	13 or more
3	Nancy Grossman		Trustee/Member	NA	Yes	3	01/01/2023	12/31/2025	12
4	Fredrick Levy		Chair	NA	Yes	3	01/01/2023	12/31/2025	13 or more
5	Eva Lopez		Trustee/Member	NA	Yes	2	01/01/2024	12/31/2026	5 or less
6	Michael Nathan		Treasurer	Finance	Yes	3	01/01/2024	12/31/2026	12
7	Edgar Rodriguez		Secretary	NA	Yes	1	12/29/2021	12/31/2024	12
8	Nancy Rosario-Rodriguez		Trustee/Member	NA	Yes	1	10/24/2022	12/31/2025	8
9	Edna Vega		Trustee/Member	NA	Yes	3	01/01/2023	12/31/2025	11

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

No

2. Number of board meetings conducted in 2023-2024

14

3. Number of board meetings scheduled for the 2024-2025 school year

12

4. INFORMATION ABOUT MEMBERS OF THE BOARD OF TRUSTEES

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

a. Total number of Voting Members on June 30, 2024	9
b. Total number of Voting Members added during the 2023-2024 school year	0
c. Total number of Voting Members who left the board during 2023-2024 school year	2
d. Total Maximum Number of Voting Members in 2023-2024; as set by the board in bylaws, resolution, or minutes	15

Thank you.

Entry 6 – Enrollment & Retention

Completed - Jul 29 2024

Instructions for submitting Enrollment and Retention Efforts

Required of ALL Charter Schools

Describe the good faith efforts the charter school has made in 2023-2024 toward meeting targets to attract and retain the enrollment of Students with Disabilities (SWD), English Language Learner(s) (ELL), 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 2024-2025.

***SUNY-authorized charter schools**

The education corporation must include a plan for the charter to meet or exceed enrollment and retention targets established by the SUNY Trustees for students with disabilities, ELLs, and students who are eligible to participate in the FRPL program. See the [enrollment and retention target calculator](#) to find specific targets.

Entry 6 – Enrollment and Retention of Special Populations

Good Faith Efforts to Meet Recruitment Targets (Attract)

	Describe Recruitment Efforts in 2023-2024	Describe Recruitment Plans in 2024-2025
Students with Disabilities	<p>AMS prioritizes inclusive outreach efforts, actively encouraging families with students with disabilities to apply to our school and providing a safe and supportive space for them to discuss their unique needs and required supports. During our open houses, we allocate dedicated time for individual consultations, allowing interested families to have personalized conversations with the principal or other staff members. In addition, we inform middle school staff about our commitment to supporting students with disabilities, assuring them that they can confidently refer students with Individualized Education Programs (IEPs) to our school. During the enrollment process, AMS ensures that every family with an IEP meets with the appropriate staff member to thoroughly review and address their documents.</p> <p>AMS aims to foster an inclusive environment where all students can thrive, and we actively work to provide the necessary resources and support for families with students with disabilities throughout their journey with us.</p>	<p>In 2024-25, AMS plans to execute the same recruitment efforts and strategies used last year, and will adjust as needed.</p>
English Language Learners	<p>In the past year, AMS continued to employ successful initiatives from the previous year, with the support of the network, to ensure an adequate number of ELL/ML (English Language Learner/Multilingual) applicants. Our efforts included targeted outreach</p>	<p>For the 2024-2025 school year, AMS intends to build upon the successful recruitment efforts and strategies implemented in the previous year. Recognizing the importance of reaching out to high-needs students, we will continue to establish relationships and</p>

initiatives aimed at middle schools with high ELL/ML student populations. We also conducted multiple mailings and email campaigns specifically tailored for key community-based organizations and entities that typically assist families in these special populations.

To cater to the Spanish-speaking community, AMS went beyond providing a dedicated staff member for Spanish translation during Open Houses. We extended Spanish translation services to some of our marketing efforts, ensuring that Spanish-speaking families could fully comprehend and engage with our outreach materials and communications.

Our website continues to offer families the convenience of applying online or downloading the application, which previously was only available in English and Spanish. However, we have significantly enhanced accessibility by expanding our application and registration paperwork to include an additional seven languages: Haitian Creole, French, Bengali, Arabic, Chinese Traditional (Mandarin), Russian, and Urdu.

To accommodate families attending our school and community outreach events, we make the application available on-site, enabling interested families to apply directly at the location. We provide dedicated Spanish-speaking personnel to assist families in need. Additionally, families have the option to call the New Visions main network office, where a designated bilingual

collaborate with institutions and service providers dedicated to advocating for and serving all students, including multilingual learners. We will ensure that translated marketing and orientation materials are sent out to families whose primary language is Spanish.

As part of our preparations for the upcoming school year, we will conduct an analysis of our recruitment and enrollment process. This evaluation will enable us to gain a deeper understanding of the origins of our student population. By doing so, we can devise effective strategies to ensure that students and families from diverse backgrounds and with varying needs have multiple opportunities to learn about the exceptional educational opportunities we provide at AMS.

	<p>staff member fluent in Spanish assists Spanish-speaking families with the application process. Moreover, our dedicated recruitment staff at AMS is also bilingual in Spanish, ensuring effective communication and support for Spanish-speaking families throughout the enrollment journey.</p>	
<p>Economically Disadvantaged</p>	<p>During the 2023-24 academic year, AMS implemented a continuation of successful recruitment strategies from the previous year, while also making necessary adjustments as needed. These strategies encompassed a range of activities, including organizing in-person open houses, conducting middle school presentations and experiences, and strategically utilizing paid advertisements to enhance our outreach.</p> <p>Building upon the ongoing results and feedback obtained from our paid media initiatives and family surveys, we developed a refined strategy for brand marketing, word-of-mouth recruitment, and driving attendance to school tours and open houses. Our aim was to effectively communicate the value and benefits of becoming part of our educational community through these targeted efforts.</p> <p>To provide a more authentic perspective of life at AMS and facilitate increased engagement from prospective students and their families, we enlisted the support of student ambassadors during schoolwide recruitment events. These ambassadors shared real-time insights into the student</p>	<p>In 2024-25, AMS plans to execute the same recruitment efforts and strategies used last year, and will adjust as needed.</p>

experience and provided valuable information about the application and admissions process at our school.

AMS also hosted various in-person open houses, which served as crucial opportunities to inform families and the community about our school and the admissions process. These events allowed families to interact directly with our staff, explore our resources, and gain a comprehensive understanding of what AMS has to offer. We extended invitations to school counselors from target middle schools to attend these open house sessions, strengthening our partnerships with feeder schools.

To ensure effective outreach to eighth-grade families, AMS has established strong connections with feeder middle schools across CSD 10 and surrounding districts. These relationships enable parent coordinators and school counselors to access AMS information and applications, which they can then share with families of prospective students.

Additionally, AMS proactively sends out a yearly Sibling Letter to current families, containing two applications. This initiative encourages younger siblings to apply to AMS or share the extra application with their own family members or friends. By expanding the reach of our admissions process and fostering community engagement within our existing AMS families, we aim to create a sense of belonging and support for all.

AMS strategically leveraged News 12 as a prominent media platform to generate awareness and attract the interest of students and families. Through collaboration with this media outlet, we created a sponsored ad campaign tailored for mobile and television marketing. In addition to utilizing News 12, we have utilized the Niche platform as a way to provide prospective families with in depth data and reviews about our school.

This initiative yielded significant results, including increased website engagement and heightened brand awareness. The sponsored ad campaign effectively captured the attention of potential applicants, thereby contributing to the overall success of our recruitment efforts.

Good Faith Efforts To Meet Retention Targets

	Describe Retention Efforts in 2023-2024	Describe Retention Plans in 2024-2025
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. We develop a clear plan for communication with families from the moment students register. For students with disabilities, we make the appropriate introductions to staff that will be supporting these areas and set up a time to review each student's IEP, as well as provide any assessments if necessary.</p> <p>We have moved to a caseload management system, such that each special education teacher is responsible for 8-9 students over their four years. Students receive co-taught instruction in all of their core content classes. As mentioned above we leverage performance series reading data to effectively program students for reading interventions. In addition, we hold academic intervention during the eighth period where our students with learning needs get one on one support from one of our special education teachers. Lastly, our licensed social worker supports our students who need mandated counseling services.</p>	<p>AMS plans to utilize the same strategies to retain students with disabilities in the coming year.</p>
English Language Learners	<p>As a commitment to retaining ELL/MLs students, we work with families from the initial meeting at enrollment to ensure that families</p>	<p>AMS plans to utilize the same strategies to retain ELL/ML students in the coming year.</p>

feel supported and comfortable and are aware of the services available for their students. Our bilingual staff members (including our recruitment and enrollment coordinator) assist our Spanish families with translation during these meetings. If our staff members do not speak the language of the family, we provide translation services by a dedicated staff member. 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.

At AMS, ELLs/MLs are provided with opportunities and academic supports to meet the same educational goals as our general education student population. School leaders are attentive to programming and assessment for these students by appropriately leveling ENL courses according to students' language proficiency levels (as determined by NYSESLAT scores, the statewide English proficiency assessment). Students receive co-taught instruction in at least two of their core classes. We leverage performance series reading data to effectively program students for reading intervention, specifically Just Words, Wilson, and our ENL Reading Lab. English Language Learners also benefit from network-based support in instruction, compliance, and in advocating for family involvement, which is not

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

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

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

Entry 7 – Employee Fingerprint Requirements Attestation

Completed - Jul 29 2024

Entry 7 – Employee Fingerprint Requirements Attestation

A. TEACH System – Employee Clearance

Required of ALL Charter Schools

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 [NYSEDCSO Employee Clearance and Fingerprint Memo](#) or visit the NYSED website at [Who Must Be Fingerprinted Charts](#) for more information regarding who must be fingerprinted. Also see, 8 NYCRR §87.2.

B. 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](#).

Attestation

Responses Selected:

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

Entry 9 – School Calendar

Completed - Jul 29 2024

[Instructions for submitting School Calendar](#)

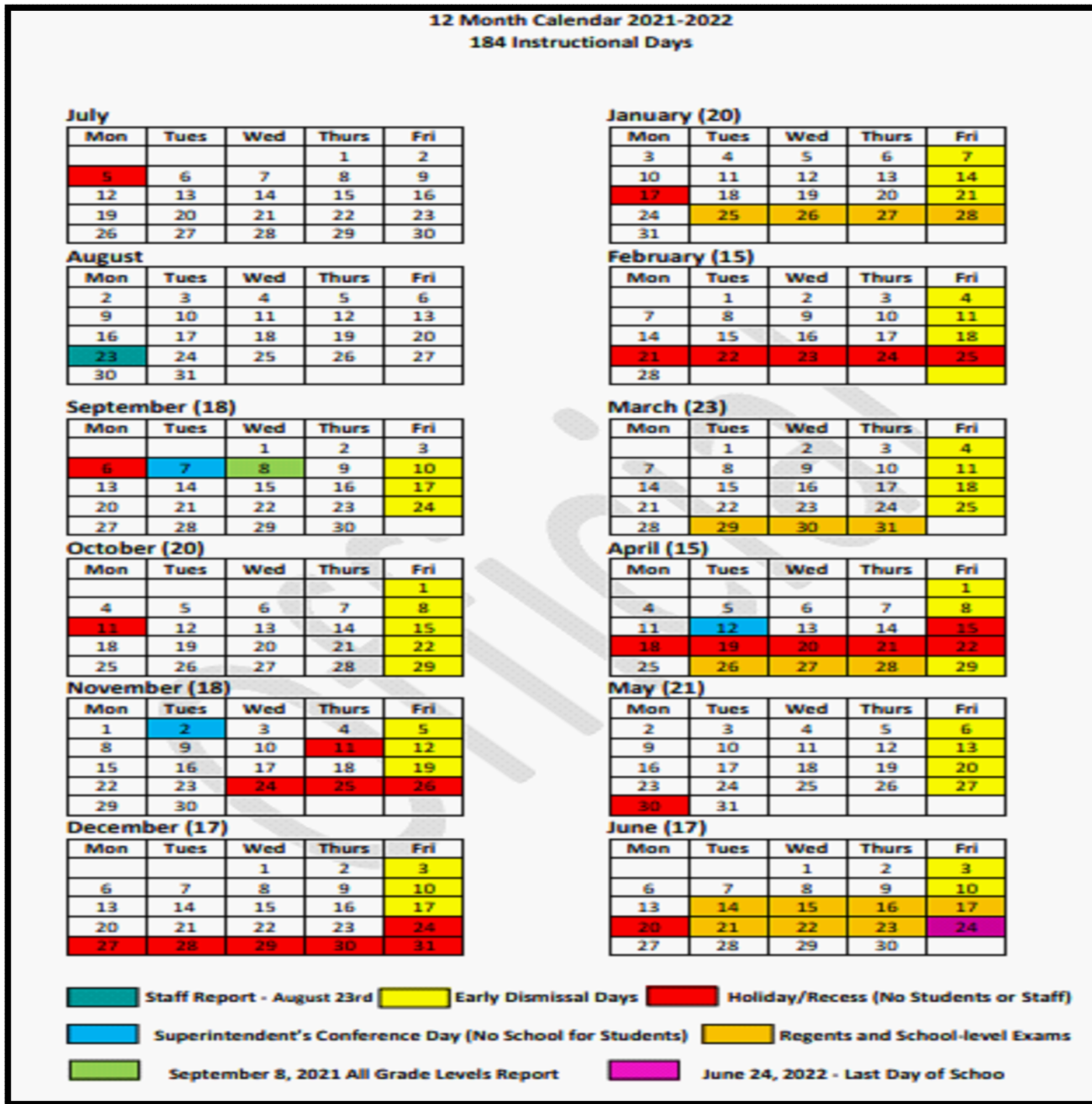
Required of ALL Charter Schools

If the charter school has a tentative calendar based on available information and guidance at the time, please submit it **no later than 11:59 PM on August 1, 2024**. Charter schools must upload a final school calendar into the portal and may do so at any time but **no later than 11:59 PM on September 16, 2024**.

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 (also used to align to schools with extended days/years referenced in their mission statements/key design elements). See an example of a calendar showing the requested information. Schools **must** use a calendar format and ensure there is a monthly tally of instructional days.

Sample Calendar:



[UCHS 2024-2025 TRIMESTER Calendar](#)

Filename: UCHS_2024-2025_TRIMESTER_Calendar.pdf Size: 207.4 kB

Entry 11 – Progress Toward Goals (SUNY-Authorized Charter Schools Only)

Completed - Nov 1 2024

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 Annual Report Portal, and into the SUNY Epicenter document management system by September 15, 2024.

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

[2023-24-Accountability-Plan-Progress-Report-AMS_Final](#)

Filename: 2023-24-Accountability-Plan-Progre_kJ71uMK.pdf Size: 1.0 MB

Entry 12 – Audited Financial Statements

Completed - Nov 1 2024

Required of ALL Charter Schools

ALL SUNY-authorized charter schools must upload the financial statements and related documents in PDF format into the Annual Report Portal and into the SUNY Epicenter document management system **no later than 11:59 PM on November 1, 2024**. **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 11:59 PM on November 1, 2024**. 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 2024 but will be identified as a required task thereafter and due on November 1, 2024. This is a required task, and it is marked optional for administrative purposes only.

[New Visions Charter High School AMS 2024](#)

Filename: New_Visions_Charter_High_School_AMS_2024.pdf Size: 543.7 kB

Entry 12a – Audited Financial Report Template (SUNY)

Incomplete

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

The Audited Financial Statement Template is no longer required by the SUNY Charter Schools Institute for school year 2023-24 annual reporting. This section is marked optional and no response is required for this section.

