

Application: New Visions Charter High School for the Humanities

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

Summary

ID: 0000000085

Status: Annual Report Submission

Entry 1 – School Information and Cover Page

Completed - Jul 30 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 THE HUMANITIES 800000070186

b. Unofficial or Popular School Name

HUM

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/humanities>

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

566

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

397

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	718-817-7686	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	Magaly Hicks	Principal	718-817-7683		mhicks27@charter.newvisions.org
Operational Leader	Gustavo Camilo	Director of School Operations	718-817-7683		gcamilo6@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	Gustavo Camilo	Director of School Operations	718-817-7683		gcamilo6@charter.newvisions.org
Phone Contact for After Hours Emergencies	Gustavo Camilo	Director of School Operations	718-817-7683		gcamilo6@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 the Humanities, 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 the Humanities requested to change its name to United Charter High School for the Humanities 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 the Humanities requested to revise its mission statement to remove the mention of New Visions to align with the school's transition from being externally managed by New Visions	10/16/23	7/1/24

		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 the Humanities 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 the Humanities 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 the Humanities 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 the Humanities 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

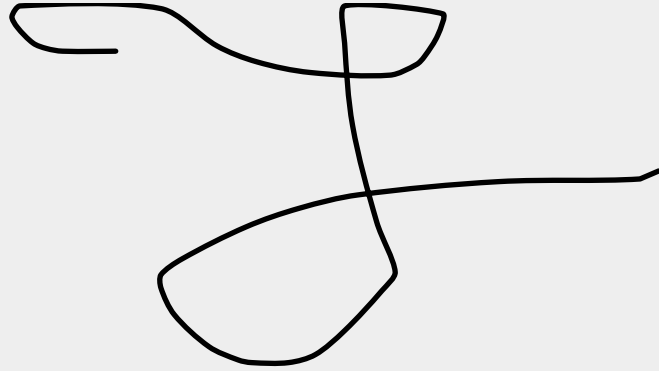
Signature, Head of Charter School

(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 is highly stylized and cursive, appearing to read 'L. M. [unclear]'. It consists of several large, sweeping loops and a long, horizontal stroke extending to the right.

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.)



Date

Jul 29 2024

Thank you.



Entry 2 – Links to Critical Documents on School Website

Completed - Jul 30 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., Repost 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 the Humanities

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/humanities
2. Board meeting notices, agendas and documents	https://newvisions.org/humanities
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/humanities
4a. Authorizer-approved DASA Policy (For Regents, NYCDOE, and Buffalo BOE-Authorized Charter Schools ONLY)	https://newvisions.org/humanities
4b. Authorizer-approved School Discipline Policy (For Regents, NYCDOE, and Buffalo BOE-Authorized Charter Schools ONLY)	https://newvisions.org/humanities
5. District-wide safety plan, not a building level safety plan (as per the September 2021 Emergency Response Plan Memo	https://newvisions.org/humanities
6. Authorizer-approved FOIL Policy	https://newvisions.org/humanities
7. Subject matter list of FOIL records. (Example: See NYSED Subject Matter List)	https://newvisions.org/humanities

Thank you.



Entry 3 – Board of Trustees Disclosure of Financial Interest Form

Completed - Jul 30 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.

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

Filename: HUM_BoT_Financial_Disclosure_Forms_dkdFl8d.pdf Size: 1.9 MB

Entry 4 – Board of Trustees Membership Table

Completed - Jul 30 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 30 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>Throughout all of our outreach efforts, HUM makes sure to encourage families with students with disabilities to apply to our school and provides space to speak about their needs and supports. Particularly at our open houses, HUM makes sure to give families time for individual consultations for those who are interested in speaking with the principal or other staff. We also inform middle school staff that we support students with disabilities and that they can be confident in referring students with IEPs. At the time of enrollment HUM ensures that every family with a student with an IEP meets with the appropriate staff member to review the documents.</p> <p>In addition to the strategies mentioned below, HUM staff continues to recruit at all middle schools, including those with high numbers of students with disabilities and encourages families to apply. We continue to ensure that special education staff or staff who can speak to the special education services we offer are available at open houses and other recruitment events to have meaningful conversations with families around their student's needs. The testimony of students with disabilities is the best way for HUM to showcase our continued commitment and demonstrated success of such students at HUM. This is again</p>	<p>Throughout all of our outreach efforts, HUM makes sure to encourage families with students with disabilities to apply to our school and provides space to speak about their needs and supports. Particularly at our open houses, HUM makes sure to give families time for individual consultations for those who are interested in speaking with the principal or other staff. We also inform middle school staff that we support students with disabilities and that they can be confident in referring students with IEPs. At the time of enrollment HUM ensures that every family with a student with an IEP meets with the appropriate staff member to review the documents.</p> <p>In addition to the strategies mentioned above, HUM staff continues to recruit at all middle schools, including those with high numbers of students with disabilities and encourages families to apply. We continue to ensure that special education staff or staff who can speak to the special education services we offer are available at open houses and other recruitment events to have meaningful conversations with families around their student's needs. The testimony of students with disabilities is the best way for HUM to showcase our continued commitment and demonstrated success of such students at HUM. This is again</p>

	factored in the recruitment of the student ambassadors.	factored in the recruitment of the student ambassadors.
English Language Learners	<p>In addition to the recruitment strategies outlined above and below, HUM, in conjunction with the New Visions network, took additional steps to attract ELLs/MLs. New Visions has an extensive network of community partners that we leveraged in our outreach efforts to promote student recruitment opportunities in our charter school via mailings, presentations at community meetings, and phone calls. These included local community-based organizations, elected officials, faith-based groups, higher education institutions, and other community institutions such as libraries, public housing complexes, and local businesses. In particular HUM has made efforts to engage with the Spanish-speaking community in their outreach efforts, given the increase of students who speak this language at their school.</p> <p>To increase further awareness of our school, New Visions advertised in El Diario Nueva York, which is the largest and the oldest Spanish-language daily paper in the United States.</p> <p>Our website offers families the opportunity to apply online or download the application, which in the past was only available in English and Spanish. We have since made our application and registration forms available in 7 additional languages! The additional languages are Haitian Creole, French, Bengali, Arabic, Chinese</p>	<p>In addition to the recruitment strategies mentioned, HUM, with the United Charter network, will take extra steps to attract ELLs/MLs. United Charter will use its community partners to help promote our school through mailings, community meetings, and phone calls. These partners include local organizations, elected officials, faith-based groups, colleges, libraries, public housing complexes, and local businesses. HUM will focus on engaging with the Spanish-speaking community because of the growing number of Spanish-speaking students.</p> <p>To raise more awareness, United Charter will advertise in El Diario Nueva York, the largest and oldest Spanish-language daily paper in the U.S.</p> <p>Our website will offer families the option to apply online or download the application. Previously, it was available only in English and Spanish, but we will make it available in 7 more languages: Haitian Creole, French, Bengali, Arabic, Chinese (Mandarin), Russian, and Urdu.</p> <p>We will also partner with the NYC Charter Center for the Common Application, making it accessible to families who don't speak English or Spanish. The Common Application, available in multiple languages, will be promoted widely by the NYC Charter Center.</p>

	<p>Traditional (Mandarin), Russian, and Urdu.</p> <p>In addition, we partner with the NYC Charter Center around the Common Application, thus ensuring families that don't speak English or Spanish have access to our application. The Common Application is available in English, Spanish, Arabic, Urdu, Russian, Korean, Haitian Creole, French and Chinese and is widely promoted by the NYC Charter Center.</p> <p>The application is also available at the school and community outreach events where interested families are able to apply directly at the school or event. Interested families also have the opportunity to call the New Visions main network office to apply over the phone, where there is a designated staff member who is bilingual in Spanish and able to assist families who are Spanish speaking.</p>	<p>The application will also be available at school and community events, where families can apply directly. Interested families will also be able to call the United Charter main office to apply over the phone, with assistance from a bilingual staff member fluent in Spanish.</p>
<p>Economically Disadvantaged</p>	<p>HUM has strengthened and improved the level of recruitment and marketing strategies to reach as many families and constituents as possible. HUM recruitment strategies focus on attracting students and families by advertising and showcasing the following:</p> <ul style="list-style-type: none"> HUMs inclusive environment HUMs rigorous instructional program Positive climate and culture Multiple curricular activities SEL Mindfulness Approach Extensive Postsecondary Program Campus sports and student leadership 	<p>In 2024-25 HUM will continue to strengthen relationships with partners, families, and community members to support growth and highlight successes. Our recruitment strategies will emphasize our best practices:</p> <ul style="list-style-type: none"> Inclusive environment Rigorous instructional program Positive climate and culture Youth leadership and clubs Various curricular activities Postsecondary planning Campus PSAL sports and student leadership <p>Our comprehensive plan includes:</p>

We are committed to ensuring that high-needs students apply, enroll, and remain in our school and we have a high retention rate with activities that provide students with the opportunity to become involved in rigorous coursework and academic support, social and emotional support, cultural experiences, and multiple clubs. In addition, our students are exposed to an athletic life on campus. Such involvement provides students with a sense of belonging and pride with most students feeling that faculty members care about their academic and professional growth, and progress.

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

HUM has built relationships with feeder middle schools throughout CSD 10 and the surrounding

Middle school outreach (virtual and in-person)
Community and street outreach
Hosting open houses (virtual and in-person)
Strategic advertisements (Local News, Social Media etc.)
Participation in local community events
Increased Branding and Visibility

We will also continue to build relationships with feeder middle schools in CSD 10 and surrounding districts, ensuring parent coordinators and school counselors share our information with eighth-grade families.

Primary partnerships for this year have been established with members of Community Board 8 to share our school's information, application process and campus offerings. Additionally HUM will partner with Schola, to support targeted advertisements and enrollment accordingly. This will occur via email marketing involving newsletter ads with local magazines, and their search engine marketing campaign.

districts to ensure that parent coordinators and/or school counselors have our information and application to share with their eighth-grade families. HUM conducted virtual outreach to Atmosphere Academy, Bronx School of Young Leaders, MS 45, JHS 123, Icahn Charter School, MS 95, MS 55, PS 214, MS 279, Mott Hall Community School, MS 117, MS 339, MS 254, MS 80, MS 363, Bronx Writing Academy, MS 181, Bronx Charter School for the Arts, MS 20, Angelo Patri Middle School, Creston Academy, Jonas Bronck, and TEP Charter School. HUM held monthly virtual tours as needed and information sessions for eighth-grade students from Jonas Bronck, Atmosphere Academy, and MS 331, MS 279, Creston Academy, MS 80, Harriet Tubman Charter School, Angelo Patri Middle School, Mott Haven Charter School. HUM was also invited to attend about 10 virtual high school fairs and conduct presentations. HUM was able to connect with middle school staff via telephone conferences and email to inform them about our school and the application process. This year we geared to a deeper focus on social media due to school closures. HUM student council was an integral part of ensuring HUM highlights were posted on our Facebook page, Instagram page, and weekly virtual newsletter. We shared our social media pages with middle school staff, applicants, and current families.

HUM also hosted virtual information sessions and open houses to further inform families and the

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

HUM also benefits from New Visions' extensive database of over 700 partner organizations that support families throughout the Bronx and NYC, including organizations that provide social services to high-need families such as those in the foster care and shelter systems. We connected with them via email and phone calls to promote HUM's application and recruitment process. HUM also participated in Community Board 10's virtual Youth Committee Meetings to share our schools information and application process.

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

spanned across channels such as digital, social, print, email, and search.

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

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

Email marketing efforts consisted of newsletter advertisements with local magazines such as El Diario. Search efforts consisted of a search engine marketing campaign that allowed our network’s website to show up at the top of google search lists when families and parents google search specific keywords such as “charter

schools near me”, “charter high schools nyc” and more. New Visions hosted its own Virtual High School Fair and participated in the NYC Charter Center Virtual Fair.

