

Application: New Visions Charter High School for the Humanities

Melissa Marcus - mmarcus@newvisions.org
2020-2021 Annual Report

Entry 1 School Info and Cover Page

Completed Aug 2 2021

Instructions

Required of ALL Charter Schools

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

Entry 1 School Information and Cover Page

(New schools that were not open for instruction for the 2020-2021 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, 2021)** or you may not be assigned the correct tasks.

BASIC INFORMATION

a. SCHOOL NAME

(Select name from the drop down menu)

NEW VISIONS CHARTER HIGH SCHOOL FOR THE HUMANITIES 321000860704

a1. Popular School Name

HUM

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

Please select the correct authorizer as of June 30, 2021 or you may not be assigned the correct tasks.

SUNY BOARD OF TRUSTEES

c. DISTRICT / CSD OF LOCATION

CSD #10 - BRONX

d. DATE OF INITIAL CHARTER

12/2010

e. DATE FIRST OPENED FOR INSTRUCTION

8/2011

h. SCHOOL WEB ADDRESS (URL)

<https://www.newvisions.org/humanities>

i. TOTAL MAX APPROVED ENROLLMENT FOR THE 2020-2021 SCHOOL YEAR (exclude Pre-K program enrollment)

566

j. TOTAL STUDENT ENROLLMENT ON JUNE 30, 2021 (exclude Pre-K program enrollment)

554

k. GRADES SERVED IN SCHOOL YEAR 2020-2021 (exclude Pre-K program students)

Check all that apply

Grades Served	9, 10, 11, 12
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l1. DOES THE SCHOOL CONTRACT WITH A CHARTER OR EDUCATIONAL MANAGEMENT ORGANIZATION?

Yes

12. NAME OF CMO/EMO AND ADDRESS

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

FACILITIES INFORMATION

m. FACILITIES

Will the school maintain or operate multiple sites in 2021-2022?

	No, just one site.
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School Site 1 (Primary)

m1. SCHOOL SITES

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

	Physical Address	Phone Number	District/CSD	Grades to be Served at Site for coming year (K-5, 6-9, etc.)	Receives Rental Assistance for Which Grades (If yes, enter the appropriate grades. If no, enter No).
Site 1	99 Terrace View Bronx, NY 10463	718-817-7686	NYC CSD 10	9-12	No

m1a. Please provide the contact information for Site 1.

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Magaly Hicks			
Operational Leader	Gustavo Camilo			
Compliance Contact	Matt Gill			
Complaint Contact	Matt Gill			
DASA Coordinator	Gustavo Camilo			
Phone Contact for After Hours Emergencies	Gustavo Camilo			

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

Co-located Space

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

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

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

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

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

Site 1 Certificate of Occupancy (COO)

Site 1 Fire Inspection Report

CHARTER REVISIONS DURING THE 2020-2021 SCHOOL YEAR

n1. Were there any revisions to the school’s charter during the 2020-2021 school year? (Please include approved or pending material and non-material charter revisions).

No

o. Has your school's Board of Trustee's approved a budget for the 2020-2021 FY?

Yes

ATTESTATIONS

p. Individual Primarily Responsible for Submitting the Annual Report.

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

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

Responses Selected:

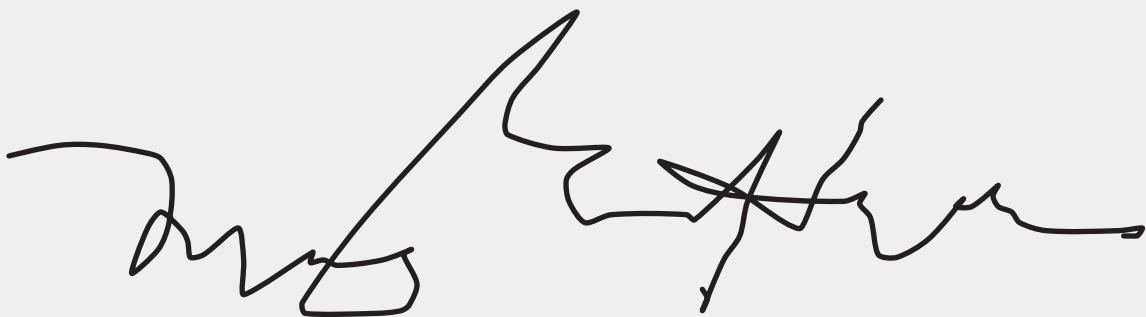
Yes

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

Responses Selected:

Yes

Signature, Head of Charter School

A handwritten signature in black ink on a light gray background. The signature is cursive and appears to be "Andrew K. [unclear]".

Signature, President of the Board of Trustees

A handwritten signature in black ink on a light gray background. The signature is cursive and clearly reads "Raney Grossman".

Date

Jun 22 2021



Thank you.

Entry 3 Accountability Plan Progress Reports

Completed Nov 29 2021

Instructions

SUNY-Authorized Charter Schools ONLY

SUNY-authorized charter schools must download an Accountability Plan Progress Report template at [Accountability Plan Progress Report template](#). After completing, schools must upload the document into the SUNY Epicenter system by **August 16, 2021**.

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

[2020-21-Accountability-Plan-Progress-Report-HUM_Final](#)

Filename: 2020 21 Accountability Plan Progress Pfgcqb.pdf **Size:** 768.7 kB

Entry 4 - Audited Financial Statements

Incomplete

Required of ALL Charter Schools

ALL SUNY-authorized charter schools must upload the financial statements in .pdf format into the SUNY Epicenter system no later than **November 1, 2021**. SUNY CSI will forward to NYSED CSO.

ALL Regents, NYCDOE, and Buffalo BOE authorized charter schools must upload final, audited financial statements to the [Annual Report Portal](#) no later than **November 1, 2021**. 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 protection are turned off.

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

Entry 4a - Audited Financial Report Template (SUNY)

Incomplete

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

SUNY-authorized schools must download the Excel spreadsheet entitled "Audited Financial Report Template" at <http://www.newyorkcharters.org/fiscal/>. After completing, schools must upload the document into the SUNY Epicenter system by **November 1**.

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

Entry 4c - Additional Financial Documents

Incomplete Hidden from applicant

Instructions - Regents, NYCDOE and Buffalo BOE authorized schools must upload financial documents in this section **by November 1, 2021**. The items listed below should be uploaded, with an explanation if not applicable or available. For example, a "federal Single Audit was not required because the school did not expend federal funds of more than the \$750,000 Threshold."

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

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

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

Entry 4d - Financial Services Contact Information

Incomplete Hidden from applicant

Instructions: Please enter the contact information for school staff, firms or other entities providing financial services to the education corporation **by November 1, 2021**.

Form for "Financial Services Contact Information"

1. School Based Fiscal Contact Information

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

2. Audit Firm Contact Information

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

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

	Firm Name	Contact Person	Mailing Address	Email	Phone	Years With Firm

Entry 5 - Fiscal Year 2021-2022 Budget

Completed Aug 2 2021

Instructions - Regents, NYCDOE, and Buffalo BOE authorized charter schools should upload a copy of the school's FY21 Budget using the 2021-2022 [Projected Annual Budget template](#) in the portal or from the Annual Report website **by November 1, 2021**.

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.

Instructions - SUNY authorized charter schools should download the [2021-2022 Budget and Quarterly Report Template](#) on the SUNY website or Epicenter and upload the completed template into the portal **by November 1, 2021**.

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

[2021-22-Budget-and-Quarterly-Report-HUMI](#)

Filename: 2021 22 Budget and Quarterly Report HUMI.xlsx **Size:** 532.9 kB

Entry 6 - Board of Trustees Disclosure of Financial Interest Form

Completed Aug 2 2021

Required of ALL Charter Schools by August 2

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 2020-2021 school year must complete a signed:

- Regents, NYCDOE, and Buffalo BOE Authorized Schools: [Disclosure of Financial Interest Form](#)
- SUNY- Authorized Charter Schools: [SUNY Trustee Financial Disclosure Form](#)

All completed forms must be collected and uploaded in .PDF format for each individual member. **If a trustee is not able or available to complete the form by the deadline, the education corporation is responsible for doing so on behalf of the trustee.** (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 Disclosure of Financial Interest Form, trustees must disclose information relevant to any of the schools served by the governing education corporation. Note: DocuSign accepted.

2021 SUNY financial disclosure forms - LL

Filename: 2021 SUNY financial disclosure form idMInIV.pdf **Size:** 358.4 kB

2021-SUNY-Financial-Disclosure-Form ERV

Filename: 2021 SUNY Financial Disclosure Form YS9nDWK.pdf **Size:** 415.4 kB

2021 SUNY financial disclosure forms - NG

Filename: 2021 SUNY financial disclosure form UuxYrsL.pdf **Size:** 787.1 kB

2021 Suny financial disclosure form - SU

Filename: 2021 Suny financial disclosure form jVlpfLL.pdf **Size:** 826.1 kB

2021-SUNY-Financial-Disclosure-Form-LG

Filename: 2021 SUNY Financial Disclosure Form xgb6oeL.pdf **Size:** 207.0 kB

2021-SUNY-Financial-Disclosure-Form-MAS

Filename: 2021 SUNY Financial Disclosure Form bHfSQpn.pdf **Size:** 434.7 kB

2021-SUNY-Financial-Disclosure-Form-FL

Filename: 2021 SUNY Financial Disclosure Form rsi0cZV.pdf **Size:** 1.8 MB

2021-SUNY-Financial-Disclosure-Form-MMB

Filename: 2021 SUNY Financial Disclosure Form DS81L1S.pdf **Size:** 287.3 kB

2021-SUNY-Financial-Disclosure-Form-MN

Filename: 2021 SUNY Financial Disclosure Form 5M3AUS9.pdf **Size:** 509.7 kB

SUNY Financial Interestform - PC

Filename: SUNY Financial Interestform PC kALaPqg.pdf **Size:** 262.8 kB

2021-SUNY-Financial-Disclosure-Form MM v2

Filename: 2021 SUNY Financial Disclosure Form SBuvgM7.pdf **Size:** 421.8 kB

2021-SUNY-Financial-Disclosure-Form-EL

Entry 7 BOT Membership Table

Completed Aug 2 2021

Instructions

Required of All charter schools

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

Entry 7 BOT Table

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

1. 2020-2021 Board Member Information (Enter info for each BOT member)

	Trustee Name	Trustee Email Address	Position on the Board	Committee Affiliations	Voting Member Per By-Laws (Y/N)	Number of Terms Served	Start Date of Current Term (MM/DD/YYYY)	End Date of Current Term (MM/DD/YYYY)	Board Meetings Attended During 2020-2021
1	Peter Cantillo		Trustee/Member	N/A	Yes	2	01/01/2019	12/31/2021	11
2	Lisa Gibson		Trustee/Member	N/A	Yes	1	12/02/2020	12/31/2023	5 or less

3	Nancy Grossman		Chair	N/A	Yes	2	01/01/2020	12/31/2022	12
4	Fredrick Levy		Trustee/Member	N/A	Yes	2	01/01/2020	12/31/2022	11
5	Eva Lopez		Trustee/Member	N/A	Yes	1	08/04/2020	12/31/2023	8
6	Carol "Lili" Lynton		Trustee/Member	Finance	Yes	2	01/01/2019	12/31/2021	12
7	Matthew Marcin		Treasurer	Finance	Yes	1	04/07/2020	12/31/2023	12
8	Marsha Milan-Bethel		Trustee/Member	N/A	Yes	1	10/15/2018	12/31/2021	5 or less
9	Michael Nathan		Trustee/Member	Finance	Yes	1	04/24/2017	12/31/2020	12

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

Yes

1b. Current Board Member Information

	Trustee Name	Trustee Email Address	Position on the Board	Committee Affiliations	Voting Member Per By-Laws (Y/N)	Number of Terms Served	Start Date of Current Term (MM/DD/YYYY)	End Date of Current Term (MM/DD/YYYY)	Board Meetings Attended During 2020-2021
10	Musa Ali Shama		Secretary	N/A	Yes	1	04/04/2018	12/31/2021	12
11	Selina Urbina		Trustee/Member	N/A	Yes	2	01/01/2020	12/31/2022	11
12	Edna Vega		Trustee/Member	N/A	Yes	2	01/01/2020	12/31/2022	12
13									
14									
15									

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

No

2. INFORMATION ABOUT MEMBERS OF THE BOARD OF TRUSTEES

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

a. Total Number of BOT Members on June 30, 2021	12
b.Total Number of Members Added During 2020-2021	2
c. Total Number of Members who Departed during 2020-2021	0
d.Total Number of members, as set in Bylaws, Resolution or Minutes	12

3. Number of Board meetings held during 2020-2021

12

4. Number of Board meetings scheduled for 2021-2022

12

Thank you.

Entry 8 Board Meeting Minutes

Incomplete Hidden from applicant

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

Schools must upload a complete set of monthly board meeting minutes (July 2020-June 2021), which should match the number of meetings held during the 2020-2021 school year, as indicated in the above table. The minutes provided must be the final version approved by the school's Board of Trustees and may be uploaded individually or as one single combined file. Board meeting minutes must be submitted by August 2, 2021.

Entry 9 Enrollment & Retention

Completed Aug 2 2021

Instructions for submitting Enrollment and Retention Efforts

ALL charter schools must complete this section. Describe the good faith efforts the charter school has made in 2020-2021 toward meeting targets to attract and retain the enrollment of Students with Disabilities (SWDs), English Language Learners (ELLs), and students who are economically disadvantaged. In addition, describe the school's plans for meeting or making progress toward meeting its enrollment and retention targets in 2021-2022.

Entry 9 Enrollment and Retention of Special Populations

Instructions for Reporting Enrollment and Retention Strategies

Describe the efforts the charter school has made in 2020-2021 toward meeting targets to attract and retain enrollment of students with disabilities, English language learners, 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 2021-2022.

Recruitment/Attraction Efforts Toward Meeting Targets

	Describe Recruitment Efforts in 2020-2021	Describe Recruitment Plans in 2021-2022
	Over the course of the last 7 years, 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:

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

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 the citywide and borough based high school fairs hosted by the Department of Education in September and October; middle school outreach within and outside the district; direct

mailing campaigns to over 17,440 eighth graders residing in the Bronx; community and street outreach; bus shelter ads; hosting of open houses; and participation in local community events such as fairs and presentations at local networks of community-based organizations and social service networks. We also executed a digital (Facebook/Instagram) campaign. Due to the pandemic, the NYC DOE High School Fairs did not take place this year and all of the recruitment was done virtually.

HUM has built relationships with feeder middle schools throughout CSD 10 and the surrounding districts to ensure that parent coordinators and/or school counselors have our information and application to share with their eighth grade families. HUM conducted virtual outreach to Atmosphere Academy, Bronx School of Young Leaders, MS 45, JHS 123, Icahn Charter School, MS 95, MS 55, PS 214, MS 279, Mott Hall Community School, MS 117, MS 339, MS 254, MS 80, MS 363, Bronx Writing Academy, MS 181, Bronx Charter School for the Arts, MS 20, Angelo Patri Middle School, Creston Academy, Jonas Bronck, and TEP Charter School. HUM held monthly virtual tours as needed and information sessions for eighth grade students from Jonas Bronck, Atmosphere Academy, and MS 331, MS 279, Creston Academy, MS 80, Harriet Tubman Charter

In 2021-22, HUM plans to execute the same recruitment efforts and strategies used last year, and will adjust as needed.

Economically Disadvantaged

School, Angelo Patri Middle School, Mott Haven Charter School. HUM was also invited to attend about 10 virtual high school fairs and conduct presentations. Due to school closure in March because of the COVID 19 pandemic we were not able to attend some of the scheduled middle school parent/teacher conferences as previously planned. 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 600 partner organizations that support families throughout the Bronx and NYC, including organizations that provide social services to high-need families such as those in the foster care and shelter systems. We 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. HUM also participated in the two NYC Charter Center virtual High School Fairs and two New Visions Virtual High School Fairs. Additionally, New Visions promotes the network through printed and digital advertisements (Facebook/Instagram) to drive families to the website and our application, which is available in dozens of languages via the Google Translate plug-in.

In addition to the recruitment strategies outlined above, HUM, in conjunction with the New Visions network, took additional steps to attract ELLs/MLLs. New Visions has an extensive network of community partners that we leveraged in our outreach efforts to promote student recruitment

English Language Learners

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.

To ensure a large enough pool of ELL/MLL applicants, HUM continues to execute additional efforts, along with help from the network, to reach as many families as possible. This includes specific outreach to middle schools with high ELL/MLL student populations and multiple mailings and email blasts to key community based organizations and other organizations that typically support families in these special populations. Our website offers families the opportunity to apply online or download the application, which is available in English and Spanish. 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,

In 2021-22, HUM plans to execute the same recruitment efforts and strategies used last year, and will adjust as needed.

	<p>French and Chinese and is widely promoted by the NYC Charter Center. The application is also available at the school and community outreach events and interested families are able to apply directly at the school or by calling the New Visions main network office to apply over the phone. In addition, the dedicated recruitment staff at HUM is bilingual in Spanish, which facilitates conversations with Spanish speaking families.</p>	
<p>Students with Disabilities</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</p>	<p>In 2021-22, HUM plans to execute the same recruitment efforts and strategies used last year, and will adjust as needed.</p>

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 factored in the recruitment of the student ambassadors.