Entry 13 – Fiscal Year 2024-2025 Budget

Completed - Jul 29 2024

SUNY-authorized charter schools should download the [2024-2025 Budget and Quarterly Report Template and the 2024-2025 Budget Narrative Questionnaire](#) from the SUNY website and upload the completed templates into the Annual Report Portal and into the Epicenter document management system. **Due no later than 11:59 PM on November 1, 2024**.

Regents, NYCDOE, and Buffalo BOE authorized charter schools should upload a copy of the school's FY25 Budget using the [2024-2025 Budget Template](#) into the Annual Report Portal or from the Annual Report website. **Due no later than 11:59 PM on November 1, 2024**.

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

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

[AMS1-2024-25-Budget-and-Quarterly-Report](#)

Filename: AMS1-2024-25-Budget-and-Quarterly-Report.xlsx Size: 509.8 kB

Optional Additional Documents to Upload (BOR)

Incomplete

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

Trustee Name:

Peter Cantillo

Name of Charter School Education Corporation:

New Visions Charter High School for Advanced Math and Science

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

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 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.

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

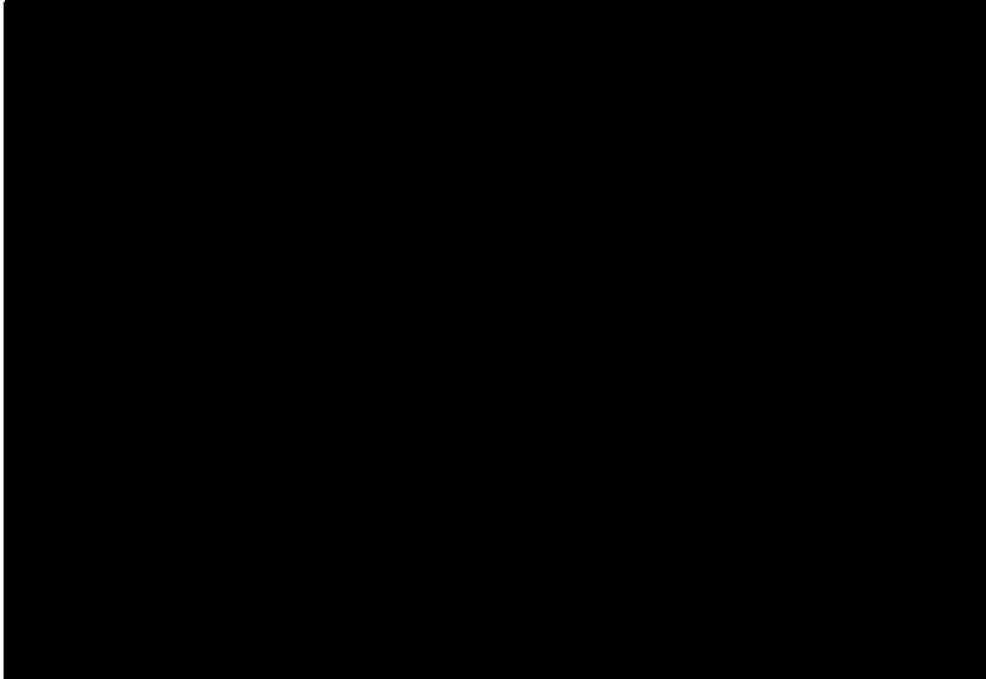
Date(s)	Nature of financial interest / transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you


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 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

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.




Peter Cantillo (Jun 21, 2024 13:44 EDT)

Signature

Date

Acceptable signature formats include:

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

Signature: 
Peter Cantillo (Jun 21, 2024 13:44 EDT)

Email: petercantillo@gmail.com

last revised 04/2022

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

Trustee Name:

Lisa Gibson

Name of Charter School Education Corporation:

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

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 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.

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

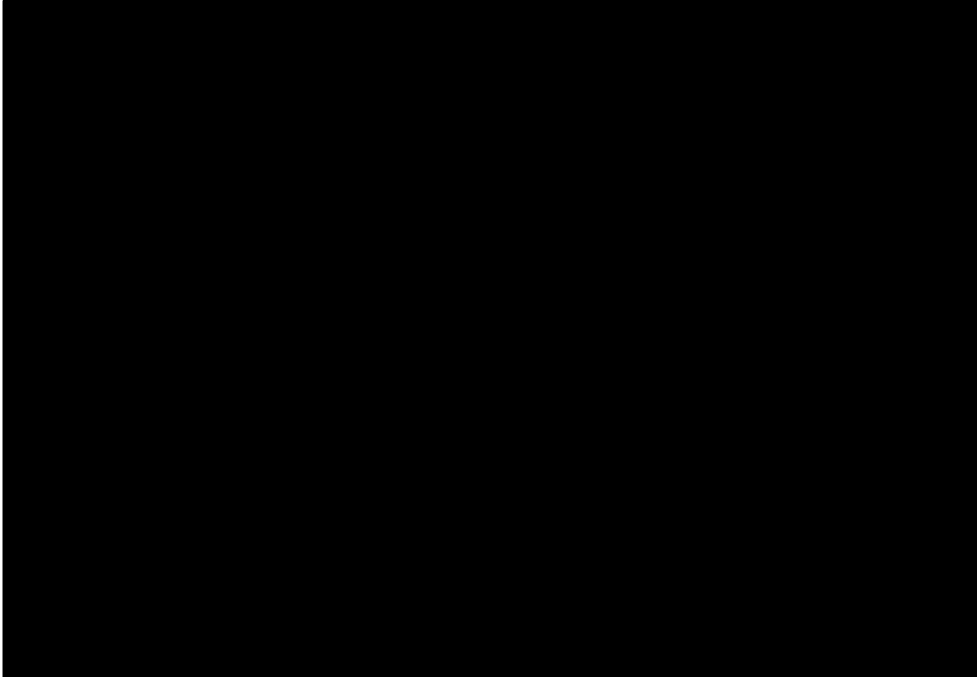
Date(s)	Nature of financial interest / transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you

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 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

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.



Lisa A Gibson

06/27/2024

Signature

Date

Acceptable signature formats include:

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

Signature: *Lisa A Gibson*

Email: mylisa@renmanserv.com

last revised 04/2022

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

Trustee Name:

Nancy Grossman

Name of Charter School Education Corporation:

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

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

NA

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.

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

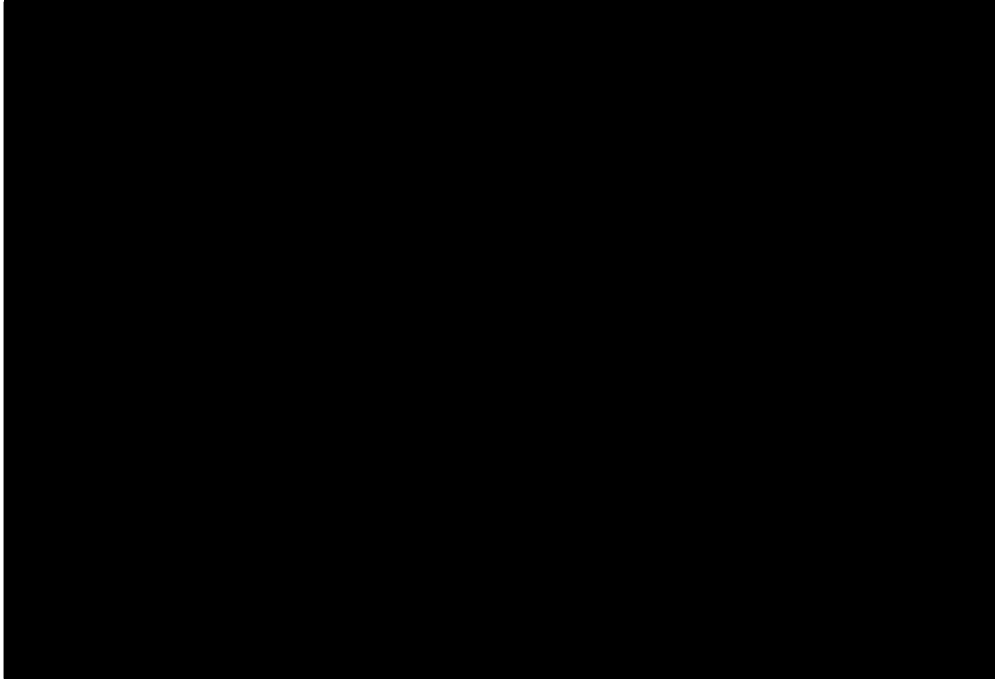
Date(s)	Nature of financial interest / transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you

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 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

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.




Nancy Grossman (Jun 23, 2024 15:59 EDT)

June 21, 2024

Signature

Date

Acceptable signature formats include:

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

Signature: 
Nancy Grossman (Jun 23, 2024 15:59 EDT)

Email: nancygrossman1@gmail.com

last revised 04/2022

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

Trustee Name:

Kenton Kirby

Name of Charter School Education Corporation:

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

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

Former trustee (resigned 1/22/24)

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.

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

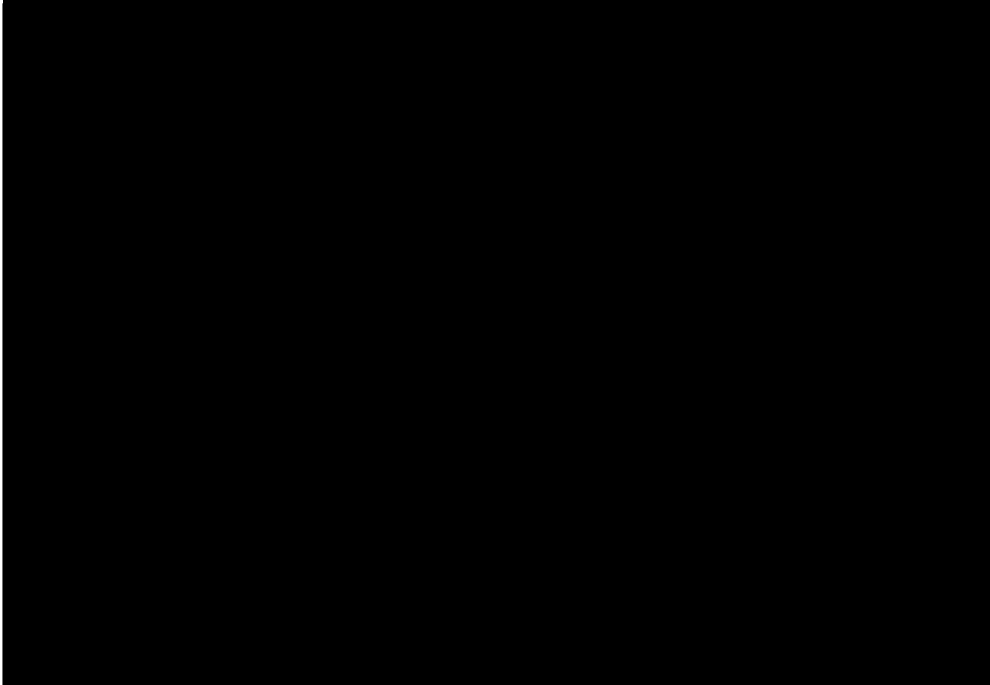
Date(s)	Nature of financial interest / transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you

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 **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

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.



Fred [Signature] Board Chair (Jul 18, 2024 15:54 EDT)

7-18-24

Signature

Date

Acceptable signature formats include:

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

This form was completed on the trustee's behalf.

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 Advanced Math and Science (AMS)

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 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.

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

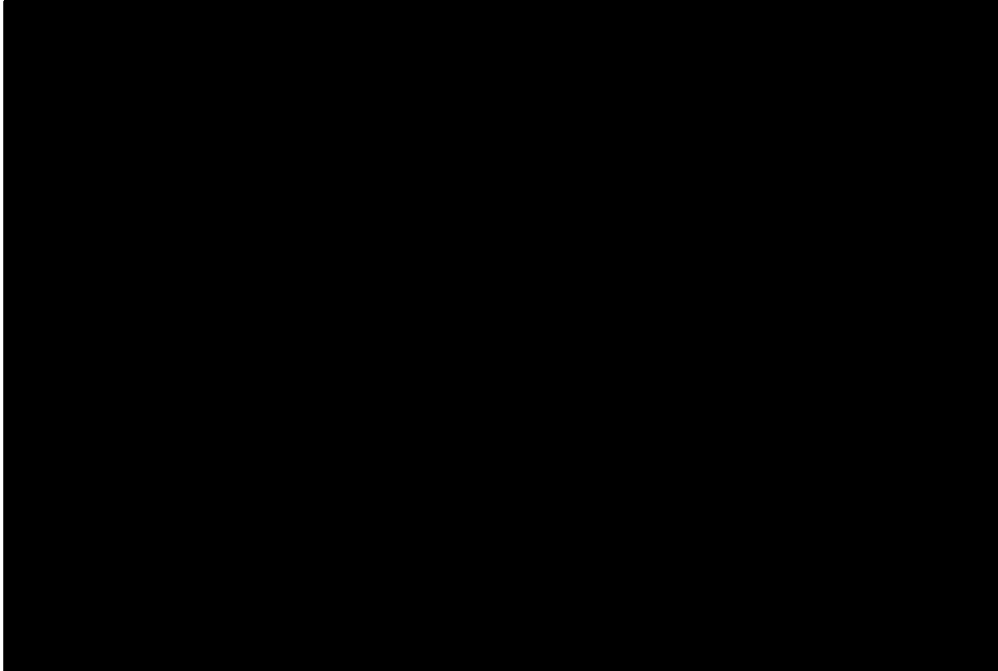
Date(s)	Nature of financial interest / transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you

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 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

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.



Signature

Date

Acceptable signature formats include:

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

Signature:


Fred Levy (Jun 21, 2024 15:11 EDT)

Email: fredlevy17@gmail.com

last revised 04/2022

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

Trustee Name:

Eva Lopez

Name of Charter School Education Corporation:

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

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 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.

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

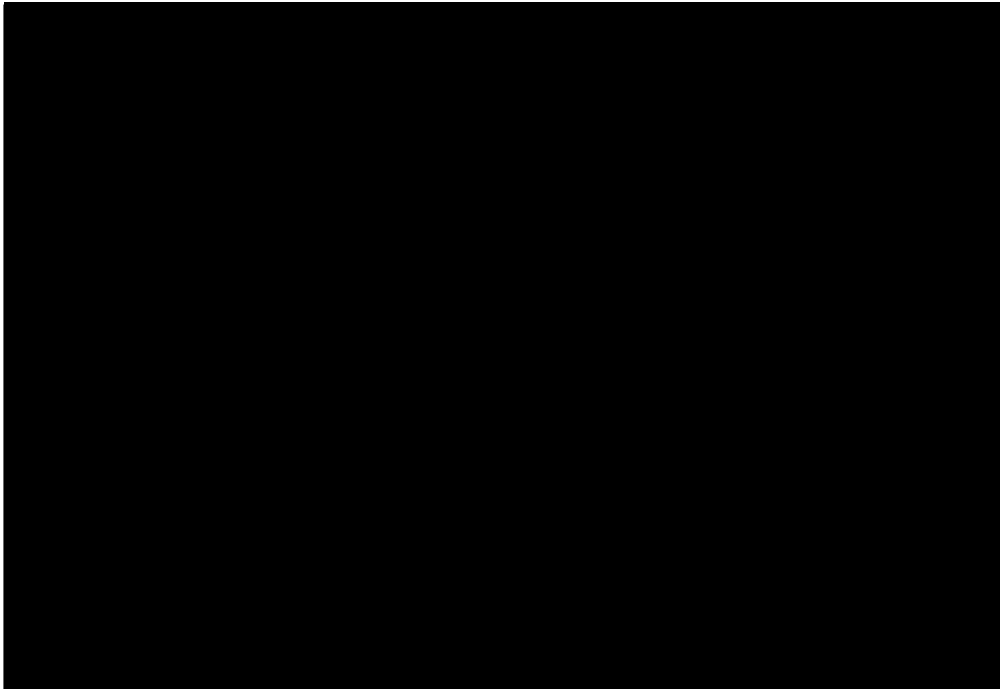
Date(s)	Nature of financial interest / transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you

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 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

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.