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. For students with disabilities, we make the appropriate introductions to staff that will be supporting these areas and set up a time to review each student's IEP, as well as provide any assessments if necessary.</p> <p>HUM has a special education coordinator and employs certified special education teachers to coordinate and provide special education services. The school provides special education teacher support services (SETSS) and integrated co-teaching (ICT) services. SETSS provides supplemental instruction to support the participation of a special education student in the general education classroom. These services are designed for greatest flexibility so that students with IEPs remain in the general education classroom and benefit from the combined expertise of both the general and special education teachers. SETSS services are provided within the general education classroom or in a separate location on-site. In addition, there are ICT sections per grade level that are taught by the core content level teacher (ELA,</p>	<p>As a commitment to retaining students with disabilities we work with families from the initial meeting at enrollment to ensure that families feel supported and comfortable and are aware of the services available to their students. For students with disabilities, we make the appropriate introductions to staff that will be supporting these areas and set up a time to review each student's IEP, as well as provide any assessments if necessary.</p> <p>HUM has employed certified special education teachers to coordinate and provide special education services. The school provides Integrated co-teaching (ICT) services as our primary special education service. These services are designed so that students with IEPs remain in the general education classroom and benefit from the combined expertise of both the general and special education teachers. ICT sections per grade level are taught by the core content level teacher (ELA, math, social studies, science) working in conjunction with the grade level special education teacher. Additionally, HUM provides in house mandated counseling to students with disabilities in accordance with their IEP recommended services. Our counseling team works closely with the Special Education teaching team to support all students with disabilities with transition services</p>

	<p>math, social studies, science) working in conjunction with the grade level special education teacher. Additionally, HUM provides in house mandated counseling to students with disabilities in accordance with their IEP recommended services. In 2018-2019 HUM added an additional counselor to support all students with disabilities with transition services and partner programs, including ACCESS-VR, the Transition Coordination Center, and TOP.</p> <p>Lastly, through formal quarterly progress reports, the special education teacher reviews students' academic progress and makes adjustments to the support for general education teachers, including professional development in appropriately accommodating and modifying curriculum and pedagogy to meet the needs of students with disabilities.</p>	<p>and partner programs, including ACCESS-VR, the Transition Coordination Center, and Coop Tech.</p> <p>Lastly, through formal quarterly progress reports, the special education teachers review students' academic progress and make adjustments to the support for general education teachers, including professional development in appropriately accommodating and modifying curriculum and pedagogy to meet the needs of students with disabilities.</p>
<p>English Language Learners</p>	<p>As a commitment to retaining ELL/ML students, we work with families from the initial meeting at enrollment to ensure that families feel supported and comfortable and are aware of the services available to their students. Our bilingual staff members assist our Spanish speaking families with translation during these meetings. If our staff members do not speak the language of the family, we typically use the DOE translation service line. In addition, at the time of enrollment, we distribute the Home Language Survey (HLIS) to gather information on the student, which then can be used to determine if a</p>	<p>As a commitment to retaining ELL/ML students, we work with families from the initial meeting at enrollment to ensure that families feel supported and comfortable and are aware of the services available to their students. Our bilingual staff members assist our Spanish speaking families with translation during these meetings. If our staff members do not speak the language of the family, we typically use the DOE translation service line. In addition, at the time of enrollment, we distribute the Home Language Survey (HLIS) to gather information on the student, which then can be used to determine if a</p>

student should take the New York State Identification Test for English Language Learners (NYSITELL) and receive English as a New Language (ENL) services.

In addition, HUM monitored students' English proficiency progress in day-to-day social and academic interactions using formal and informal assessments such as the WIDA Model or teacher created assessments. HUM offers a stand alone double block of ESL/ENL for the increasingly large number of beginner to low intermediate ELLs that are attracted to the school. This double block of standalone ESL/ENL replaces the students' ELA course until they are ready to mainstream into ELA. This standalone course has proven more effective than an integrated ELA/ESL course for newcomer ELLs because it provides a "safe space" that helps build students' confidence and more efficiently scaffolds the students' academic English language skills. As a result, new ELL students are able to quickly mainstream into integrated ELA/ESL courses and are more successful in their core content courses. Furthermore, HUM educates high intermediate, advanced and recently determined proficient ELLs/MLs by providing integrated ESL/ENL instruction in the content area classes in the courses most appropriate. HUM also offers Native Language Arts courses levels 1-3 for students whose native language is Spanish in order to develop the student's academic reading and writing skills in Spanish. This course is offered to both

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	<p>English Language Learners and the general population. Research has shown that efforts to develop literacy skills in students' native language will translate into aptitude with their second language literacy development. These services ensure that ELLs/MLs gain academic English language fluency as quickly as possible while developing the content knowledge and academic language required for success across the curriculum. While meeting the statutory requirements for educating ELLs/MLs, HUM provides its ELL/ML students with equal access to the full and rich educational program provided to native English speakers.</p> <p>In order to streamline our efforts to support, retain, and grow our ELL/ML population, we plan to create a Language Education Plan that is aligned to the supports our network provides, based on our needs and that will guide the work we do for our ELLs/MLs and their families.</p>	<p>English Language Learners and the general population. Research has shown that efforts to develop literacy skills in students' native language will translate into aptitude with their second language literacy development. These services ensure that ELLs/MLs gain academic English language fluency as quickly as possible while developing the content knowledge and academic language required for success across the curriculum. While meeting the statutory requirements for educating ELLs/MLs, HUM provides its ELL/ML students with equal access to the full and rich educational program provided to native English speakers.</p> <p>In order to streamline our efforts to support, retain, and grow our ELL/ML population, we plan to create a Language Education Plan that is aligned to the supports our network provides, based on our needs and that will guide the work we do for our ELLs/MLs and their families.</p>
Economically Disadvantaged	<p>HUM employs multiple strategies and designs specific programmatic elements to ensure the success and retention of targeted students. Part of our overall strategy is to ensure that all students, whether or not they have special needs, feel supported and thrive academically. This support starts from the moment that students have an accepted seat and is followed through as we begin to know more about our students.</p> <p>We utilize the Response to Intervention (RtI) framework which is</p>	<p>HUM employs multiple strategies and designs specific programmatic elements to ensure the success and retention of targeted students. Part of our overall strategy is to ensure that all students, whether or not they have special needs, feel supported and thrive academically. This support starts from the moment that students have an accepted seat and is followed through as we begin to know more about our students.</p> <p>We utilize the Response to Intervention (RtI) framework which is</p>

a multi-tiered approach used to efficiently differentiate instruction for all students. The model relies on student literacy assessment data to determine the intensity of the research-based interventions needed to accelerate student literacy gains. We utilize the Wilson Language intervention program, Wilson Just Words, and Read 180 to provide tiered literacy intervention classes for students depending on their individual learning needs. This tiered approach is inclusive and based on student need.

HUM follows the Cohort Model constituting the assistant principal, counselor, and dean who work together to track student attendance and grades on a daily basis. The students are encouraged to attend office hours, Saturday school, and Lunch and Learn to make-up their missing work or grades. Counselors work with students to create a road map customized to their needs. Online support is also offered to support the students in case they are missing credits.

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

a multi-tiered approach used to efficiently differentiate instruction for all students. The model relies on student literacy assessment data to determine the intensity of the research-based interventions needed to accelerate student literacy gains. We utilize the Wilson Language intervention program and Read 180 to provide tiered literacy intervention classes for students depending on their individual learning needs. This tiered approach is inclusive and based on student need.

During SY24-25 HUM will host a variety of Family engagement events to support our economically disadvantaged families with connections to local organizations and services (e.g. mental health, employment, social services, etc.) We will continue our targeted support for our most disadvantaged families is also provided through home visits, targeted interventions, family dinners, and parent/teacher conferences.

Further, HUM will continue the attendance intervention plan in support of meeting retention targets. Traditionally there has been a correlation between the number of absences and the socioeconomic status of a student. HUM acknowledges that many of our students have various aspects in their lives that create barriers, making it difficult for them to focus on their education. Knowing this, HUM makes attendance a main priority. Through early intervention, transparency of attendance data, consistent communication and follow up with families, we prevent more of

is also provided through home visits, targeted interventions, family dinners, and parent/teacher conferences. Our social work and counseling teams work hand in hand to identify students and families who would benefit from additional resources, which include but are not limited to individual counseling for students, outside referrals for students and families, assistance with navigating public benefits and services, referrals and assistance with housing concerns, and individualized follow up from our student support services team for both students and families.

Further, HUM implements an attendance intervention plan in support of meeting retention targets. Traditionally there has been a correlation between the number of absences and the socioeconomic status of a student. HUM acknowledges that many of our students have various aspects in their lives that create barriers, making it difficult for them to focus on their education. Knowing this, HUM makes attendance a main priority. Through early intervention, transparency of attendance data, consistent communication and follow up with families, we prevent more of our students from becoming chronically absent. In addition we create targeted intervention groups and provide mentoring for students.

our students from becoming chronically absent.

Entry 7 – Employee Fingerprint Requirements Attestation

Completed - Jul 30 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 [NYSED CSO 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 30 2024

[Instructions for submitting School Calendar](#)

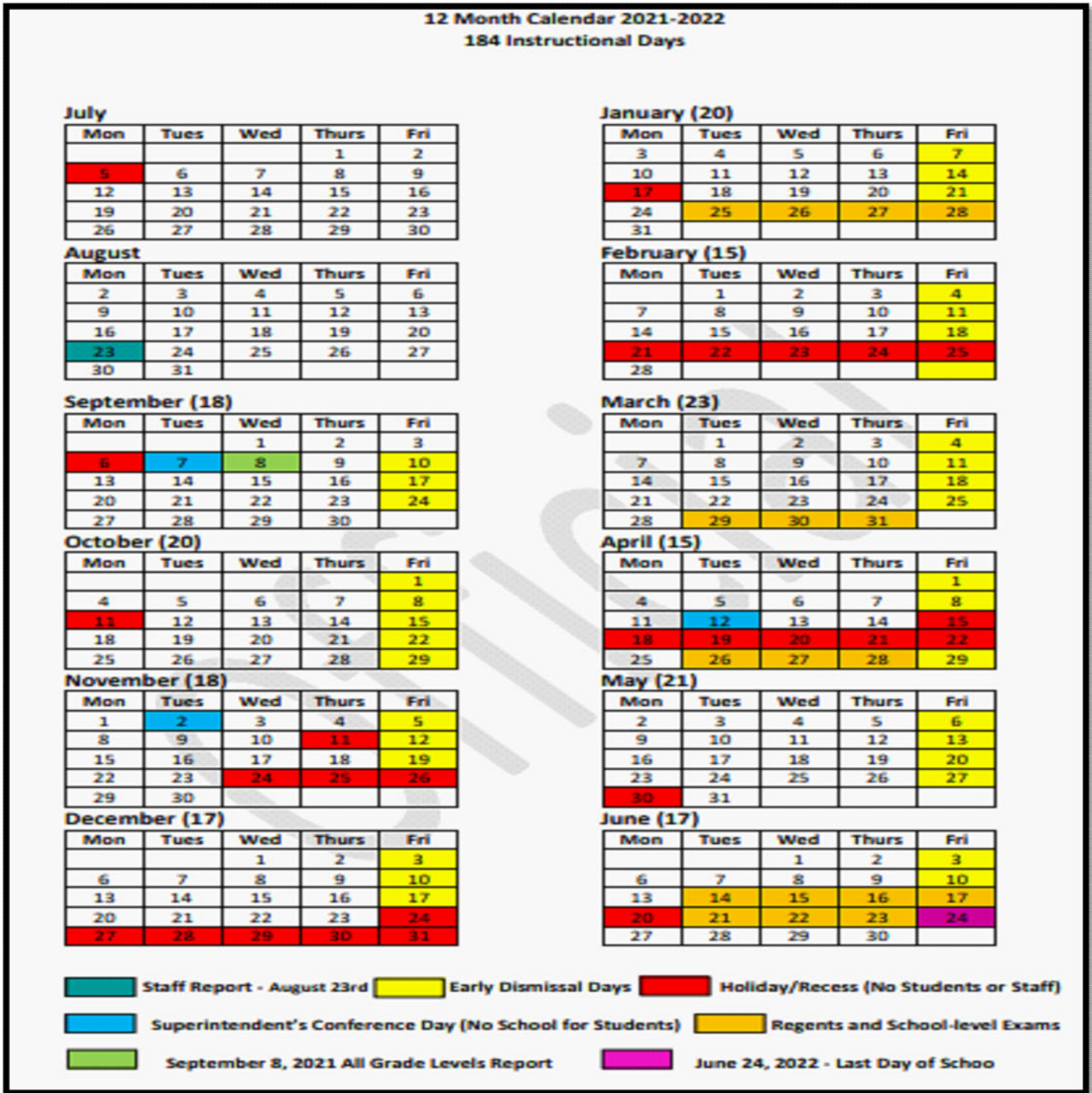
Required of ALL Charter Schools

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_T7oSASV.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-HUM_Final](#)

Filename: 2023-24-Accountability-Plan-Progre_BeTz3fF.pdf Size: 1.5 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 HUM I 2024](#)

Filename: New_Visions_Charter_High_School_HUM_I_2024.pdf Size: 436.3 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 30 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.