Retention Efforts Toward Meeting Targets

	Describe Retention Efforts in 2020-2021	Describe Retention Plans in 2021-2022
	<p>HUM employs multiple strategies and designs specific programmatic elements to ensure the success and retention of targeted students. Part of our overall strategy is to ensure that all students, whether or not they have special needs, feel supported and thrive academically. This support starts from the moment that students have an accepted seat and is followed through as we begin to know more about our students.</p> <p>We utilize the Response to Intervention (RtI) framework which is a multi-tiered approach used to efficiently differentiate instruction for all students. The model relies on student literacy</p>	

Economically Disadvantaged

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

HUM plans to utilize the same strategies to retain economically disadvantaged students in the coming year.

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

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

As a commitment to retaining ELL students, we work with families from the initial meeting at enrollment to ensure that families feel supported and comfortable and are aware of the services available to their students. Our bilingual staff members assist our Spanish speaking families with translation during these meetings. If our staff members do not speak the language of the family, we typically use the DOE translation service line. In addition, at the time of enrollment, we distribute the Home Language Survey (HLIS) to gather information on the student, which then can be used to determine if a student should take the New York State Identification Test for English Language Learners (NYSITELL) and receive English as a New Language (ENL) services.

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

English Language Learners

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 by providing integrated ESL/ENL instruction in the content area classes in the courses most appropriate. HUM also offers Native Language Arts courses levels 1-3 for students whose native language is Spanish in order to develop the student's academic reading and writing skills in Spanish. This course is offered to both English Language Learners and the general population. Research has shown that efforts to develop literacy skills in students’ native language will translate into aptitude with their second language literacy development. These services ensure that ELLs 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, HUM provides its ELL students with equal access to the full and

HUM plans to utilize the same strategies to retain English Language Learners in the coming year.

rich educational program provided to native English speakers.

In order to streamline our efforts to support, retain, and grow our ELL/MLL 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/MLLs and their families.

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.

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

Students with Disabilities

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, math, social studies, science) working in conjunction with the grade level special education teacher. Additionally, HUM provides in house mandated counseling to students with disabilities in accordance with their IEP recommended services. In 2018-2019 HUM added an additional counselor to support all students with disabilities with transition services and partner programs, including ACCESS-VR, the Transition Coordination Center, and TOP.

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

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

Entry 10 - Teacher and Administrator Attrition

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

A. TEACH System - Employee Clearance

Charter schools must ensure that all prospective employees^[1] receive clearance through [the NYSED Office of School Personnel Review and Accountability](#) (OSPRA) prior to employment. **This includes paraprofessionals and other school personnel that 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 that must be cleared include, but are not limited to, teachers, administrative staff, janitors, security personnel and cafeteria workers, and other staff who are present when children are in the school building. **This includes paraprofessionals and other school personnel that are provided or assigned by the district of location, as well as related/contracted service providers.** See NYSED memorandum dated October 1, 2019 at <http://www.p12.nysed.gov/psc/aboutcharterschools/lawsandregs/EmployeeFingerprintOct19.pdf> or visit the NYSED website at: <http://www.highered.nysed.gov/tsei/ospra/fingerprintingcharts.html> for more information regarding who must be fingerprinted. Also see, 8 NYCRR §87.2.

B. Emergency Conditional Clearances

Charter schools are **strongly discouraged** from using the emergency conditional clearance provisions for prospective employees. This is because the school must simultaneously 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

<http://www.p12.nysed.gov/psc/aboutcharterschools/lawsandregs/EmployeeFingerprintOct19.pdf>.

Attestation

Responses Selected:

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

Entry 11 Percent of Uncertified Teachers

Incomplete Hidden from applicant

Instructions

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

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

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

Entry 11 Uncertified Teachers

School Name:

Instructions for Reporting Percent of Uncertified Teachers

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

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

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

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

	FTE Count
i. FTE count of uncertified teacher with at least three years of elementary, middle or secondary classroom teaching experience (as of June 30, 2021)	
ii. FTE count of uncertified teachers who are tenured or tenure track college faculty (as of June 30, 2021)	
iii. FTE count of uncertified teachers with two years of Teach for America experience (as of June 30, 2021)	
iv. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (as June 30, 2021)	
Total Category A: 5 or 30% whichever is less	0

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

	FTE Count
i. FTE count of uncertified teacher with at least three years of elementary, middle or secondary classroom teaching experience (as of June 30, 2021)	
ii. FTE count of uncertified teachers who are tenured or tenure track college faculty (as of June 30, 2021)	
iii. FTE count of uncertified teachers with two years of Teach for America experience (as of June 30, 2021)	
. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (as June 30, 2021)	
Total Category B: not to exceed 5	0

CATEGORY C: PLUS 5 ADDITIONAL UNCERTIFIED TEACHERS

	FTE Count
i. FTE count of uncertified teacher with at least three years of elementary, middle or secondary classroom teaching experience (as of June 30, 2021)	
ii. FTE count of uncertified teachers who are tenured or tenure track college faculty (as of June 30, 2021)	
iii. FTE count of uncertified teachers with two years of Teach for America experience (as of June 30, 2021)	
. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (as June 30, 2021)	
Total Category C: not to exceed 5	0

CATEGORY D: TOTAL FTE COUNT OF UNCATEGORIZED, UNCERTIFIED TEACHERS

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

	FTE Count
Total Category D	

CATEGORY E: TOTAL FTE COUNT OF CERTIFIED TEACHERS

	FTE Count
Total Category E	

CATEGORY F: TOTAL FTE COUNT OF ALL TEACHERS

Please do not include paraprofessionals, such as teacher aides.

	FTE Count
Total Category F	



Thank you.

Entry 12 Organization Chart

Incomplete Hidden from applicant

Instructions

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

Upload the 2020-2021 **Organization Chart**. The organization chart should include position titles and reporting relationships. Employee names should not appear on the chart

Entry 13 School Calendar

Completed Aug 2 2021

Instructions for submitting School Calendar

Required of ALL Charter Schools

Given these uncertain and changing times, charter schools may or may not have a school calendar ready to upload by the submission deadline this year of August 2, 2021. If the charter school has a tentative calendar based on available information and guidance at the time, please submit with the August 2nd submission. Charter schools will be able to upload an updated school calendar into the portal at any time but no later than **September 15, 2021**.

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 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.

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

Official NVCHS 2021-2022 TRIMESTER Calendar

Filename: Official NVCHS 2021 2022 TRIMESTER B2N8XVs.pdf **Size:** 903.9 kB

Entry 14 Links to Critical Documents on School Website

Completed Aug 2 2021

Instructions

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

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

1. Most recently filed Annual Report (i.e., 2019-2020 Annual Report);
2. Most recent board meeting notice, documents to be discussed at the meeting (if any), and webcast of Board meetings (if held virtually per Governor's Executive Order);
3. Link to New York State School Report Card;
4. Lottery Notice announcing date of lottery;
5. Authorizer-approved DASA Policy;
6. District-wide safety plan and Authorizer-approved Discipline Policy (as per August 29, 2019 [Emergency Response Plan Memo](#));
7. Authorizer-approved FOIL Policy; and
8. Subject matter list of FOIL records.
9. Link to School Reopening Plan

Form for Entry 14 Links to Critical Documents on School Website

School Name: New Visions Charter High School for the Humanities

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

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

	Link to Documents
1. Most Recent Annual Report (i.e., 2019-20)	https://drive.google.com/file/d/1bb_DxbLXZeolOMKQDrfxiMaWUvxjBlTtP/view?usp=sharing
2. Most recent board meeting notice, documents to be discussed at the meeting (if any)	https://newvisions.org/pages/ams-humanities-board-calendar
2a. Webcast of Board Meetings (per Governor's Executive Order)	https://newvisions.org/pages/ams-humanities-board-calendar
3. Link to NYS School Report Card	https://data.nysed.gov/essa.php?instid=800000070186&year=2020&createreport=1&OverallStatus=1&section_1003=1&HSStatus=1&HSgradrate=1&expend=1&staffqual=4&gradrate=1&feddata=1
4. Lottery Notice announcing date of lottery	https://drive.google.com/file/d/1cnKUjYSouQ5E0Wf oDTcXzx5BKDTwlj7u/view?usp=sharing
5. Authorizer-approved DASA Policy (For Regents, NYCDOE, and Buffalo BOE Authorized Charter Schools ONLY);	
6. District-wide Safety Plan	https://drive.google.com/file/d/1F4i28KJyKeOrjS6sMLsBrKWAP1QsEtn6/view
6a. Authorizer-Approved Discipline Policy (as per August 29, 2019 Emergency Response Plan Memo)	https://docs.google.com/document/d/1aC39eSGOa pTzvYrFs1tzRQ6yLbBFHxVjvb-b31No8uw/edit?usp=sharing
7. Authorizer-Approved FOIL Policy	https://docs.google.com/document/d/1aC39eSGOa pTzvYrFs1tzRQ6yLbBFHxVjvb-b31No8uw/edit?usp=sharing
8. Subject matter list of FOIL records	https://docs.google.com/document/d/1aC39eSGOa pTzvYrFs1tzRQ6yLbBFHxVjvb-b31No8uw/edit?usp=sharing

Thank you.



Entry 15 Staff Roster

Incomplete Hidden from applicant

INSTRUCTIONS

Required of Regents-Authorized Charter Schools ONLY

Please click on [the MS Excel Staff Roster Template](#) and provide the following information for ANY and ALL instructional and non-instructional employees.

- Full name for any and all employees
- TEACH IDs for any and all employees
- Using the drop down menu, select a role/position (or the best fit) for each employee in the charter school. (Please provide additional information to the Notes Section of the Staff Roster Template as necessary)
- Date of hire and employment start dates
- Number of years each employee has had in their respective professions
- Number of years each employee has had in their current role in the charter school
- Using the drop down menu, select the correct explanation as to why a teacher teaching outside of their certification area.



New Visions Charter High School for the Humanities (HUM)

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Submitted to the SUNY Charter Schools Institute on:

August 16, 2021

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

99 Terrace View Avenue,
Bronx, NY 10463

718-817-7686

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Magaly Hicks, Principal, Melissa Wass, Senior Program Officer, and Mei Guan, Lead Data Analyst prepared this 2020-21 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
	Office (e.g. chair, treasurer, secretary)
Peter Cantillo	Member
Lisa Gibson	Member
Nancy Grossman	Chair
Fredrick Levy	Member
Eva Lopez	Member
Carol "Lili" Lynton	Member
Matthew Marcin	Treasurer
Marsha Milan-Bethel	Member
Michael Nathan	Member
Musa Ali Shama	Secretary
Selina Urbina	Member
Edna Vega	Member

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

SCHOOL OVERVIEW

Mission

The New Visions Charter High School for the Humanities (HUM) is a small school that opened in 2011 and serves approximately 576 students in grades 9-12 in 2020-2021. HUM is academically rigorous, committed to parent and community outreach, and dedicated to serving high-need students. The school is part of the New Visions Charter High Schools' (NVCHS) network which is a network of secondary schools dedicated to supporting all students in meeting the highest academic standards. We shift classroom dynamics from one where students receive information to one where students find solutions to community-defined problems by using their imagination coupled with a mastery of content and skills. We 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. Teaching and learning in HUM, as in all New Visions Charter High Schools, is built upon the Lincoln Center Education Capacities for Imaginative Thinking, informed by challenge-based curricula that are aligned to the Common Core standards, applied to improving local communities and driven by student performance data.

Student Population

Located in the Marble Hill community of the Bronx, HUM serves students from predominantly low-income families. As of BEDS day 2020, 576 students were enrolled in HUM. Of these students:

- 98% are Black or Latino
- 88% are economically disadvantaged
- 18% are students with disabilities
- 15% are English Language Learners

Key Design Elements

Key design elements of the model include:

- An instructional model that requires students to reflect and assess constantly. As students employ the Capacities of Imaginative Thinking, they practice applying their knowledge to real-world issues through challenge-based learning.
- On-going system of assessment and data tools to support academic achievement, literacy interventions and monitor special education and English language learner compliance.
- A small school that offers a trimester schedule as well as an extended day and extended year that provides students with more time and opportunities for remediation and acceleration as well as after school and Saturday clubs and classes to engage students and support their academic and socio-emotional needs.
- A Summer Bridge Program in August for all 9th and 10 grade students that sets academic and behavioral expectations and introduces them to challenge-based learning.

¹ The Capacities of Imaginative Thinking are habits of mind that foster creativity, analysis and action.

- A *Lower House* that provides students with a solid academic and socio-emotional foundation to get them to grade level, and to accelerate their learning so that they may take full advantage of *Upper House* which engages students in an array of experiences with a post-secondary focus.
- Community engagement as a distinguishing element of the model. This model aspires to honor who our students are and where they come from by creating opportunities for them to engage in and become members of and resources for their communities.
- Family engagement that emphasizes families as partners in education through a model that includes establishing Family School Alliances²; offering events for networking and celebration; providing information about graduation requirements and students' academic progress; and creating a culture that emphasizes college and career readiness.
- Student support services that address students' socio-emotional needs from college counseling to crisis management.
- Systematic development of each school's operational infrastructure to achieve efficiency and effectiveness.
- Leadership and adult learning model that emphasizes modeling of best practices, teaming, feedback and role clarity to ensure that staff are focused on continuous improvement and invested in excelling.

Modalities of Instruction

We began school year 2020-21 with fully remote instruction and gradually transitioned to hybrid learning in April 2021. The remote schedule accommodated synchronous learning from Monday-Thursday and synchronous/asynchronous activities for students on Fridays. The schedule allowed for each content area to have an extended learning block two times a week along with a block for small group instruction. This change in schedule allowed teachers to support students who needed additional help.

Cohort teams worked diligently to make sure that all students had working laptops and internet access by providing laptops and hotspots to students who needed them. Teachers used multiple technology platforms to reinforce online engagement. They encouraged students to participate in class discussions through written chats, reactions on Zoom and other tools like nearpod, flipgrid, Google Forms, Go Formative, Canvas etc. As a practice, all teachers used Google Classroom for posting important announcements, classwork, assessment and providing both qualitative and quantitative feedback.

Social, Mental, and Emotional Health Supports

Our advisory program started in September 2020 where students met each Friday morning with their advisors. During school year 2020-21, we carefully matched the majority of the student groups

² Family School Alliances are the NVCHS version of Parent Associations and are deliberately named to emphasize the partnership between the school and families.

with teachers, operations staff, and school counselors and provided professional development and a curriculum to support the success of HUM advisory.

HUM advisory provides a space for students to focus on specific non-academic content, with a consistent and flexible class structure designed to foster community, build positive relationships as well as promote social and emotional learning. The important components that were addressed during advisory this school year included:

- Building self-esteem, awareness, and self management
- Identifying learning styles
- Healthy relationships
- Leadership skills
- Building character
- Developing positive communication
- Discussing postsecondary options
- Team building
- Reviewing academics/goals setting
- Conflict resolution
- Activism
- Social justice
- Empowerment
- Dealing with stress
- Relaxation strategies
- Test-taking/study skills
- Mind, body, and spirit
- Relationship building skills
- Responsible decision making skills

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

SEL Coaching & Support:

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

Our PD framework included multiple sessions on sharing best SEL practices for everyday classroom instruction. Teachers incorporated these strategies in their own classrooms and witnessed growth in student engagement and overall motivation. We used an SEL check-in practice called “mood meters” where students identified how they were feeling and reflected on why they were feeling that way before beginning instruction for the day. Teachers and staff members were able to connect with students at the beginning of their classes which helped in a more effective instruction and learning session.

An additional layer of SEL support was implemented in the form of check-ins and a goal setting template for the Class of 2024. This was a part of our College Ready Network for School Improvement (CR-NSI) grant program through the Gates Foundation in our work with promoting college readiness with our ninth grade students. Our main focus this year was in promoting SEL with our focal students.

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

In addition, to continue building the community feel of the school, HUM prepared care packages filled with school gear, school supplies and snacks periodically for all students. The operations, counseling and dean teams also conducted home drop offs as needed as well as home visits where they were urgently required. As families experienced various tragedies and unplanned emergencies, Humanities activated its family support mechanism by connecting families to CBOs and fundraising in-house to provide support to families including groceries, household items, and clothing for families displaced by different disasters (home explosion, fire).

ENROLLMENT SUMMARY

School Enrollment by Grade Level and School Year

School Year	9	10	11	12	Total
2016-17	150	174	133	81	538
2017-18	133	137	150	120	540
2018-19	139	149	98	140	526
2019-20	174	143	121	124	562
2020-21	151	164	144	117	576

HIGH SCHOOL COHORTS

ACCOUNTABILITY COHORT

The state’s Accountability Cohort consists specifically of students who are in their fourth year of high school after entering the 9th grade. For example, the 2017 state Accountability Cohort consists of students who entered the 9th grade anywhere sometime during the 2017-18 school year, were enrolled in the school on the state’s annual enrollment-determination day (i.e., BEDS day) in the 2020-21 school year, and either remained in the school for the rest of the year or left for an acceptable reason. (See New York State Education Department’s SIRS Manual for more details about cohort eligibility and acceptable exit reasons: <http://www.p12.nysed.gov/irs/sirs/ht>)

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

Fourth-Year High School Accountability Cohorts

Fourth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Enrolled on BEDS Day in October of the Cohort’s Fourth Year	Number Leaving During the School Year	Number in Accountability Cohort as of June 30 th
2018-19	2015-16	2015	149	3	146
2019-20	2016-17	2016	124	0	124
2020-21	2017-18	2017	113	0	113

TOTAL COHORT FOR GRADUATION

Students are also included in the Total Cohort for Graduation (referred to as the Graduation Cohort, Total Graduation Cohort, or Total Cohort interchangeably throughout this report) based on the year they first enter the 9th grade. Students enrolled for at least one day in the school after entering the 9th grade are part of the school’s Graduation Cohort. The school may remove students from the Graduation Cohort if the school has discharged those students for an acceptable reason listed in the SIRS manual, including the following: if they transfer to another public or private diploma-granting

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

program with documentation, transfer to homeschooling by a parent or guardian, transfer to another district or school, transfer by court order, leave the U.S., or are deceased.