Eva Lopez

Eva Lopez (Jun 24, 2024 09:16 EDT)

6/24/2024

Signature

Date

Acceptable signature formats include:

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

Signature: *Eva Lopez*
Eva Lopez (Jun 24, 2024 09:16 EDT)

Email: act4changeel@gmail.com

last revised 04/2022

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

Trustee Name:

Marsha Milan-Bethel

Name of Charter School Education Corporation:

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

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

Former trustee (resigned 12/18/23)

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.

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

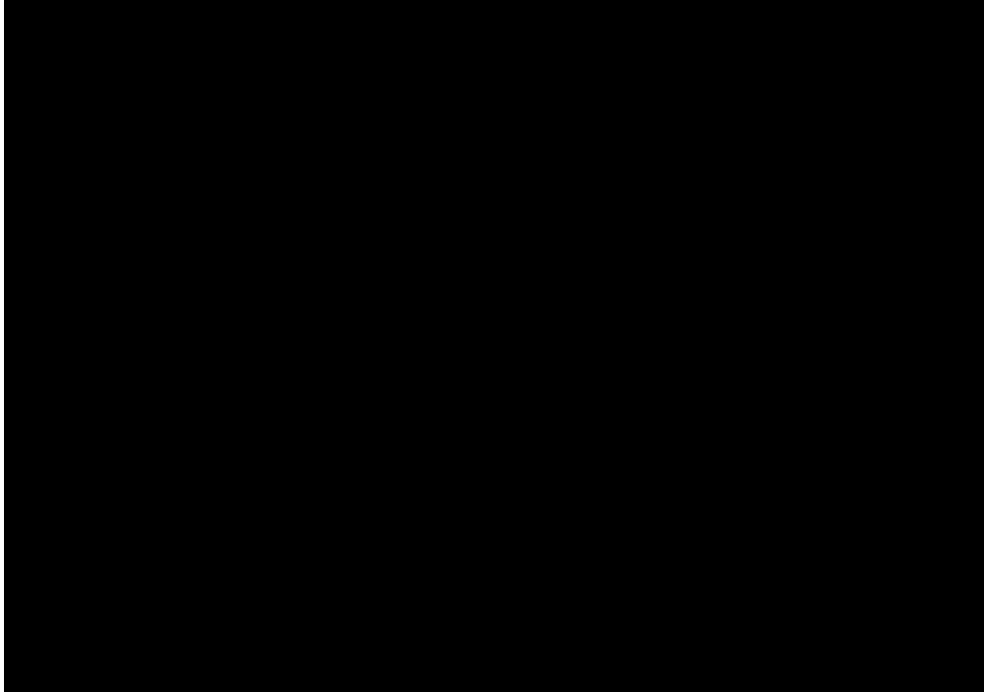
Date(s)	Nature of financial interest / transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you

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 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

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.



Marsha Milan Bethel

7/9/24

Signature

Date

Acceptable signature formats include:

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

Signature: *Marsha Milan Bethel*

Email: mmilanbethel@gmail.com

last revised 04/2022

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

Trustee Name:

Michael Nathan

Name of Charter School Education Corporation:

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

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

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 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.

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

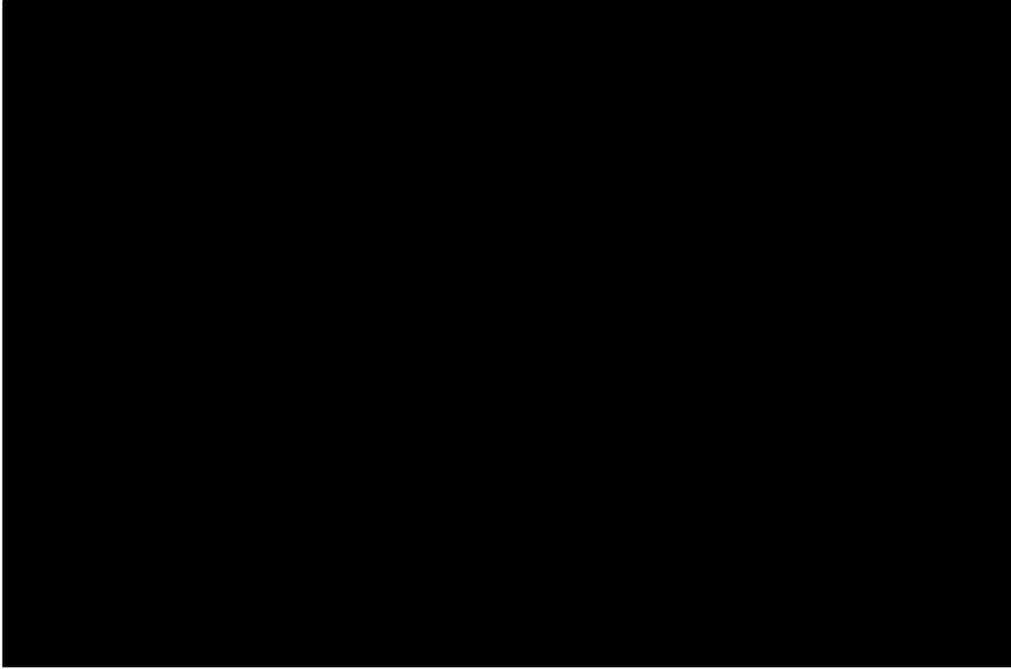
Date(s)	Nature of financial interest / transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you

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 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

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.



Michael Nathan

Michael Nathan (Jun 29, 2024 17:59 EDT)

6/29/2024

Signature

Date

Acceptable signature formats include:

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

Signature: Michael Nathan
Michael Nathan (Jun 29, 2024 17:59 EDT)

Email: madjfamily@gmail.com

last revised 04/2022

**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 Advance Math and Science (AMS)

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.

VP School Support (July '23 - present) / Superintendent (July '21 - June '23) /
Current salary \$240K yearly"

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

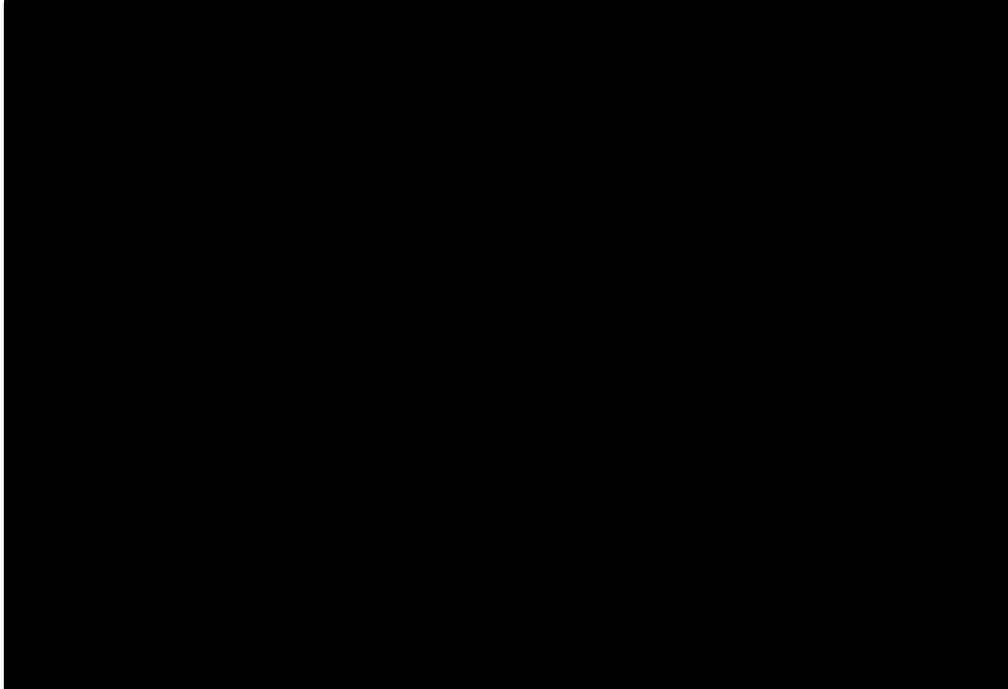
Date(s)	Nature of financial interest / transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you

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 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

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', is positioned above the signature line.

Edgar Rodriguez (Jun 28, 2024 15:19 EDT)

06/28/24

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 Trustee**

Trustee Name:

Nancy Rosario-Rodriguez

Name of Charter School Education Corporation:

New Visions Charter High School for Advanced Math and Science

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

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

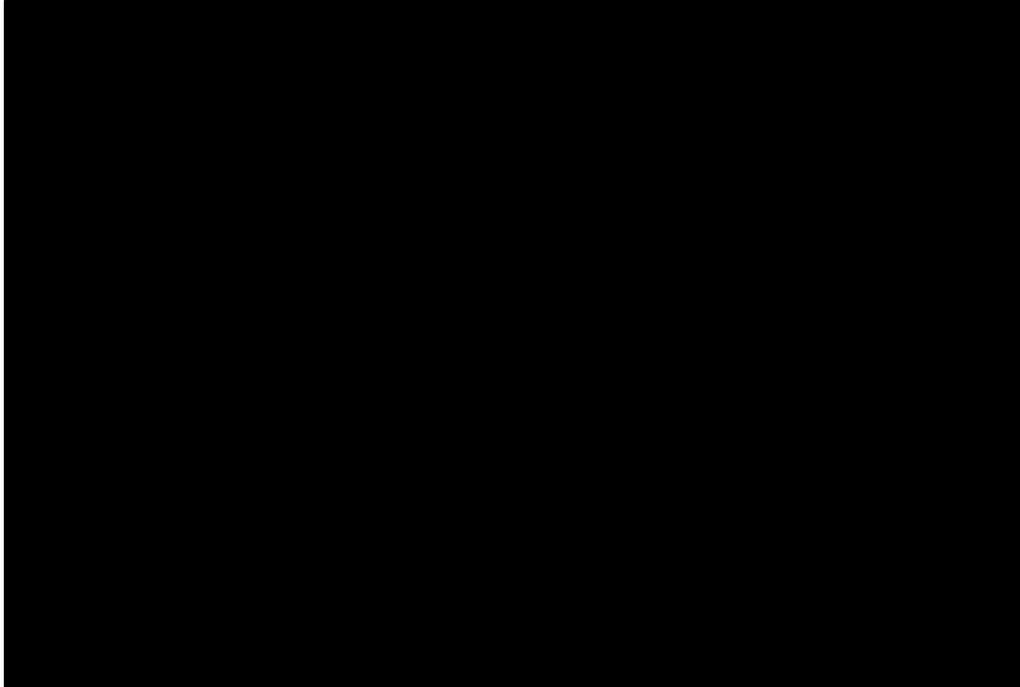
Date(s)	Nature of financial interest / transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you

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 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

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.




Nancy Rosario Rodriguez (Jun 26, 2024 17:16 EDT)

6/24/24

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 Trustee**

Trustee Name:

Edna Vega

Name of Charter School Education Corporation:

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

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 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.

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

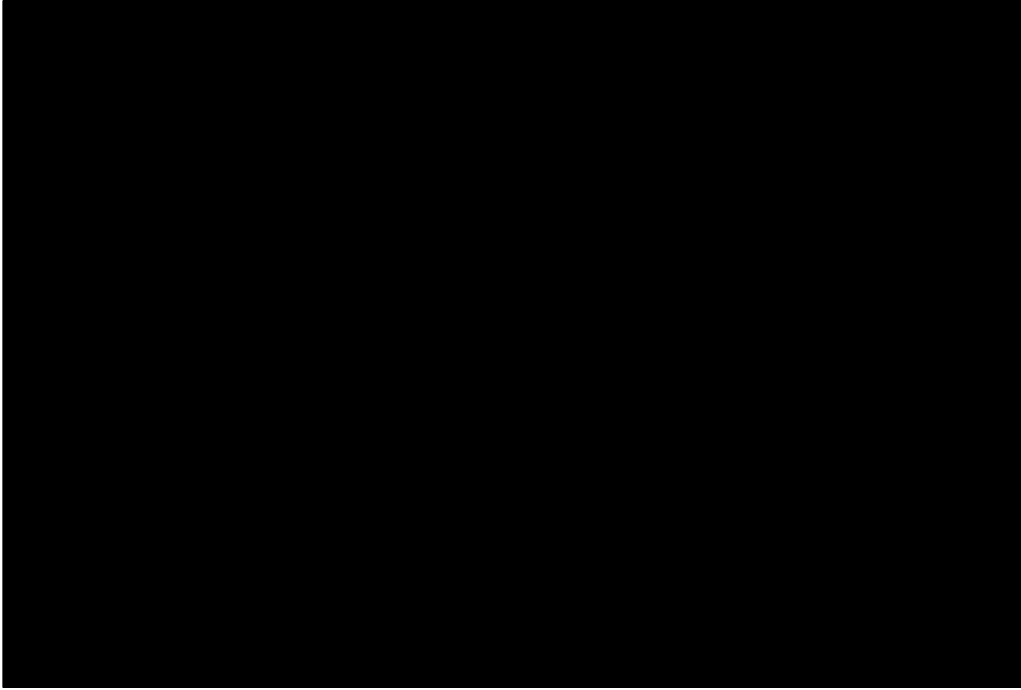
Date(s)	Nature of financial interest / transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you

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 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

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.



Edna Vega

Edna Vega (Jun 22, 2024 08:35 EDT)

22 June 2024

Signature

Date

Acceptable signature formats include:

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

Signature: *Edna Vega*
Edna Vega (Jun 22, 2024 08:35 EDT)

Email: eveganychoe@aol.com

last revised 04/2022

United Charter High Schools

2024-2025 School Calendar - Trimesters

School Start Date

Thursday, September 5th

180 Days Required by NYSED (September-June instructional days, Regents days, and PD days total 183 days)

September – June:

- 165 instructional/attendance days
- 14 Regents days (including rating days)
- 4 professional development days (September 4th, November 5th, January 27th, June 6th)
- Last day of school for students is Thursday, June 26th

Trimester Instructional Days

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

Assessment Dates & Windows

Fall PSAT/SAT: October 2024

Spring PSAT/SAT: March 2025

NYSITELL: August 2024 – September 2024

NYSESLAT Speaking: April 2025 – May 2025 / NYSESLAT LRW: May 2025 – May 2025

AP Exams: May 2025

Purple numbers in right corner indicate instructional days: 183 aidable days total (165 attendance days from September to June + 14 Regents days + 4 PD days).
Note: NYSED requires 180 days per year. For credit purposes NYSED indicates 108 hours for a unit (two credits) for the 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 2024

United 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	31			

Purple numbers in right corner indicate instructional days: 183 aidable days total (165 attendance days from September to June + 14 Regents days + 4 PD days).
 Note: NYSED requires 180 days per year. For credit purposes NYSED indicates 108 hours for a unit (two credits) for the full year = 54 hours (or 3,240 minutes) = 1 credit per semester. New Visions Charter High School students earn 1 credit (3,240 minutes) per trimester.