[HUM1-2024-25-Budget-and-Quarterly-Report](#)

Filename: HUM1-2024-25-Budget-and-Quarterly-Report.xlsx Size: 511.0 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 the Humanities (HUM)

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

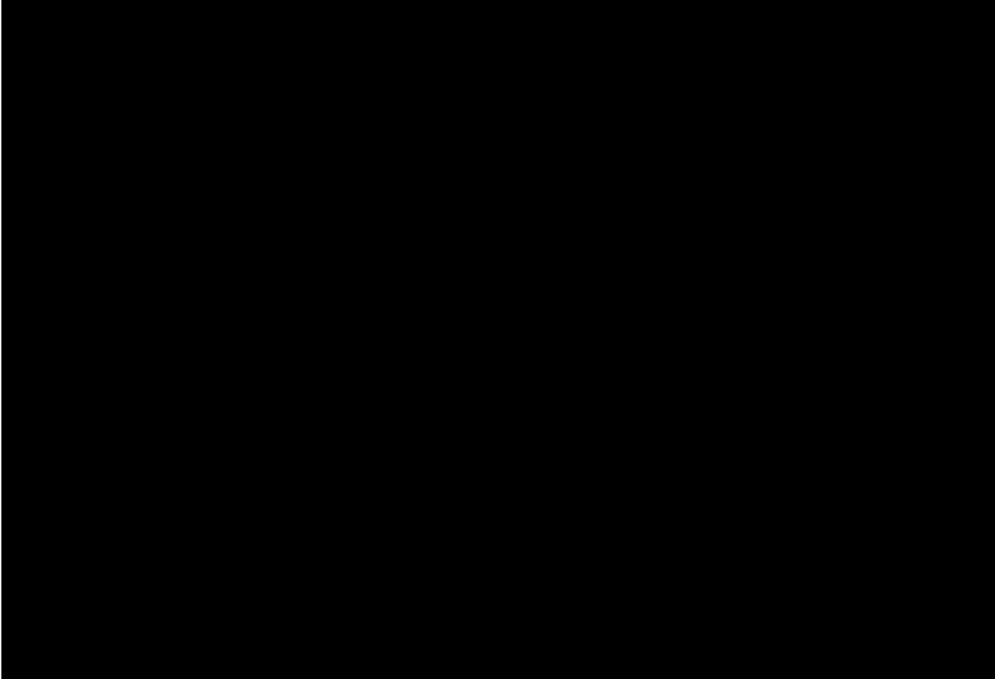
7. Identify each individual, business, corporation, union association, firm, partnership, franchise holding company, joint-stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) operated by the education corporation **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 13:35 EDT)

Signature

Date

Acceptable signature formats include:

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

Signature: 
Peter Cantillo (Jun 21, 2024 13:35 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 the Humanities (HUM)

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

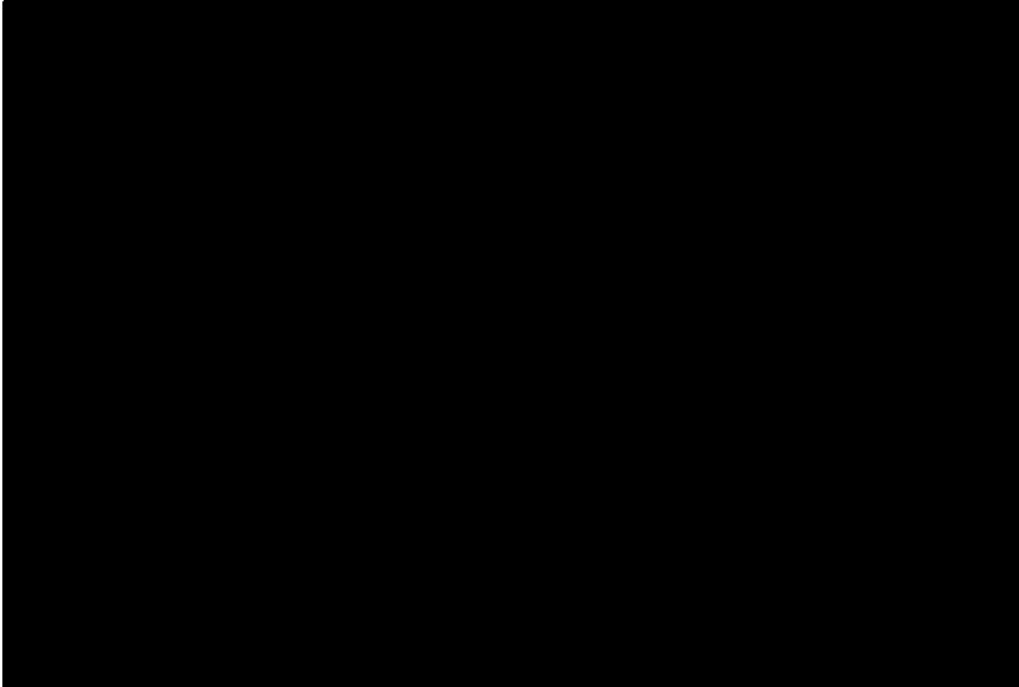
Date(s)	Nature of financial interest / transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you

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 the Humanities (HUM)

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

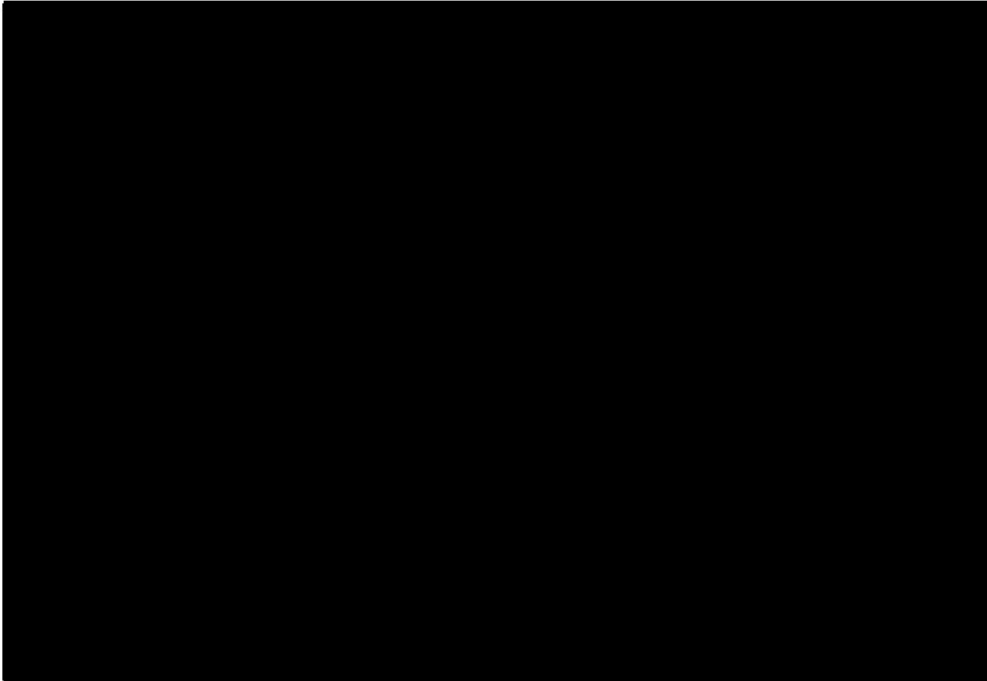
Date(s)	Nature of financial interest / transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you

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 16:00 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 16:00 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 the Humanities (HUM)

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

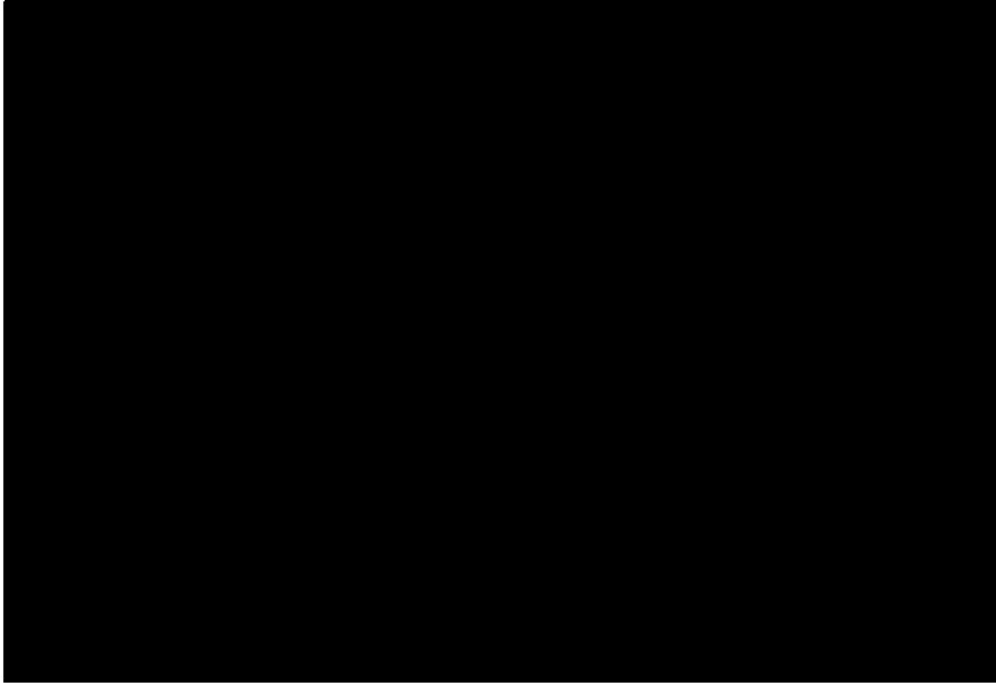
Date(s)	Nature of financial interest / transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you

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 Levy (Jul 19, 2024 15:55 EDT)

7-119-24

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 the Humanities (HUM)

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

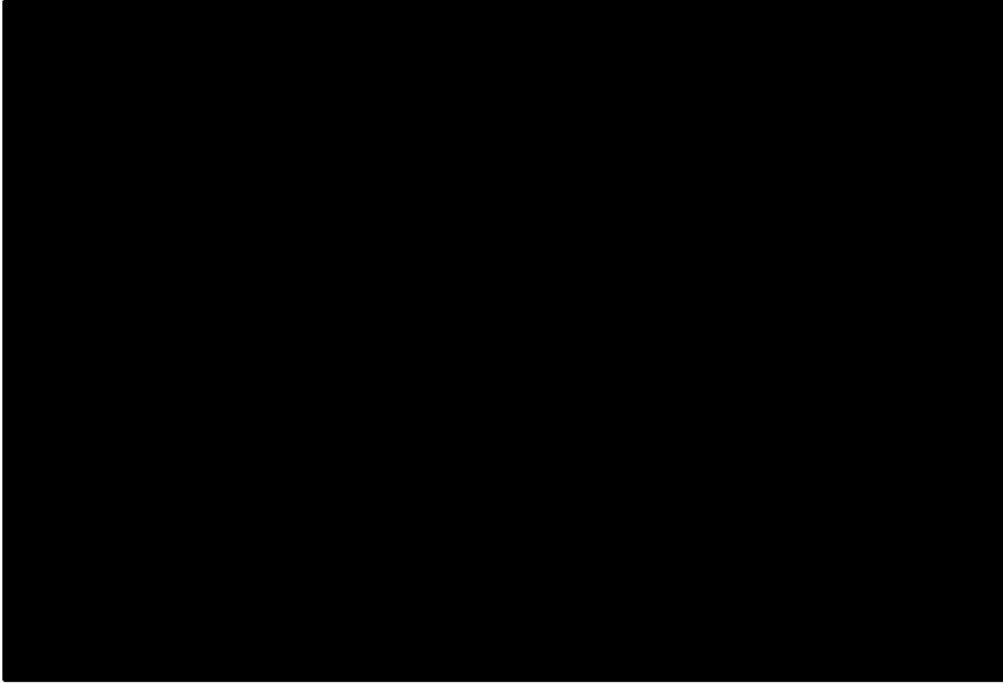
Date(s)	Nature of financial interest / transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you

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.