Fourth Year Total Cohort for Graduation

Fourth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Graduated or Enrolled on June 30 th of the Cohort's Fourth Year (a)	Number of Students No Longer at the School Who Had Been Enrolled for at Least One Day Prior to Leaving the School and Who Were <u>Not</u> Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2018-19	2015-16	2015	146	0	146
2019-20	2016-17	2016	124	1	125
2020-21	2017-18	2017	113	1	114

Fifth Year Total Cohort for Graduation

Fifth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Graduated or Enrolled on June 30 th of the Cohort's Fifth Year (a)	Number of Students No Longer at the School Who Had Been Enrolled for at Least One Day Prior to Leaving the School and Who Were <u>Not</u> Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2018-19	2014-15	2014	14	126	140
2019-20	2015-16	2015	1	145	146
2020-21	2016-17	2016	0	125	125

PROMOTION POLICY

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

GOAL 1: HIGH SCHOOL GRADUATION

GOAL 1: HIGH SCHOOL GRADUATION

Students will meet all the New York State graduation requirements.

Goal 1: Leading Indicator

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

METHOD

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

RESULTS AND EVALUATION

Eighty-seven percent of students in the 2019 cohort and 86% percent of students in the 2020 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.

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

Percent of Students in First and Second Year Cohorts
Earning the Required Number of Credits in 2020-21

Cohort Designation	Number in Cohort during 2020-21	Percent promoted
2019	159	87%
2020	142	86%

ADDITIONAL EVIDENCE

Beginning August 2014, new leadership policy changes to promotion criteria, implementation of a professional learning community in a caring environment, and a noticeable improvement in climate and culture led to HUM's 2014 and 2015 cohorts increase in promotion rates, and thereafter. A strong emphasis on teaching and learning, with daily content and data planning helped to lead to rigorous instruction, and analyzing data. An improvement in climate and culture led students to have higher expectations resulting in higher student achievement. Increased family engagement

with parents as partners led to a united team working towards one goal: high student achievement. With ongoing support and a targeted intervention plan for all students we began seeing struggling students excel and other students accelerate. Students' successes were celebrated by all.

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

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

Goal 1: Leading Indicator

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

METHOD

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

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

RESULTS AND EVALUATION

Ninety-five percent of students in the 2019 cohort have passed or were exempted from at least three different Regents exams required for graduation, therefore meeting this measure. It is notable that there was a two percentage point increase from the previous year.

Since 2017 we have incorporated courses with authentic applications, as well as authentic interdisciplinary projects. In math we have introduced a financial math course. In ELA, students participated in a journalism course and in science, students have taken forensic science. Further, with the addition of our Career and Technical Education program, students take courses in visual design, audio production, and video production. By design (being authentic and applied), these courses increase access to our at-risk students and students with IEPs. This has led to higher student achievement.

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

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

Cohort Designation	School Year	Number in Cohort	Percent Passing at Least Three Regents (including exemptions)
2017	2018-19	125	54%
2018	2019-20	153	93%
2019	2020-21	159	95%

ADDITIONAL EVIDENCE

In order to increase student performance on Regents exams and prepare for the next administration post-covid restrictions, HUM continues its plan for programming students by need as well as providing acceleration for specific groups of students. This strategy includes testing ninth and tenth graders in CC ELA based on teacher recommendations. In addition, the content teams identify specific test preparation strategies to support students in responding to prompts appropriately and in developing persistence under testing conditions. HUM also developed a plan which includes:

- performance based assessments;
- professional development aligned to developing college level skills in reading, writing, listening, and speaking;
- mock Regents exams that simulate actual Regents exams (canceled in SY 2020-2021; will resume in SY 2021-2022);
- post January Regents program evaluation to place students in the best sections to ensure their success (canceled in SY 2020-2021; will resume in SY 2021-2022); and
- teacher teams utilizing the Looking at Student Work (LASW) protocols to examine student work and plan appropriate remediations and interventions.

Goal 1: Absolute Measures

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

METHOD

This measure examines students in two high school Graduation Cohorts: those who entered the 9 grade as members of the 2017 cohort and graduated four years later and those who entered as members of the 2016 cohort and graduated five years later. These data reflect August graduation rates. At a minimum, these students have passed or been exempted from five Regents exams required for high school graduation in ELA, mathematics, science, U.S. History, and Global History or met the requirements for the 4+1 pathway to graduation.³

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

³ The state’s guidance for the 4+1 graduation pathway can be found here: <http://www.p12.nysed.gov/ciai/multiple-pathways/>.

RESULTS AND EVALUATION

Ninety-four percent of students in HUM’s 2017 cohort graduated after four years and 100% of students in the 2016 cohort graduated after five years. The 2017 cohort’s four-year graduation rate exceeded this measure by 19 percentage points and the 2016 cohort’s five-year graduation rate exceeded this measure by five percentage points.

HUM continues to track both four-year graduates and non-graduates. While we provide individualized plans and an academic roadmap for each student, HUM graduates are carefully monitored and provided with an educational plan for success. Potential August graduates are provided with instructional content teachers who work with them during summer school and provide intensive support for Regents preparation. This year, the plan remains the same, with our potential August cohort 2017 graduates, being placed in our summer academic program to complete the coursework required to earn the credits needed for August Regents exemptions or credits required for graduation.

Students in cohort 2017 who do not meet the requirements for graduation after August 2021, 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.

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

Cohort Designation	School Year	Number in Cohort	Percent Graduating
2015	2018-19	146	99%
2016	2019-20	125	100%
2017	2020-21	114	94%

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

Cohort Designation	School Year	Number in Cohort	Percent Graduating
2014	2018-19	140	90%
2015	2019-20	146	99%
2016	2020-21	125	100%

ADDITIONAL EVIDENCE

Despite our aggressive approach to monitoring our students, it is difficult to get most of our fifth year students that have been discharged as LTA’s to return. However, we continue to pursue at-risk scholars, and have been successful in the past in readmitting several students leading to graduation. This process will continue for our current cohorts.

Goal 1: Comparative Measure

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

METHOD

The school compares the graduation rate of students completing their fourth year in the charter school’s Total Graduation Cohort to that of the respective cohort of students in the school district of comparison. Given that district results for the current year are generally not available at this time, for purposes of this report schools should include the district’s 2019-20 results as a temporary placeholder for the district’s 2020-21 results.

RESULTS AND EVALUATION

HUM’s 2017 cohort’s graduation rate of 94% exceeded Community School District 10’s 2016 cohort graduation rate of 80% by 14 percentage points. District data for the 2017 cohort was not available for comparison at the time of this report.

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

Cohort Designation	School Year	Charter School		School District	
		Number in Cohort	Percent Graduating	Number in Cohort	Percent Graduating
2015	2018-19	146	99%	3955	78%
2016	2019-20	125	100%	4074	80%
2017	2020-21	114	94%	TBD	TBD

ADDITIONAL EVIDENCE

N/A

Goal 1: Absolute Measure

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

METHOD

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

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

RESULTS AND EVALUATION

One hundred percent of students in HUM’s 2017 cohort who pursued an alternative graduation pathway (with valid scores) achieved a Regents equivalency score and passed an approved pathway assessment required for graduation. HUM’s 2017 cohort met this measure and exceeded it by 25 percentage points.

At HUM we have leveraged the 4+1 opportunity to meet the unique needs of our students. As seen in the data 9% of students in cohort 2017, utilized this option and much of this can be attributed to developing more structures and routines around offering students the +1 opportunity. We have become more strategic in leveraging the CDOS for our students during their senior year as a way to support students who have not yet passed five Regents exams. We will continue to develop the systems and structures around the 4 +1 option.

Percentage of the 2017 Graduation Cohort Pathway Students Demonstrating Success by Exam Type

Exam	Number of Graduation Cohort Members Tested (a)	Number Passing or Achieving Regents Equivalency (b)	Percentage Passing =[(b)/(a)]*100
CC Geometry Regents	7	5	71%
Earth Regents	1	1	100%
Living Environment Regents	10	7	70%
LOTE	4	1	25%
Overall	10	10	100%

Pathway Exam Passing Rate by Fourth Year Accountability Cohort

Cohort Designation	School Year	Number in Cohort	Percent Passing a Pathway Exam
2015	2018-19	146	28%
2016	2019-20	124	6%
2017	2020-21	114	9%

ADDITIONAL EVIDENCE

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

SUMMARY OF THE HIGH SCHOOL GRADUATION GOAL

In school year 2020-21, HUM achieved six of the six measures in the high school graduation goal.

Type	Measure	Outcome
Leading Indicator	Each year, 75 percent of students in first and second year high school Total Graduation Cohorts will earn at least ten credits (if 44 needed for graduation) or five credits (if 22 needed for graduation) each year.	Achieved
Leading Indicator	Each year, 75 percent of students in the high school Total Graduation Cohort will score at least 65 on at least three different New York State Regents exams required for graduation by the completion of their second year in the cohort.	Achieved
Absolute	Each year, 75 percent of students in the fourth year high school Total Graduation Cohort will graduate.	Achieved
Absolute	Each year, 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.	Achieved
Comparative	Each year, the percent of students in the high school Total Graduation Cohort graduating after the completion of their fourth year will exceed that of the Total Graduation Cohort from the school district of comparison.	Achieved
Absolute	Each year, 75 percent of students in the high school Total Cohort pursuing an alternative graduation pathway will achieve a Regents equivalency score and pass an approved pathway assessment required for graduation by the end of their fourth year.	Achieved

ACTION PLAN

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

GOAL 2: COLLEGE PREPARATION

GOAL 2: COLLEGE PREPARATION

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

The postsecondary application process is truly embedded in the daily workings of HUM. To begin, each grade has a school counselor who is charged with postsecondary preparation and success of each student. The college application process is a byproduct of the holistic approach HUM takes to addressing the needs of the student. Ninth and tenth grade students learn the nuances of how to do self career-exploration and identification working towards college application submission. All grades take college trips as a way to create visual appeal and connectivity. By the end of their third year students have done the following:

- Created a postsecondary plan
- Been on campus of 2 or 3 colleges
- Taken the SAT at least 1 time
- Offered college level courses
- Offered SAT prep
- Offered college/career exploration experiences

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

- Monroe College
- College Now
- First Workings
- Genesys Works
- Kaplan SAT PREP
- CO-OP TECH

Goal 2: Absolute Measure

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

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

METHOD

Schools use any method listed here, or any combination thereof, to demonstrate that at least 75 percent of graduates are prepared to engage in rigorous college level coursework. The school should

select only those methods listed here that it uses to demonstrate the college readiness of its students and eliminate those that it will not. For instance, high schools that do not deliver an IB Program as part of their high school design do not report on the IB option. The school reports on the number of students who attempted to achieve each indicator, the number who succeeded, and the corresponding percentage. Additionally, the school should report on the overall number of students who graduated after four years, the number of those graduates who achieved any of the relevant indicators, and the overall percentage achieving any indicator.

RESULTS AND EVALUATION

At the time of this report 26% of HUM’s 2017 cohort demonstrated their preparation for college by achieving at least one of the indicators listed above, therefore not meeting the goal of 75%. In addition, it should be noted that scores from AP exams taken this school year will not be released by the College Board until after the submission of this report.

Each student at HUM is scheduled for the SAT exam in the fall and spring of the eleventh grade. Preparation for the SAT/ACT are provided through in-house support and/or outsourced to various free or low cost programs. Students who have shown academic success by remaining on-track for graduation are provided opportunities to experience AP courses or college-level courses. Cohort teams recommend which students should be enrolled in AP courses or college-level courses including College Now at Lehman College.

The schedule of classes is uniquely based on the students academic needs. As the student begins to show academic and social promise they are informed of the opportunities available to them via college level courses, overnight trips, scholarships, internships etc. Conversely, if a student is missing college level courses and the aforementioned opportunities then the cohort team can make recommendations to the college/career adviser on other suitable and unique options for that student.

Percentage of the 2017 Total Cohort Graduates Demonstrating College Preparation by Indicator

Indicator	Number of Graduates who Attempted the Indicator	Number who Achieved Indicator	Percentage of Graduates who Achieved Indicator
Passing an AP Exam	10	6	60%
Passing a College Level Course	12	5	42%
Achieving the College and Career Readiness Benchmark on the SAT	101	3	3%
Earning a Regents Diploma with Advanced Designation	107	25	23%
Achieving at least Performance Level 4 on both the ELA and Math Regents Required for Graduation	107	7	7%
Overall	107	28	26%

ADDITIONAL EVIDENCE

Based on preliminary data, students that complete a SAT/ACT prep program or practice on their own have shown to do considerably better than those that do not nationwide. With that being said, HUM is no different. Every year HUM offers SAT prep as a way to build confidence when it comes to standardized testing. Staff have also offered their skills and techniques needed to be successful on the SAT/ACT exam. Staff have run 2-3 day seminars where students meet after school for 90 mins to target MATH and ELA strategies for these exams. In addition, we have also found that those students who land on a campus for a visit have a higher probability of finishing and matriculating into college, thus the reason we are compelled to continue to make college campus visits a major piece of our culture and programming. With virtual learning there were major changes in the way our students connected to and absorbed information due to their separation from the classroom. All staff were committed to providing the BEST experiences for students through this new normal of virtual learning.

Goal 2: Absolute Measure

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

The calculation of this measure is not required for 2020-21.

Goal 2: Comparative Measure

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

The calculation of this measure is not required for 2020-21.

Goal 2: Absolute Measure

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

METHOD

The ultimate measure of whether a college prep high school has lived up to its mission is whether students actually enroll and succeed in college. Schools track and report the percentage of fourth-year Total Cohort graduates who matriculate into a two or four-year college program in the school year following graduation. Schools should update and confirm data for Cohorts prior to 2020-21 and provide preliminary matriculation data for 2017 Cohort. It may be necessary for schools to provide updated data to the Institute when National Student Clearinghouse or other data sources become available later in the school year.

RESULTS AND EVALUATION

HUM collects matriculation data from the National Student Clearinghouse. Clearinghouse data for cohort 2017 was not available at the time of this report. This metric will be updated once the data becomes available.

Currently HUM is participating in the New Visions College and Career Advising Initiative. An intentional program geared to increase college/career enrollment and persistence among

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graduating students. HUM uses the New Visions Data Portal to track critical college-going milestones that can predict college/career matriculation. In addition, we are establishing career readiness by creating partnerships with local business owners and programs that align with our focus through our progressive CTE structure and/or the collaboration between the school counseling team and the college and career counselor. Each entity works diligently to find engaging experiences that our students can make a part of their college application process or job interview. At every level the end goal of POSTSECONDARY MATRICULATION AND SUCCESS is at the forefront of the conversation.

Matriculation Rate of Graduates by Year

Cohort	Graduation Year	Number of Graduates (a)	Number Enrolled in 2 or 4-year Program in Following Year (b)	Matriculation Rate = $[(b)/(a)]*100$
2015	2018-19	144	112	78%
2016	2019-20	125	84	67%
2017	2020-21	107	TBD	TBD

ADDITIONAL EVIDENCE

N/A

SUMMARY OF THE COLLEGE PREPARATION GOAL

In school year 2020-21, HUM did not achieve the one measure, with data available, in the college preparation goal. Two measures are not applicable for the school year 2020-21 and data was not available for one measure at the time of this report.

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

ACTION PLAN

As stated in our mission, HUM will continue to challenge our students to present and defend their learning as part of preparing and supporting them to graduate ready for college, careers, and a 21st century economy. In the coming year HUM will leverage its successes and challenges to make necessary changes in the classroom. Education has changed drastically but the same dedication and focus still remains. Each sub-group of HUM will continue to meet regularly and improve their

practice as education continues to evolve. Cohort meetings and individual AP/teacher meetings will continue to meet bi-weekly. Professional development will address the skills required to affect the student population during virtual learning.

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

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

GOAL 3: ENGLISH LANGUAGE ARTS

HIGH SCHOOL ENGLISH LANGUAGE ARTS

Goal 3: Absolute Measure

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

METHOD

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

Due to the state's cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students achieving at least Level 4 among the students who sat for the exam.

RESULTS AND EVALUATION

Fifty percent of students in HUM's 2017 cohort scored at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core), therefore not achieving this measure.

Due to the continued closure of physical school buildings in SY 2020-2021 and the cancellation of the Regents exams in January and August, no Mock Regents were held. In addition, while the June 2021 administration was open with CC ELA, CC Algebra, Living Environment and Earth Science being offered, only two students opted to sit for Algebra and Living Environment. As a result of the cancellation and opt-in/opt-out choices for parents/students, we do not have Regents data to add to our planning for our 2018 and 2019 cohorts. Our teams will instead use the high-leveraged CC ELA based tasks students completed during the SY 2020-2021.

We plan to continue our focus on high leveraged skills in reading and writing to support cohorts 2018, 2019 and 2020 in building college and career ready skills. Our focus on Tier 1 instruction and embedding literacy and writing strategies across contents will continue to be a driving force in our instructional program. Our strategy during remote learning was to scale back the volume and drill deeper into the high-leveraged college and career ready skills that students need.

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Percent Scoring at Least Level 4 on Regents English Common Core Exam by Fourth Year Accountability Cohort⁴

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)
2015	2018-19	146	0	82	56%
2016	2019-20	124	0	73	59%
2017	2020-21	113	0	57	50%

ADDITIONAL EVIDENCE

Our team started the year with a clear focus on preparing students to resit for the ELA Regents exam in January and June 2021 to achieve Level 4 or score of 79+ (the CUNY college readiness benchmark is 75) for cohorts 2017, 2018 and 2019. Due to the cancellation of January and August 2021 Regents administrations and the opt-out option for June 2021 Regents administration, we do not have Regents data for the analysis. We are hoping to have that data demonstrating we have exceeded the benchmarks by January and June 2022 for all targeted cohorts.