August 2024

United Charter High Schools

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

Purple numbers in right corner indicate instructional days: 183 aidable days total (165 attendance days from September to June + 14 Regents days + 4 PD days).
 Note: NYSED requires 180 days per year. For credit purposes NYSED indicates 108 hours for a unit (two credits) for the 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 2024

United Charter High Schools

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

Purple numbers in right corner indicate instructional days: 183 aidable days total (165 attendance days from September to June + 14 Regents days + 4 PD days).
 Note: NYSED requires 180 days per year. For credit purposes NYSED indicates 108 hours for a unit (two credits) for the full year = 54 hours (or 3,240 minutes) = 1 credit per semester. New Visions Charter High School students earn 1 credit (3,240 minutes) per trimester.

October 2024

United Charter High Schools

Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2 BEDS Day	3 Rosh Hashanah – No School	4 Rosh Hashanah – No School	5
		19	20			
6	7	8	9	10	11	12
	21	22	23	24	25	
13	14 Indigenous Peoples' Day – No School	15	16	17	18	19
	26	27	28	29		
20	21	22	23	24	25	26
	30	31	32	33	34	
27	28	29	30	31		
	35	36	37	38		

Purple numbers in right corner indicate instructional days: 183 aidable days total (165 attendance days from September to June + 14 Regents days + 4 PD days).
 Note: NYSED requires 180 days per year. For credit purposes NYSED indicates 108 hours for a unit (two credits) for the 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 2024

United Charter High Schools

November 2024						
United Charter High Schools						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1 Diwali – No School	2
3	4	5 Election Day – No School for Students	6	7	8	9
		39 Professional Development Day	40	41	42	
10	11 Veteran’s Day – No School	12	13	14	15	16
		43	44	45	46	
17	18	19	20	21	22	23
		47	48	49	50	51
24	25	26	27 End of Trimester #1	28 Thanksgiving – No School	29 Day After Thanksgiving – No School	30
		52	53	54		

Purple numbers in right corner indicate instructional days: 183 aidable days total (165 attendance days from September to June + 14 Regents days + 4 PD days).
 Note: NYSED requires 180 days per year. For credit purposes NYSED indicates 108 hours for a unit (two credits) for the full year = 54 hours (or 3,240 minutes) = 1 credit per semester. New Visions Charter High School students earn 1 credit (3,240 minutes) per trimester.

December 2024

United Charter High Schools

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

Purple numbers in right corner indicate instructional days: 183 aidable days total (165 attendance days from September to June + 14 Regents days + 4 PD days).
 Note: NYSED requires 180 days per year. For credit purposes NYSED indicates 108 hours for a unit (two credits) for the full year = 54 hours (or 3,240 minutes) = 1 credit per semester. New Visions Charter High School students earn 1 credit (3,240 minutes) per trimester.

January 2025
United Charter High Schools

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

Purple numbers in right corner indicate instructional days: 183 aidable days total (165 attendance days from September to June + 14 Regents days + 4 PD days).
 Note: NYSED requires 180 days per year. For credit purposes NYSED indicates 108 hours for a unit (two credits) for the full year = 54 hours (or 3,240 minutes) = 1 credit per semester. New Visions Charter High School students earn 1 credit (3,240 minutes) per trimester.

February 2025

United Charter High Schools

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

Purple numbers in right corner indicate instructional days: 183 aidable days total (165 attendance days from September to June + 14 Regents days + 4 PD days).
 Note: NYSED requires 180 days per year. For credit purposes NYSED indicates 108 hours for a unit (two credits) for the full year = 54 hours (or 3,240 minutes) = 1 credit per semester. New Visions Charter High School students earn 1 credit (3,240 minutes) per trimester.

March 2025

United Charter High Schools

Sun	Mon	Tue	Wed	Thu	Fri	Sat
2	3	4	5	6	7	8
	47	48	49	50	51	
9	10	11	12	13	14	15
	52	53	54	55	End of Trimester #2	56
16	17	18	19	20	21	22
	Beginning of Trimester #3					
	1	2	3	4	5	
23	24	25	26	27	28	29
	6	7	8	9	10	
30	31					
	Eid al-Fitr – No School					

Purple numbers in right corner indicate instructional days: 183 aidable days total (165 attendance days from September to June + 14 Regents days + 4 PD days).
 Note: NYSED requires 180 days per year. For credit purposes NYSED indicates 108 hours for a unit (two credits) for the full year = 54 hours (or 3,240 minutes) = 1 credit per semester. New Visions Charter High School students earn 1 credit (3,240 minutes) per trimester.

April 2025

United Charter High Schools

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

Purple numbers in right corner indicate instructional days: 183 aidable days total (165 attendance days from September to June + 14 Regents days + 4 PD days).
 Note: NYSED requires 180 days per year. For credit purposes NYSED indicates 108 hours for a unit (two credits) for the full year = 54 hours (or 3,240 minutes) = 1 credit per semester. New Visions Charter High School students earn 1 credit (3,240 minutes) per trimester.

May 2025

United Charter High Schools

Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1	2	3
				28	29	
4	5	6	7	8	9	10
	30	31	32	33	34	
11	12	13	14	15	16	17
	35	36	37	38	39	
18	19	20	21	22	23	24
	40	41	42	43	44	
25	26	27	28	29	30	31
	Memorial Day – No School	45	46	47	48	

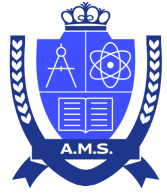
Purple numbers in right corner indicate instructional days: 183 aidable days total (165 attendance days from September to June + 14 Regents days + 4 PD days).
 Note: NYSED requires 180 days per year. For credit purposes NYSED indicates 108 hours for a unit (two credits) for the full year = 54 hours (or 3,240 minutes) = 1 credit per semester. New Visions Charter High School students earn 1 credit (3,240 minutes) per trimester.

June 2025

United Charter High Schools

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

Purple numbers in right corner indicate instructional days: 183 aidable days total (165 attendance days from September to June + 14 Regents days + 4 PD days). Note: NYSED requires 180 days per year. For credit purposes NYSED indicates 108 hours for a unit (two credits) for the 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.



AMS

United Charter High School for Advanced Math and Science (AMS)

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

Submitted to the SUNY Charter Schools Institute on:

September 16, 2024

By, Tina Wagenaar, Principal and
Melissa Wass, Senior Program Officer, Charter

99 Terrace View Avenue,
Bronx, NY 10463

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2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

The following individuals prepared this 2023-24 Accountability Plan Progress Report on behalf of the Board of Trustees for United Charter High School for Advanced Math and Science:

- Tina Wagenaar, Principal
- Melissa Wass, New Visions Senior Program Officer
- Isabella Zuco, New Visions Data Analyst

Trustee's Name	Board Position	
	Office	Committees
Peter Cantillo	Member	N/A
Lisa Gibson	Member	N/A
Nancy Grossman	Member	N/A
Frederick Levy	Chair	N/A
Eva Lopez	Member	N/A
Michael Nathan	Interim Acting Treasurer	Finance
Nancy Rosario-Rodriguez	Member	N/A
Edna Vega	Member	N/A

Tina Wagenaar has served as the principal since July 1, 2024.

SCHOOL OVERVIEW

The United Charter High School for Advanced Math and Science (AMS) is a small school that opened in 2011 and served students in grades 9-12 in 2023-2024.

MISSION

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

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

STUDENT POPULATION

Located in the Marble Hill community of the Bronx, AMS serves students from predominantly low-income families. As of BEDs day 2023, 463 students were enrolled in AMS. Of these students:

- 95% are Black or Latino
- 86% are economically disadvantaged
- 14% are students with disabilities
- 8% 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, 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, build teachers' capacity to consistently enact and enhance our vision for teaching and learning and support them in their professional aspirations.
3. Literacy and Math Skills for Every Student: Curriculum and instruction are designed to assess and develop students' skills beginning in literacy and math and ultimately across disciplines. Our innovative approach posits that assessment is for learning and teaching. Assessment cycles are used to identify what individuals and groups are ready to learn, which helps teachers plan instruction and differentiation for each student.

4. **Authentic Assessment:** Authentic assessment, including project and challenge-based learning, is grounded in real, culturally relevant problems and the skills and standards of the course. Authentic assessments support students in constructing new knowledge, working collaboratively, demonstrating mastery, and presenting. These opportunities foster student agency and accountability in their own learning.

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

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

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

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

Civic & Community Engagement: We encourage students to find the power in their own voices and actions, and to collaborate, communicate, and advocate in order to build stronger selves, schools, and communities. We do this by offering formal and informal experiences in our schools and cultivating partnerships in the community. Civic and community engagement, together with a rigorous academic program, equip our graduates with knowledge, skill sets, and agency to engage fully and lead in an increasingly complex world.

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

ACADEMIC PROGRAM

Our key areas of focus for the school year were joy, preparation and innovation. We continued to focus on joy and a sense of belonging in order to support students in building community and feeling comfortable sharing and engaging in the classroom space. In order to focus on joy, we captured images each week of students engaging in their classes, in the halls, and at events. We shared these images weekly with all stakeholders and placed them on bulletin boards throughout the school. We also selected and acknowledged 1-2 students each month who were going above and beyond expectations. Students were recognized with a special lunch and asked to share advice to their fellow students that were shared out with the whole school community and displayed on a dedicated bulletin board. We have also built in more in house opportunities for students to earn college credit while taking classes here at AMS. Through partnerships with SUNY New Paltz in our AP Stats and Pre Calculus class and the University of Delaware in our College and Career Readiness course earning credit for Entrex Entrepreneurial course.

ENROLLMENT SUMMARY

School Enrollment by Grade Level and School Year

School Year	9	10	11	12	UGS	Total
2021-22	140	117	114	110	1	482
2022-23	124	127	112	96	1	460
2023-24	108	130	115	110	0	463

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 2020 state Accountability Cohort consists of students who first entered the 9th grade anywhere in the 2020-21 school year, were enrolled in the school on the state’s annual enrollment-determination day (BEDS day) in the 2023-24 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>)

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 30th
2021-22	2018-19	2018	117	0	117
2022-23	2019-20	2019	109	0	109
2023-24	2020-21	2020	120	0	120

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

TOTAL COHORT FOR GRADUATION

Students are also included in the Total Cohort for Graduation (referred to as the Graduation Cohort, Total Graduation Cohort, or Total Cohort interchangeably throughout this report) based on the school year they first enter the 9th grade anywhere. The 2020 Total Cohort consists of all students, based on last enrollment record as of June 30, 2024, with a First Date of Entry into Grade 9 during the 2020-21 school year, regardless of their current grade level. The school may remove students from the Graduation Cohort if the school has discharged those students for an acceptable reason listed in the [SIRS manual](#), including but not limited to 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 Still Enrolled on June 30 th of the Cohort's Fourth Year (a)	Number of Students Who Left the School but Were Not Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2021-22	2018-19	2018	117	1	118
2022-23	2019-20	2019	107	2	109
2023-24	2020-21	2020	119	2	121

Fifth Year Total Cohort for Graduation

Fifth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Graduated or Still Enrolled on June 30 th of the Cohort's Fifth Year (a)	Number of Students Who Left the School but Were Not Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2021-22	2017-18	2017	2	116	118
2022-23	2018-19	2018	3	115	118
2023-24	2019-20	2019	5	104	109

PROMOTION POLICY

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

Course Sequencing

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

Promotion Requirements

Grade 9 → Grade 10

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

Grade 10 → Grade 11

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

Grade 11 → Grade 12

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

Graduation Requirement

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

GOAL 1: HIGH SCHOOL GRADUATION

Students will meet all the New York State graduation requirements.

Graduation Goal Measure 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.

Percent of Students in First and Second Year Cohorts Earning the Required Number of Credits in 2023-24

Cohort Designation	Number in Cohort during 2023-24	Percent promoted
2022	126	89%
2023	89	82%

Graduation Goal Measure 2 - 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.

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, some second year cohorts would have had student waivers for examinations. Report the percentage of students who either passed or were exempted from at least three exams. In August of 2024, the 2022 Cohort will have completed its second year.

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)
2020	2021-22	124	85%
2021	2022-23	118	85%
2022	2023-24	126	70%

Graduation Goal Measures 3 & 4 - Absolute

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.

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

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

Percent of Students in the Total Graduation Cohort who have Graduated After Four Years¹

Cohort Designation	School Year	Number in Cohort	Number who Graduated	Percent Graduating
2018	2021-22	118	114	97%
2019	2022-23	109	103	94%
2020	2023-24	121	113	93%

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

Cohort Designation	School Year	Number in Cohort	Number who Graduated	Percent Graduating
2017	2021-22	118	114	97%
2018	2022-23	118	115	97%
2019	2023-24	109	104	95%

Graduation Goal Measure 5 - 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.

Percent of Students in the Total Graduation Cohort who Graduate in Four Years Compared to the District²

Cohort Designation	School Year	Charter School			School District	
		Number in Cohort	Number who Graduated	Percent Graduating	Number in Cohort	Percent Graduating
2018	2021-22	118	114	97%	3721	86%
2019	2022-23	109	103	94%	3627	87%
2020	2023-24	121	121	93%	TBD	TBD

¹ These data reflect August graduation rates.

² 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 2022-23 results as a temporary placeholder for the district's 2023-24 results.

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

Graduation Goal Measure 6 - 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.

Percentage of the 2020 Graduation Cohort Pathway Students Demonstrating Success by Exam Type³

Exam	Number of Graduation Cohort Members Tested (a)	Number Passing or Achieving Regents Equivalency (b)	Percentage Passing =[(b)/(a)]*100
CC Alg Regents	5	3	60%
CC ELA Regents	17	10	59%
CC Geometry Regents	12	2	17%
CC Trig Regents	3	1	33%
CDOS	2	2	100%
Chem Regents	3	1	33%
Earth Science Regents	3	1	33%
Living Environment Regents	6	4	67%
LOTE	4	3	75%
Overall	18	15	83%

Pathway Exam Passing Rate by Fourth Year Total Cohort

Cohort Designation	School Year	Number in Cohort Tested	Percent Passing a Pathway Exam
2018	2021-22	5	60%
2019	2022-23	8	25%
2020	2023-24	18	83%

SUMMARY OF THE HIGH SCHOOL GRADUATION GOAL

In school year 2023-24, AMS achieved five of the six measures in the high school graduation goal.

Type	Measure	Outcome
Leading Indicator	Each year, 75 percent of students in first and second year high school Total Graduation Cohorts will earn at least ten credits (if 44 needed for graduation) or five credits (if 22 needed for graduation) each year.	YES
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	NO

³ 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.

	New York State Regents exams required for graduation by the completion of their second year in the cohort.	
Absolute	Each year, 75 percent of students in the fourth year high school Total Graduation Cohort will graduate.	YES
Absolute	Each year, 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.	YES
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.	YES
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.	YES

EVALUATION OF THE GRADUATION GOAL

Credit Accumulation

Eighty-nine percent of students in Cohort 2022 and 82% of students in Cohort 2023, earned the required number of credits to be promoted to the next grade level. AMS’s first and second-year cohorts met and exceeded this measure by 14 and seven percentage points respectively.

At AMS we leverage our flexibility with our trimester programming to support students in meeting the credit requirements. The trimester programming has supported students in having multiple opportunities to be successful in each of their courses. On top of our trimester programming, we continue to leverage our cohort model to support our students in meeting the credit requirements to be promoted each year. Each cohort has a counselor, assistant principal, and dean (CAD) to monitor and support students within the cohort. We have also leveraged our team structures such as weekly department team meetings. Within these structures, there are opportunities to analyze student data and determine the best ways to support student success. Lastly, each trimester we give students and their families three progress reports, approximately every three weeks. These progress reports provide frequent and timely communication to students and their families, giving students an opportunity to understand what they must do in order to improve their standing in each class. This data also provides critical progress monitoring metrics for key stakeholders so that subgroups of students can be supported with more individualized action plans to aid with minimizing gaps. In addition to communicating with students and families via progress reports, teachers and counselors connected with students who were not having success within their classes after the second progress report and supported this subgroup of students through our office hours structure.