Fred Levy (Jun 21, 2024 15:25 EDT)

06-21-24

Signature

Date

Acceptable signature formats include:

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

Signature: 
Fred Levy (Jun 21, 2024 15:25 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 the Humanities (HUM)

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

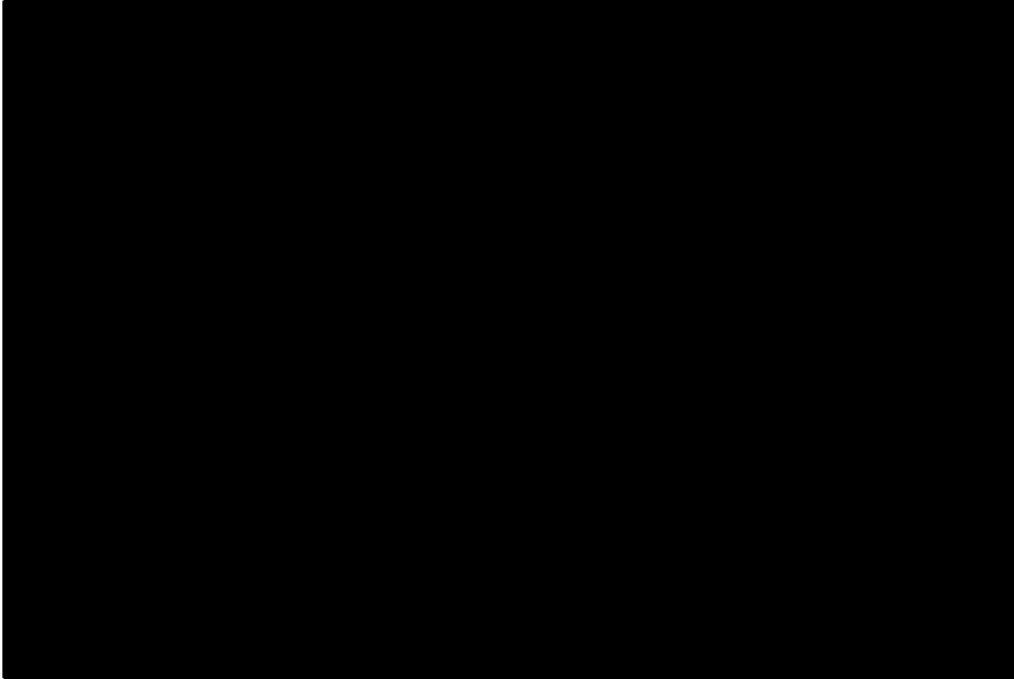
Date(s)	Nature of financial interest / transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you

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 09:21 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 09:21 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 the Humanities (HUM)

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

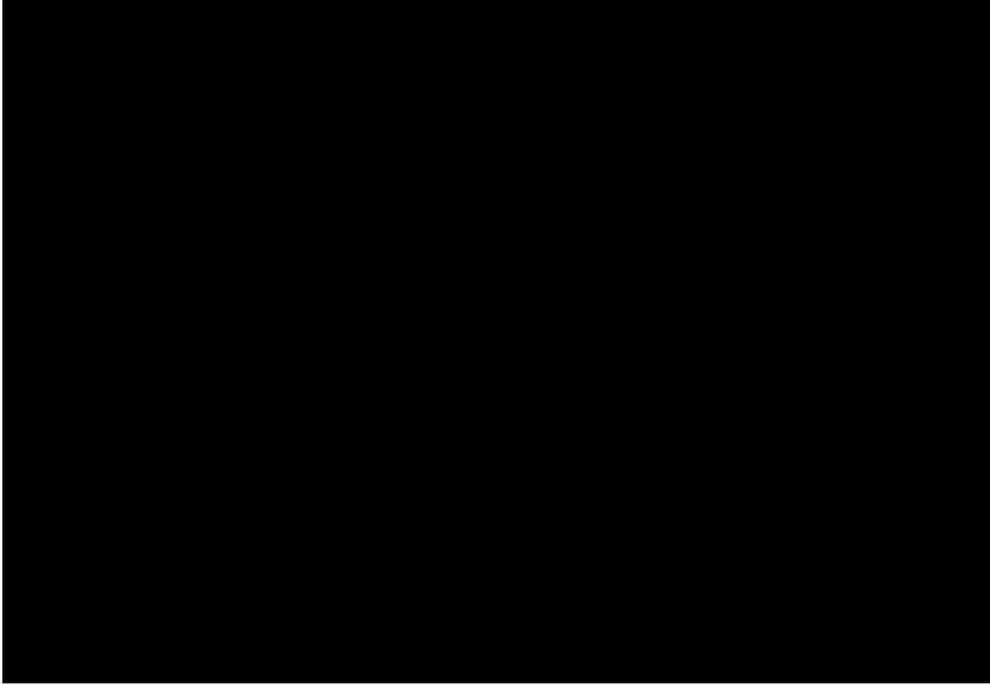
Date(s)	Nature of financial interest / transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you

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 the Humanities (HUM)

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

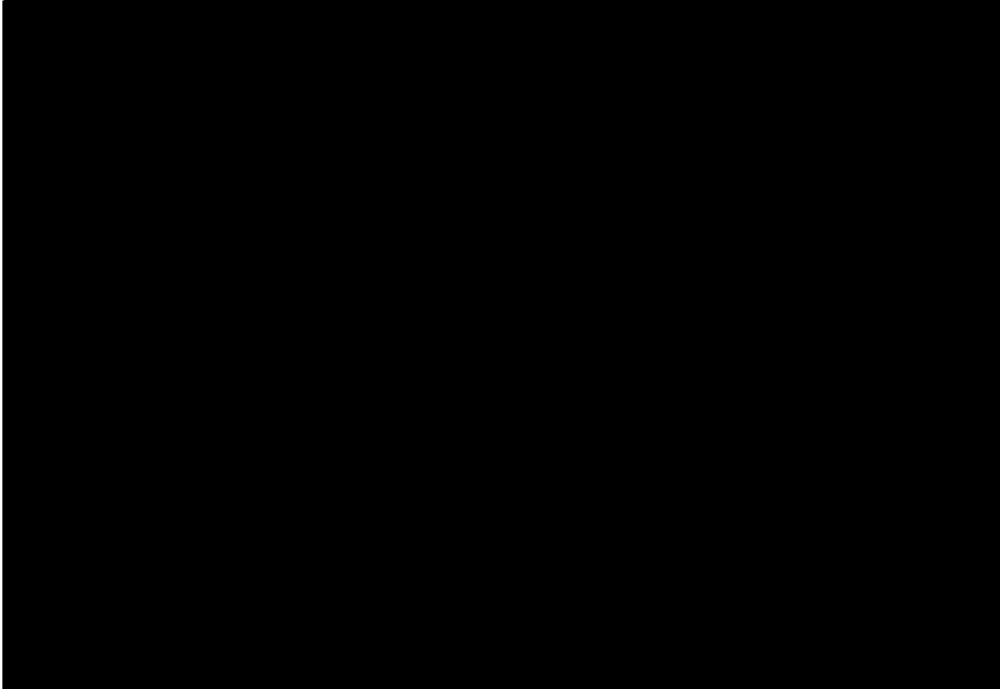
Date(s)	Nature of financial interest / transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you

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 18:00 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 18:00 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 the Humanities (HUM)

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

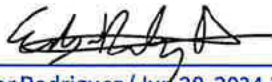
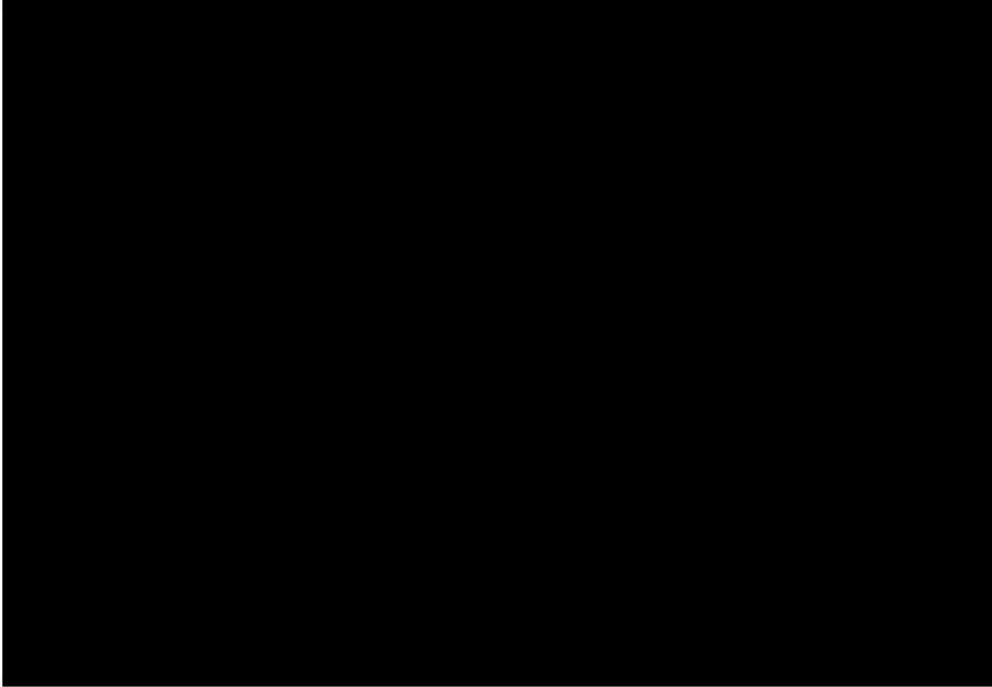
Date(s)	Nature of financial interest / transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you

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.



Edgar Rodriguez (Jun 28, 2024 15:18 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 the Humanities (HUM)

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

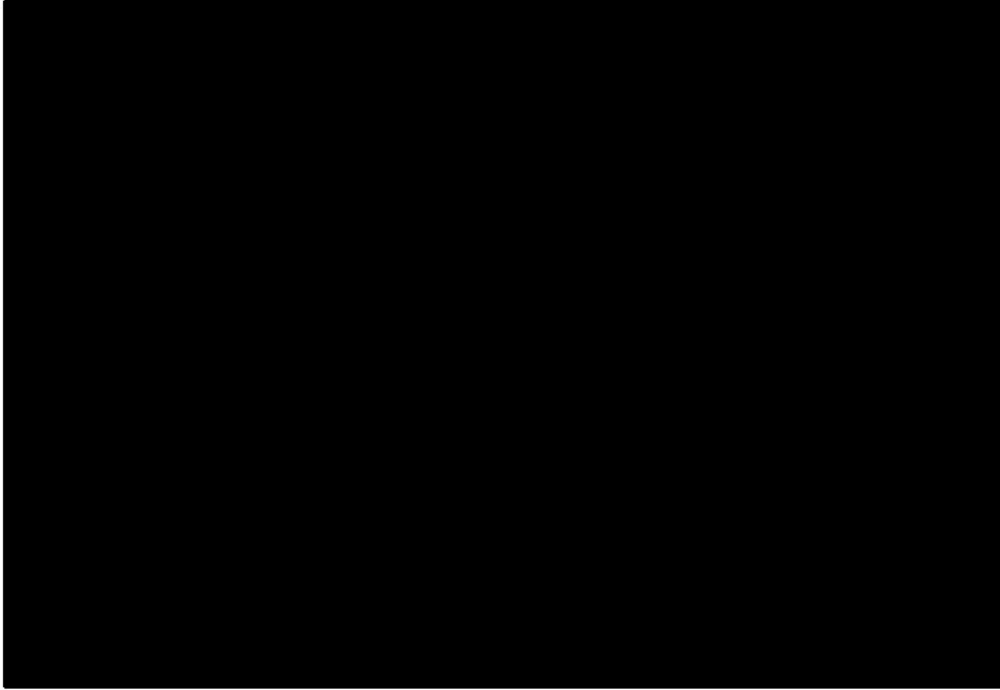
Date(s)	Nature of financial interest / transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you

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.



6/24/2024

Signature

Date

Acceptable signature formats include:

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

Signature: 
Nancy Rosario-Rodriguez (Jun 24, 2024 08:58 EDT)

Email: nrosariorodriguez@fordham.edu

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 the Humanities (HUM)

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 08:33 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 08:33 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
				1	2	
8	9	10	11	12	13	14
		3	4	5	6	7
15	16	17	18	19	20	21
		8	9	10	11	12
22	23	24	25	26	27	28
		13	14	15	16	17
29	30					
	18					

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.

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	18	19	20	21	22
	President's Day – No School	Mid-Winter Break – No School	Mid-Winter Break – No School	Mid-Winter Break – No School	Mid-Winter Break – No School	
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
					End of Trimester #2	
	52	53	54	55	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.



United Charter High School for the Humanities (HUM)

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

Submitted to the SUNY Charter Schools Institute on:

September 16, 2024

By, Lillian Lopez, Principal and
Melissa Wass, Senior Program Officer, Charter

99 Terrace View Avenue,
Bronx, NY 10463

718-817-7686

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 the Humanities:

- Lillian Lopez, 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

Lillian Lopez 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 the Humanities 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 English, math, history, and science, students learn how to generate research questions, develop the skills necessary to answer those questions, create products that demonstrate understanding, and defend their knowledge publicly.

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

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

STUDENT POPULATION

Located in the Marble Hill community of the Bronx, HUM serves students from predominantly low-income families. As of BEDs day 2023, 407 students were enrolled in HUM. Of these students:

- 98% are Black or Latino
- 90% are economically disadvantaged
- 20% are students with disabilities
- 6% 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

HUM course offerings did not change, as we continued to support students by identifying their needs and programming them for success. HUM scholars are provided with tutoring and office hours to meet their academic needs, and programmed to meet benchmarks. HUM assessments are given often in class, including school-wide mock Regents and interim assessments, to support and identify students' needs.

HUM has evolved to be collaborative in its practice, to ensure that we continue to provide faculty professional learning as an important strategy for supporting the complex skills students need to be prepared for postsecondary success and beyond. We will continue to deeply evaluate how to program for success, provide rigorous learning experiences for our scholars and staff, and create opportunities for growth and support for our entire faculty, as we move towards year 13. We understand that our work must be continuous and be understanding of the instructional and socio-emotional needs of our students and families. Our professional development plan will focus on providing resources and sharing best practices in order to increase student engagement and instructional support for our diverse learners. It is also essential that HUM continues their inquiry of implementation of professional learning embedded in their daily schedule as a continuous routine.