Percent Achieving at Least Level 4 by Cohort and Year

Cohort Designation	2018-19		2019-20		2020-21	
	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4 ⁵
2017	125	13%	119	50%	113	50%
2018	136	3%	153	5%	139	23%
2019			166	0%	156	0%
2020					144	0%

Goal 3: Absolute Measure

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

METHOD

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

Due to the state's cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort who had not previously sat for the exam but were

⁴ Based on the highest score for each student on the English Regents exam

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

scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students achieving at least Level 3 among the students who sat for the exam.

RESULTS AND EVALUATION

Eighty-seven percent of students in HUM’s 2017 cohort (with valid scores) scored at or above Performance Level 3 on the Regents Exam in English Language Arts (Common Core). HUM’s 2017 cohort exceeded the measure by seven percentage points. In addition, it should be noted that 15 students, who had previously sat for the exam, earned Regents waivers. Therefore 100% of students in cohort 2017 met the ELA Regents requirement for graduation.

HUM continued to program students for college readiness in the 2020-2021 school year with the expectation that the Regents administrations would be held as scheduled. This was not to be and as our instructional program remained primarily remote, we were not able to gather additional data for the CC ELA Regents CUNY college readiness benchmarks. While the exemptions offered us the 100% graduation requirement, it did not allow us to improve our percentage of students scoring at the CUNY college readiness benchmark.

Percent Scoring at Least Level 3 on Regents English Common Core Exam by Fourth Year Accountability Cohort					
Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2015	2018-19	146	0	144	99%
2016	2019-20	124	0	116	94%
2017	2020-21	113	0	98	87%

ADDITIONAL EVIDENCE

School year 2020-2021 brought unique challenges, however, we continued our focus on providing supports for our students during remote instruction to facilitate their learning and prepare them to meet and exceed this benchmark. We added an additional section of Read 180 and Wilson Reading to strengthen our literacy intervention program. We administered the Performance Series assessment and used that along with the WIST data to place students in the appropriate interventions. The data from the administration of the DORA reading assessment was used to support students in meeting proficiency or mastering specific skills in reading and writing.

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Percent Achieving at Least Level 3 by Cohort and Year

Cohort Designation	2018-19		2019-20		2020-21	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing ⁶
2017	125	25%	119	86%	113	87%
2018	136	10%	153	10%	139	48%
2019			166	0%	156	0%
2020					144	0%

Percent Achieving at Least Level 3 / Exempted by Cohort

Cohort Designation	Number in Cohort	Total Number Exempted	Number Scoring at Least Level 3	Percent Scoring at Least Level 3/Exempted
2017	113	15	98	100%
2018	139	109	15	89%
2019	156	142	0	91%
2020	144	18	0	13%

Goal 3: Absolute Measure

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

The calculation of this measure is not required for 2020-21.

Goal 3: Comparative Measure

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

The calculation of this measure is not required for 2020-21.

Goal 3: Comparative Measure

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

The calculation of this measure is not required for 2020-21.

Goal 3: Comparative Measure

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

The calculation of this measure is not required for 2020-21.

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

Goal 3: Growth Measure

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

METHOD

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

RESULTS AND EVALUATION

Thirty-nine percent of students in the 2017 cohort who were not proficient on their NYS 8th grade English language arts exam scored at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core), therefore not meeting this measure.

Unfortunately cohort 2017 only had one opportunity to sit for the ELA Regents to score a Level 4 due to COVID 19 therefore leading to the lower percentage meeting the benchmark. Previous cohorts had multiple opportunities to do so. We continued to embed the literacy supports into instruction in ELA classes and across math, science, and social studies classrooms. This has translated into greater success for our students as we seek to support them in meeting and mastering college ready reading and writing skills. The goal was to scale back and dig deeper into high-leveraged college and career ready skills such as reading and analyzing informational texts.

Throughout remote instruction, our teachers across the ELA and social studies classes continued to emphasize close reading, annotation, and text-based evidence supported claims/theses to foster these college and career readiness skills.

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

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2015	2018-19	108	0	60	56%
2016	2019-20	84	0	43	51%
2017	2020-21	74	0	29	39%

ADDITIONAL EVIDENCE

Throughout remote instruction HUM’s focus on reading and writing for analysis and literacy instruction across the content areas was intensified as we identified the critical skills to focus on given the constraints and limitations of remote learning. The gains we have identified in cohorts 2019 and 2020 through the Performance Series data are indications that we are on a path to progress. Students in both cohorts have made significant progress across all Lexile levels. This is a

testament to the implementation of the programs in each of our literacy Intervention courses - Wilson Reading, Read 180 and Just Words. Although remote instruction provided numerous challenges for teachers and students, it also provided opportunities for engaging students using various technological tools including Zoom’s chat and reactions features.

Goal 3: Growth Measure

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

METHOD

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

RESULTS AND EVALUATION

Eighty-one percent of students in the 2017 cohort who were not proficient on their NYS 8th grade English language arts exam scored at or above Performance Level 3 on the Regents Exam in English Language Arts (Common Core). HUM’s 2017 cohort exceeded this measure by six percentage points.

The shift in instruction to embed literacy, reading, and writing across content areas and ramp up our reading and writing strategies provided students in cohort 2017 multiple opportunities to develop various skills related to the Common Core ELA standards. In addition, students demonstrated growth over time as a small number of them sat for the ELA Regents exam in 9th grade, 10th grade and again in January 2020 of their 11th grade year. Following each administration of the ELA Regents exam, teachers completed an item analysis and identified skill gaps. After the January 2020 administration, the item analysis was used to design instruction to support the bridging of those skill gaps and help students to meet and master the standards. This is a systematic approach to designing instruction for our ELA courses from 10th to 12th grade as well as for the students in the 9th grade who take the Regents in June of their 9th grade year.

Percent Achieving at Least Performance Level 3 on Common Core exam among Students Who Were Not Proficient in the 8 Grade by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2015	2018-19	108	0	106	98%
2016	2019-20	84	0	77	92%
2017	2020-21	74	0	60	81%

ADDITIONAL EVIDENCE

The consistent approaches to reading and writing instruction, and embedding literacy instruction across the curriculum, continued to support the increases across each cohort year for students who were not proficient in the eighth grade. The increased addition of SEL supports across these cohorts, also helped to support this data as students developed skills in mindfulness and identifying areas in which they needed more support and how to advocate for that support.

SUMMARY OF THE HIGH SCHOOL ENGLISH LANGUAGE ARTS GOAL

In school year 2020-21, HUM achieved two of the eight measures in the English language arts goal. Four measures were not applicable for school year 2020-21.

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

ACTION PLAN

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

1. prepared for each new grade level while in school; and
2. prepared for their postsecondary pursuits.

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

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

We will continue to provide bilingual support for our ELLs across content areas of social studies, science, math, and ELA. Assessments such as the DORA will also provide data to teachers on what areas students need the most support. All of our students with disabilities will also be tested using the DORA assessment once again. The reports will give students explicit information on what areas they need to work on and what areas they are successful in.

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

GOAL 4: MATHEMATICS

HIGH SCHOOL MATHEMATICS

Goal 4: Absolute Measure

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

METHOD

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

Due to the state’s cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort who had not previously sat for any mathematics exam but were scheduled to sit for one during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number

f students who were exempted from the exam requirement as well as the percentage of students achieving at least Level 4 among the students who sat for any exam.

RESULTS AND EVALUATION

Seven percent of students in HUM’s 2017 cohort scored at or above Performance Level 4 on a Regents mathematics exam, therefore not meeting this measure.

For the school year 2020-21, we reviewed Algebra 1, Geometry, Algebra 2 and Calculus curriculum to adapt to the remote schedule. Since teachers taught synchronous lessons two to three times a week, we identified high leverage topics that are required for foundational understanding in mathematics, based on assessments, Regents analysis and teacher recommendations. Teachers were able to use resources like Khan Academy, Delta Math, Go Formative, Nearpod and Google Classroom to meet the needs of their students in the remote setting. Students also received support from teachers during intervention blocks twice a week and office hours.

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)
2015	2018-19	146	0	9	6%
2016	2019-20	124	0	14	11%
2017	2020-21	113	0	8	7%

ADDITIONAL EVIDENCE

Moving forward, students will be programmed based on their performance from the previous years. Math teachers made specific support recommendations for the next year based on assessments, academic performance and Regents exemptions. Rising seniors will be programmed for Math electives, Algebra 2 or AP/Pre-AP Calc for SY 2021-22. Rising Juniors will be programmed to pursue higher math courses like Algebra 2, AP/Pre-AP Calculus. Freshmen and Sophomores along with the Juniors will be encouraged to take the January Regents to meet the college readiness benchmark for Algebra 1 and/or Geometry.

Mathematics teachers use the item analysis from the Regents exams every year, to review their learning targets. Teachers focused on reviewing the pacing guide based on student work inquiry. In addition, teachers provide extra support through after school activities like Boot Camp (extended office hours) and Saturday school to help students with Regents preparation. Department teachers met weekly to look at instructional strategies that worked and should be continued for next year. Moving forward, we will continue to examine the data to create a more effective learning experience for the students.

Percent Achieving at Least Level 4 by Cohort and Year

Cohort Designation	2018-19		2019-20		2020-21	
	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4 ⁷
2017	125	6%	119	7%	113	7%
2018	136	5%	153	8%	139	9%
2019			166	18%	156	6%
2020					144	0%

Goal 4: Absolute Measure

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

METHOD

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

Due to the state’s cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort who had not previously sat for any mathematics exam but were scheduled to sit for one during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted

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

from the exam requirement as well as the percentage of students achieving at least Level 3 among the students who sat for any exam.

RESULTS AND EVALUATION

Eighty-two percent of students in HUM’s 2017 cohort (with valid scores) scored at or above Performance Level 3 on a Regents mathematics exam. HUM’s 2017 cohort met this measure and exceeded it by two percentage points. In addition, it should be noted that 20 students, who had previously sat for the exam, earned Regents waivers. Therefore 100% of students in cohort 2017 have met the math Regents requirement for graduation.

The department goal for SY 2020-21 was to design lessons and assessments to adapt to Remote/Hybrid Learning using available technology platforms. Teachers used regents analysis from previous years to identify the skills that could be taught effectively to meet the needs of remote learning. Teachers met department and content teams to consistently brainstorm best strategies to address the needs of the students and to identify areas that need more attention. Teachers also used office hours and intervention periods to provide additional support to SWD/ MLL students.

The department goals for teachers are focused on key instructional strategies such as annotation, checks for understanding, and assessments. The Regents prep classes are more focused on key skills aligned to better prepare students for the Regents exam. Department meetings are more focused on inquiry by looking at student work and making informed instructional decisions.

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)
2015	2018-19	146	0	135	92%
2016	2019-20	124	0	111	90%
2017	2020-21	113	0	93	82%

ADDITIONAL EVIDENCE

As indicated in the table below, 79% of students in the 2018 cohort (with valid scores) scored at or above Performance Level 3 on a Regents mathematics exam prior to starting their fourth year. Further, an additional 32 students earned Regents exemption waivers. Therefore, 99% of students in cohort 2018 have met the math Regents requirement for graduation prior to the start of their fourth year.

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Percent Achieving at Least Level 3 by Cohort and Year

Cohort Designation	2018-19		2019-20		2020-21	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing ⁸
2017	125	79%	119	82%	113	82%
2018	136	43%	153	76%	139	79%
2019			166	50%	156	64%
2020					144	3%

Percent Achieving at Least Level 3 / Exempted by Cohort				
Cohort Designation	Number in Cohort	Total Number Exempted	Number Scoring at Least Level 3	Percent Scoring at Least Level 3/Exempted
2017	113	20	93	100%
2018	139	32	106	99%
2019	156	125	27	97%
2020	144	113	1	79%

Goal 4: Absolute Measure

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

The calculation of this measure is not required for 2020-21.

Goal 4: Comparative Measure

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

The calculation of this measure is not required for 2020-21.

Goal 4: Comparative Measure

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

The calculation of this measure is not required for 2020-21.

Goal 4: Comparative Measure

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

The calculation of this measure is not required for 2020-21.

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

Goal 4: Growth Measure

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

METHOD

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

RESULTS AND EVALUATION

Two percent of students in HUM’s 2017 cohort who were not proficient on their NYS 8th grade mathematics exam scored at or above Performance Level 4 on a Regents mathematics exam, therefore not meeting this measure.

We need to identify, acknowledge, and address the skill gaps created during remote learning. We will program students purposefully in order to make sure that ALL students are set up for success. We plan to continue the use of technology, Google Classroom that has proved effective for engagement, formative assessment and also keeping assignments organized. Students will receive extra support during class, office hours and Saturday School Academy to ‘catch-up’ on the skills and content that they might have missed during remote learning.

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

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2015	2018-19	117	0	2	2%
2016	2019-20	81	0	3	4%
2017	2020-21	85	0	2	2%

ADDITIONAL EVIDENCE

All rising 10th and 11th graders will be programmed to take the Algebra 1/Geometry Regents exams in June for college readiness and Regents Exemptions (in case they did not meet them through the exemptions criteria). Rising seniors will be programmed to meet college readiness goals by preparing them to sit for the SAT/ Math Regents.

Goal 4: Growth Measure

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

METHOD

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

RESULTS AND EVALUATION

Eighty-one percent of students in the 2017 cohort who were not proficient on their NYS 8th grade mathematics exam scored at or above Performance Level 3 on a Regents mathematics exam. HUM’s 2017 cohort met this measure and exceeded it by six percentage points.

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

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2015	2018-19	117	0	106	91%
2016	2019-20	81	0	70	86%
2017	2020-21	85	0	69	81%

ADDITIONAL EVIDENCE

N/A

SUMMARY OF THE HIGH SCHOOL MATHEMATICS GOAL

In school year 2020-21, HUM achieved two of the eight measures in the high school mathematics goal. Four measures were not applicable for school year 2020-21.

Type	Measure	Outcome
Absolute	Each year, 65 percent of students in the high school Accountability Cohort will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	Not Achieved
Absolute	Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	Achieved
Absolute	Each year, the Performance Index (PI) in mathematics of students completing their fourth year in the Accountability Cohort will meet the state	N/A

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

ACTION PLAN

It is essential to acknowledge that Remote learning has interrupted teaching and learning and has resulted in creation of skill gaps. To bridge these gaps, identified through baseline data and other assessments that will be implemented, teachers will work on building the foundational skills required for all the respective Math courses through several spiral review instructional strategies. As a department we will continue to meet and analyze student work to identify instructional strategies that help in creating effective teaching strategies.

GOAL 5: SCIENCE

HIGH SCHOOL SCIENCE

Goal 5: Absolute Measure

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

METHOD

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

Due to the state's cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students passing among the students who sat for the exam.

RESULTS AND EVALUATION

Seventy-two percent of students in HUM's 2017 cohort (with valid scores) scored at least 65 on a Regents science exam. Although HUM's 2017 cohort did not meet this measure it should be noted that 33 students, two with no valid scores and 31 who had previously sat for a science exam, earned Regents waivers. Therefore 100% of students in cohort 2017 met the science Regents requirement for graduation.

During this past year HUM's major focuses were student engagement and social emotional support as a way to enhance our Tier 1 instruction, minimize the learning lost due to the pandemic, and maintain our coherent instructional model of supporting student learning and mastery of content. We focused on delivering instruction that highlighted literacy, specifically reading and writing. This included text analysis, decoding of text, annotating abstract concepts with the purpose of supporting written responses with scientific evidence, comprehension of scientific charts, maps, and reference tables. We used Regents based questioning and station models as a tool to ground our work in relevant text, vocabulary, and practical tactile applications. HUM science teachers also targeted assignments, homework, and projects to reinforce the use of scientific inquiry (observe, question, guess, predict, test). This practice is aligned to New Visions' model of the 5E's protocol, of Engage, Explore, Explain, Elaborate, and Evaluate as a method to support the analysis of texts, tasks, and exercise. The science department has also continued to highlight the use of scientific vocabulary, science reference tables, charts and laboratory experiments to increase proficiency and

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comprehension of all science content areas, this included: Living Environment, Earth Science, Chemistry, Anatomy, and Physiology and AP Biology. We look forward to offering a few honors and Pre AP courses and additional AP courses in the coming year, specifically AP Environmental Science, Pre AP Chemistry and/or Pre AP Bio and Forensics and Physics.

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)
2015	2018-19	146	0	135	92%
2016	2019-20	124	0	105	85%
2017	2020-21	113	2	80	72%

ADDITIONAL EVIDENCE

It is evident that this is an area of strength and growth for HUM as previous cohorts continue to meet proficiency levels and increase scores on Regents exams, specifically short responses and analysis of scientific text, charts, and diagrams. This has been measured throughout HUM's last six years and administration of all Regents exams. Since January of 2015 there has been a gradual increase in student literacy ability on science exams. Though Regents exams have been waived due to the pandemic, we have identified a number of skills and performance tasks necessary to demonstrate evidence of learning mastery of content and skills. In addition one tenth grade student whose instruction was entirely remote instruction sat for the LE regents exam and scored a 78. Though a very small sample size, this also indicates that the skill base support that we have in place has garnered a measure of success.