Passing Three Regents

Seventy percent of students in the 2022 Cohort have passed or earned exemptions for at least three different Regents exams required for graduation, therefore not meeting this measure.

This year, we did not meet this benchmark but implemented the following supports in place to try and meet it:

- A balanced assessment approach where units have both authentic assessments and Regents-aligned assessments.
 - Our authentic assessments have increased the rigor of our classroom instruction.

- This year we expanded our course offerings to include opportunities for Regents prep on a continued basis throughout the school year, during the day for ELA, Living Environment and Algebra exams. Students who were not successful in those exams but have earned the credits for the class were scheduled for these sections to allow them to get individualized support in the content and to build test taking skills and strategies.
- ELA Regents administration: Students sit for the ELA Regents exam during eleventh grade rather than in tenth grade, allowing students to prepare and focus on fewer Regents exams during their second year.
- Further development in our monitoring structures: We are now able to better leverage our data tools and the structures within the school to support making decisions about student needs. Specifically, we are leveraging weekly department meetings to analyze student assessment data and develop small plans of action.
- Strengthening the connection between CAD teams and grade teams so that there are more direct lines of communication to build awareness amongst key stakeholders of specific student's graduation needs.
- Strong communication with students and families in regards to sitting for their second math (geometry) and second science exam (earth science or chemistry).

Fourth-Year & Fifth-Year Graduation Rates

Ninety-three percent of students in AMS's 2020 Cohort graduated after four years and 95% of students in the 2019 Cohort graduated after five years, therefore meeting this measure. Cohort 2020's four-year graduation rate exceeded this measure by 18 percentage points.

We continue to support our students in successfully graduating high school through the ways listed below.

- Utilizing a cohort model with a counselor, assistant principal, and dean (CAD) following their cohort over the four years.
- We have continued to develop our postsecondary systems and structures to provide more clarity on where students are transitioning to after high school (college or work readiness). We leverage this information as a way to support specific students with more unique pathways.
- Working with the YABC school at our campus to enroll students in additional classes after our school day ends to help them earn additional credits and get back on track towards graduation has proven to be very successful for students who might have struggled at one point in their high school career.
- We have added a point person for students who do not graduate in four years and this point person has played an important role in supporting our fifth-year students in graduating.
- Our teaming structures of department and grade team have allowed us to analyze and learn from the implementation of our focus areas, such as authentic tasks and standards-based grading.
- Our trimester programming supports students with completing their graduation requirements.
- Maintaining strong retention of effective teachers.

Comparative Graduation Rates

AMS's 2020 Cohort's graduation rate of 93% exceeded Community School District 10's 2019 Cohort's graduation rate of 87% by six percentage points. District data for the 2020 Cohort was not available for comparison at the time of this report.

4+1 Pathway

Eighty-one percent of students in AMS's 2020 Cohort who pursued an alternative graduation pathway (with valid scores) achieved a Regents equivalency score and passed an approved pathway assessment required for graduation, therefore meeting and exceeding this measure by six percentage points.

ADDITIONAL CONTEXT AND EVIDENCE**Credit Accumulation**

Over the last few years, we have continued to have strong results regarding student credit accumulation and promotion to the next grade level. As previously mentioned, our cohort and trimester model has supported student success with meeting grade-level promotion requirements. We have also targeted students who have fallen behind on credit accumulation and worked to enroll them in the YABC program in our building to allow them extra opportunities to earn high school credits during the school year and get back on track for an on time graduation.

Passing Three Regents

This past year, with the phasing out of both the exemptions and the special appeals we have turned more of our attention to incorporating more test taking strategies into our classes on a regular basis. We have built our schedule to offer opportunities for students to get additional support in preparing for Living Environment, Algebra, and ELA Regents by offering classes to support students in preparation to re-test in these subject areas. We will continue these offerings for the upcoming school year as well as all departments focusing on the data we have collected from in class and end of year Regents assessments.

Fourth-Year & Fifth-Year Graduation Rates

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

Comparative Graduation Rates

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

4+1 Pathway

Due to the uniqueness of how Regents exemptions and special appeals impacted graduation pathways, there has been a trend over the past few years of fewer students utilizing alternate pathways in order to meet graduation requirements. Additionally, we have historically leveraged the two social studies exams as the traditional pathway, and our program is very much still aligned with this more traditional Regents pathway. We anticipate that more students in the younger cohorts, who were not in high school during the pandemic and therefore did not receive exemptions, will potentially engage with alternative pathways. If this is the case we will leverage our CAD team, postsecondary team, and community engagement team to support these students in developing the necessary skills and have success with alternative pathway assessments. We will continue to strengthen our progress monitoring structures to support specific subgroups of students that may be in this category. Engaging families in this process will be important as well.

ACTION PLAN

As we move into the 2024-25 school year, we will:

- Renew our focus at the department level on analyzing Regents aligned task performance and creating action plans based on documented areas of strengths and weaknesses. We plan on carving out meeting time to plan for implementation and then analyze data to measure progress and effectiveness of interventions.
- Continue to refine our authentic tasks within each content area by specifically ensuring students are receiving feedback on all 36 standards over the course of their four years.
- Build on our demonstration of learning (DOL) from this past year and make this more visible throughout the entire school community. In 2023-24, we had juniors curate artifacts that represented evidence of their development of at least three of the six C's found in our [profile of a graduate](#). In this process, students developed a presentation to give to a small panel of staff. Additionally, we had all 9th-11th grade students reflect on one to two artifacts that reflect their development in at least one of the competencies within our profile of a graduate and place that in their digital portfolio for them to return back to in their Junior year when they begin creating their DOL.
- Continue to engage in inquiry to develop routines on strengthening how we interact positively with one another in the classroom environment (student to student and teacher to student).
- Develop a culture of preparation by using research-based strategies in the classroom with respect to students' retention of learning - retrieval practice, spacing, and interleaving. Additionally, we will support students in the use of effective study habits.
- Leverage common CAD team tools to track and support all students in reaching their unique postsecondary goals.
- Build on the postsecondary counseling meeting routines from 2023-24 by making our postsecondary milestones more visible throughout our school community and leveraging technology platforms, such as Google Classroom, to better organize and communicate postsecondary milestones to all students starting in the ninth grade.
- Strengthen our family engagement, by leveraging our Parent Portal in PowerSchool and digital technology (Zoom, Google Meet, etc.) to increase access to staff.

GOAL 2: COLLEGE PREPARATION

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

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

Innovative & Responsive Teaching & Learning

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

Additionally, we have been able to give our upper house students the opportunity to present projects completed in our College Career Readiness (CCR) class and Life class to further push their ability to both think creatively and communicate effectively to an audience. Juniors work in their CCR class on their Demonstration of Learning (DOL) project to create a presentation that explains how they see themselves as a learner and to demonstrate their mastery of the six competencies during their time here with us as scholars. Seniors are expected to engage in a civic impact project, where they work collaboratively on a self-identified problem, and use design thinking to take action and learn about how their action is impacted by the defined problem. Each group presents their civic impact project to a panel in June and is evaluated using the Buck Institute Project Based Learning Rubrics. It is our authentic tasks, school-wide standards, and upper house presentation structure that ensures our students are leaving AMS with both content knowledge and key dispositions needed to be prepared for postsecondary life.

Comprehensive Postsecondary Readiness

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

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

different programs they applied to, our twelfth-grade counselor works with students and families who need support in making their decision.

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

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

- College Now with Lehman College: Students have access to a variety of courses through our College Now program. Students who meet the prerequisites are eligible to apply and attend the program which is taught at Lehman College.
- SUNY New Paltz: Students enrolled in AP Statistics and AP Pre-Calculus were eligible to earn college credit through SUNY New Paltz.
- University of Delaware: We were able to offer a dual enrollment Entrepreneurship course within our CCR course. This partnership provided over 80% of students in Cohort 2021 access to a college-level course during their junior year.

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

College Preparation Goal Measure 1 - Absolute

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.

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

Percentage of the 2020 Total Cohort Graduates Demonstrating College Preparation by Indicator⁴

Indicator	Number of Graduates who Attempted the Indicator	Number who Achieved Indicator	Percentage of Graduates who Achieved Indicator
Passing an AP Exam	62	16	26%
Passing a College Level Course	39	38	97%
Achieving the College and Career Readiness Benchmark on the SAT	114	12	11%
Earning a Regents Diploma with Advanced Designation	113	13	12%
Achieving at least Performance Level 4 on both the ELA and Math Regents Required for Graduation	113	3	3%
Overall	113	49	43%

College Preparation Goal Measure 2 - Absolute

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.

Schools are not required to report attainment of this measure for 2023-24. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

College Preparation Goal Measure 3 - Comparative

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

Schools are not required to report attainment of this measure for 2023-24. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

College Preparation Goal Measure 4 - Absolute

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

⁴ Schools use any method listed above, 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.

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

Matriculation Rate of Graduates by Year⁵

Cohort	Graduation Year	Number of Graduates (a)	Number Enrolled in 2 or 4-year Program in Following Year (b)	Matriculation Rate =[(b)/(a)]*100
2018	2021-22	114	89	78%
2019	2022-23	103	81	79%
2020	2023-24	113	TBD	TBD

SUMMARY OF THE COLLEGE PREPARATION GOAL

In school year 2023-24, AMS did not achieve the one measure, with data available, in the college preparation goal. Two measures are not applicable for school year 2023-24 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.	NO
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

EVALUATION OF THE COLLEGE PREPARATION GOAL

College Readiness Indicators

Forty-three percent of AMS's 2020 Cohort demonstrated their preparation for college by achieving at least one of the indicators listed above, therefore not meeting this measure.

Although AMS's 2020 Cohort did not meet this measure we are committed to this benchmark and continue to work to build in additional ways for students to earn college credit while still in high school. Specifically, we developed dual enrollment for our AP Statistics and AP Calculus courses through a partnership with SUNY New Paltz. Additionally, we strengthened our communication and tracking of our College Now Partnership with Lehman College. Students in their junior year are presented with the opportunity to earn college credits in their College and Career Readiness course which will help increase our data on this benchmark. We will also continue to offer a wide array of AP classes to give students additional opportunities to earn college credits within their traditional school day.

Matriculation

AMS collects matriculation data from the National Student Clearinghouse. Clearinghouse data for Cohort 2020 was not available at the time of this report. This metric will be updated once the data becomes available.

⁵ Schools should update and confirm data for Cohorts who graduated prior to 2023-24 and provide preliminary matriculation data for 2020 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.

According to AMS's postsecondary commitment data, 86.5% of Cohort 2020 graduates committed to college. Of the Cohort 2020 students that committed, 51.2% of students are planning to attend a CUNY school, 16% of students are planning to attend a SUNY school, and the remaining 19.3% of Cohort 2020 students are attending a private or out-of-state university for college.

ADDITIONAL CONTEXT AND EVIDENCE

College Readiness Indicators

Although there was a decrease from last year, over time we have seen a steady increase in the percentage of graduating students achieving an indicator demonstrating their preparation for college due to a variety of factors.

- We continue to offer our Spanish courses as an everyday class for one credit per trimester. This has positively impacted the number of students earning a Regents diploma with advanced designation.
- We strengthened our communication with stakeholders such as students and families about our College Now partnership with Lehman College and improved our tracking of college credits earned by students while participating in College Now. Both these efforts have proved to be effective strategies in increasing the number of students participating in this program.
- Developing a partnership for dual enrollment with SUNY New Paltz was the most effective strategy to increase the number of students meeting this measure.

Matriculation

There was a slight increase, specifically one percentage point, of students enrolling in a 2 or 4-year college/university between the Cohort 2018 (78%) and Cohort 2019 (79%). This continuation of a small increase in enrollment can be attributed to the quality of support students receive from our postsecondary office, including helping students decide which schools they should apply to and then eventually deciding where they commit to.

ACTION PLAN

We are committed to further build on the progress we have made in the area of college readiness in the coming school year as listed below.

- Continue to refine and strengthen our College Now partnership with Lehman College, including our communication and tracking process.
- Increase our data analysis within this area as a leadership team and leverage this data point as a primary goal for our school community.
- Continue our partnership with SUNY New Paltz by offering both AP Statistics and AP Precalculus as a dual enrollment courses for our students.
- Continue to partner with the University of Delaware in order to offer a dual enrollment Entrepreneurship course within our CCR course. This partnership provided over 80% of students in Cohort 2021 this year and will continue allowing access to a college-level course for the upcoming school years for those in our Junior cohort.
- Strengthen our postsecondary meeting process to ensure that all students have strong plans aligned to their life goals. We will continue to start this process in ninth grade with targeted small group post secondary meetings twice a trimester for each student.
- Build on our demonstration of learning (DOL), learning from past years and incorporate it as a critical component of who we are as a school.
- Continue cross-grade tier 3 counseling groups with a focus on the underlying skills (organization, time management, study habits, etc.) students need to be successful in and out of school.

- Continue to sustain a culture of preparation through leveraging research-based teaching strategies to support students in excelling on their AP exams, and earning a Level 4 or higher on ELA and math Regents exams.

GOAL 3: ENGLISH LANGUAGE ARTS

AMS students will become proficient readers and writers of the English Language.

BACKGROUND

The ELA department has continued to reflect on previous work to strengthen curriculum, instruction, assessment, and professional development at AMS. Most notably, we have continued strong professional practices in weekly analysis of student work to identify gaps and further differentiate instruction, in both department and content team settings. This includes our intentional focus on annotation to elicit students' metacognitive reading practice, with support from the New Visions-City College BSEAL partnership, to support both in-class and take-home reading. Two of our ELA teachers completed this program and have applied for certification in TESOL or bilingual instruction to better support our growing population of English Language Learners. We have also added a Regents Prep course to our curriculum to support upper house students who have yet to pass the ELA Regents, meeting every other day to reinforce multiple choice and reading strategies, writing skills, and other study habits necessary for success on this cumulative assessment.

Our writing inquiry work evolved into lesson study during the 2023-24 school year, whereby we met as a department to unpack instruction towards discrete writing skills, such as integrating evidence or crafting a claim. This included piloting writing portfolios in our ELA 10 sections, whereby students reflected on and set goals for their Regents-aligned writing after each practice task. This work was supported by our continued use of interim assessments in each unit, including both Regents-aligned exams and standards-based authentic tasks. Finally, we evolved our four-year arc to ensure student readiness for AP Literature & Composition, with the intention of increasing rigor across all four years of study.

HIGH SCHOOL ELA

High School ELA Measure 1 - Absolute

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 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.⁶

⁶ Cohort Regents attainment in all subjects is based on students' highest score regardless of the number of times a student sat for the exam.

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

Percent Scoring at Least Level 4 on Regents English Common Core Exam by Fourth Year Accountability Cohort⁷

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)
2018	2021-22	117	111	3	50%
2019	2022-23	109	92	2	12%
2020	2023-24	120	1	48	40%

High School ELA Measure 2 - 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.

METHOD

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.

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)
2018	2021-22	117	111	4	67%
2019	2022-23	109	92	7	41%
2020	2023-24	120	1	102	86%

High School ELA Measure 3 - 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’s Measure of Interim Progress (“MIP”) set forth in the state’s ESSA accountability system.

⁷ Due to the state’s cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22 some students 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.