ENROLLMENT SUMMARY

School Enrollment by Grade Level and School Year						
School Year	9	10	11	12	UGS	Total
2021-22	151	125	147	116	2	541
2022-23	100	117	129	133	0	479
2023-24	81	102	102	121	1	407

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>)

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

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	124	0	124
2022-23	2019-20	2019	135	0	135
2023-24	2020-21	2020	122	0	122

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 home schooling by a parent or guardian, transfer to another district or school, transfer by court order, leave the U.S., or are deceased.

Fourth Year Total Cohort for Graduation

Fourth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Graduated or 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	127	0	127
2022-23	2019-20	2019	136	1	137
2023-24	2020-21	2020	122	1	123

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	0	114	114
2022-23	2018-19	2018	2	125	127
2023-24	2019-20	2019	1	136	137

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

PROMOTION POLICY

HUM students are promoted based on academic progress (credit accumulation and Regents). All HUM students are required to earn 15 academic credits per school year and five credits per trimester. Overall students are expected pass each class and reach the following criteria:

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

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

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

The HUM Bell Schedule demonstrates student academic progress based on grade level and lists the pathway towards graduation. HUM pathways allow students to successfully complete their promotion requirements through consistent scheduling. HUM scholars are awarded 15 credits per school year and are fast-tracked to earn a Regents diploma with advanced designation.



Humanities

99 Terrace View Ave. 3rd Fl. Bronx NY 10463

2023-2024 Bell Schedule

Mondays, Tuesdays & Thursdays			Mondays, Tuesdays & Thursdays		
Period	Time	Minutes	Period	Time	Minutes
1	8:23 - 9:28	65	1	8:23 - 9:28	65
2	9:31 - 10:36	65	2	9:31 - 10:36	65
3-Lunch	10:39 - 11:19	40	3	10:39 - 11:44	65
4	11:22 - 12:27	65	4	11:47 - 12:52	65
5	12:30 - 1:35	65	5-Lunch	12:55 - 1:35	40
6	1:38 - 2:43	65	6	1:38 - 2:43	65
Office Hours	2:46 - 3:26	40	Office Hours	2:46 - 3:26	40
Prep, Planning, PD	3:30 - 4:15	45	Prep, Planning, PD	3:30 - 4:15	45

Wednesdays & Fridays			Wednesdays & Fridays		
Period	Time	Minutes	Period	Time	Minutes
1	8:23 - 9:23	60	1	8:23 - 9:23	60
2	9:26 - 10:26	60	2	9:26 - 10:26	60
3-Lunch	10:29 - 11:09	40	Advisory	10:29 - 11:09	40
4	11:12 - 12:12	60	3	11:12 - 12:12	60
5	12:15 - 1:15	60	4	12:15 - 1:15	60
Advisory	1:18 - 1:58	40	5-Lunch	1:18 - 1:58	40
6	2:01 - 3:01	60	6	2:01 - 3:01	60
Prep, Planning, PD	3:05 - 4:15	70	Prep, Planning, PD	3:05 - 4:15	70

Trimester Model w/ 5 Instructional Periods + Advisory

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

12 credits more than semester model
 By end of 11th grade, opportunity to have earned 45 credits
 Allows for daily advisory + 2.5 hours of additional PD time throughout the week

GOAL 1: HIGH SCHOOL GRADUATION

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	98	83%
2023	70	77%

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	130	91%
2021	2022-23	108	84%
2022	2023-24	98	55%

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	127	124	98%
2019	2022-23	137	134	98%
2020	2023-24	123	116	94%

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	114	114	100%
2018	2022-23	127	125	98%
2019	2023-24	137	136	99%

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	127	124	98%	3721	86%
2019	2022-23	137	134	98%	3627	87%
2020	2023-24	123	116	94%	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	12	3	25%
CC ELA Regents	14	7	50%
CC Geometry Regents	7	1	14%
CC Trig Regents	1	1	100%
Chem Regents	2	0	0%
Earth Science Regents	12	0	0%
Overall	14	8	57%

Pathway Exam Passing Rate by Fourth Year Accountability Cohort

Cohort Designation	School Year	Number in Cohort Tested	Percent Passing a Pathway Exam
2018	2021-22	5	100%
2019	2022-23	15	53%
2020	2023-24	14	57%

SUMMARY OF THE HIGH SCHOOL GRADUATION GOAL

In school year 2023-24, HUM achieved four 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 New York State Regents exams required for graduation by the completion of their second year in the cohort.	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.

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.	NO

EVALUATION OF THE GRADUATION GOAL

Credit Accumulation

Eighty-three percent of students in the 2022 Cohort and 77% of students in the 2023 Cohort, earned the required number of credits to be promoted to the next grade level. HUM’s first and second-year cohorts met and exceeded this measure by eight and two percentage points respectively.

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

Passing Three Regents

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

We have also continued to incorporate courses with authentic applications, as well as authentic interdisciplinary projects. In math, students were enrolled in a financial math course and a statistics course. In ELA, students participated in a creative writing course, and in science, students have taken Chemistry. By design (being authentic and applied), these courses increase access to our at-risk students, students with disabilities, and multilingual learners (MLs). This has led to higher student achievement.

Fourth-Year & Fifth-Year Graduation Rates

Ninety-four percent of students in HUM’s 2020 Cohort graduated after four years and 99% 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 19 percentage points and Cohort 2019’s five-year graduation rate exceeded this measure by four percentage points.

HUM continues to track both four-year graduates and non-graduates. We provide individualized plans and an academic roadmap for each student and HUM graduates are carefully monitored and provided with an educational plan for success. Potential August graduates are provided with instructional content teachers who work with them during summer school and provide intensive support for Regents preparation. Students who do not meet the requirements for graduation after August, and depending on the number of credit gaps and/or Regents needed to meet graduation requirements, will be given a program to attend a YABC program on our campus. Scholars are monitored carefully by the guidance counselor until they meet graduation requirements. Long-term absent students in our cohort are contacted often and home visits are made to discuss educational options.

Comparative Graduation Rates

HUM's 2020 Cohort's graduation rate of 94% exceeded Community School District 10's 2019 Cohort's graduation rate of 87% by seven percentage points. District data for the 2020 Cohort was not available for comparison at the time of this report.

4+1 Pathway

Fifty-seven percent of students in HUM'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. Although HUM did not meet this measure there was a four percentage point increase from last year.

Due to the uniqueness of how Regents exemptions and special appeals impacted graduation pathways, there were fewer students utilizing an alternative pathway in order to meet graduation requirements this year. At HUM we strive to support students to pass seven Regents exams so they can meet the requirements to earn a Regents diploma with advanced designation. We assign students to select office hours, Saturday School, and zero period to support our students best. Cohort teams ensure HUM students are programmed for success, and take the most rigorous course offerings, to competitively support an increase in GPA. In addition, Regents Boot Camp is offered throughout the year during office hours and Saturday School as a means to provide our students with extra support that leads to a high success rate.

ADDITIONAL CONTEXT AND EVIDENCE

Credit Accumulation

HUM has consistently had strong results regarding student credit accumulation and promotion to the next grade level. The cohort team supports students by assigning office hours and extra support as well as Boot Camp during the middle and end of the trimester.

Passing Three Regents

During each trimester, school counselors actively monitor students' academic progress by tracking their data via PowerSchool, conducting one-on-one meetings, contacting parents, and consulting with teachers. Counselors ensure that students are attending office hours, Regents Boot Camp, Saturday School, and academic advisory check-ins to meet their promotion and graduation requirements. In addition, HUM school counselors provide social and emotional learning through small group interventions, one-on-one counseling sessions, mandated guidance, and advisory lessons.

We also continued to dive deeper into data collected from formative assessments, mock Regents, and performance-based assessments. We programmed the students for January and June Regents strategically so that students can meet the CUNY College Ready Benchmarks in ELA and math. We ensured that students on track to graduation are accelerated and programmed for Advanced Placement

classes and off-track students get additional support through intervention, office hours, and Saturday School.

Fourth-Year & Fifth-Year Graduation Rates

HUM continues to support our students in graduating in both four and five years, which is evident in the school's consistently high graduation rates.

Comparative Graduation Rates

None.

4+1 Pathway

None.

ACTION PLAN

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

GOAL 2: COLLEGE PREPARATION

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

At Humanities, we are dedicated to making sure every student is ready for their postsecondary careers, both academically and emotionally. Our goal this year was to have every senior complete four key tasks by graduation day.

1. Completing and submitting six CUNY applications
2. Filing the FAFSA application
3. Applying for TAP
4. Identifying their Postsecondary Plan

By accomplishing these tasks, our students have a solid view of the options available for their future and a guaranteed spot at an educational institution where they will receive a high-quality education.

For Cohort 2020, our job was more crucial than ever due to significant changes in the FAFSA application. The FAFSA had new forms and updated documentation requirements, which led to confusion and added challenges, especially for families already navigating the college application maze.

In addition to that, the FAFSA website had technical issues that made it difficult for many people to access and use. Non-native English-speaking parents and guardians faced extra obstacles in finding help and understanding the support available. To tackle these problems, Humanities implemented several initiatives. We organized more than five evening events to assist families with the FAFSA application process. These sessions were hands-on, aimed at guiding families through the new requirements, answering questions, and providing real-time support.

Additionally, we hosted weekly events to help students complete their CUNY and SUNY applications, ensuring they had the support they needed to finish their applications on time.

Thanks to these efforts, the 2020 cohort successfully navigated the complexities of postsecondary planning. By graduation day, 100 students had submitted their six CUNY applications, FAFSA application, and TAP application, setting them up for a successful future and each student had identified their postsecondary pathway.

During the 2023-2024 academic year Humanities continued to build upon and strengthen its partnerships aimed at enhancing college and career preparation for our students. We are proud to highlight the following key collaborations that have been instrumental in providing exceptional educational and career development opportunities for our scholars:

1. College Now Program The College Now program remains a cornerstone of our college-level course offerings. Through this initiative, students have the opportunity to enroll in college-level courses at Lehman College, one of CUNY's premier institutions. Our partnership with Lehman College enables students to access a range of courses, including Computer Information Systems, English Composition, Foundations of Data Science, and Introduction to Statistics. Each course successfully completed earns students three transferable college credits, providing them with a head start on their higher education journey.

2. First Workings First Workings offers a dynamic platform for students to engage in paid summer internships designed to develop crucial career skills. This partnership provides invaluable hands-on

experience and professional development, helping students build practical skills that are directly applicable to their future careers.

3. Genesys Works In addition to summer internships, Genesys Works offers a paid year-long internship program that focuses on career skill development. This extended internship provides students with in-depth experience and a comprehensive understanding of their chosen fields, further enhancing their career readiness and professional growth.

4. CO-OP TECH Our collaboration with CO-OP TECH is centered on job and career skill development, as well as industry certifications. This partnership equips students with essential skills and credentials that are highly valued in the job market, ensuring they are well-prepared for their future careers.

5. Kingsbridge Heights Community Center (KHCC) The Kingsbridge Heights Community Center has been a valuable partner in supporting our students across all grade levels. Their contributions are tailored to the specific needs of each grade:

- **9th and 10th Grades:** KHCC provides targeted college preparation services, helping students navigate the path to higher education with confidence and clarity.
- **11th Grade:** The focus shifts to restorative justice and conflict resolution. KHCC’s programs assist students in developing essential skills for managing and resolving conflicts constructively.
- **12th Grade:** In the final trimester, KHCC offers financial literacy workshops, equipping seniors with vital knowledge and skills to manage their finances effectively as they transition to adulthood and higher education.

These partnerships are integral to our commitment to college and career readiness. By providing students with access to college-level courses, real-world work experiences, and crucial support services, we are helping them build a strong foundation for their future academic and professional endeavors.

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	36	17	47%
Passing a College Level Course	8	5	63%
Achieving the College and Career Readiness Benchmark on the SAT	112	10	9%
Earning a Regents Diploma with Advanced Designation	116	17	15%
Achieving at least Performance Level 4 on both the ELA and Math Regents Required for Graduation	116	5	4%
Overall	116	28	24%

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 CCRPI 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	124	80	65%
2019	2022-23	134	91	68%
2020	2023-24	116	TBD	TBD

SUMMARY OF THE COLLEGE PREPARATION GOAL

In school year 2023-24, HUM did not achieve the one measure, with data available, in the college preparation goal. Two measures are not applicable for the 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 CCRPI 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

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

HUM has been fortunate to offer 7+ AP courses for the past five years. AP courses have assisted in bolstering the strength of the academic program and standards of the school. Students can begin their journey with AP's as early as 10th grade and add on as they become more versed and confident in their abilities. To that end, not every student is offered the opportunity to begin that journey. Our teaching staff and administration pay close attention to the aforementioned indicators to gauge student progress and capabilities of being successful in an AP course. Student development and maturity weighs heavily in making these decisions on whether a student should be invited to take part in AP courses. Once they are invited and ultimately matriculate, their cohort teams conduct check-ins and progress reports on their AP success.