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

Cohort Designation	2018-19		2019-20		2020-21	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing ⁹
2017	125	63%	119	72%	113	72%
2018	136	53%	153	62%	139	65%
2019			166	39%	156	56%
2020					144	14%

Percent Passing / Exempted by Cohort

Cohort Designation	Number in Cohort	Total Number Exempted	Number Passing	Percent Passing/Exempted
2017	113	33	80	100%
2018	139	53	84	99%
2019	156	133	20	98%
2020	144	122	3	87%

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

Goal 5: Comparative Measure

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

The calculation of this measure is not required for 2020-21.

ADDITIONAL EVIDENCE

N/A

GOAL 6: SOCIAL STUDIES**HIGH SCHOOL SOCIAL STUDIES****Goal 6: Social Studies**

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

Goal 6: Absolute Measure

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

METHOD

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

Due to the state's cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students passing among the students who sat for the exam.

RESULTS AND EVALUATION

Seventy-eight percent of students in HUM’s 2017 cohort (with valid scores) scored at least 65 on the NYS Regents U.S. History exam, therefore meeting this measure. In addition, it should be noted that a total of 98 students, 95 with no valid score and three who previously sat for the exam, earned Regents waivers. Therefore 99% of students in cohort 2017 met the U.S. Regents requirement for graduation.

As noted previously, teachers will continue our focus on literacy across content areas by targeting high leveraged skills in reading and writing to support cohorts 2018, 2019 and 2020 in building college and career ready skills. Our emphasis on Tier 1 instruction and embedding literacy and writing strategies across contents will continue to be a driving force in our instructional program. An aspect of our strategy during remote learning was scaling back the volume and drilling deeper into the high-leveraged college and career ready skills that prepare students for post secondary success.

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)
2015	2018-19	146	0	131	90%
2016	2019-20	124	3	106	88%
2017	2020-21	113	95	14	78%

ADDITIONAL EVIDENCE

As indicated in the table below, 76% of students in the 2018 cohort met their U.S. History Regents requirement for graduation with 100 students earning Regent exemptions, prior to starting their fourth year.

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

Cohort Designation	2018-19		2019-20		2020-21	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing ¹⁰
2017	125	10%	119	27%	113	78%
2018	136	4%	153	3%	139	12%
2019			166	4%	156	5%
2020					144	0%

Percent Passing / Exempted by Cohort

Cohort Designation	Number in Cohort	Total Number Exempted	Number Passing	Percent Passing/Exempted
2017	113	98	14	99%
2018	139	100	5	76%
2019	156	3	7	6%
2020	144	15	0	10%

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

Goal 6: Comparative Measure

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

The calculation of this measure is not required for 2020-21.

Goal 6: Absolute Measure

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

METHOD

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

Due to the state's cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students passing among the students who sat for the exam.

RESULTS AND EVALUATION

Seventy-seven percent of students in HUM's 2017 cohort (with valid scores) scored at least 65 on the NYS Regents Global History exam, therefore meeting this measure. In addition, it should be noted that 22 students, two with no valid score and 20 who had previously sat for the exam, earned Regents waivers. Therefore, 96% of students in cohort 2017 met the Global History Regents requirement for graduation.

As noted previously, teachers will continue our focus on literacy across content areas by targeting high leveraged skills in reading and writing to support cohorts 2018, 2019 and 2020 in building college and career ready skills. Our emphasis on Tier 1 instruction and embedding literacy and writing strategies across contents will continue to be a driving force in our instructional program. An aspect of our strategy during remote learning was scaling back the volume and drilling deeper into the high-leveraged college and career ready skills that prepare students for post secondary success.

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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)
2015	2018-19	146	0	100	68%
2016	2019-20	124	0	97	78%
2017	2020-21	113	2	86	77%

ADDITIONAL EVIDENCE

As indicated in the table below, 99% of students in the 2018 cohort met their Global History Regents requirement for graduation with 136 students earning Regent exemptions, prior to starting their fourth year.

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

Cohort Designation	2018-19		2019-20		2020-21	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing ¹¹
2017	125	66%	119	76%	113	77%
2018	136	0%	153	17%	139	67%
2019			166	0%	156	0%
2020					144	0%

Percent Passing / Exempted by Cohort				
Cohort Designation	Number in Cohort	Total Number Exempted	Number Passing	Percent Passing/Exempted
2017	113	22	86	96%
2018	139	136	2	99%
2019	156	131	0	84%
2020	144	0	0	0%

Goal 6: Comparative Measure

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

The calculation of this measure is not required for 2020-21

ADDITIONAL EVIDENCE

Throughout remote instruction, we continued to embed the literacy supports into instruction across all content areas especially in social studies classrooms. This has translated into greater success for our students as we seek to support them in meeting and mastering college ready reading and writing skills. The goal was to scale back and dig deeper into high-leveraged college and career ready skills such as reading and analyzing informational texts.

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

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

GOAL 7: ESSA

Due to COVID-19 and the subsequent changes to the state’s testing, accountability, and federal reporting requirements, the 2020-21 school accountability statuses are the same as those assigned for the 2019-20 school year. The 2019-20 accountability statuses were based on 2018-19 exam results. Assigned accountability designations and further context can be found [here](#).

Goal 7: Absolute Measure

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

METHOD

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

RESULTS AND EVALUATION

HUM was in good standing for the 2020-21 school year and therefore continues to meet this measure.

ADDITIONAL EVIDENCE

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

Accountability Status by Year

Year	Status
2018-19	Good Standing
2019-20	Good Standing
2020-21	Good Standing



New Visions Charter High School for the Humanities (HUM)

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Submitted to the SUNY Charter Schools Institute on:

August 16, 2021

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

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2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Magaly Hicks, Principal, Melissa Wass, Senior Program Officer, and Mei Guan, Lead Data Analyst prepared this 2020-21 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
	Office (e.g. chair, treasurer, secretary)
Peter Cantillo	Member
Lisa Gibson	Member
Nancy Grossman	Chair
Fredrick Levy	Member
Eva Lopez	Member
Carol "Lili" Lynton	Member
Matthew Marcin	Treasurer
Marsha Milan-Bethel	Member
Michael Nathan	Member
Musa Ali Shama	Secretary
Selina Urbina	Member
Edna Vega	Member

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

SCHOOL OVERVIEW

Mission

The New Visions Charter High School for the Humanities (HUM) is a small school that opened in 2011 and serves approximately 576 students in grades 9-12 in 2020-2021. HUM is academically rigorous, committed to parent and community outreach, and dedicated to serving high-need students. The school is part of the New Visions Charter High Schools' (NVCHS) network which is a network of secondary schools dedicated to supporting all students in meeting the highest academic standards. We shift classroom dynamics from one where students receive information to one where students find solutions to community-defined problems by using their imagination coupled with a mastery of content and skills. We 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. Teaching and learning in HUM, as in all New Visions Charter High Schools, is built upon the Lincoln Center Education Capacities for Imaginative Thinking, informed by challenge-based curricula that are aligned to the Common Core standards, applied to improving local communities and driven by student performance data.

Student Population

Located in the Marble Hill community of the Bronx, HUM serves students from predominantly low-income families. As of BEDS day 2020, 576 students were enrolled in HUM. Of these students:

- 98% are Black or Latino
- 88% are economically disadvantaged
- 18% are students with disabilities
- 15% are English Language Learners

Key Design Elements

Key design elements of the model include:

- An instructional model that requires students to reflect and assess constantly. As students employ the Capacities of Imaginative Thinking, they practice applying their knowledge to real-world issues through challenge-based learning.
- On-going system of assessment and data tools to support academic achievement, literacy interventions and monitor special education and English language learner compliance.
- A small school that offers a trimester schedule as well as an extended day and extended year that provides students with more time and opportunities for remediation and acceleration as well as after school and Saturday clubs and classes to engage students and support their academic and socio-emotional needs.
- A Summer Bridge Program in August for all 9th and 10 grade students that sets academic and behavioral expectations and introduces them to challenge-based learning.

¹ The Capacities of Imaginative Thinking are habits of mind that foster creativity, analysis and action.

- A *Lower House* that provides students with a solid academic and socio-emotional foundation to get them to grade level, and to accelerate their learning so that they may take full advantage of *Upper House* which engages students in an array of experiences with a post-secondary focus.
- Community engagement as a distinguishing element of the model. This model aspires to honor who our students are and where they come from by creating opportunities for them to engage in and become members of and resources for their communities.
- Family engagement that emphasizes families as partners in education through a model that includes establishing Family School Alliances²; offering events for networking and celebration; providing information about graduation requirements and students' academic progress; and creating a culture that emphasizes college and career readiness.
- Student support services that address students' socio-emotional needs from college counseling to crisis management.
- Systematic development of each school's operational infrastructure to achieve efficiency and effectiveness.
- Leadership and adult learning model that emphasizes modeling of best practices, teaming, feedback and role clarity to ensure that staff are focused on continuous improvement and invested in excelling.

Modalities of Instruction

We began school year 2020-21 with fully remote instruction and gradually transitioned to hybrid learning in April 2021. The remote schedule accommodated synchronous learning from Monday-Thursday and synchronous/asynchronous activities for students on Fridays. The schedule allowed for each content area to have an extended learning block two times a week along with a block for small group instruction. This change in schedule allowed teachers to support students who needed additional help.

Cohort teams worked diligently to make sure that all students had working laptops and internet access by providing laptops and hotspots to students who needed them. Teachers used multiple technology platforms to reinforce online engagement. They encouraged students to participate in class discussions through written chats, reactions on Zoom and other tools like nearpod, flipgrid, Google Forms, Go Formative, Canvas etc. As a practice, all teachers used Google Classroom for posting important announcements, classwork, assessment and providing both qualitative and quantitative feedback.

Social, Mental, and Emotional Health Supports

Our advisory program started in September 2020 where students met each Friday morning with their advisors. During school year 2020-21, we carefully matched the majority of the student groups

² Family School Alliances are the NVCHS version of Parent Associations and are deliberately named to emphasize the partnership between the school and families.

with teachers, operations staff, and school counselors and provided professional development and a curriculum to support the success of HUM advisory.

HUM advisory provides a space for students to focus on specific non-academic content, with a consistent and flexible class structure designed to foster community, build positive relationships as well as promote social and emotional learning. The important components that were addressed during advisory this school year included:

- Building self-esteem, awareness, and self management
- Identifying learning styles
- Healthy relationships
- Leadership skills
- Building character
- Developing positive communication
- Discussing postsecondary options
- Team building
- Reviewing academics/goals setting
- Conflict resolution
- Activism
- Social justice
- Empowerment
- Dealing with stress
- Relaxation strategies
- Test-taking/study skills
- Mind, body, and spirit
- Relationship building skills
- Responsible decision making skills

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

SEL Coaching & Support:

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

Our PD framework included multiple sessions on sharing best SEL practices for everyday classroom instruction. Teachers incorporated these strategies in their own classrooms and witnessed growth in student engagement and overall motivation. We used an SEL check-in practice called “mood meters” where students identified how they were feeling and reflected on why they were feeling that way before beginning instruction for the day. Teachers and staff members were able to connect with students at the beginning of their classes which helped in a more effective instruction and learning session.

An additional layer of SEL support was implemented in the form of check-ins and a goal setting template for the Class of 2024. This was a part of our College Ready Network for School Improvement (CR-NSI) grant program through the Gates Foundation in our work with promoting college readiness with our ninth grade students. Our main focus this year was in promoting SEL with our focal students.

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

In addition, to continue building the community feel of the school, HUM prepared care packages filled with school gear, school supplies and snacks periodically for all students. The operations, counseling and dean teams also conducted home drop offs as needed as well as home visits where they were urgently required. As families experienced various tragedies and unplanned emergencies, Humanities activated its family support mechanism by connecting families to CBOs and fundraising in-house to provide support to families including groceries, household items, and clothing for families displaced by different disasters (home explosion, fire).

ENROLLMENT SUMMARY

School Enrollment by Grade Level and School Year

School Year	9	10	11	12	Total
2016-17	150	174	133	81	538
2017-18	133	137	150	120	540
2018-19	139	149	98	140	526
2019-20	174	143	121	124	562
2020-21	151	164	144	117	576

HIGH SCHOOL COHORTS

ACCOUNTABILITY COHORT

The state’s Accountability Cohort consists specifically of students who are in their fourth year of high school after entering the 9th grade. For example, the 2017 state Accountability Cohort consists of students who entered the 9th grade anywhere sometime during the 2017-18 school year, were enrolled in the school on the state’s annual enrollment-determination day (i.e., BEDS day) in the 2020-21 school year, and either remained in the school for the rest of the year or left for an acceptable reason. (See New York State Education Department’s SIRS Manual for more details about cohort eligibility and acceptable exit reasons: <http://www.p12.nysed.gov/irs/sirs/ht>)

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

Fourth-Year High School Accountability Cohorts

Fourth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Enrolled on BEDS Day in October of the Cohort’s Fourth Year	Number Leaving During the School Year	Number in Accountability Cohort as of June 30 th
2018-19	2015-16	2015	149	3	146
2019-20	2016-17	2016	124	0	124
2020-21	2017-18	2017	113	0	113

TOTAL COHORT FOR GRADUATION

Students are also included in the Total Cohort for Graduation (referred to as the Graduation Cohort, Total Graduation Cohort, or Total Cohort interchangeably throughout this report) based on the year they first enter the 9th grade. Students enrolled for at least one day in the school after entering the 9th grade are part of the school’s Graduation Cohort. The school may remove students from the Graduation Cohort if the school has discharged those students for an acceptable reason listed in the SIRS manual, including the following: if they transfer to another public or private diploma-granting

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

program with documentation, transfer to homeschooling by a parent or guardian, transfer to another district or school, transfer by court order, leave the U.S., or are deceased.

Fourth Year Total Cohort for Graduation

Fourth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Graduated or Enrolled on June 30 th of the Cohort's Fourth Year (a)	Number of Students No Longer at the School Who Had Been Enrolled for at Least One Day Prior to Leaving the School and Who Were <u>Not</u> Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2018-19	2015-16	2015	146	0	146
2019-20	2016-17	2016	124	1	125
2020-21	2017-18	2017	113	1	114

Fifth Year Total Cohort for Graduation

Fifth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Graduated or Enrolled on June 30 th of the Cohort's Fifth Year (a)	Number of Students No Longer at the School Who Had Been Enrolled for at Least One Day Prior to Leaving the School and Who Were <u>Not</u> Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2018-19	2014-15	2014	14	126	140
2019-20	2015-16	2015	1	145	146
2020-21	2016-17	2016	0	125	125

PROMOTION POLICY

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

GOAL 1: HIGH SCHOOL GRADUATION

GOAL 1: HIGH SCHOOL GRADUATION

Students will meet all the New York State graduation requirements.

Goal 1: Leading Indicator

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

METHOD

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

RESULTS AND EVALUATION

Eighty-seven percent of students in the 2019 cohort and 86% percent of students in the 2020 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.

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

Percent of Students in First and Second Year Cohorts
Earning the Required Number of Credits in 2020-21

Cohort Designation	Number in Cohort during 2020-21	Percent promoted
2019	159	87%
2020	142	86%

ADDITIONAL EVIDENCE

Beginning August 2014, new leadership policy changes to promotion criteria, implementation of a professional learning community in a caring environment, and a noticeable improvement in climate and culture led to HUM's 2014 and 2015 cohorts increase in promotion rates, and thereafter. A strong emphasis on teaching and learning, with daily content and data planning helped to lead to rigorous instruction, and analyzing data. An improvement in climate and culture led students to have higher expectations resulting in higher student achievement. Increased family engagement

with parents as partners led to a united team working towards one goal: high student achievement. With ongoing support and a targeted intervention plan for all students we began seeing struggling students excel and other students accelerate. Students' successes were celebrated by all.

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

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

Goal 1: Leading Indicator

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

METHOD

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

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

RESULTS AND EVALUATION

Ninety-five percent of students in the 2019 cohort have passed or were exempted from at least three different Regents exams required for graduation, therefore meeting this measure. It is notable that there was a two percentage point increase from the previous year.

Since 2017 we have incorporated courses with authentic applications, as well as authentic interdisciplinary projects. In math we have introduced a financial math course. In ELA, students participated in a journalism course and in science, students have taken forensic science. Further, with the addition of our Career and Technical Education program, students take courses in visual design, audio production, and video production. By design (being authentic and applied), these courses increase access to our at-risk students and students with IEPs. This has led to higher student achievement.

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

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

Cohort Designation	School Year	Number in Cohort	Percent Passing at Least Three Regents (including exemptions)
2017	2018-19	125	54%
2018	2019-20	153	93%
2019	2020-21	159	95%

ADDITIONAL EVIDENCE

In order to increase student performance on Regents exams and prepare for the next administration post-covid restrictions, HUM continues its plan for programming students by need as well as providing acceleration for specific groups of students. This strategy includes testing ninth and tenth graders in CC ELA based on teacher recommendations. In addition, the content teams identify specific test preparation strategies to support students in responding to prompts appropriately and in developing persistence under testing conditions. HUM also developed a plan which includes:

- performance based assessments;
- professional development aligned to developing college level skills in reading, writing, listening, and speaking;
- mock Regents exams that simulate actual Regents exams (canceled in SY 2020-2021; will resume in SY 2021-2022);
- post January Regents program evaluation to place students in the best sections to ensure their success (canceled in SY 2020-2021; will resume in SY 2021-2022); and
- teacher teams utilizing the Looking at Student Work (LASW) protocols to examine student work and plan appropriate remediations and interventions.

Goal 1: Absolute Measures

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

METHOD

This measure examines students in two high school Graduation Cohorts: those who entered the 9 grade as members of the 2017 cohort and graduated four years later and those who entered as members of the 2016 cohort and graduated five years later. These data reflect August graduation rates. At a minimum, these students have passed or been exempted from five Regents exams required for high school graduation in ELA, mathematics, science, U.S. History, and Global History or met the requirements for the 4+1 pathway to graduation.³

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

³ The state’s guidance for the 4+1 graduation pathway can be found here: <http://www.p12.nysed.gov/ciai/multiple-pathways/>.