Schools are not required to report attainment of this measure for 2023-24. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

High School ELA Measure 4 - Comparative

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.

Schools are not required to report attainment of this measure for 2023-24. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

High School ELA Measure 5 - Comparative

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.

Schools are not required to report attainment of this measure for 2023-24. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

High School ELA Measure 6 - 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.

Schools are not required to report attainment of this measure for 2023-24. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

High School ELA Measure 7 - Growth

Each year, 50 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 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.

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

Percent Achieving at Least Performance Level 4 on Common Core 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)
2018	2021-22	49	46	1	33%
2019	2022-23	49	39	0	0%
2020	2023-24	No data available due to the cancellation of 8th grade proficiency testing during the pandemic.			

High School ELA Measure 8 - Growth

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.

Percent Achieving at Least Performance Level 3 on Common Core 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)
2018	2021-22	49	46	2	67%
2019	2022-23	49	39	2	20%
2020	2023-24	No data available due to the cancellation of 8th grade proficiency testing during the pandemic.			

SUMMARY OF THE HIGH SCHOOL ENGLISH LANGUAGE ARTS GOAL

In school year 2023-24, AMS met one of the two measures with data available in the English language arts goal. Six measures were not applicable for school year 2023-24.

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.	NO
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	YES

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

	Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	
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.	N/A
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.	N/A

EVALUATION OF HIGH SCHOOL ELA GOAL

ELA Regents - Performance Level 4

40% percent of students in AMS’s 2020 Cohort scored at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core). Although Cohort 2020 did not meet this measure there was a 28 percentage point increase from last year.

While we did not meet this measure, the improvement from Cohort 2019 to 2020 can be attributed to both the increased number of students testing, leading to a more representative score, and a renewed focus on Regents-readiness throughout our multi-year curriculum. This includes iterative Regents-aligned assessments at the culmination of each unit, providing students 6+ formative and summative opportunities with each section of the exam before sitting in January of their junior year.

To close the gap and meet this metric in future years, we will continue to focus on both proficiency and the testing skills needed for a time-based exam, such as endurance and time management. Similar to other post-pandemic years, a closer analysis of our scores revealed that many students who did not achieve Performance Level 4 on the Regents Exam in English Language Arts did not complete the final section of the exam, a Text-Analysis Response essay, within the standard 3-hour sitting.

To make progress in this metric for future cohorts, the ELA department will renew focus on:

- Department-wide lesson study to improve our sequenced instruction of discrete writing skills.
- Weekly student-work analysis and monthly data dives to guide instruction in both department and content teams.
- A focus on cross-content annotation skills to support metacognitive reading strategies.
- A balanced assessment approach that values our authentic tasks with cumulative Regents-based assessments in each unit.
- Analysis of student performance on those assessments that includes both writing skills and subcategories within multiple choice to make curricular changes.
- Further developing our feedback routines to include self-assessment and actionable, concise teacher feedback through writing portfolios.
- Strengthening our communication to students and families as it relates to our Level 4 benchmark.
- A school-wide approach to cross-content standards/competencies.

ELA Regents - Performance Level 3

Eighty-six percent of students in AMS's 2020 Cohort (with valid scores) scored at or above Performance Level 3 on the Regents Exam in English Language Arts (Common Core), therefore meeting this measure. In addition there was a 45 percentage increase from last year.

The structures, teaching and learning, and data tools the ELA team leverages continue to support our students in reaching the Level 3 requirements. In addition to the renewed focus on Regents-readiness and metacognitive annotation addressed above, programmatic changes allowed us to provide more specialized support to the most at-need subgroups in school year 2023-24 to help them score at or above Performance Level 3. This includes a Regents Prep course for upper house seniors who had not seen success on prior exams, increased (daily) Reading Lab support for students with Lexile levels significantly below grade-level, and the re-introduction of our ELL-Reading Lab section for our growing number of English-Language Learners.

ELA Regents - Performance Level 4 Growth and Performance Level 3 Growth

Due to the pandemic the New York State 8th grade English language arts exam was canceled in the spring of 2020, therefore students in Cohort 2020 do not have scores so these measures cannot be accurately calculated.

ADDITIONAL CONTEXT AND EVIDENCE

ELA Regents - Performance Level 4

Though we did not meet the Performance Level 4 metric on the ELA Regents this year, we are encouraged by the upward trend in student data. Forty percent of Cohort 2020 students met this benchmark, as compared to 12% in the 2019 Cohort.

ELA Regents - Performance Level 3

To maintain and improve in future years we will continue to intentionally support the students approaching a Level 3 during their fourth year of high school through the department structures named above, as well as the supplemental and individualized ELA Regents Prep course.

ELA Regents - Performance Level 4 & 3 Growth

None.

ACTION PLAN

In thinking about how we are supporting future cohorts in meeting these ambitious benchmarks, especially Performance Level 4, we will:

- Continue to communicate to students and families the Level 4 benchmark goals and expectations.
- Continue to use our timeline of when students sit for the exam:
 - January of junior year as students' first attempt.
 - June of junior year as students' second attempt.
 - Based on data, students will have more opportunities to resit for the exam in August, January, and June of their fourth year of high school.
- Continue to strategically program students who have yet to meet or exceed Performance Level 3 on the ELA exam by their fourth year of high school for ELA Regents Prep to receive individualized, targeted supports.
- Expand cognitive strategies to support literacy for multilingual learners by turnkeying department members' professional development in a cross-school learning community.
- Continue to focus on a balanced assessment approach where each unit has both an authentic task and a cumulative Regents assessment.
- Engage in further professional learning (lesson study) to ensure writing instruction is discrete, accurate, and interactive.
- Leverage our reading assessment data across all content areas to support students in cultivating their reading skills and implement a tiered approach for literacy development.
- Further develop our standards-based feedback to ensure teacher feedback is actionable and engages students in self-reflection through use of writing portfolios.
- Leverage our writing standards across content areas to further support our students' abilities to effectively communicate their ideas in writing.

GOAL 4: MATHEMATICS

AMS students will become proficient in the application of mathematical skills and concepts.

BACKGROUND

We continued to reflect on previous work to strengthen the math curriculum, instruction, assessment, and professional development at AMS. Two years ago, we started to engage in the teaching methods as described in *Building Thinking Classrooms in Mathematics* by Peter Liljedahl. During the 2023-2024 school year, we went even deeper into the lessons learned, as we used our lesson study for the first half of the year to center it around the complete execution of a lesson with a vertical whiteboard task. Our Math classrooms now have group routines that are consistently implemented in each unit.

A large part of our professional development was dedicated towards preparation and assessment routines. We made a shift in our department model by including Regents-aligned final exams at the end of each trimester and then spent dedicated time during department meetings analyzing the results and planning around future instruction. By the end of the year, this meant assigning topics and skills to Throwback Tasks that Math classes were reintroducing each unit. We also learned about small group instruction and attempted to introduce it to our classes during our second lesson study. The focus was on Mastery Revision & Retake days and how they could look in an ICT or non-ICT classroom. This helped us shift our instructional model from moving students across all topics regardless of what they understood to instead slowing down and even stopping to revisit the most essential concepts.

HIGH SCHOOL MATHEMATICS

High School Math Measure 1 - Absolute

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 State Education Department currently defines the college and career readiness standard as scoring at or above Performance Level 4 (meeting Common Core expectations) on a Regents exam in mathematics. 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.

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)
2018	2021-22	117	0	24	21%
2019	2022-23	109	14	16	17%
2020	2023-24	120	79	3	7%

High School Math Measure 2 - 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.

METHOD

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 a Regents Exam in mathematics. 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.

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)
2018	2021-22	117	0	87	74%
2019	2022-23	109	14	62	65%
2020	2023-24	120	79	38	93%

High School Math Measure 3 - Absolute

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.

Schools are not required to report attainment of this measure for 2023-24. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

High School Math Measure 4 - Comparative

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

Schools are not required to report attainment of this measure for 2023-24. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

High School Math Measure 5 - Comparative

Each year, the percent of students in the high school Total Cohort at least 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.

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

Schools are not required to report attainment of this measure for 2023-24. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

High School Math Measure 6 - 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.

Schools are not required to report attainment of this measure for 2023-24. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

High School Math Measure 7 - Growth

Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th 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 meet the mathematics requirement for the college and career readiness standard.

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)
2018	2021-22	63	0	0	0%
2019	2022-23	43	10	0	0%
2020	2023-24	No data available due to the cancellation of 8th grade proficiency testing during the pandemic.			

High School Math Measure 8 - Growth

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

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

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

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)
2018	2021-22	63	0	38	60%
2019	2022-23	43	10	14	42%
2020	2023-24	No data available due to the cancellation of 8th grade proficiency testing during the pandemic.			

SUMMARY OF THE HIGH SCHOOL MATHEMATICS GOAL

In school year 2023-2024, AMS met one of the two measures with data available in the high school mathematics goal. Six measures were not applicable for school year 2023-24.

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.	NO
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.	YES
Absolute	Each year, the Performance Index (PI) in mathematics of students completing their fourth year in the Accountability Cohort will meet the state Measure of Interim Progress (MIP) set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the percentage of students in the Total Cohort meeting or exceeding Common Core expectations on a Regents mathematics exam will exceed the percentage of comparable students from the district meeting or exceeding Common Core expectations.	N/A
Comparative	Each year, the percentage of students in the Total Cohort partially meeting Common Core expectations on a Regents mathematics exam will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.	N/A
Comparative	Each year, the Performance Index (PI) in Regents mathematics of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.	N/A
Growth	Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade mathematics exam will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on	N/A

	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.	N/A

EVALUATION OF THE HIGH SCHOOL MATHEMATICS GOAL

Math Regents - Performance Level 4

Seven percent of students in AMS’s 2020 Cohort scored at or above Performance Level 4 on a Regents mathematics exam, therefore not meeting this measure.

At AMS, we have struggled to meet the ambitious goal of 65% of students scoring at Performance Level 4 on a mathematics Regents. Although we are far from meeting this measure, we have started to make steps that will move us in the right direction. Previous problem areas include lack of consistency around how to get students to update their own unit organizers and consolidate their own understanding as an almost daily routine in math classrooms. The particularly low percentage of Cohort 2020 students scoring at or above Performance Level 4 can be attributed to the fact that they were fully remote when most students took Algebra in 9th grade and earned an exemption without sitting for the exam. This cohort also experienced less in-person and group based instruction due to the pandemic and we have had to make big shifts in our instructional model in recent years in response.

Math Regents - Performance Level 3

Ninety-three percent of students in AMS’s 2020 Cohort (with valid scores) scored at or above Performance Level 3 on a Regents mathematics exam. AMS met this measure and exceeded it by 13 percentage points. In addition, there was a 13 point increase from the previous year.

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

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

Math Regents - Performance Level 4 Growth and Performance Level 3 Growth

Due to the pandemic the New York State 8th grade mathematics exam was canceled in the spring of 2020, therefore students in Cohort 2020 do not have scores so these measures cannot be accurately calculated.

ADDITIONAL CONTEXT AND EVIDENCE

Math Regents - Performance Level 4

This year we saw a decrease in the percentage of students who scored at or above Performance Level 4 on a math Regents exam. The main factor at play is that this group of students was not able to sit for the Algebra I exam during their freshman year while we were fully remote and traditionally students are most successful on that exam.

Math Regents - Performance Level 3

None.

Math Regents - Performance Level 4 & 3 Growth

None.

ACTION PLAN

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

- Continue to refine our balanced assessment approach of authentic tasks with cumulative Regents aligned assessments for each unit.
- Leverage our department team structure to analyze student work data and make adjustments to our teaching practices, primarily using June Regents data and Regents-aligned final exams.
- Further develop our feedback routines that include self-assessment and actionable, concise teacher feedback.
- Leverage our school-wide standards to push deep learning.
- Continue to strengthen our communication to students and families as it relates to our Level 4 benchmark.
- Enroll students in an Algebra I Regents support class if they were successful enough to earn credits in the class but still haven't achieved a score at or above Level 3, given that they earned at least 2 credits and scored at least a 50 on their first exam.
- Have students repeat the Algebra I course if they ultimately are not able to earn at least a 50 on their first attempt, given that the need has been around every day instruction reengaging with those topics.

GOAL 5: SCIENCE

AMS students will meet and exceed state standards for mastery skills and content knowledge in the area of science.

BACKGROUND

We continually reflect on previous work to strengthen the science curriculum, instruction, assessment, and professional development at AMS. In 2023-24, the department spent their time together working on authentic task analysis, traditional assessment analysis, increasing our focus on vocabulary acquisition and retention, and lesson study. We used a significant amount of our time as a department looking to push our planning to align with the themes of Joy, Innovation and Preparation through the process of lesson study. Teachers were partnered up with someone outside of their content area and these partnerships met to plan one particular portion of the lesson to try out a strategy that might not have been used before. Teachers were then able to observe these plans in practice and then discuss take-aways and future implications of the data they collected at the observation. Teachers were able to utilize the expertise of other members of the team they don't usually plan with, allowing everyone to try something new and learn from that implementation. We continue to focus on how best to support students taking Living Environment, Earth Science, and Chemistry Regents. Our focus on explicitly helping students with vocabulary acquisition, retention and application was connected to this goal. We also developed activities to help students develop and use test taking strategies to better respond to the types of questions they could be expected to answer on a Regents Exam.

HIGH SCHOOL SCIENCE

High School Science Measure 1 - Absolute

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.

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 and Chemistry Regents exams. This measure requires students in each Accountability Cohort to pass any one of the Regents science exams by their fourth year in the cohort.

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)
2018	2021-22	117	2	91	79%
2019	2022-23	109	65	21	48%
2020	2023-24	120	85	31	89%

High School Science Measure 2 - Comparative

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.

Schools are not required to report attainment of this measure for 2023-24. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

SUMMARY OF THE HIGH SCHOOL SCIENCE GOAL

In school year 2023-2024, AMS met the one measures with data available in the high school science goal. One measure was not applicable for school year 2023-24.

Type	Measure	Outcome
Absolute	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.	NO
Comparative	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.	N/A

EVALUATION OF THE HIGH SCHOOL SCIENCE GOAL

Science Regents

Eighty-nine percent of students in AMS’s 2020 Cohort (with valid scores) scored at least 65 on a Regents science exam, therefore meeting this measure and exceeding it by 14 percentage points. In addition there was a 41 percentage point increase from last year.

Our success with this measure can be attributed to the academic program providing students with an additional every other day lab class in addition to their Living Environment class to give them more hands-on experience and time with the materials that they will see in Part D of the Regents exam.

ADDITIONAL CONTEXT AND EVIDENCE

Science Regents

Looking forward, students in the 2022 and 2023 cohorts who have not yet earned a passing score for a science exam, we will continue to offer students additional opportunities with access to three different classes that culminate in a Regents exam. Additionally, we will specifically support students who have not yet passed the Living Environment exam with a Regents preparatory class that will allow them both to review content and build their test taking skills, setting them up to retest both in January and June if necessary. Significant department time will be used to look at trends in student performance on Regents tasks as well as in-class Regents-aligned tasks as well, with the aim of better identifying skill gaps or gaps in content knowledge.

ACTION PLAN

In order to meet the measures in the high school science goal in the upcoming year, we will:

- Continue to refine our balanced assessment approach of authentic tasks with cumulative Regents aligned assessments for each unit.

- Continue to offer an additional course to prepare students to retake the Living Environment Regents.
- Develop department-wide structures around vocabulary acquisition and application in assessments and authentic tasks.
- Leverage our department team structure to analyze student work data and make adjustments to our teaching practices.
- Further develop our feedback routines that include self-assessment and actionable, concise teacher feedback.
- Leverage our school-wide standards to push deep learning.
- Continue to analyze Regents and Regents-aligned student data to determine how successful our support structures are in developing student skills and access to the science curriculum
- Leverage students' second and third years as opportunities to prepare and resit for exams that they have not met the benchmark for.