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.

Matriculation

HUM 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.

There have been some considerable changes in how young people learn, communicate, and compete at the next level. Our students want to work more and gain those experiences that can provide an instant reward. Our task as a school was to do the following:

1. Acknowledge the changes that stem from the digital revolution and the pandemic and how that affected the postsecondary education landscape.
2. Provide enough valuable information and time for students to connect with the experiential opportunities.
3. Strengthen the relationships with the programs, schools, and people who provide these services.

HUM was successful in creating condensed schedules for seniors and juniors who have completed their credits or were in a position to take on more academic responsibility. Students are overjoyed with this opportunity to explore and engage with local business, colleges, and internship programs. This action alone has supplied HUM in creating a vacuum in which younger students have something to look forward to and that staff can be proud of as practitioners. We now have students with jobs at Yankee Stadium, Chipotle, Bronx Lebanon Hospital, Sweet Greens, Fairway, and Snipes, to name a few.

ADDITIONAL CONTEXT AND EVIDENCE**College Readiness Indicators**

None.

Matriculation

For Cohort 2020 we saw a resurgence in students committing to attend public colleges, more specifically this particular year we saw one of highest cohorts of students committing to attend CUNY colleges. More than 60% of our students will be attending local public colleges in the fall which speaks to students taking cost into consideration when choosing where to attend. In other words, 99% of those students will be attending college with no loans which fortunately will afford them the chance to aspire for a postgraduate degree or begin their career with no financial stress. As we know, lack of financial support is one of the main deterrents to students gaining their degrees. The lower the financial burden for low-middle income families the better the chances that students will matriculate and complete their degree.

ACTION PLAN

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

We have simplified the processes and tactics that help us to be successful in helping our students make these important decisions in their lives. These processes and tactics include:

- Meeting regularly to learn, plan, strategize and reflect;

- Encouraging students to self-reflect and explore their passions and purpose; and
- Focusing our attention on seven critical college enrollment milestones during six discrete cycles:
 - Completing a postsecondary list (and determining financial eligibility for opportunity programs);
 - Doing a self-interest inventory;
 - Applying to CUNY;
 - Applying to SUNY/private colleges; (OPTIONAL)
 - Submitting FAFSA & TAP;
 - Making a postsecondary choice.
 - Research pre-apprentice and entry-level positions
 - Completing and documenting a postsecondary transition plan.

GOAL 3: ENGLISH LANGUAGE ARTS

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

BACKGROUND

HUM's ELA curriculum for grades 9 through 12 is guided by a combination of the Common Core aligned framework from New Visions and the Next Generation ELA standards. This structured approach ensures a consistent and comprehensive curriculum across these grade levels. However, the twelfth-grade curriculum focuses on skills essential for postsecondary success, enriched by text analysis, critical thinking, discussion, and writing.

Key instructional changes included:

- **ELA 12 Regents Skills Focus:** A new section of ELA 12 was created specifically to help students who struggled with the ELA Regents exam. This section concentrated on enhancing Regents exam skills.
- **Vocabulary Skills Emphasis:** Across all grades, there was a heightened focus on vocabulary development to support overall language proficiency.
- **Independent Reading in 9th Grade:** The ninth-grade curriculum now emphasized independent reading to foster a love for reading and improve reading skills.
- **CURLS Annotation Tool:** The CURLS annotation tool became a standard practice in all ELA classrooms, aiding students in text analysis and comprehension.

To better support the diverse needs of students, several staffing changes were made:

- **Hiring a Special Education (SpEd) Teacher:** A SpEd teacher was hired to support ELA 11 and Regents preparation, ensuring that students with special needs received the necessary assistance to succeed.
- **New English as a New Language (ENL) Teacher:** An ENL teacher was brought on board to better support multilingual learners (MLs), particularly those at the entering and emerging stages of language acquisition.

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	124	66	19	33%
2019	2022-23	135	1	58	43%
2020	2023-24	122	2	50	42%

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	124	66	41	71%
2019	2022-23	135	1	109	81%
2020	2023-24	122	2	101	84%

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 percentage 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 percentage 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	73	39	5	7%
2019	2022-23	80	1	26	33%
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	73	39	20	59%
2019	2022-23	80	1	60	76%
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, HUM 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

Forty-two percent of students in HUM’s 2020 Cohort scored at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core), therefore not meeting this measure.

Humanities faced unique challenges in meeting the New York State ELA goals due to the unprecedented circumstances of their formative high school years. The Class of 2024 spent their entire 9th-grade year engaging in remote instruction, which significantly impacted their foundational literacy development. In 10th grade, the focus shifted to reintegration and acclimation to in-person learning, further challenging their academic progress.

Recognizing these challenges, we strategically scheduled students for ELA sections at the start of the 2023-2024 school year based on their performance on the January, June, and August 2023 Regents exams. Following the January 2024 ELA Regents administration, we conducted a thorough analysis of the data and reviewed students' exam scripts. This review led to the reorganization of ELA classes to ensure that students were placed in sections aligned with their specific learning needs and ELA Regents status—whether they passed with credit, passed outright, or failed.

To further support students, particularly seniors needing to pass the ELA Regents, we established a new section after the January 2024 administration tailored to their specific needs. However, the gaps in special education staffing, only partially filled in December, and the pervasive attendance issues affecting schools citywide have also impacted student performance across grades. These factors contributed to the ongoing challenges our students faced in achieving proficiency and ultimately to us not meeting this measure for level 4.

Despite these obstacles, our grade teams maintained a focus on depth over breadth in their instruction, emphasizing key areas such as vocabulary building, annotation, and critical and analytical reading. We scheduled mock Regents exams for early April to provide targeted support and better prepare students for the June 2024 ELA Regents exam. Additionally, we organized Regents Boot Camps after school and on Saturdays to offer further assistance to students in need.

The data from the mock Regents was also instrumental in identifying students in Cohorts 2021, 2022, and 2023 who would sit for the June Regents exam. Moving forward, we plan to continue our emphasis on high-leverage skills in reading and writing to support these cohorts. Our focus on Tier 1 instruction and embedding literacy and writing strategies across all content areas will remain a cornerstone of our instructional program. This approach is critical to deepening students' mastery of the college and career-ready skills necessary for postsecondary success.

Moreover, our robust literacy interventions and additional support for Multilingual Learners (MLs) will continue to play a vital role in achieving these goals.

ELA Regents - Performance Level 3

Eighty-four percent of students in HUM'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.

The support HUM provides through individualized programming, mock Regents exams, and data and item analysis contributed to achieving a 84% pass rate for students with valid scores on the ELA Regents. Our consistent implementation of common strategies across classrooms strengthens the instructional focus and provides crucial support for scholars across all grades. This approach helps students develop the skills necessary to succeed on state assessments.

HUM scholars are given multiple opportunities to achieve proficiency on the Regents Exam in English Language Arts (Common Core) from ninth through twelfth grade. Students who demonstrate readiness to engage with these skills early in their high school careers, or who enter high school having already completed Regents exams, are programmed accordingly and receive the support they need to continue their progress. This flexible programming allows some students to distribute their Regents requirements across more years than traditionally expected, ensuring a more personalized and effective path to graduation.

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

HUM's teacher team began the year with a focused commitment to preparing Cohort 2020 students for the ELA Regents in January and June 2024, aiming for scores at or above Level 4 or 75 or higher, which is the CUNY college readiness benchmark. Following our standard policy, all students in the cohort who still needed to pass the exam or to achieve the state metric were scheduled to take the ELA Regents in both January and June 2024. However, some students opted out of these exams, having already achieved passing scores (65-79) in previous attempts.

Staffing our special education vacancies presented a significant challenge. To address this, we reorganized classes to ensure that students with disabilities received the necessary support to succeed in the exam and beyond, whether in postsecondary education or career paths. Some team members volunteered to teach additional classes to guarantee coverage for ICT sections until the vacancies were filled in December.

Moreover, we created specific sections designed to support our students with disabilities and multilingual learners, ensuring tailored instruction that addressed their unique needs. Despite these challenges, 42% of students in Cohort 2020 achieved a score at or above Performance Level 4 on the ELA Regents Exam.

Looking ahead, as indicated in the table below, 40% of students in Cohort 2021 have already scored at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core) prior to entering their fourth year.

ELA Regents - Performance Level 3

During the 2023-2024 school year, Humanities continued to prioritize meeting the diverse needs of our students, particularly in their preparation for the Regents Exam in English Language Arts (Common Core). As mentioned above, we faced significant staffing challenges this year, particularly in special education, which impacted our ability to deliver consistent instruction. However, we were able to adapt by adjusting our schedule to meet student needs.

To further enhance literacy support, we added two sections of Read 180 to strengthen our intervention program. A consultant/teaching assistant was hired specifically to support our multilingual learners. We utilized the STAR Reading diagnostic assessment and WIST data to accurately place students in appropriate literacy interventions. The data was shared with teachers to help to inform their instructional decisions.

ELA Regents - Performance Level 4 & 3 Growth

None.

ACTION PLAN

For the 2024-2025 school year, HUM will continue to prioritize the enhancement of our ELA instruction to ensure that our students are prepared for each new grade level, to advocate for themselves and their learning, and for their postsecondary pursuits. We recognize the importance of integrating vocabulary instruction across classrooms and implementing a standardized annotation strategy and tool to support students in decoding and analyzing texts. These strategies are crucial in developing the college and career readiness skills in reading, writing, listening, and speaking that our students need to succeed.

In particular, our focus will be on scaffolding skills in areas such as reading comprehension, discussion, analysis, citing sources, and applying knowledge to new circumstances. We will continue to administer the Star Reading assessment to all ninth and tenth-grade students at the beginning of the school year to provide teachers, administrators, and students with a Lexile level, and again in the spring to measure Lexile level growth. Teachers will also use that data to inform their classroom instruction.

To further support our students, we will continue to offer our literacy intervention programs, including Wilson and Read 180, which are essential for our growing population of students who are reading and writing below grade level.

HUM remains committed to supporting our students with disabilities and our multilingual learners, ensuring they have a successful educational experience. We will continue to offer bilingual support for our ELL/ML students across content areas such as social studies, science, math, and ELA. Furthermore, all students with disabilities, regardless of grade, will continue to be assessed using the Star Reading assessment in both the fall and spring, providing explicit data on areas requiring improvement and areas of success.

GOAL 4: MATHEMATICS

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

BACKGROUND

The foundation of Mathematics curriculum planning and development at HUM is built upon the New York State Next Generation Mathematics Learning Standards and the New Visions Mathematics curriculum. This alignment ensures that the content taught meets state standards and emphasizes essential mathematical concepts and skills necessary for college and career readiness.

Teachers at HUM employ common instructional routines to structure classroom discussions and collaborative problem-solving. These routines provide a framework for effective teaching and learning, promoting student engagement and active participation. By facilitating meaningful discussions, teachers create a dynamic and interactive learning environment. Before end-of-unit assessments, students participate in multi-day review lessons. These sessions allow students to review the key concepts, consolidate their understanding, and prepare effectively for assessments. The review lessons empower students to approach assessments with confidence.

The focus on identifying Big Ideas, structured instructional routines, and multi-day review lessons enhances the quality of teaching and learning in the mathematics department. As we continue to refine and expand our mathematics program, we will continue to enhance mathematical proficiency, critical thinking, and problem-solving skills in all our students.

This year, the core mathematics sequence included Algebra I, Geometry, and Algebra II, equipping students with a solid mathematical foundation and preparing them for the Regents examinations. For accelerated students, we offered AP Statistics to those who met the course requirements. In Trimester 3, we introduced Career and Financial Management as an elective to provide students with real-life skills. Additionally, we offered Foundations of Mathematics to selected 9th and 10th grade students, based on teacher recommendations and Trimester 1 and 2 scores, to provide extra support for Regents preparation. This diverse set of courses caters to students' varying skill levels and interests, enabling them to pursue advanced studies in mathematics.

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.

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

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	124	4	12	10%
2019	2022-23	135	14	9	7%
2020	2023-24	122	54	5	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	124	4	96	80%
2019	2022-23	135	14	42	35%
2020	2023-24	122	54	66	97%

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 percentage 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.

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.

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

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	79	0	3	4%
2019	2022-23	79	9	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

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	79	0	59	75%
2019	2022-23	79	9	11	16%
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, HUM 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	YES

	mathematics exam) by the completion of their fourth year in the cohort.	
Absolute	Each year, the Performance Index (PI) in mathematics of students completing their fourth year in the Accountability Cohort will meet the state Measure of Interim Progress (MIP) set forth in the state’s ESSA accountability system.	N/A
Comparative	Each year, the percentage of students in the Total Cohort meeting or exceeding Common Core expectations on a Regents mathematics exam will exceed the percentage of comparable students from the district meeting or exceeding Common Core expectations.	N/A
Comparative	Each year, the percentage of students in the Total Cohort partially meeting Common Core expectations on a Regents mathematics exam will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.	N/A
Comparative	Each year, the Performance Index (PI) in Regents mathematics of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.	N/A
Growth	Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade mathematics exam will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	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 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 HUM’s 2020 Cohort scored at or above Performance Level 4 on a Regents mathematics exam, therefore not meeting this measure.