RESULTS AND EVALUATION

Ninety-four percent of students in HUM’s 2017 cohort graduated after four years and 100% of students in the 2016 cohort graduated after five years. The 2017 cohort’s four-year graduation rate exceeded this measure by 19 percentage points and the 2016 cohort’s five-year graduation rate exceeded this measure by five percentage points.

HUM continues to track both four-year graduates and non-graduates. While we provide individualized plans and an academic roadmap for each student, HUM graduates are carefully monitored and provided with an educational plan for success. Potential August graduates are provided with instructional content teachers who work with them during summer school and provide intensive support for Regents preparation. This year, the plan remains the same, with our potential August cohort 2017 graduates, being placed in our summer academic program to complete the coursework required to earn the credits needed for August Regents exemptions or credits required for graduation.

Students in cohort 2017 who do not meet the requirements for graduation after August 2021, 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.

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

Cohort Designation	School Year	Number in Cohort	Percent Graduating
2015	2018-19	146	99%
2016	2019-20	125	100%
2017	2020-21	114	94%

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

Cohort Designation	School Year	Number in Cohort	Percent Graduating
2014	2018-19	140	90%
2015	2019-20	146	99%
2016	2020-21	125	100%

ADDITIONAL EVIDENCE

Despite our aggressive approach to monitoring our students, it is difficult to get most of our fifth year students that have been discharged as LTA’s to return. However, we continue to pursue at-risk scholars, and have been successful in the past in readmitting several students leading to graduation. This process will continue for our current cohorts.

Goal 1: Comparative Measure

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

METHOD

The school compares the graduation rate of students completing their fourth year in the charter school’s Total Graduation Cohort to that of the respective cohort of students in the school district of comparison. Given that district results for the current year are generally not available at this time, for purposes of this report schools should include the district’s 2019-20 results as a temporary placeholder for the district’s 2020-21 results.

RESULTS AND EVALUATION

HUM’s 2017 cohort’s graduation rate of 94% exceeded Community School District 10’s 2016 cohort graduation rate of 80% by 14 percentage points. District data for the 2017 cohort was not available for comparison at the time of this report.

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

Cohort Designation	School Year	Charter School		School District	
		Number in Cohort	Percent Graduating	Number in Cohort	Percent Graduating
2015	2018-19	146	99%	3955	78%
2016	2019-20	125	100%	4074	80%
2017	2020-21	114	94%	TBD	TBD

ADDITIONAL EVIDENCE

N/A

Goal 1: Absolute Measure

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

METHOD

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

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

RESULTS AND EVALUATION

One hundred percent of students in HUM’s 2017 cohort who pursued an alternative graduation pathway (with valid scores) achieved a Regents equivalency score and passed an approved pathway assessment required for graduation. HUM’s 2017 cohort met this measure and exceeded it by 25 percentage points.

At HUM we have leveraged the 4+1 opportunity to meet the unique needs of our students. As seen in the data 9% of students in cohort 2017, utilized this option and much of this can be attributed to developing more structures and routines around offering students the +1 opportunity. We have become more strategic in leveraging the CDOS for our students during their senior year as a way to support students who have not yet passed five Regents exams. We will continue to develop the systems and structures around the 4 +1 option.

Percentage of the 2017 Graduation Cohort Pathway Students Demonstrating Success by Exam Type

Exam	Number of Graduation Cohort Members Tested (a)	Number Passing or Achieving Regents Equivalency (b)	Percentage Passing =[(b)/(a)]*100
CC Geometry Regents	7	5	71%
Earth Regents	1	1	100%
Living Environment Regents	10	7	70%
LOTE	4	1	25%
Overall	10	10	100%

Pathway Exam Passing Rate by Fourth Year Accountability Cohort

Cohort Designation	School Year	Number in Cohort	Percent Passing a Pathway Exam
2015	2018-19	146	28%
2016	2019-20	124	6%
2017	2020-21	114	9%

ADDITIONAL EVIDENCE

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

SUMMARY OF THE HIGH SCHOOL GRADUATION GOAL

In school year 2020-21, HUM achieved six of the six measures in the high school graduation goal.

Type	Measure	Outcome
Leading Indicator	Each year, 75 percent of students in first and second year high school Total Graduation Cohorts will earn at least ten credits (if 44 needed for graduation) or five credits (if 22 needed for graduation) each year.	Achieved
Leading Indicator	Each year, 75 percent of students in the high school Total Graduation Cohort will score at least 65 on at least three different New York State Regents exams required for graduation by the completion of their second year in the cohort.	Achieved
Absolute	Each year, 75 percent of students in the fourth year high school Total Graduation Cohort will graduate.	Achieved
Absolute	Each year, 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.	Achieved
Comparative	Each year, the percent of students in the high school Total Graduation Cohort graduating after the completion of their fourth year will exceed that of the Total Graduation Cohort from the school district of comparison.	Achieved
Absolute	Each year, 75 percent of students in the high school Total Cohort pursuing an alternative graduation pathway will achieve a Regents equivalency score and pass an approved pathway assessment required for graduation by the end of their fourth year.	Achieved

ACTION PLAN

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

GOAL 2: COLLEGE PREPARATION

GOAL 2: COLLEGE PREPARATION

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

The postsecondary application process is truly embedded in the daily workings of HUM. To begin, each grade has a school counselor who is charged with postsecondary preparation and success of each student. The college application process is a byproduct of the holistic approach HUM takes to addressing the needs of the student. Ninth and tenth grade students learn the nuances of how to do self career-exploration and identification working towards college application submission. All grades take college trips as a way to create visual appeal and connectivity. By the end of their third year students have done the following:

- Created a postsecondary plan
- Been on campus of 2 or 3 colleges
- Taken the SAT at least 1 time
- Offered college level courses
- Offered SAT prep
- Offered college/career exploration experiences

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

- Monroe College
- College Now
- First Workings
- Genesys Works
- Kaplan SAT PREP
- CO-OP TECH

Goal 2: Absolute Measure

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

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

METHOD

Schools use any method listed here, or any combination thereof, to demonstrate that at least 75 percent of graduates are prepared to engage in rigorous college level coursework. The school should

select only those methods listed here that it uses to demonstrate the college readiness of its students and eliminate those that it will not. For instance, high schools that do not deliver an IB Program as part of their high school design do not report on the IB option. The school reports on the number of students who attempted to achieve each indicator, the number who succeeded, and the corresponding percentage. Additionally, the school should report on the overall number of students who graduated after four years, the number of those graduates who achieved any of the relevant indicators, and the overall percentage achieving any indicator.

RESULTS AND EVALUATION

At the time of this report 26% of HUM’s 2017 cohort demonstrated their preparation for college by achieving at least one of the indicators listed above, therefore not meeting the goal of 75%. In addition, it should be noted that scores from AP exams taken this school year will not be released by the College Board until after the submission of this report.

Each student at HUM is scheduled for the SAT exam in the fall and spring of the eleventh grade. Preparation for the SAT/ACT are provided through in-house support and/or outsourced to various free or low cost programs. Students who have shown academic success by remaining on-track for graduation are provided opportunities to experience AP courses or college-level courses. Cohort teams recommend which students should be enrolled in AP courses or college-level courses including College Now at Lehman College.

The schedule of classes is uniquely based on the students academic needs. As the student begins to show academic and social promise they are informed of the opportunities available to them via college level courses, overnight trips, scholarships, internships etc. Conversely, if a student is missing college level courses and the aforementioned opportunities then the cohort team can make recommendations to the college/career adviser on other suitable and unique options for that student.

Percentage of the 2017 Total Cohort Graduates Demonstrating College Preparation by Indicator

Indicator	Number of Graduates who Attempted the Indicator	Number who Achieved Indicator	Percentage of Graduates who Achieved Indicator
Passing an AP Exam	10	6	60%
Passing a College Level Course	12	5	42%
Achieving the College and Career Readiness Benchmark on the SAT	101	3	3%
Earning a Regents Diploma with Advanced Designation	107	25	23%
Achieving at least Performance Level 4 on both the ELA and Math Regents Required for Graduation	107	7	7%
Overall	107	28	26%

ADDITIONAL EVIDENCE

Based on preliminary data, students that complete a SAT/ACT prep program or practice on their own have shown to do considerably better than those that do not nationwide. With that being said, HUM is no different. Every year HUM offers SAT prep as a way to build confidence when it comes to standardized testing. Staff have also offered their skills and techniques needed to be successful on the SAT/ACT exam. Staff have run 2-3 day seminars where students meet after school for 90 mins to target MATH and ELA strategies for these exams. In addition, we have also found that those students who land on a campus for a visit have a higher probability of finishing and matriculating into college, thus the reason we are compelled to continue to make college campus visits a major piece of our culture and programming. With virtual learning there were major changes in the way our students connected to and absorbed information due to their separation from the classroom. All staff were committed to providing the BEST experiences for students through this new normal of virtual learning.

Goal 2: Absolute Measure

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

The calculation of this measure is not required for 2020-21.

Goal 2: Comparative Measure

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

The calculation of this measure is not required for 2020-21.

Goal 2: Absolute Measure

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

METHOD

The ultimate measure of whether a college prep high school has lived up to its mission is whether students actually enroll and succeed in college. Schools track and report the percentage of fourth-year Total Cohort graduates who matriculate into a two or four-year college program in the school year following graduation. Schools should update and confirm data for Cohorts prior to 2020-21 and provide preliminary matriculation data for 2017 Cohort. It may be necessary for schools to provide updated data to the Institute when National Student Clearinghouse or other data sources become available later in the school year.

RESULTS AND EVALUATION

HUM collects matriculation data from the National Student Clearinghouse. Clearinghouse data for cohort 2017 was not available at the time of this report. This metric will be updated once the data becomes available.

Currently HUM is participating in the New Visions College and Career Advising Initiative. An intentional program geared to increase college/career enrollment and persistence among

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graduating students. HUM uses the New Visions Data Portal to track critical college-going milestones that can predict college/career matriculation. In addition, we are establishing career readiness by creating partnerships with local business owners and programs that align with our focus through our progressive CTE structure and/or the collaboration between the school counseling team and the college and career counselor. Each entity works diligently to find engaging experiences that our students can make a part of their college application process or job interview. At every level the end goal of POSTSECONDARY MATRICULATION AND SUCCESS is at the forefront of the conversation.

Matriculation Rate of Graduates by Year

Cohort	Graduation Year	Number of Graduates (a)	Number Enrolled in 2 or 4-year Program in Following Year (b)	Matriculation Rate = $[(b)/(a)]*100$
2015	2018-19	144	112	78%
2016	2019-20	125	84	67%
2017	2020-21	107	TBD	TBD

ADDITIONAL EVIDENCE

N/A

SUMMARY OF THE COLLEGE PREPARATION GOAL

In school year 2020-21, HUM did not achieve the one measure, with data available, in the college preparation goal. Two measures are not applicable for the school year 2020-21 and data was not available for one measure at the time of this report.

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

ACTION PLAN

As stated in our mission, HUM will continue to challenge our students to present and defend their learning as part of preparing and supporting them to graduate ready for college, careers, and a 21st century economy. In the coming year HUM will leverage its successes and challenges to make necessary changes in the classroom. Education has changed drastically but the same dedication and focus still remains. Each sub-group of HUM will continue to meet regularly and improve their

practice as education continues to evolve. Cohort meetings and individual AP/teacher meetings will continue to meet bi-weekly. Professional development will address the skills required to affect the student population during virtual learning.

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

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

GOAL 3: ENGLISH LANGUAGE ARTS

HIGH SCHOOL ENGLISH LANGUAGE ARTS

Goal 3: Absolute Measure

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

METHOD

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

Due to the state's cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students achieving at least Level 4 among the students who sat for the exam.

RESULTS AND EVALUATION

Fifty percent of students in HUM's 2017 cohort scored at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core), therefore not achieving this measure.

Due to the continued closure of physical school buildings in SY 2020-2021 and the cancellation of the Regents exams in January and August, no Mock Regents were held. In addition, while the June 2021 administration was open with CC ELA, CC Algebra, Living Environment and Earth Science being offered, only two students opted to sit for Algebra and Living Environment. As a result of the cancellation and opt-in/opt-out choices for parents/students, we do not have Regents data to add to our planning for our 2018 and 2019 cohorts. Our teams will instead use the high-leveraged CC ELA based tasks students completed during the SY 2020-2021.

We plan to continue our focus on high leveraged skills in reading and writing to support cohorts 2018, 2019 and 2020 in building college and career ready skills. Our focus on Tier 1 instruction and embedding literacy and writing strategies across contents will continue to be a driving force in our instructional program. Our strategy during remote learning was to scale back the volume and drill deeper into the high-leveraged college and career ready skills that students need.

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Percent Scoring at Least Level 4 on Regents English Common Core Exam by Fourth Year Accountability Cohort⁴

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)
2015	2018-19	146	0	82	56%
2016	2019-20	124	0	73	59%
2017	2020-21	113	0	57	50%

ADDITIONAL EVIDENCE

Our team started the year with a clear focus on preparing students to resit for the ELA Regents exam in January and June 2021 to achieve Level 4 or score of 79+ (the CUNY college readiness benchmark is 75) for cohorts 2017, 2018 and 2019. Due to the cancellation of January and August 2021 Regents administrations and the opt-out option for June 2021 Regents administration, we do not have Regents data for the analysis. We are hoping to have that data demonstrating we have exceeded the benchmarks by January and June 2022 for all targeted cohorts.

Percent Achieving at Least Level 4 by Cohort and Year

Cohort Designation	2018-19		2019-20		2020-21	
	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4 ⁵
2017	125	13%	119	50%	113	50%
2018	136	3%	153	5%	139	23%
2019			166	0%	156	0%
2020					144	0%

Goal 3: Absolute Measure

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

METHOD

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

Due to the state's cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort who had not previously sat for the exam but were

⁴ Based on the highest score for each student on the English Regents exam

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

scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students achieving at least Level 3 among the students who sat for the exam.

RESULTS AND EVALUATION

Eighty-seven percent of students in HUM’s 2017 cohort (with valid scores) scored at or above Performance Level 3 on the Regents Exam in English Language Arts (Common Core). HUM’s 2017 cohort exceeded the measure by seven percentage points. In addition, it should be noted that 15 students, who had previously sat for the exam, earned Regents waivers. Therefore 100% of students in cohort 2017 met the ELA Regents requirement for graduation.

HUM continued to program students for college readiness in the 2020-2021 school year with the expectation that the Regents administrations would be held as scheduled. This was not to be and as our instructional program remained primarily remote, we were not able to gather additional data for the CC ELA Regents CUNY college readiness benchmarks. While the exemptions offered us the 100% graduation requirement, it did not allow us to improve our percentage of students scoring at the CUNY college readiness benchmark.

Percent Scoring at Least Level 3 on Regents English Common Core Exam by Fourth Year Accountability Cohort					
Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2015	2018-19	146	0	144	99%
2016	2019-20	124	0	116	94%
2017	2020-21	113	0	98	87%

ADDITIONAL EVIDENCE

School year 2020-2021 brought unique challenges, however, we continued our focus on providing supports for our students during remote instruction to facilitate their learning and prepare them to meet and exceed this benchmark. We added an additional section of Read 180 and Wilson Reading to strengthen our literacy intervention program. We administered the Performance Series assessment and used that along with the WIST data to place students in the appropriate interventions. The data from the administration of the DORA reading assessment was used to support students in meeting proficiency or mastering specific skills in reading and writing.

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Percent Achieving at Least Level 3 by Cohort and Year

Cohort Designation	2018-19		2019-20		2020-21	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing ⁶
2017	125	25%	119	86%	113	87%
2018	136	10%	153	10%	139	48%
2019			166	0%	156	0%
2020					144	0%

Percent Achieving at Least Level 3 / Exempted by Cohort

Cohort Designation	Number in Cohort	Total Number Exempted	Number Scoring at Least Level 3	Percent Scoring at Least Level 3/Exempted
2017	113	15	98	100%
2018	139	109	15	89%
2019	156	142	0	91%
2020	144	18	0	13%

Goal 3: Absolute Measure

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

The calculation of this measure is not required for 2020-21.

Goal 3: Comparative Measure

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

The calculation of this measure is not required for 2020-21.

Goal 3: Comparative Measure

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

The calculation of this measure is not required for 2020-21.

Goal 3: Comparative Measure

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

The calculation of this measure is not required for 2020-21.

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

Goal 3: Growth Measure

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

METHOD

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

RESULTS AND EVALUATION

Thirty-nine percent of students in the 2017 cohort who were not proficient on their NYS 8th grade English language arts exam scored at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core), therefore not meeting this measure.

Unfortunately cohort 2017 only had one opportunity to sit for the ELA Regents to score a Level 4 due to COVID 19 therefore leading to the lower percentage meeting the benchmark. Previous cohorts had multiple opportunities to do so. We continued to embed the literacy supports into instruction in ELA classes and across math, science, and social studies classrooms. This has translated into greater success for our students as we seek to support them in meeting and mastering college ready reading and writing skills. The goal was to scale back and dig deeper into high-leveraged college and career ready skills such as reading and analyzing informational texts.

Throughout remote instruction, our teachers across the ELA and social studies classes continued to emphasize close reading, annotation, and text-based evidence supported claims/theses to foster these college and career readiness skills.