GOAL 6: SOCIAL STUDIES

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

BACKGROUND

During the 2023-24 academic year, the 9th-12th grade social studies curriculum prioritized student-centered instruction through protocols and routines, aiming to enhance analytical and empathic thinking skills while ensuring Regents exam readiness for 10th and 11th graders. The department utilized meetings for data analysis to gauge the effectiveness of these protocols in improving students' reading comprehension, writing abilities, and Regents preparedness. Teachers collaborated in department and content teams to identify and refine effective protocols throughout the year, providing students with consistent feedback aligned to content-specific AMS standards before formative and summative assessments. This approach aimed to strengthen students' skills and exam readiness.

The curriculum incorporated a balanced assessment approach, combining Regents-aligned and project-based assessments. This strategy provided regular opportunities for student feedback on progress towards cohort-specific AMS standards while familiarizing students with Regents-style questions. It also prepared them for capstone projects like the 11th-grade Demonstration of Learning Presentations and 12th-grade Senior Civic Impact Projects. Social studies teachers integrated Global and U.S. Regents frameworks to create analytical lenses for examining various content-specific materials, including documents, images, maps, and graphs. This comprehensive approach ensured students developed both the skills necessary for success on standardized exams and the ability to engage in deeper, project-based learning experiences.

Social Studies Measure 1 - Absolute

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. These measures require students in each Accountability Cohort to pass the two exams by the completion of their fourth year in the cohort.

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)
2018	2021-22	117	98	14	74%
2019	2022-23	109	83	9	35%
2020	2023-24	120	15	84	80%

Social Studies Measure 2 - Comparative

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.

Schools are not required to report attainment of this measure for 2023-24. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

Social Studies Measure 3 - Absolute

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

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. These measures require students in each Accountability Cohort to pass the two exams by the completion of their fourth year in the cohort.

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

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2018	2021-22	117	114	1	33%
2019	2022-23	109	104	2	40%
2020	2023-24	120	2	90	76%

Social Studies Measure 4 - Comparative

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.

Schools are not required to report attainment of this measure for 2023-24. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

SUMMARY OF THE SOCIAL STUDIES GOAL

In school year 2023-2024, AMS achieved both of the two measures, with data available, in the high school social studies goal. Two measures were not applicable for school year 2023-24.

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

Comparative	Each year, the percent of students in the high school Total Cohort passing the U.S. History Regents exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.	N/A
Absolute	Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Global History Regents exam by the completion of their fourth year in the cohort.	YES
Comparative	Each year, the percent of students in the high school Total Cohort passing the Global History Regents exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.	N/A

EVALUATION OF THE SOCIAL STUDIES GOAL

U.S. History Regents

Eighty percent of students in AMS’s 2020 Cohort (with valid scores) scored at least 65 on the NYS Regents U.S. History exam, therefore meeting this measure and improving 45 percentage points from last year.

This success stems from our increased familiarity with the revised exam framework, consistent use of Regents-style questions, and focused strategies for different question types. Building on this achievement, we're implementing changes to further enhance future outcomes. We're introducing exam-specific skills earlier by integrating them into the ninth-grade curriculum and committing to year-round exposure to Regents-style questions across all grade levels. These proactive measures aim to ensure our students are well-prepared from the start, setting them up for continued success on the U.S. History Regents Exam and beyond.

Global History Regents

Seventy-six percent of students in AMS’s 2020 Cohort (with valid scores) scored at least 65 on the NYS Regents Global History exam, therefore meeting this measure and increasing 36 percentage points from the previous year.

This success can be attributed to several key factors: improved teacher development structures and retention, which ensured consistent instruction; a more intentional focus on reading and writing skills; a balanced approach to assessments; and regular exposure to Regents-style questions. Beginning in ninth grade students encounter Global Regents-style questions in various formats, including traditional quizzes, tests, and daily entry and exit tasks. Tenth-grade teachers initiate focused exam preparation in March for the June Global Regents. Furthermore, both ninth and tenth-grade teachers employ consistent protocols and tools for writing workshops, creating continuity across content areas and equipping students to craft effective enduring issues essays. This comprehensive approach has proven successful in preparing our students for the rigors of the Global History Regents exam.

ADDITIONAL CONTEXT AND EVIDENCE

U.S. History Regents

At AMS, we have continued to leverage our department team structures to enhance our teaching practices and student outcomes. Our approach includes regular analysis of student learning data, which informs our instructional decisions. We've emphasized cross-content annotation and writing skills, supporting our students in increasing the effectiveness of their written communication. To deepen the U.S. History content knowledge and foster civic mindsets, we have developed internal authentic tasks aligned with cross-content standards. Our balanced assessment approach incorporates consistent exposure to Regents-aligned prompts, familiarizing students with the U.S. History Regents framework.

We have also strengthened collaboration within the social studies department through lesson studies, allowing teachers to observe and learn from each other's practices. Periodic gradebook data analysis helps us track student progress and adjust our strategies accordingly. Additionally, we consistently use learning protocols to facilitate student-centered instruction, ensuring our classrooms remain engaging and effective learning environments. This comprehensive approach aims to provide our students with the skills and knowledge they need to excel not only on the Regents exams but also in their future academic and civic endeavors.

Global History Regents

At AMS, we continue to leverage our department team structures to enhance teaching practices and student outcomes in Global History. Our approach includes regular analysis of student learning data to inform instructional decisions, implementation of a balanced assessment strategy, and development of authentic tasks that enhance engagement and real-world knowledge application. We have strengthened collaboration within the social studies department, notably increasing cooperation between ninth and tenth grade Global History teachers to improve student familiarity with constructed response questions and the enduring issues essay prompt. Lesson studies allow teachers to observe and learn from each other's practices, while periodic gradebook data analysis helps us track student progress and adjust strategies. We consistently use learning protocols to facilitate student-centered instruction, maintaining engaging and effective learning environments. Our participation in the NYS Seal of Civic Readiness program has further refined and improved student outcomes on the Senior Civic Impact Project. This comprehensive approach not only prepares students for the Global History exam but also cultivates their civic engagement skills, setting them up for success beyond the classroom and in their future academic and civic endeavors.

ACTION PLAN

To continue progress towards meeting our benchmark, we will:

- Refine our balanced assessment approach, combining authentic tasks with cumulative Regents-aligned assessments for each unit.
- Leverage our department team structure to analyze student work data and adjust teaching practices accordingly.
- Further develop feedback routines, including self-assessment and actionable, concise teacher feedback.
- Utilize school-wide standards to promote deep learning.
- Consistently use learning protocols to support student engagement.
- Conduct ongoing analysis of Regents and Regents-aligned student data to evaluate the effectiveness of our support structures.
- Continue lesson studies to identify and refine best instructional practices in social studies.
- Analyze Regents-aligned assessment data to inform instruction and student support.

This comprehensive approach aims to enhance student performance, deepen understanding, and ensure our teaching methods remain effective and responsive to student needs.

GOAL 7: ESSA

ESSA Measure 1

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.

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. More information on assigned accountability designations and context can be found [here](#).

Accountability Status by Year

Year	Status
2021-22	Good Standing
2022-23	Local Support and Improvement (formerly Good Standing)
2023-24	Local Support and Improvement (formerly Good Standing)

ADDITIONAL CONTEXT AND EVIDENCE

AMS’s ESSA status for school year 2023-24 is Local Support and Improvement (formerly Good Standing) and therefore continues to meet this measure. AMS completed its fourth year of its current accountability period and has been in good standing each year.

New Visions Charter High School for Advanced Math and Science

Financial Statements
Years Ended June 30, 2024 and 2023
and Supplemental Schedule of Expenditures
of Federal Awards
Year Ended June 30, 2024

The report accompanying these financial statements was issued by BDO USA, P.C., a Virginia professional corporation, and the U.S. member of BDO International Limited, a UK company limited by guarantee.



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

Financial Statements
Years Ended June 30, 2024 and 2023
and Supplemental Schedule of Expenditures of Federal Awards
Year Ended June 30, 2024

New Visions Charter High School for Advanced Math and Science

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Independent Auditor's Report

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

Opinion

We have audited the financial statements of New Visions Charter High School for Advanced Math and Science (the School), which comprise the statements of financial position as of June 30, 2024 and 2023, 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, 2024 and 2023, 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 audits 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 available to be issued.



Auditor's Responsibilities for the Audit of the Financial Statements

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

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

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

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

Other Matters

Supplementary Information

Our audits 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 GAAS. 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 24, 2024 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, P.C.

October 24, 2024

New Visions Charter High School for Advanced Math and Science

Statements of Financial Position

<i>June 30,</i>	2024	2023
Assets		
Cash and cash equivalents	\$ 5,845,132	\$ 5,690,699
Restricted cash	81,580	78,666
Grants receivable	782,454	1,548,993
Due from NYC Department of Education	-	37,612
Due from NVPS and affiliate charters	-	32,811
Prepaid expenses and other assets	20,451	28,851
Property and equipment, net	57,392	29,069
Total Assets	\$ 6,787,009	\$ 7,446,701
Liabilities and Net Assets		
Liabilities		
Accounts payable and accrued expenses	\$ 101,116	\$ 110,028
Accrued salaries and other payroll-related expenses	323,206	327,911
Due to NYC Department of Education	8,849	-
Due to NVPS and affiliate charters	353,194	306,921
Total Liabilities	786,365	744,860
Commitments and Contingencies (Notes 2, 3, 4, 7, 8, 9, and 10)		
Net Assets		
Net assets - without donor restrictions	5,999,777	6,700,974
Net assets - with donor restrictions	867	867
Total Net Assets	6,000,644	6,701,841
Total Liabilities and Net Assets	\$ 6,787,009	\$ 7,446,701

See accompanying notes to financial statements.

New Visions Charter High School for Advanced Math and Science

Statement of Activities

Year ended June 30, 2024

	Without Donor Restrictions	With Donor Restrictions	Total
Revenue and Support			
State and local per-pupil operating revenue	\$ 8,931,051	\$ -	\$ 8,931,051
Government grants and contracts	996,800	-	996,800
Contributions and other income	81,862	-	81,862
Interest income	228,809	-	228,809
Total Revenue and Support	10,238,522	-	10,238,522
Expenses			
Program services:			
General education	7,532,267	-	7,532,267
Special education	2,220,096	-	2,220,096
Total Program Services	9,752,363	-	9,752,363
Supporting services:			
Management and general	1,187,356	-	1,187,356
Total Expenses	10,939,719	-	10,939,719
Change in Net Assets	(701,197)	-	(701,197)
Net Assets, beginning of year	6,700,974	867	6,701,841
Net Assets, end of year	\$ 5,999,777	\$ 867	\$ 6,000,644

See accompanying notes to financial statements.

New Visions Charter High School for Advanced Math and Science

Statement of Activities

Year ended June 30, 2023

	Without Donor Restrictions	With Donor Restrictions	Total
Revenue and Support			
State and local per-pupil operating revenue	\$ 8,317,430	\$ -	\$ 8,317,430
Government grants and contracts	1,730,708	-	1,730,708
Contributions and other income	65,468	-	65,468
Interest income	130,969	-	130,969
Total Revenue and Support	10,244,575	-	10,244,575
Expenses			
Program services:			
General education	7,168,179	-	7,168,179
Special education	1,891,268	-	1,891,268
Total Program Services	9,059,447	-	9,059,447
Supporting services:			
Management and general	1,286,208	-	1,286,208
Total Expenses	10,345,655	-	10,345,655
Change in Net Assets	(101,080)	-	(101,080)
Net Assets, beginning of year	6,802,054	867	6,802,921
Net Assets, end of year	\$ 6,700,974	\$ 867	\$ 6,701,841

See accompanying notes to financial statements.

New Visions Charter High School for Advanced Math and Science

Statement of Functional Expenses

Year ended June 30, 2024

	Number of Positions	Program Services			Supporting Services	Total
		General Education	Special Education	Total Program Services	Management and General	
Personnel Service Costs						
Administrative staff personnel	23	\$ 1,374,415	\$ 184,602	\$ 1,559,017	\$ 791,199	\$ 2,350,216
Instructional personnel	45	2,914,110	1,252,319	4,166,429	-	4,166,429
Total Salaries and Staff	68	4,288,525	1,436,921	5,725,446	791,199	6,516,645
Fringe benefits and payroll taxes		1,129,785	388,708	1,518,493	216,738	1,735,231
Retirement		315,294	105,643	420,937	58,169	479,106
Management company fee		657,554	105,625	763,179	31,048	794,227
Legal services		13,068	2,099	15,167	617	15,784
Accounting and audit services		-	-	-	37,769	37,769
Other purchases of professional and consulting services		257,591	36,582	294,173	22,690	316,863
Building and land rent/lease		4,676	751	5,427	221	5,648
Repairs and maintenance		15,242	2,500	17,742	837	18,579
Insurance		66,992	10,761	77,753	3,163	80,916
Utilities		34,064	5,781	39,845	4,343	44,188
Instructional supplies and materials		48,208	6,686	54,894	-	54,894
Equipment and furnishings		15,077	2,192	17,269	1,044	18,313
Staff development		3,640	544	4,184	357	4,541
Marketing and recruitment		48,696	7,569	56,265	3	56,268
Technology		286,334	43,013	329,347	7,365	336,712
Food service		54,237	7,835	62,072	1,932	64,004
Student services		157,559	37,259	194,818	-	194,818
Office expense		97,890	14,127	112,017	8,737	120,754
Depreciation		23,148	3,719	26,867	1,093	27,960
Other		14,687	1,781	16,468	31	16,499
		\$ 7,532,267	\$ 2,220,096	\$ 9,752,363	\$ 1,187,356	\$ 10,939,719

See accompanying notes to the financial statements.

New Visions Charter High School for Advanced Math and Science

Statement of Functional Expenses

Year ended June 30, 2023

	Number of Positions	Program Services			Supporting Services	Total
		General Education	Special Education	Total Program Services	Management and General	
Personnel Service Costs						
Administrative staff personnel	25	\$ 1,306,852	\$ 154,221	\$ 1,461,073	\$ 802,593	\$ 2,263,666
Instructional personnel	44	2,888,199	1,143,097	4,031,296	-	4,031,296
Total Salaries and Staff	69	4,195,051	1,297,318	5,492,369	802,593	6,294,962
Fringe benefits and payroll taxes		879,423	282,416	1,161,839	177,121	1,338,960
Retirement		293,832	90,867	384,699	56,216	440,915
Management company fee		727,302	89,194	816,496	87,836	904,332
Legal services		2,904	356	3,260	351	3,611
Accounting and audit services		-	-	-	34,155	34,155
Other purchases of professional and consulting services		177,440	19,695	197,135	47,020	244,155
Repairs and maintenance		93,720	11,495	105,215	12,533	117,748
Insurance		64,452	7,904	72,356	7,784	80,140
Utilities		36,901	4,925	41,826	7,358	49,184
Instructional supplies and materials		45,425	6,107	51,532	-	51,532
Equipment and furnishings		23,953	2,991	26,944	3,655	30,599
Staff development		5,434	852	6,286	979	7,265
Marketing and recruitment		20,718	3,570	24,288	168	24,456
Technology		290,166	33,764	323,930	22,850	346,780
Food service		58,803	6,891	65,694	5,858	71,552
Student services		129,206	17,802	147,008	-	147,008
Office expense		90,438	11,345	101,783	17,956	119,739
Depreciation		14,297	1,753	16,050	1,727	17,777
Other		18,714	2,023	20,737	48	20,785
		\$ 7,168,179	\$ 1,891,268	\$ 9,059,447	\$ 1,286,208	\$ 10,345,655

See accompanying notes to financial statements.