The results of the 2020 Cohort at HUM highlight both effective practices and areas needing improvement in mathematics instruction. The remote and hybrid learning models due to the pandemic posed unique challenges for these students. A large percentage of students in this cohort earned exemptions for Algebra I or Geometry during school year 2020-21 due to exam cancellations. Once back in school, we encouraged students to take the Regents exam to achieve a score at or above Performance Level 4 or CUNY college readiness (70+). However, very few students took advantage of these opportunities and received a numerical score for the Regents Exams.

This situation reflects the school's efforts to help students achieve college-ready scores, preparing them for higher education. It also highlights challenges related to student motivation and engagement. Identifying and addressing the factors that prevented students from participating in the exam could lead to better outcomes.

For the 2024-25 school year, our department will focus on strengthening effective practices and addressing problem areas to ensure all students have equitable access to quality math education and support, leading to improved outcomes. We will implement targeted interventions, enhance

differentiation, provide access to advanced opportunities, and invest in teacher professional development to drive positive changes in future cohorts.

Math Regents - Performance Level 3

Ninety-seven percent of students in HUM's 2020 Cohort (with valid scores) scored at or above Performance Level 3 on a Regents mathematics exam, therefore meeting this measure and exceeding it by 17 percentage points. In addition there was a 62 percentage point increase from the previous year.

As noted earlier, the Performance Level 3 results were significantly affected by the exemptions granted to students due to the cancellation of the Regents exams. We will continue with the efforts to raise awareness amongst the families and students regarding the importance of taking Regents exams and achieving a college ready score.

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

During the 2023-24 academic year, HUM took significant strides to challenge and accelerate the learning of its students. Among the ninth graders, 23 out of 72 students were placed in a Geometry class based on their Algebra I Regents scores from middle school. This strategic placement aimed to push these students further and prepare them for higher-level math courses. Cohort 2020 students who had met the CUNY College Readiness Benchmark for Algebra II, were placed in AP Statistics and Pre-Calculus classes. These college-level courses were designed to keep these students on an advanced learning trajectory. Meanwhile, juniors and seniors who had met their graduation requirements were enrolled in a Career and Financial Management elective, providing them with foundations of financial literacy.

Recognizing the need for targeted support, we also introduced a 'Foundations of Mathematics' course during Trimesters 2 and 3 for ninth-grade students struggling with math proficiency. This intervention aimed to help students succeed in their Algebra I class. The selection criteria for this course included middle school math scores, Trimester 1 performance in Algebra I, diagnostic assessments like STAR math, and teacher recommendations.

The primary goal of the 'Foundations of Mathematics' course was to strengthen students' foundational math skills and provide personalized attention to address their learning gaps. The effectiveness of this intervention, as well as the accelerated programs, was measured by students' performance on the Algebra I Regents exam. The majority of students enrolled in this course successfully passed the Algebra Regents exam. This achievement indicated that these students were well-prepared for college-level mathematics, highlighting the success of both the accelerated program and the intervention. Encouraged by these positive outcomes, we plan to expand this program to target more students. Moving forward, the school will begin offering this intervention at the start of the school year rather than in Trimesters 2 or 3, ensuring that students receive the support they need from the very beginning.

Math Regents - Performance Level 3

As we look to the future, our goal will be to always ensure that our students develop the skills and knowledge needed to succeed in postsecondary education. To accomplish this, we have always focused on rigorous Regents preparation through after school office hour sessions and Saturday School. We also are committed to improving our instructional practices to better support students in meeting the required standards in the classroom itself. Our faculty, staff, and administration are working together to

ensure every student is fully prepared to succeed on the math Regents exams. As we move forward, we are optimistic about the positive impact of these initiatives and expect continued success in meeting and exceeding Regents requirements for all our students.

Math Regents - Performance Level 4 & 3 Growth

None.

ACTION PLAN

We acknowledge that there is significant work to be done in this upcoming academic year, whether through data-driven decision-making or identifying various instructional strategies to improve performance and progress. By closely monitoring student data, we will continue to make informed adjustments to our interventions and ensure we are on track to meet our academic goals. The mathematics department will collaborate with other departments to design and implement comprehensive improvement plans by meeting weekly and analyzing formative assessment data. We will implement strategic interventions tailored to the specific needs of students in our classes. These interventions may include additional tutoring sessions, differentiated instruction, and targeted resources to bolster student comprehension and preparedness. Beyond academic support, we will also focus on addressing the socio-emotional needs of our students. By creating a supportive and nurturing environment, we aim to reduce stress and anxiety, thereby positively impacting students' overall performance. We will continue to encourage students to strive for college readiness on their math Regents exams. To achieve this goal, we will maintain rigorous Regents preparation both in class and through after-school and Saturday Academy programs. As we move forward, we are optimistic about the positive impact of our initiatives and anticipate continued success in meeting and exceeding the Regents requirements for all our students.

GOAL 5: SCIENCE

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

BACKGROUND

The science curriculum at HUM during the 2023-24 school year offered living environment, earth science, chemistry, AP Biology, AP Environment, and Regents prep courses for Living Environment and Earth Science. Teachers worked together as a department and specific content teams to construct a cohesive curriculum focusing on skills and content for the students to be successful in their coursework.

This year the science team focused on improving literacy skills in their classrooms. As a department, they looked at student work from the Regents exams to identify areas of strength and areas for improvement. The team noticed that given the text rich nature of the exams, students who annotated the texts were more likely to answer the questions correctly and pass the exams. They collaborated with the other departments at HUM to share best practices around annotation strategies and vocabulary protocols. The department also participated in lesson study with samples of student work. Each teacher participated and shared their own lesson with the team. Teachers collaborated with each other to identify strengths and challenges based on the student work and shared instructional next steps to support student learning and outcomes.

Looking to the next school year, the science department aims to start off with standard protocols for improving literacy skills across all grade levels. They will also use the new NGSS to create curriculum and assessments aligned to these standards to prepare students for the upcoming regents in June.

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 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	124	9	79	69%
2019	2022-23	135	75	22	37%
2020	2023-24	122	95	23	85%

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, HUM met the one measure 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.	YES
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-five percent of students in HUM’s 2020 Cohort (with valid scores) scored at least 65 on a Regents science exam, therefore meeting this measure and exceeding it by 10 percentage points. In addition, there was a 48 percentage point increase from the previous year.

This past year we focused on building students' capacities around reading and writing, understanding scientific graphs, formulas, and calculations to solve equations to identify elements and compounds, and finding solutions to experiments. The science team will continue to focus on building the necessary skills for students to show proficiency in each course through literacy and math skills and planning a coherent curriculum.

ADDITIONAL CONTEXT AND EVIDENCE

Science Regents

None.

ACTION PLAN

For the 2024-2025 school year, our plan is to create a rigorous curriculum that is aligned to the NGSS and to consistently monitor the academic progress of students focusing on skills and content mastery. We will be offering classes in life science, earth science, electives, and higher level science classes to expose our students to the different aspects of science applications in the real world. Led by the assistant principal and the lead teacher, coaching and support will be provided to improve planning, student engagement, questioning and discussion techniques, and frequent assessments. Department meetings will look at lesson plans, student work, and assessment data to make decisions to improve student performance.

GOAL 6: SOCIAL STUDIES

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

BACKGROUND

Using the resources provided by New Visions, as a guide, our teachers create unit plans, lesson plans, and activities that are responsive to our students’ needs. The lessons and activities are designed to develop practices that support college and career readiness not only within content but also across content. Anchored in the NYS Common Core, the activities promote the practices of using evidence-based claims in writing and discussions, annotation, and close reading. Teachers co-planned and shared best practices during weekly content meetings. This common planning and meeting moved the department closer to a more uniform and consistent implementation of instructional strategies that are working. In addition to instructional strategies, the team was more intentional regarding their emotional responsiveness to the high, post-pandemic, social-emotional needs of our students. This approach increased engagement and improved student-teacher relationships. This year, our teachers filled a staffing gap by taking on additional class sections.

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	124	101	5	22%
2019	2022-23	135	106	10	34%
2020	2023-24	122	21	81	80%

Social Studies Measure 2 - Comparative

Each year, the percentage of 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.

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.

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	124	122	2	100%
2019	2022-23	135	132	2	67%
2020	2023-24	122	0	78	64%

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, HUM achieved one of the two measures, with data available, in the high school social studies goal. Two measures were not applicable for school year 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.	NO

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
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EVALUATION OF THE SOCIAL STUDIES GOAL

U.S. History Regents

Eighty percent of students in HUMs 2020 Cohort (with valid scores) scored at least 65 on the NYS Regents U.S. History exam, therefore meeting this measure.

Our students demonstrated that our efforts with embedding literacy supports across all contents, allowed them to successfully tackle this area. Our teachers continued to emphasize close reading, annotation, and text-based evidence-supported claims/theses to foster these college and career-ready skills. Their success is the result of this work. In the coming year we will continue to work to increase this rate.

Global History Regents

Sixty-four percent of students in HUM’s 2020 Cohort (with valid scores) scored at least 65 on the NYS Regents Global History exam, therefore not meeting this measure.

While students have continued to show growth with their literacy skills, as a school we have also noted that this is a continued struggle. We have observed that students require more time to develop the skills needed to be successful on the Global Regents exam. The annotation and evidence based responses are particularly difficult for them to unpack. To address this we will continue to embed literacy support across all contents to emphasize close reading, annotation, and text-based evidence-supported claims/theses to foster these college and career-ready skills. Additionally we are going to adjust programming and allow students to to engage with Global during their 10th and 11th grade years. As opposed to their 9th and 10th grade school years.

ADDITIONAL CONTEXT AND EVIDENCE

U.S. History Regents

None.

Global History Regents

None.

ACTION PLAN

HUM will continue to plan and deliver social studies instruction on the specific college and career readiness reading and writing skills as well as historical thinking skills that will best prepare students for success in their postsecondary endeavors. We will also continue to invest in regular professional development for our teachers to ensure that they are current with the latest teaching methodologies, technologies, and content area advancements. Finally, we will continue to support teachers in lesson preparation to ensure that instruction is differentiated suitably to meet the needs of every student.

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

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

New Visions Charter High School for the Humanities

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 the Humanities

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 the Humanities

Contents

Independent Auditor’s Report	3-5
Financial Statements	
Statements of Financial Position as of June 30, 2024 and 2023	6
Statement of Activities for the Year Ended June 30, 2024	7
Statement of Activities for the Year Ended June 30, 2023	8
Statement of Functional Expenses for the Year Ended June 30, 2024	9
Statement of Functional Expenses for the Year Ended June 30, 2023	10
Statements of Cash Flows for the Years Ended June 30, 2024 and 2023	11
Notes to Financial Statements	12-21
Supplementary Information	
Schedule of Expenditures of Federal Awards for the Year Ended June 30, 2024	23
Notes to Schedule of Expenditures of Federal Awards	24
Independent Auditor’s Report on Internal Control Over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance with <i>Government Auditing Standards</i>	25-26
Independent Auditor’s Report on Compliance for Each Major Federal Program and Report on Internal Control Over Compliance Required by the Uniform Guidance	27-29
Schedule of Findings and Questioned Costs for the Year Ended June 30, 2024	30



Independent Auditor's Report

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

Opinion

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

Statements of Financial Position

<i>June 30,</i>	2024	2023
Assets		
Cash and cash equivalents	\$ 3,553,907	\$ 3,662,677
Restricted cash	81,326	78,421
Grants receivable	1,085,688	1,588,982
Due from NVPS and affiliate charters	5,000	36,492
Prepaid expenses and other assets	15,307	29,889
Property and equipment, net	15,721	39,207
Total Assets	\$ 4,756,949	\$ 5,435,668
Liabilities and Net Assets		
Liabilities		
Accounts payable and accrued expenses	\$ 77,522	\$ 59,723
Accrued salaries and other payroll-related expenses	265,382	341,514
Due to NYC Department of Education	1,109	59,012
Due to NVPS and affiliate charters	335,513	280,771
Total Liabilities	679,526	741,020
Commitments and Contingencies (Notes 2, 3, 4, 7, 8, 9, and 10)		
Net Assets		
Net assets - without donor restrictions	4,074,661	4,689,886
Net assets - with donor restrictions	2,762	4,762
Total Net Assets	4,077,423	4,694,648
Total Liabilities and Net Assets	\$ 4,756,949	\$ 5,435,668

See accompanying notes to financial statements.