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

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2015	2018-19	108	0	60	56%
2016	2019-20	84	0	43	51%
2017	2020-21	74	0	29	39%

ADDITIONAL EVIDENCE

Throughout remote instruction HUM’s focus on reading and writing for analysis and literacy instruction across the content areas was intensified as we identified the critical skills to focus on given the constraints and limitations of remote learning. The gains we have identified in cohorts 2019 and 2020 through the Performance Series data are indications that we are on a path to progress. Students in both cohorts have made significant progress across all Lexile levels. This is a

testament to the implementation of the programs in each of our literacy Intervention courses - Wilson Reading, Read 180 and Just Words. Although remote instruction provided numerous challenges for teachers and students, it also provided opportunities for engaging students using various technological tools including Zoom’s chat and reactions features.

Goal 3: Growth Measure

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

METHOD

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

RESULTS AND EVALUATION

Eighty-one percent of students in the 2017 cohort who were not proficient on their NYS 8th grade English language arts exam scored at or above Performance Level 3 on the Regents Exam in English Language Arts (Common Core). HUM’s 2017 cohort exceeded this measure by six percentage points.

The shift in instruction to embed literacy, reading, and writing across content areas and ramp up our reading and writing strategies provided students in cohort 2017 multiple opportunities to develop various skills related to the Common Core ELA standards. In addition, students demonstrated growth over time as a small number of them sat for the ELA Regents exam in 9th grade, 10th grade and again in January 2020 of their 11th grade year. Following each administration of the ELA Regents exam, teachers completed an item analysis and identified skill gaps. After the January 2020 administration, the item analysis was used to design instruction to support the bridging of those skill gaps and help students to meet and master the standards. This is a systematic approach to designing instruction for our ELA courses from 10th to 12th grade as well as for the students in the 9th grade who take the Regents in June of their 9th grade year.

Percent Achieving at Least Performance Level 3 on Common Core exam among Students Who Were Not Proficient in the 8 Grade by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2015	2018-19	108	0	106	98%
2016	2019-20	84	0	77	92%
2017	2020-21	74	0	60	81%

ADDITIONAL EVIDENCE

The consistent approaches to reading and writing instruction, and embedding literacy instruction across the curriculum, continued to support the increases across each cohort year for students who were not proficient in the eighth grade. The increased addition of SEL supports across these cohorts, also helped to support this data as students developed skills in mindfulness and identifying areas in which they needed more support and how to advocate for that support.

SUMMARY OF THE HIGH SCHOOL ENGLISH LANGUAGE ARTS GOAL

In school year 2020-21, HUM achieved two of the eight measures in the English language arts goal. Four measures were not applicable for school year 2020-21.

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

ACTION PLAN

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

1. prepared for each new grade level while in school; and
2. prepared for their postsecondary pursuits.

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

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

We will continue to provide bilingual support for our ELLs across content areas of social studies, science, math, and ELA. Assessments such as the DORA will also provide data to teachers on what areas students need the most support. All of our students with disabilities will also be tested using the DORA assessment once again. The reports will give students explicit information on what areas they need to work on and what areas they are successful in.

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

GOAL 4: MATHEMATICS

HIGH SCHOOL MATHEMATICS

Goal 4: Absolute Measure

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

METHOD

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

Due to the state’s cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort who had not previously sat for any mathematics exam but were scheduled to sit for one during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number

f students who were exempted from the exam requirement as well as the percentage of students achieving at least Level 4 among the students who sat for any exam.

RESULTS AND EVALUATION

Seven percent of students in HUM’s 2017 cohort scored at or above Performance Level 4 on a Regents mathematics exam, therefore not meeting this measure.

For the school year 2020-21, we reviewed Algebra 1, Geometry, Algebra 2 and Calculus curriculum to adapt to the remote schedule. Since teachers taught synchronous lessons two to three times a week, we identified high leverage topics that are required for foundational understanding in mathematics, based on assessments, Regents analysis and teacher recommendations. Teachers were able to use resources like Khan Academy, Delta Math, Go Formative, Nearpod and Google Classroom to meet the needs of their students in the remote setting. Students also received support from teachers during intervention blocks twice a week and office hours.

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)
2015	2018-19	146	0	9	6%
2016	2019-20	124	0	14	11%
2017	2020-21	113	0	8	7%

ADDITIONAL EVIDENCE

Moving forward, students will be programmed based on their performance from the previous years. Math teachers made specific support recommendations for the next year based on assessments, academic performance and Regents exemptions. Rising seniors will be programmed for Math electives, Algebra 2 or AP/Pre-AP Calc for SY 2021-22. Rising Juniors will be programmed to pursue higher math courses like Algebra 2, AP/Pre-AP Calculus. Freshmen and Sophomores along with the Juniors will be encouraged to take the January Regents to meet the college readiness benchmark for Algebra 1 and/or Geometry.

Mathematics teachers use the item analysis from the Regents exams every year, to review their learning targets. Teachers focused on reviewing the pacing guide based on student work inquiry. In addition, teachers provide extra support through after school activities like Boot Camp (extended office hours) and Saturday school to help students with Regents preparation. Department teachers met weekly to look at instructional strategies that worked and should be continued for next year. Moving forward, we will continue to examine the data to create a more effective learning experience for the students.

Percent Achieving at Least Level 4 by Cohort and Year

Cohort Designation	2018-19		2019-20		2020-21	
	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4 ⁷
2017	125	6%	119	7%	113	7%
2018	136	5%	153	8%	139	9%
2019			166	18%	156	6%
2020					144	0%

Goal 4: Absolute Measure

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

METHOD

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

Due to the state’s cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort who had not previously sat for any mathematics exam but were scheduled to sit for one during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted

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

from the exam requirement as well as the percentage of students achieving at least Level 3 among the students who sat for any exam.

RESULTS AND EVALUATION

Eighty-two percent of students in HUM’s 2017 cohort (with valid scores) scored at or above Performance Level 3 on a Regents mathematics exam. HUM’s 2017 cohort met this measure and exceeded it by two percentage points. In addition, it should be noted that 20 students, who had previously sat for the exam, earned Regents waivers. Therefore 100% of students in cohort 2017 have met the math Regents requirement for graduation.

The department goal for SY 2020-21 was to design lessons and assessments to adapt to Remote/Hybrid Learning using available technology platforms. Teachers used regents analysis from previous years to identify the skills that could be taught effectively to meet the needs of remote learning. Teachers met department and content teams to consistently brainstorm best strategies to address the needs of the students and to identify areas that need more attention. Teachers also used office hours and intervention periods to provide additional support to SWD/ MLL students.

The department goals for teachers are focused on key instructional strategies such as annotation, checks for understanding, and assessments. The Regents prep classes are more focused on key skills aligned to better prepare students for the Regents exam. Department meetings are more focused on inquiry by looking at student work and making informed instructional decisions.

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)
2015	2018-19	146	0	135	92%
2016	2019-20	124	0	111	90%
2017	2020-21	113	0	93	82%

ADDITIONAL EVIDENCE

As indicated in the table below, 79% of students in the 2018 cohort (with valid scores) scored at or above Performance Level 3 on a Regents mathematics exam prior to starting their fourth year. Further, an additional 32 students earned Regents exemption waivers. Therefore, 99% of students in cohort 2018 have met the math Regents requirement for graduation prior to the start of their fourth year.

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Percent Achieving at Least Level 3 by Cohort and Year

Cohort Designation	2018-19		2019-20		2020-21	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing ⁸
2017	125	79%	119	82%	113	82%
2018	136	43%	153	76%	139	79%
2019			166	50%	156	64%
2020					144	3%

Percent Achieving at Least Level 3 / Exempted by Cohort				
Cohort Designation	Number in Cohort	Total Number Exempted	Number Scoring at Least Level 3	Percent Scoring at Least Level 3/Exempted
2017	113	20	93	100%
2018	139	32	106	99%
2019	156	125	27	97%
2020	144	113	1	79%

Goal 4: Absolute Measure

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

The calculation of this measure is not required for 2020-21.

Goal 4: Comparative Measure

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

The calculation of this measure is not required for 2020-21.

Goal 4: Comparative Measure

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

The calculation of this measure is not required for 2020-21.

Goal 4: Comparative Measure

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

The calculation of this measure is not required for 2020-21.

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

Goal 4: Growth Measure

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

METHOD

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

RESULTS AND EVALUATION

Two percent of students in HUM’s 2017 cohort who were not proficient on their NYS 8th grade mathematics exam scored at or above Performance Level 4 on a Regents mathematics exam, therefore not meeting this measure.

We need to identify, acknowledge, and address the skill gaps created during remote learning. We will program students purposefully in order to make sure that ALL students are set up for success. We plan to continue the use of technology, Google Classroom that has proved effective for engagement, formative assessment and also keeping assignments organized. Students will receive extra support during class, office hours and Saturday School Academy to ‘catch-up’ on the skills and content that they might have missed during remote learning.

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

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2015	2018-19	117	0	2	2%
2016	2019-20	81	0	3	4%
2017	2020-21	85	0	2	2%

ADDITIONAL EVIDENCE

All rising 10th and 11th graders will be programmed to take the Algebra 1/Geometry Regents exams in June for college readiness and Regents Exemptions (in case they did not meet them through the exemptions criteria). Rising seniors will be programmed to meet college readiness goals by preparing them to sit for the SAT/ Math Regents.

Goal 4: Growth Measure

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

METHOD

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

RESULTS AND EVALUATION

Eighty-one percent of students in the 2017 cohort who were not proficient on their NYS 8th grade mathematics exam scored at or above Performance Level 3 on a Regents mathematics exam. HUM’s 2017 cohort met this measure and exceeded it by six percentage points.

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

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2015	2018-19	117	0	106	91%
2016	2019-20	81	0	70	86%
2017	2020-21	85	0	69	81%

ADDITIONAL EVIDENCE

N/A

SUMMARY OF THE HIGH SCHOOL MATHEMATICS GOAL

In school year 2020-21, HUM achieved two of the eight measures in the high school mathematics goal. Four measures were not applicable for school year 2020-21.

Type	Measure	Outcome
Absolute	Each year, 65 percent of students in the high school Accountability Cohort will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	Not Achieved
Absolute	Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	Achieved
Absolute	Each year, the Performance Index (PI) in mathematics of students completing their fourth year in the Accountability Cohort will meet the state	N/A

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

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

ACTION PLAN

It is essential to acknowledge that Remote learning has interrupted teaching and learning and has resulted in creation of skill gaps. To bridge these gaps, identified through baseline data and other assessments that will be implemented, teachers will work on building the foundational skills required for all the respective Math courses through several spiral review instructional strategies. As a department we will continue to meet and analyze student work to identify instructional strategies that help in creating effective teaching strategies.

GOAL 5: SCIENCE

HIGH SCHOOL SCIENCE

Goal 5: Absolute Measure

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

METHOD

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

Due to the state's cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students passing among the students who sat for the exam.

RESULTS AND EVALUATION

Seventy-two percent of students in HUM's 2017 cohort (with valid scores) scored at least 65 on a Regents science exam. Although HUM's 2017 cohort did not meet this measure it should be noted that 33 students, two with no valid scores and 31 who had previously sat for a science exam, earned Regents waivers. Therefore 100% of students in cohort 2017 met the science Regents requirement for graduation.

During this past year HUM's major focuses were student engagement and social emotional support as a way to enhance our Tier 1 instruction, minimize the learning lost due to the pandemic, and maintain our coherent instructional model of supporting student learning and mastery of content. We focused on delivering instruction that highlighted literacy, specifically reading and writing. This included text analysis, decoding of text, annotating abstract concepts with the purpose of supporting written responses with scientific evidence, comprehension of scientific charts, maps, and reference tables. We used Regents based questioning and station models as a tool to ground our work in relevant text, vocabulary, and practical tactile applications. HUM science teachers also targeted assignments, homework, and projects to reinforce the use of scientific inquiry (observe, question, guess, predict, test). This practice is aligned to New Visions' model of the 5E's protocol, of Engage, Explore, Explain, Elaborate, and Evaluate as a method to support the analysis of texts, tasks, and exercise. The science department has also continued to highlight the use of scientific vocabulary, science reference tables, charts and laboratory experiments to increase proficiency and

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

comprehension of all science content areas, this included: Living Environment, Earth Science, Chemistry, Anatomy, and Physiology and AP Biology. We look forward to offering a few honors and Pre AP courses and additional AP courses in the coming year, specifically AP Environmental Science, Pre AP Chemistry and/or Pre AP Bio and Forensics and Physics.

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)
2015	2018-19	146	0	135	92%
2016	2019-20	124	0	105	85%
2017	2020-21	113	2	80	72%

ADDITIONAL EVIDENCE

It is evident that this is an area of strength and growth for HUM as previous cohorts continue to meet proficiency levels and increase scores on Regents exams, specifically short responses and analysis of scientific text, charts, and diagrams. This has been measured throughout HUM's last six years and administration of all Regents exams. Since January of 2015 there has been a gradual increase in student literacy ability on science exams. Though Regents exams have been waived due to the pandemic, we have identified a number of skills and performance tasks necessary to demonstrate evidence of learning mastery of content and skills. In addition one tenth grade student whose instruction was entirely remote instruction sat for the LE regents exam and scored a 78. Though a very small sample size, this also indicates that the skill base support that we have in place has garnered a measure of success.

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

Cohort Designation	2018-19		2019-20		2020-21	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing ⁹
2017	125	63%	119	72%	113	72%
2018	136	53%	153	62%	139	65%
2019			166	39%	156	56%
2020					144	14%

Percent Passing / Exempted by Cohort

Cohort Designation	Number in Cohort	Total Number Exempted	Number Passing	Percent Passing/Exempted
2017	113	33	80	100%
2018	139	53	84	99%
2019	156	133	20	98%
2020	144	122	3	87%

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

Goal 5: Comparative Measure

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

The calculation of this measure is not required for 2020-21.

ADDITIONAL EVIDENCE

N/A

GOAL 6: SOCIAL STUDIES**HIGH SCHOOL SOCIAL STUDIES****Goal 6: Social Studies**

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

Goal 6: Absolute Measure

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

METHOD

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

Due to the state's cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students passing among the students who sat for the exam.

RESULTS AND EVALUATION

Seventy-eight percent of students in HUM’s 2017 cohort (with valid scores) scored at least 65 on the NYS Regents U.S. History exam, therefore meeting this measure. In addition, it should be noted that a total of 98 students, 95 with no valid score and three who previously sat for the exam, earned Regents waivers. Therefore 99% of students in cohort 2017 met the U.S. Regents requirement for graduation.

As noted previously, teachers will continue our focus on literacy across content areas by targeting high leveraged skills in reading and writing to support cohorts 2018, 2019 and 2020 in building college and career ready skills. Our emphasis on Tier 1 instruction and embedding literacy and writing strategies across contents will continue to be a driving force in our instructional program. An aspect of our strategy during remote learning was scaling back the volume and drilling deeper into the high-leveraged college and career ready skills that prepare students for post secondary success.

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)
2015	2018-19	146	0	131	90%
2016	2019-20	124	3	106	88%
2017	2020-21	113	95	14	78%

ADDITIONAL EVIDENCE

As indicated in the table below, 76% of students in the 2018 cohort met their U.S. History Regents requirement for graduation with 100 students earning Regent exemptions, prior to starting their fourth year.

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

Cohort Designation	2018-19		2019-20		2020-21	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing ¹⁰
2017	125	10%	119	27%	113	78%
2018	136	4%	153	3%	139	12%
2019			166	4%	156	5%
2020					144	0%

Percent Passing / Exempted by Cohort

Cohort Designation	Number in Cohort	Total Number Exempted	Number Passing	Percent Passing/Exempted
2017	113	98	14	99%
2018	139	100	5	76%
2019	156	3	7	6%
2020	144	15	0	10%

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

Goal 6: Comparative Measure

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

The calculation of this measure is not required for 2020-21.

Goal 6: Absolute Measure

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

METHOD

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

Due to the state's cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students passing among the students who sat for the exam.

RESULTS AND EVALUATION

Seventy-seven percent of students in HUM's 2017 cohort (with valid scores) scored at least 65 on the NYS Regents Global History exam, therefore meeting this measure. In addition, it should be noted that 22 students, two with no valid score and 20 who had previously sat for the exam, earned Regents waivers. Therefore, 96% of students in cohort 2017 met the Global History Regents requirement for graduation.

As noted previously, teachers will continue our focus on literacy across content areas by targeting high leveraged skills in reading and writing to support cohorts 2018, 2019 and 2020 in building college and career ready skills. Our emphasis on Tier 1 instruction and embedding literacy and writing strategies across contents will continue to be a driving force in our instructional program. An aspect of our strategy during remote learning was scaling back the volume and drilling deeper into the high-leveraged college and career ready skills that prepare students for post secondary success.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

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)
2015	2018-19	146	0	100	68%
2016	2019-20	124	0	97	78%
2017	2020-21	113	2	86	77%

ADDITIONAL EVIDENCE

As indicated in the table below, 99% of students in the 2018 cohort met their Global History Regents requirement for graduation with 136 students earning Regent exemptions, prior to starting their fourth year.

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

Cohort Designation	2018-19		2019-20		2020-21	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing ¹¹
2017	125	66%	119	76%	113	77%
2018	136	0%	153	17%	139	67%
2019			166	0%	156	0%
2020					144	0%

Percent Passing / Exempted by Cohort

Cohort Designation	Number in Cohort	Total Number Exempted	Number Passing	Percent Passing/Exempted
2017	113	22	86	96%
2018	139	136	2	99%
2019	156	131	0	84%
2020	144	0	0	0%

Goal 6: Comparative Measure

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

The calculation of this measure is not required for 2020-21

ADDITIONAL EVIDENCE

Throughout remote instruction, we continued to embed the literacy supports into instruction across all content areas especially in social studies classrooms. This has translated into greater success for our students as we seek to support them in meeting and mastering college ready reading and writing skills. The goal was to scale back and dig deeper into high-leveraged college and career ready skills such as reading and analyzing informational texts.