New Visions Charter High School for Advanced Math and Science

Statements of Cash Flows

<i>Year ended June 30,</i>	2024	2023
Cash Flows from Operating Activities		
Cash received from operating revenue	\$ 10,764,813	\$ 9,526,701
Other cash received	310,671	196,437
Cash paid to employees and suppliers	(10,861,854)	(10,248,755)
Net Cash Provided by (Used in) Operating Activities	213,630	(525,617)
Cash Flows from Investing Activities		
Purchase of property and equipment	(56,283)	(16,021)
Net Cash Used in Investing Activities	(56,283)	(16,021)
Net Increase (Decrease) in Cash	157,347	(541,638)
Cash, Cash Equivalents, and Restricted Cash, beginning of year	5,769,365	6,311,003
Cash, Cash Equivalents, and Restricted Cash, end of year	\$ 5,926,712	\$ 5,769,365
Reconciliation of Change in Net Assets to Net Cash Provided by (Used in) Operating Activities		
Change in net assets	\$ (701,197)	\$ (101,080)
Adjustments to reconcile change in net assets to net cash provided by (used in) operating activities:		
Depreciation	27,960	17,777
Changes in operating assets and liabilities:		
Grants receivable	766,539	(452,378)
Due from NYC Department of Education	37,612	(37,612)
Prepaid expenses and other assets	8,400	32,999
Due from related entities	32,811	(31,447)
Accounts payable and accrued expenses	(8,912)	(24,451)
Accrued salaries and other payroll-related expenses	(4,705)	(18,355)
Due to NYC Department of Education	8,849	(22,521)
Due to related entities	46,273	111,451
Net Cash Provided by (Used in) Operating Activities	\$ 213,630	\$ (525,617)
Supplemental Disclosure of Cash Flow Information		
Cash, cash equivalents, and restricted cash:		
Cash and cash equivalents	\$ 5,845,132	\$ 5,690,699
Restricted cash	81,580	78,666
Cash, Cash Equivalents, and Restricted Cash, end of year	\$ 5,926,712	\$ 5,769,365

See accompanying notes to financial statements.

New Visions Charter High School for Advanced Math and Science

Notes to Financial Statements

1. Nature of the Organization

New Visions Charter High School for Advanced Math and Science (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 years 2024 and 2023, the School operated classes for students in ninth through twelfth grade.

There are nine New Visions Charter Schools in New York City, and they are managed by New Visions for Public Schools (NVPS), a not-for-profit organization dedicated to supporting public schools and helping to start and manage charter schools as a Charter Management Organization (CMO). There are no control or common board members between the CMO and New Visions Charter Schools.

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

New Visions Charter High School for Advanced Math and Science

Notes to Financial Statements

Net Assets Without Donor Restrictions - This class consists 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 is, therefore, available for general operations.

For both years ended June 30, 2024 and 2023, net assets with donor restrictions are \$867 and are restricted for an internship program.

Restricted Cash

An escrow account in the amount of \$81,580 and \$78,666 as of June 30, 2024 and 2023, respectively, 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.

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 \$782,454 and \$1,548,993 at June 30, 2024 and 2023, 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, 2024 and 2023. 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 change in net assets without donor restrictions in the statements of activities.

New Visions Charter High School for Advanced Math and Science

Notes to Financial Statements

Revenue Recognition

Per-Pupil Revenue

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

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

Additional funding is also provided to support special education services. All students who are identified to need special education services or settings have an Individualized Education Program (IEP), formalized for his or her unique needs. Based on this IEP, the student is categorized into one of three levels of service: 0 to 20% service, 20 to 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 obligations under state and local

New Visions Charter High School for Advanced Math and Science

Notes to Financial Statements

per-pupil operating revenue in the statements of activities and recognizes the per-pupil revenue over time under Financial Accounting Standards Board (FASB) Accounting Standards Codification (ASC) 606, *Revenue from Contracts with Customers* (ASC 606).

Revenue with customers is comprised of the following:

<i>June 30,</i>	2024	2023
State and local per-pupil operating revenue	\$ 8,931,051	\$ 8,317,430
Total Revenue Subject to ASC 606	8,931,051	8,317,430
Total Revenue Not Subject to ASC 606 ⁽¹⁾	1,307,471	1,927,145
Total Revenue and Support	\$ 10,238,522	\$ 10,244,575

⁽¹⁾ Other revenues not subject to ASC 606 include government grants and contracts, contributions and other income, and interest income.

Receivables from per-pupil contracts are as follows:

<i>June 30,</i>	2024	2023
Beginning of year	\$ 37,612	\$ -
End of year	-	37,612

Government Grants and Contracts

Government grants and contracts are nonexchange transactions in which no commensurate value is exchanged. Accordingly, contribution accounting is applied under FASB ASC Topic 958, *Not-for-Profit Entities*. Government grants and other contracts are evaluated for contributions that are conditional. Factors including the existence of a conditional contribution include the presence of a barrier that must be overcome and either a right of return of assets transferred or a right of release of a funder's obligation to transfer the assets. Government grants and contracts are recognized when the conditions are satisfied, which is generally when the expenditures for each contract are incurred. Government grants and contracts received in excess of revenue earned are recorded as refundable advances.

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 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.

New Visions Charter High School for Advanced Math and Science

Notes to Financial Statements

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 (see Note 8). The donated space will be used for operating, general, and administrative activities. In valuing the donated space, which is located in the Bronx, New York, the School estimated the fair value on the basis of recent comparable sales prices in the Bronx, New York's real estate market, taking into account the restriction on use of the space.

Property and Equipment and Depreciation

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

<u>Asset Category</u>	<u>Useful Life (Years)</u>
Furniture and office equipment	3
Computer equipment	3

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, 2024 and 2023.

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 statements 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.

New Visions Charter High School for Advanced Math and Science

Notes to Financial Statements

Supporting Services - 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 GAAP requires management to make estimates and assumptions that affect certain reported amounts of assets and liabilities and disclosures of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenue and expenses during the reporting period. Accordingly, actual results could differ from those estimates.

Income Taxes

The School is exempt from federal, state, and local income taxes under Section 501(c)(3) of 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, 2024 and 2023.

Under 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, 2024, the School was not subject to any examination by a taxing authority.

Credit Losses

The School recognizes credit losses for financial assets carried at amortized cost to present the net amount expected to be collected as of the year-end. Such amounts are based on the credit losses expected to arise over the life of the asset (contractual term), which includes consideration of prepayments and is based on the expectation as of the financial position date.

Assets are written off when the School determines that such financial assets are deemed uncollectible or based on regulatory requirements, whichever is earlier. Write-offs are recognized as a deduction from the allowance for credit losses. Expected recoveries of amounts previously written off are included in determining the necessary reserve at the financial position date.

The School pools its accounts receivable based on similar risk characteristics in estimating expected credit losses. In situations where certain accounts receivable do not share same risk characteristics with other receivables, the School measures the expected credit losses for those receivables individually. The School also continuously evaluates such pooling decisions and adjusts as needed from period to period as risk characteristics change.

The School determines its estimated credit losses for accounts receivable using a loss-rate approach in determining its lifetime expected credit losses on its receivables from customers. This method is used for calculating an estimate of losses based primarily on the School’s historical loss experience. In determining its loss rates, the School evaluates information related to its historical losses, adjusted for current conditions, and further adjusted for the period of time that the School can

New Visions Charter High School for Advanced Math and Science

Notes to Financial Statements

reasonably forecast. Qualitative and quantitative adjustments related to current conditions and the reasonable and supportable forecast period consider all of the following: the customers' creditworthiness, changes in policy and procedures, existence, and effect of any concentration of credit and changes in level of such considerations, and the current and forecasted direction of the economic and operation environment.

Recently Adopted Accounting Pronouncements

Financial Instruments - Credit Losses

In June 2016, the FASB issued Accounting Standards Update (ASU) 2016-13, *Financial Instruments - Credit Losses (Topic 326): Measurement of Credit Losses on Financial Instruments (ASU 2016-13)*. 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 15, 2022. The School adopted the ASU effective July 1, 2023, and the adoption did not have a material impact on the 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 statement of financial position date for general expenditures are as follows:

<i>June 30,</i>	2024	2023
Cash and cash equivalents	\$ 5,845,132	\$ 5,690,699
Restricted cash	81,580	78,666
Grants receivable	782,454	1,548,993
Due from NVPS and affiliate entities	-	32,811
Total Financial Assets	6,709,166	7,351,169
Less amounts unavailable for general expenditures within one year due to:		
Restricted by contract	(81,580)	(78,666)
Net assets - with donor restrictions	(867)	(867)
Total Financial Assets Available to Management for General Expenditures Within One Year	\$ 6,626,719	\$ 7,271,636

4. NVPS and Affiliate Charters Transactions

NVPS is a not-for-profit organization dedicated to supporting public schools and helping to start and manage charter schools. Pursuant to the terms of the educational services agreement by and

New Visions Charter High School for Advanced Math and Science

Notes to Financial Statements

between the School and NVPS dated July 22, 2011, NVPS provides educational management, operational, and fundraising services to the School. As compensation to NVPS for these services rendered, the School paid 8% and 9% of its gross revenue as at June 30, 2024 and 2023, respectively. 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 NVPS from the School at June 30, 2024 and 2023 amounted to \$282,891 and \$301,413, respectively, which is comprised of management fees and is included in due to NVPS and affiliate charters on the statements of financial position. Total management fees incurred by the School for the years ended June 30, 2024 and 2023 totaled \$794,227 and \$904,332, respectively. The balance due from NVPS to the School at June 30, 2024 and 2023 amounted to \$0 and \$32,811, respectively, which is included in due from NVPS and affiliate charters on the statements of financial position.

For operational efficiency and purchasing power, the School also shares expenses with other charter schools related by common management. At June 30, 2024 and 2023, the balance due to other charter schools was \$70,303 and \$5,508, respectively, which is included in due to NVPS and affiliate charters on the statements of financial position.

5. Property and Equipment, Net

Property and equipment consist of the following:

<i>June 30,</i>	2024		2023	
Computer equipment	\$	219,355	\$	219,355
Furniture and office equipment		130,337		74,054
		349,692		293,409
Less: accumulated depreciation		(292,300)		(264,340)
Property and Equipment, Net	\$	57,392	\$	29,069

Depreciation expense amounted to \$27,960 and \$17,777 for the years ended June 30, 2024 and 2023, respectively.

6. Grants Receivable

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

<i>June 30,</i>	2024		2023	
ESSER III - ARP	\$	530,731	\$	724,976
Title I		170,622		174,402
E-Rate Reimbursement		36,200		83,782
Title II		20,024		20,245
Title IV		13,942		12,219
Other		10,935		4,195
ESSER II - CRRSA		-		529,174
Grants Receivable	\$	782,454	\$	1,548,993

New Visions Charter High School for Advanced Math and Science

Notes to Financial Statements

7. Pension Plan

The School has adopted the NVPS's pension plan (the Plan) which is qualified under IRC Section 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 completed 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 \$479,106 and \$440,915, net of forfeitures, for the years ended June 30, 2024 and 2023, respectively, and is included in retirement in the statements of functional expenses.

8. Agreement with School Facility

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

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

Square footage totaling 14,728 feet is allocated to the School. The value of the space and related utilities and services calculated by applying the relative valuation model is immaterial 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, 2024, there are no matters for which the School believes the ultimate outcome would have a material adverse effect on the School's financial position.

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

New Visions Charter High School for Advanced Math and Science

Notes to Financial Statements

10. Concentration Risks

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

The School received approximately 87% and 81% of its total revenue from per-pupil funding from the NYCDOE during the years ended June 30, 2024 and 2023, respectively.

The School's grants receivable consist of one major grantor accounting for approximately 94% at June 30, 2024 and one major grantor accounting for approximately 92% at June 30, 2023.

The School's payables consist of three major vendors accounting for approximately 66% at June 30, 2024 and one major vendor accounting for approximately 62% at June 30, 2023.

11. Subsequent Events

The School's management has performed subsequent event procedures through October 24, 2024, which is the date the financial statements were available to be issued. No events arose during the period that required additional disclosures other than as described below.

Effective July 1, 2024, the School changed its corporate name to United Charter High School for Advanced Math and Science.

Supplementary Information

New Visions Charter High School for Advanced Math and Science

Schedule of Expenditures of Federal Awards

Year ended June 30, 2024

Federal Grantor/Pass-Through Grantor/Program or Cluster Title	Federal Assistance Listing Number	Pass-Through Entity Identifying Number	Provided to Subrecipients	Total Federal Expenditures
United States (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)	84.010A	Not Applicable	\$ -	\$ 250,338
Supporting Effective Instruction State Grants	84.367A	Not Applicable	-	29,207
Student Support and Academic Enrichment Program	84.424	Not Applicable	-	20,275
Special Education Cluster (IDEA):				
Special Education - Grants to States (IDEA, Part B)	84.027	Not Applicable	-	79,500
American Rescue Plan - Elementary and Secondary School Emergency Relief (ARP ESSER)	84.425U	Not Applicable	-	530,731
Total U.S. Department of Education			-	910,051
Total Expenditures of Federal Awards			\$ -	\$ 910,051

The accompanying notes are an integral part of this schedule.

New Visions Charter High School for Advanced Math and Science

Notes to Schedule of Expenditures of Federal Awards

1. Basis of Presentation

The accompanying schedule of expenditures of federal awards (the Schedule) includes the federal award activity of New Visions Charter High School for Advanced Math and Science under programs of the federal government for the year ended June 30, 2024. The information in this Schedule is presented in accordance with the requirements of Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Because the Schedule presents only a selected portion of the operations of the School, it is not intended to and does not present the financial position, changes in net assets, or cash flows of the School.

2. Summary of Significant Accounting Policies

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

3. Indirect Cost Rate

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



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*

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

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of New Visions Charter High School for Advanced Math and Science (the School), which comprise the School’s statement of financial position as of June 30, 2024, and 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 24, 2024.

Report on Internal Control Over Financial Reporting

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

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

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



Report on Compliance and Other Matters

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

Purpose of This Report

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

BDO USA, P.C.

October 24, 2024



Independent Auditor’s Report on Compliance for Each Major Federal Program and Report on Internal Control Over Compliance Required by the Uniform Guidance

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

Report on Compliance for Each Major Federal Program

Opinion on Each Major Federal Program

We have audited New Visions Charter High School for Advanced Math and Science’s (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, 2024. 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, 2024.

Basis for Opinion on Each Major Federal Program

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

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

Responsibilities of Management for Compliance

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



Auditor's Responsibilities for the Audit of Compliance

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

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

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

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

Report on Internal Control Over Compliance

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



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

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

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

BDO USA, P.C.

October 24, 2024

New Visions Charter High School for Advanced Math and Science

Schedule of Findings and Questioned Costs Year Ended June 30, 2024

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 GAAP.

Unmodified

Internal control over financial reporting:

- Material weakness(es) identified? _____ yes X no
- Significant deficiency(ies) identified? _____ yes X none reported

Noncompliance material to financial statements noted?

_____ yes X no

Federal Awards

Internal control over major federal programs:

- Material weakness(es) identified? _____ yes X no
- Significant deficiency(ies) identified? _____ yes X none reported

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

Unmodified

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

_____ yes X no

Identification of major federal programs:

Assistance Listing Number

Name of Federal Program or Cluster

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?

 X yes _____ no

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.