New Visions Charter High School for the Humanities

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	\$ 8,084,942	\$ -	\$ 8,084,942
Government grants and contracts	1,370,437	-	1,370,437
Contributions and other income	129,625	-	129,625
Interest income	160,714	-	160,714
Net assets released from restrictions	2,000	(2,000)	-
Total Revenue and Support	9,747,718	(2,000)	9,745,718
Expenses			
Program services:			
General education	6,325,921	-	6,325,921
Special education	2,415,936	-	2,415,936
Total Program Services	8,741,857	-	8,741,857
Supporting services:			
Management and general	1,621,086	-	1,621,086
Total Expenses	10,362,943	-	10,362,943
Change in Net Assets	(615,225)	(2,000)	(617,225)
Net Assets, beginning of year	4,689,886	4,762	4,694,648
Net Assets, end of year	\$ 4,074,661	\$ 2,762	\$ 4,077,423

See accompanying notes to financial statements.

New Visions Charter High School for the Humanities

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	\$ 8,927,095	\$ -	\$ 8,927,095
Government grants and contracts	1,888,496	-	1,888,496
Contributions and other income	135,330	-	135,330
Interest income	103,291	-	103,291
Contributions of non-financial assets	1,634	-	1,634
Net assets released from restrictions	2,232	(2,232)	-
Total Revenue and Support	11,058,078	(2,232)	11,055,846
Expenses			
Program services:			
General education	7,810,742	-	7,810,742
Special education	2,572,668	-	2,572,668
Total Program Services	10,383,410	-	10,383,410
Supporting services:			
Management and general	1,874,581	-	1,874,581
Total Expenses	12,257,991	-	12,257,991
Change in Net Assets	(1,199,913)	(2,232)	(1,202,145)
Net Assets, beginning of year	5,889,799	6,994	5,896,793
Net Assets, end of year	\$ 4,689,886	\$ 4,762	\$ 4,694,648

See accompanying notes to financial statements.

New Visions Charter High School for the Humanities

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	\$ 1,004,756	\$ 207,274	\$ 1,212,030	\$ 1,015,741	\$ 2,227,771
Instructional personnel	43	2,646,224	1,386,270	4,032,494	-	4,032,494
Total Salaries and Staff	66	3,650,980	1,593,544	5,244,524	1,015,741	6,260,265
Fringe benefits and payroll taxes		926,180	413,380	1,339,560	259,877	1,599,437
Retirement		258,888	112,997	371,885	72,025	443,910
Management company fee		556,718	110,682	667,400	89,031	756,431
Legal services		10,128	2,008	12,136	1,574	13,710
Accounting and audit services		-	-	-	37,448	37,448
Other purchases of professional and consulting services		229,969	44,457	274,426	81,963	356,389
Building and land rent/lease		3,652	726	4,378	584	4,962
Repairs and maintenance		7,298	1,451	8,749	1,167	9,916
Insurance		60,751	12,078	72,829	9,715	82,544
Utilities		45,057	9,671	54,728	10,406	65,134
Instructional supplies and materials		28,215	6,374	34,589	-	34,589
Equipment and furnishings		220	61	281	872	1,153
Staff development		17,276	3,210	20,486	1,036	21,522
Marketing and recruitment		22,099	6,241	28,340	106	28,446
Technology		114,822	22,567	137,389	17,860	155,249
Food service		72,011	14,498	86,509	6,663	93,172
Student services		193,318	36,947	230,265	-	230,265
Office expense		95,409	18,470	113,879	11,396	125,275
Depreciation		17,286	3,436	20,722	2,764	23,486
Other		15,644	3,138	18,782	858	19,640
		\$ 6,325,921	\$ 2,415,936	\$ 8,741,857	\$ 1,621,086	\$ 10,362,943

See accompanying notes to financial statements.

New Visions Charter High School for the Humanities

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	28	\$ 1,200,826	\$ 215,457	\$ 1,416,283	\$ 1,080,230	\$ 2,496,513
Instructional personnel	52	3,155,533	1,484,197	4,639,730	-	4,639,730
Total Salaries and Staff	80	4,356,359	1,699,654	6,056,013	1,080,230	7,136,243
Fringe benefits and payroll taxes		878,264	355,039	1,233,303	225,817	1,459,120
Retirement		324,119	126,457	450,576	80,371	530,947
Management company fee		705,214	122,770	827,984	145,419	973,403
Legal services		16,162	2,671	18,833	875	19,708
Accounting and audit services		-	-	-	34,039	34,039
Other purchases of professional and consulting services		360,435	59,146	419,581	88,100	507,681
Repairs and maintenance		149,908	24,577	174,485	104,657	279,142
Insurance		62,152	10,820	72,972	12,816	85,788
Utilities		51,342	10,087	61,429	10,129	71,558
Instructional supplies and materials		85,805	17,058	102,863	-	102,863
Equipment and furnishings		41,456	7,464	48,920	7,396	56,316
Staff development		16,182	3,344	19,526	1,738	21,264
Marketing and recruitment		5,359	1,919	7,278	79	7,357
Technology		201,954	36,059	238,013	35,999	274,012
Food service		97,893	18,426	116,319	10,927	127,246
Student services		280,915	46,602	327,517	-	327,517
Office expense		124,622	21,465	146,087	23,680	169,767
Depreciation		35,118	6,114	41,232	7,242	48,474
Other		17,483	2,996	20,479	5,067	25,546
		\$ 7,810,742	\$ 2,572,668	\$ 10,383,410	\$ 1,874,581	\$ 12,257,991

See accompanying notes to financial statements.

New Visions Charter High School for the Humanities

Statements of Cash Flows

<i>Year ended June 30,</i>	2024	2023
Cash Flows from Operating Activities		
Cash received from operating revenue	\$ 9,900,770	\$ 10,739,861
Other cash received	290,339	240,255
Cash paid to employees and suppliers	(10,296,974)	(12,254,374)
Net Cash Used in Operating Activities	(105,865)	(1,274,258)
Cash Flows from Investing Activities		
Purchase of property and equipment	-	(4,722)
Net Decrease in Cash	(105,865)	(1,278,980)
Cash, Cash Equivalents, and Restricted Cash, beginning of year	3,741,098	5,020,078
Cash, Cash Equivalents, and Restricted Cash, end of year	\$ 3,635,233	\$ 3,741,098
Reconciliation of Change in Net Assets to Net Cash Used in Operating Activities		
Change in net assets	\$ (617,225)	\$ (1,202,145)
Adjustments to reconcile change in net assets to net cash used in operating activities:		
Depreciation	23,486	48,474
Changes in operating assets and liabilities:		
Grants receivable	503,294	(76,289)
Prepaid expenses and other assets	14,582	65,080
Due from related entities	31,492	(35,333)
Accounts payable and accrued expenses	17,799	(80,304)
Accrued salaries and other payroll-related expenses	(76,132)	(20,440)
Due to NYC Department of Education	(57,903)	559
Due to related entities	54,742	26,140
Net Cash Used in Operating Activities	\$ (105,865)	\$ (1,274,258)
Supplemental Disclosure of Cash Flow Information		
Cash, cash equivalents, and restricted cash:		
Cash and cash equivalents	\$ 3,553,907	\$ 3,662,677
Restricted cash	81,326	78,421
Cash, Cash Equivalents, and Restricted Cash, end of year	\$ 3,635,233	\$ 3,741,098

See accompanying notes to financial statements.

New Visions Charter High School for the Humanities

Notes to Financial Statements

1. Nature of the Organization

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

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

In fiscal 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 the Humanities

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.

At June 30, 2024 and 2023, the net assets with donor restrictions balance is \$2,762 and \$4,762, respectively, which is restricted for a scholarship fund.

Restricted Cash

An escrow account in the amount of \$81,326 and \$78,421 for the years ended 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 \$1,085,688 and \$1,588,982 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 the Humanities

Notes to Financial Statements

Revenue Recognition

Per-Pupil Revenue

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

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

Notes to Financial Statements

per-pupil operating revenue in the statements of activities and recognizes the per-pupil revenue 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	\$ 8,084,942	\$ 8,927,095
Total Revenue Subject to ASC 606	8,084,942	8,927,095
Total Revenue Not Subject to ASC 606 ⁽¹⁾	1,660,776	2,128,751
Total Revenue and Support	\$ 9,745,718	\$ 11,055,846

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

As of June 30, 2024 and 2023, the School did not have receivables from per-pupil contracts.

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.

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

New Visions Charter High School for the Humanities

Notes to Financial Statements

create or enhance nonfinancial assets, require specified skills provided by individuals possessing those skills, and typically need to be purchased, if not provided by donation.

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

Property and Equipment

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

<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.

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.

New Visions Charter High School for the Humanities

Notes to Financial Statements

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

Income Taxes

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

New Visions Charter High School for the Humanities

Notes to Financial Statements

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	\$ 3,553,907	\$ 3,662,677
Restricted cash	81,326	78,421
Grants receivable	1,085,688	1,588,982
Due from NVPS and affiliate charters	5,000	36,492
Total Financial Assets	4,725,921	5,366,572
Less amounts unavailable for general expenditures within one year due to:		
Restricted by contract	(81,326)	(78,421)
Net assets - with donor restrictions	(2,762)	(4,762)
Total Financial Assets Available to Management for General Expenditures Within One Year	\$ 4,641,833	\$ 5,283,389

4. NVPS and Affiliate Charters Transactions

NVPS is a not-for-profit organization dedicated to supporting public schools and helping start and manage charter schools. Pursuant to the terms of the Educational Services Agreement by and between the School and 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.

New Visions Charter High School for the Humanities

Notes to Financial Statements

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 \$275,876 and \$276,889, respectively, which is comprised of management fees 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 \$756,431 and \$973,403, respectively. The balance due from NVPS to the School at June 30, 2024 and 2023 amounted to \$0 and \$36,492, 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 \$59,637 and \$3,882, respectively, which is included in due to NVPS and affiliate charters on the statements of financial position. At June 30, 2024 and 2023, the balance due from other charter schools was \$5,000 and \$0, respectively, which is included in due from 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	\$ 522,642	\$ 522,642
Furniture and fixtures	49,251	49,251
	571,893	571,893
Less: accumulated depreciation	(556,172)	(532,686)
Property and Equipment, Net	\$ 15,721	\$ 39,207

Depreciation expense amounted to \$23,486 and \$48,474 for the years ended June 30, 2024 and 2023, respectively.

6. Grants Receivable

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

<i>June 30,</i>	2024	2023
ESSER III - ARP	\$ 789,627	\$ 880,813
Title I	208,849	189,250
E-Rate Reimbursement	34,808	94,198
Title II	25,083	16,468
Title IV	24,132	10,847
Other	3,189	3,189
ESSER II - CRRSA	-	394,217
Grants Receivable	\$ 1,085,688	\$ 1,588,982

New Visions Charter High School for the Humanities

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 \$443,910 and \$530,947, 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 10463. As part of the New York City Chancellor's Charter School Initiative, the NYCDOE has provided this space to the School at no charge. The services provided by the NYCDOE to the charter school, such as rent, utilities, custodial services, maintenance, and school safety services, are provided at no cost.

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

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

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

The School received approximately 83% and 81% of its total revenue from per-pupil funding from the NYCDOE for years ended June 30, 2024 and 2023, respectively.

The School's grants receivable consist of one major grantors accounting for approximately 97% and two major grantors accounting for approximately 92% at June 30, 2023.

The School's payables consist of one major vendor accounting for approximately 21% at June 30, 2024 and two major vendors accounting for approximately 33% 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 the Humanities.

Supplementary Information

New Visions Charter High School for the Humanities

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) Supporting Effective Instruction State Grants	84.010A	Not Applicable	\$ -	\$ 318,283
Student Support and Academic Enrichment Program	84.367A	Not Applicable	-	31,477
Special Education Cluster (IDEA): Special Education - Grants to States (IDEA, Part B)	84.424	Not Applicable	-	29,131
American Rescue Plan - Elementary and Secondary School Emergency Relief (ARP ESSER)	84.027	Not Applicable	-	131,224
	84.425U	Not Applicable	-	789,627
Total U.S. Department of Education			-	1,299,742
Total Expenditures of Federal Awards			\$ -	\$ 1,299,742

The accompanying notes are an integral part of this schedule.

New Visions Charter High School for the Humanities

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

3. Indirect Cost Rate

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

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

Expenditures of federal awards are reported on the statements of activities. In certain programs, the expenditures reported in the financial statements differ from the expenditures reported in the Schedule of expenditures of federal awards. The Schedule includes expenses in the amount of \$41,275 within Federal Assistance Listing Number 84.425U, which were incurred eligible expenses in a prior fiscal year and approved by New York State Education Department in fiscal year 2024. Therefore, based on New York State criteria, it is appropriate to include these costs in the current-year Schedule.



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 the Humanities
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 the Humanities (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 the Humanities
New York, New York

Report on Compliance for Each Major Federal Program

Opinion on Each Major Federal Program

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

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

84.010A

Title I Grants to Local Education Agencies (Title I Part A of the ESEA)

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.