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

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

GOAL 7: ESSA

Due to COVID-19 and the subsequent changes to the state’s testing, accountability, and federal reporting requirements, the 2020-21 school accountability statuses are the same as those assigned for the 2019-20 school year. The 2019-20 accountability statuses were based on 2018-19 exam results. Assigned accountability designations and further context can be found [here](#).

Goal 7: Absolute Measure

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

METHOD

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

RESULTS AND EVALUATION

HUM was in good standing for the 2020-21 school year and therefore continues to meet this measure.

ADDITIONAL EVIDENCE

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

Accountability Status by Year

Year	Status
2018-19	Good Standing
2019-20	Good Standing
2020-21	Good Standing



**NEWS VISIONS CHARTER HIGH
SCHOOL FOR THE HUMANITIES**

**FINANCIAL STATEMENTS AND
SUPPLEMENTARY INFORMATION**

JUNE 30, 2021 AND 2020

NEW VISIONS CHARTER HIGH SCHOOL FOR THE HUMANITIES

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INDEPENDENT AUDITOR'S REPORT

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

Report on the Financial Statements

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

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes 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.

Auditor's Responsibility

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the School's preparation and fair presentation of the financial statements 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, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of New Visions Charter High School for the Humanities as of June 30, 2021, and the changes in its net assets and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.



Other Matters

Other Information

Our audit was conducted for the purpose of forming an opinion on the financial statements as a whole. The accompanying Schedule of Expenditures of Federal Awards, as required by Title 2 *U.S. Code of Federal Regulations* (CFR) Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards*, is presented for purposes of additional analysis and is not a required part of the financial statements. The accompanying Schedule of Expenditures of Federal Awards 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. The information has been subjected to the auditing procedures applied in the audit of the financial statements, and to 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 to other additional procedures, in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated, in all material respects, in relation to the financial statements as a whole.

June 30, 2020 Financial Statements

The financial statements of New Visions Charter High School for the Humanities as of and for the year ended June 30, 2020 were audited by MBAF CPAs, LLC ("MBAF"), whose partners and professional staff joined BDO USA, LLP as of January 16, 2021, and has subsequently ceased operations. MBAF expressed an unmodified opinion on those statements in their report dated October 20, 2020.

Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued our report dated October 26, 2021 on our consideration of the School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the School's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the School's internal control over financial reporting and compliance.

BDO USA, LLP

New York, NY
October 26, 2021

NEW VISIONS CHARTER HIGH SCHOOL FOR THE HUMANITIES

STATEMENTS OF FINANCIAL POSITION

JUNE 30, 2021 AND 2020

ASSETS	2021	2020
Cash	\$ 5,753,099	\$ 5,161,749
Cash - restricted	76,530	76,482
Grants receivable	710,753	716,188
Due from related entities	597	6,839
Prepaid expenses and other assets	23,446	29,702
Property and equipment, net	75,441	95,204
	<u>\$ 6,639,866</u>	<u>\$ 6,086,164</u>
LIABILITIES AND NET ASSETS		
LIABILITIES		
Accounts payable and accrued expenses	\$ 146,553	\$ 44,089
Accrued salaries and other payroll related expenses	504,701	393,981
Refundable advance from Paycheck Protection Program	-	497,065
Due to NYC Department of Education	91,248	10,218
Due to related entities	285,581	210,433
	<u>1,028,083</u>	<u>1,155,786</u>
NET ASSETS		
Net assets - without donor restrictions	5,604,489	4,923,084
Net assets - with donor restrictions	7,294	7,294
	<u>5,611,783</u>	<u>4,930,378</u>
	<u>\$ 6,639,866</u>	<u>\$ 6,086,164</u>

See accompanying notes to the financial statements.

NEW VISIONS CHARTER HIGH SCHOOL FOR THE HUMANITIES

STATEMENTS OF ACTIVITIES
FOR THE YEARS ENDED JUNE 30, 2021 AND 2020

	2021	2020
CHANGES IN NET ASSETS WITHOUT DONOR RESTRICTIONS		
OPERATING REVENUE WITHOUT DONOR RESTRICTIONS		
State and local per pupil operating revenue	\$ 10,285,648	\$ 10,191,357
Government grants and contracts	<u>1,342,619</u>	<u>1,711,681</u>
	<u>11,628,267</u>	<u>11,903,038</u>
EXPENSES		
Program services:		
General education	7,239,729	6,801,268
Special education	2,744,824	2,643,314
Management and general	<u>1,010,447</u>	<u>1,004,359</u>
	<u>10,995,000</u>	<u>10,448,941</u>
SUPPORT AND OTHER INCOME		
Contributions and other income	44,765	133,515
Interest income	<u>3,373</u>	<u>25,081</u>
	<u>48,138</u>	<u>158,596</u>
	<u>681,405</u>	<u>1,612,693</u>
INCREASE IN NET ASSETS WITHOUT DONOR RESTRICTIONS		
CHANGES IN NET ASSETS WITH DONOR RESTRICTIONS		
Contributions	<u>-</u>	<u>3,153</u>
CHANGE IN NET ASSETS	681,405	1,615,846
NET ASSETS - BEGINNING OF YEAR	<u>4,930,378</u>	<u>3,314,532</u>
NET ASSETS - END OF YEAR	<u>\$ 5,611,783</u>	<u>\$ 4,930,378</u>

See accompanying notes to the financial statements.

NEW VISIONS CHARTER HIGH SCHOOL FOR THE HUMANITIES

STATEMENT OF FUNCTIONAL EXPENSES
FOR THE YEAR ENDED JUNE 30, 2021

	No. of Positions	Program Services			Total	Supporting Services	
		Regular Education	Special Education			Management and General	2021
		\$	\$	\$		\$	\$
Personnel service costs							
Administrative staff personnel	26	1,127,774	215,417	1,343,191	710,919	2,054,110	
Instructional personnel	58	3,218,888	1,704,894	4,923,782	-	4,923,782	
Total salaries and staff	84	4,346,662	1,920,311	6,266,973	710,919	6,977,892	
Fringe benefits and payroll taxes		764,454	353,613	1,118,067	137,496	1,255,563	
Retirement		303,296	133,993	437,289	49,606	486,895	
Management company fee		717,578	132,516	850,094	36,406	886,500	
Legal services		3,799	946	4,745	731	5,476	
Accounting and audit services		-	-	-	21,685	21,685	
Other purchases of professional and consulting services		155,080	30,142	185,222	12,368	197,590	
Repairs and maintenance		120,411	21,184	141,595	3,034	144,629	
Insurance		52,394	9,676	62,070	2,658	64,728	
Utilities		36,014	7,725	43,739	3,998	47,737	
Instructional supplies and materials		41,831	7,188	49,019	-	49,019	
Equipment and furnishings		32,194	5,521	37,715	102	37,817	
Staff development		2,198	495	2,693	695	3,388	
Marketing and recruitment		9,110	1,576	10,686	-	10,686	
Technology		306,206	57,249	363,455	17,886	381,341	
Food service		45,356	7,906	53,262	2,157	55,419	
Student services		85,121	14,633	99,754	-	99,754	
Office expense		121,693	22,281	143,974	6,570	150,544	
Depreciation		35,146	6,490	41,636	1,783	43,419	
Other		61,186	11,379	72,565	2,353	74,918	
		\$ 7,239,729	\$ 2,744,824	\$ 9,984,553	\$ 1,010,447	\$ 10,995,000	

See accompanying notes to the financial statements.

NEW VISIONS CHARTER HIGH SCHOOL FOR THE HUMANITIES

STATEMENT OF FUNCTIONAL EXPENSES
FOR THE YEAR ENDED JUNE 30, 2020

	No. of Positions	Program Services			Total	Supporting Services	2020
		Regular Education	Special Education	Management and General			
		\$	\$	\$			
Personnel service costs							
Administrative staff personnel	23	1,037,229	209,818	1,247,047	595,927	1,842,974	
Instructional personnel	55	3,011,078	1,536,219	4,547,297	-	4,547,297	
Total salaries and staff	78	4,048,307	1,746,037	5,794,344	595,927	6,390,271	
Fringe benefits and payroll taxes		692,306	312,771	1,005,077	115,831	1,120,908	
Retirement		247,494	106,745	354,239	36,432	390,671	
Management company fee		620,200	163,870	784,070	82,899	866,969	
Legal services		1,530	326	1,856	80	1,936	
Accounting and audit services		-	-	-	19,250	19,250	
Other purchases of professional and consulting services		218,478	62,863	281,341	40,196	321,537	
Repairs and maintenance		170,865	43,009	213,874	32,531	246,405	
Insurance		39,360	10,400	49,760	5,261	55,021	
Utilities		25,585	7,538	33,123	6,324	39,447	
Instructional supplies and materials		47,611	11,993	59,604	-	59,604	
Equipment and furnishings		37,816	9,157	46,973	20,332	67,305	
Staff development		10,484	12,698	23,182	2,104	25,286	
Marketing and recruitment		56	10	66	-	66	
Technology		139,166	48,868	188,034	18,466	206,500	
Food service		79,960	17,659	97,619	5,850	103,469	
Student services		261,709	49,705	311,414	-	311,414	
Office expense		116,684	28,865	145,549	17,804	163,353	
Depreciation		23,762	6,279	30,041	3,176	33,217	
Other		19,895	4,521	24,416	1,896	26,312	
		\$ 6,801,268	\$ 2,643,314	\$ 9,444,582	\$ 1,004,359	\$ 10,448,941	

See accompanying notes to the financial statements.

NEW VISIONS CHARTER HIGH SCHOOL FOR THE HUMANITIES

STATEMENTS OF CASH FLOWS
FOR THE YEARS ENDED JUNE 30, 2021 AND 2020

	2021	2020
CASH FLOWS FROM OPERATING ACTIVITIES		
Cash received from operating revenue	\$ 11,714,732	\$ 11,567,596
Other cash received	48,138	161,749
Cash paid to employees and suppliers	<u>(11,147,816)</u>	<u>(9,893,976)</u>
NET CASH PROVIDED BY OPERATING ACTIVITIES	615,054	1,835,369
CASH FLOWS FROM INVESTING ACTIVITIES		
Purchase of property and equipment	<u>(23,656)</u>	<u>(94,452)</u>
NET INCREASE IN CASH	591,398	1,740,917
CASH AND CASH - RESTRICTED - BEGINNING OF YEAR	<u>5,238,231</u>	<u>3,497,314</u>
CASH AND CASH - RESTRICTED - END OF YEAR	<u>\$ 5,829,629</u>	<u>\$ 5,238,231</u>
 Reconciliation of change in net assets to net cash provided by operating activities:		
Change in net assets	\$ 681,405	\$ 1,615,846
Adjustments to reconcile change in net assets to net cash provided by operating activities:		
Depreciation	43,419	33,217
Changes in operating assets and liabilities:		
Grants receivable	5,435	(262,432)
Prepaid expenses and other assets	6,256	26,806
Due from related entities	6,242	(2,972)
Accounts payable and accrued expenses	102,464	(76,627)
Accrued salaries and other payroll related expenses	110,720	72,122
Refundable advance from Paycheck Protection Program	(497,065)	497,065
Due to NYC Department of Education	81,030	(73,010)
Due to related entities	<u>75,148</u>	<u>5,354</u>
NET CASH PROVIDED BY OPERATING ACTIVITIES	<u>\$ 615,054</u>	<u>\$ 1,835,369</u>
 SUPPLEMENTAL DISCLOSURES OF CASH FLOW INFORMATION:		
Cash and cash - restricted consist of:		
Cash	\$ 5,753,099	\$ 5,161,749
Cash - restricted	<u>76,530</u>	<u>76,482</u>
	<u>\$ 5,829,629</u>	<u>\$ 5,238,231</u>

See accompanying notes to the financial statements.

NEW VISIONS CHARTER HIGH SCHOOL FOR THE HUMANITIES

NOTES TO FINANCIAL STATEMENTS JUNE 30, 2021 AND 2020

1. NATURE OF THE ORGANIZATION

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

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

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

2. SIGNIFICANT ACCOUNTING POLICIES

Financial Statement Presentation

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

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

These classes are defined as follows:

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

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

At June 30, 2021 and 2020, net assets with donor restrictions of \$7,294 are restricted for a scholarship fund.

Cash – Restricted

An escrow account in the amount of \$76,530 and \$76,482 was held aside under the provisions of the School's charter to pay for legal and audit expenses that would be associated with a dissolution should it occur, as required by the New York State Education Department for the years ended June 30, 2021 and 2020.

NEW VISIONS CHARTER HIGH SCHOOL FOR THE HUMANITIES

NOTES TO FINANCIAL STATEMENTS JUNE 30, 2021 AND 2020

2. SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

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 \$710,753 and \$716,188 at June 30, 2021 and 2020, 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, 2021 and 2020. Such estimate is based on management's assessment of the aged basis of its receivables, as well as current economic conditions and historical information.

Contributions

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

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

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

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

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.

NEW VISIONS CHARTER HIGH SCHOOL FOR THE HUMANITIES

NOTES TO FINANCIAL STATEMENTS JUNE 30, 2021 AND 2020

2. SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Revenue Recognition (continued)

Per-Pupil Revenue (continued)

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

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

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

Government Grants

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

Contract Assets and Contract Liabilities

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

NEW VISIONS CHARTER HIGH SCHOOL FOR THE HUMANITIES

NOTES TO FINANCIAL STATEMENTS JUNE 30, 2021 AND 2020

2. SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Contributions of Nonfinancial Assets

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

The School receives donated space from the New York City Department of Education (“NYCDOE”) that it shares with a New York City public school (Note 9). The donated space will be used for operating, general, and administrative activities. In valuing the donated space, which is located in the Bronx, New York, the School estimated the fair value on the basis of recent comparable sales prices in the Bronx, New York’s real estate market, taking into account the restriction on use of the space.

Property and Equipment

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

Furniture and office equipment	3 years
Computer equipment	3 years

Impairment

The School reviews long-lived assets to determine whether there has been any permanent impairment whenever events or circumstances indicate the carrying amount of an asset may not be recoverable. If the sum of the expected future undiscounted cash flows is less than the carrying amount of the assets, the School recognizes an impairment loss. No impairment losses were recognized for the years ended June 30, 2021 and 2020.

Functional Allocation of Expenses

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

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

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

NEW VISIONS CHARTER HIGH SCHOOL FOR THE HUMANITIES

NOTES TO FINANCIAL STATEMENTS JUNE 30, 2021 AND 2020

2. SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Estimates

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

Subsequent Events

The School has evaluated events through October 26, 2021, which is the date the financial statements were available to be issued.

Income Taxes

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

Under U.S. GAAP, an organization must recognize the tax benefit associate with tax positions taken for tax-return purposes when it is more likely than not that the position will not be sustained upon examination by a taxing authority. The School does not believe it has taken any material uncertain tax positions and, accordingly, it has not recorded any liability for unrecognized tax benefits. The School is subject to routine audits by a taxing authority. As of June 30, 2021, the School was not subject to any examination by a taxing authority.

Adoption of Accounting Pronouncement

Revenue from Contracts with Customers (Topic 606)

During the year ended June 30, 2021, the School adopted Accounting Standards Update (ASU) 2014-09, *Revenue from Contracts with Customers* (Topic 606), as of July 1, 2020 using the modified-retrospective approach. This guidance requires an entity to recognize revenue to depict the transfer of promised goods and services to customers in an amount that reflects the consideration to which the entity expects to be entitled in exchange for these goods or services. The School's revenue is derived primarily from per-pupil revenue for services provided to students. Per-pupil revenues are recognized as revenue over the course of the academic school year or program for which it is earned. The adoption of ASU 2014-09 did not result in a material change to the timing of when revenue is recognized.

Recent Accounting Pronouncements

Lease Accounting

In February 2016, the Financial Accounting Standards Board ("FASB") issued ASU 2016-02, *Leases*, which will require lessees to recognize a lease liability, which is a lessee's obligation to make lease payments arising from a lease, measured on a discounted basis; and a right-of-use asset, which is an asset that represents the lessee's right to use, or control the use of, a specified asset for the lease term. The standard is effective for non-public business entities for fiscal years beginning after December 15, 2021. The School is currently evaluating the impact of the adoption of ASU 2016-02.

NEW VISIONS CHARTER HIGH SCHOOL FOR THE HUMANITIES

NOTES TO FINANCIAL STATEMENTS JUNE 30, 2021 AND 2020

2. SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Recent Accounting Pronouncements (Continued)

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

In September 2020, the FASB issued ASU 2020-07, *Presentation and Disclosures by Not-For-Profit Entities for Contributed Nonfinancial Assets* (Topic 958). The update requires not-for-profits to present contributed nonfinancial assets as a separate line item on the statement of activities, and to disclose information regarding each type of contributed nonfinancial assets. The update is effective for financial statements issued for fiscal years beginning after June 15, 2021, and interim periods within fiscal years beginning after June 15, 2022, with early application permitted. The School is currently evaluating the impact of the adoption of ASU 2020-07.

3. LIQUIDITY AND AVAILABILITY OF RESOURCES

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

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

June 30,	2021	2020
Cash	\$ 5,753,099	\$ 5,161,749
Cash - restricted	76,530	76,482
Grants receivable	710,753	716,188
Due from related entities	597	6,839
Total financial assets	<u>6,540,979</u>	<u>5,961,258</u>
Less amounts unavailable for general expenditures within one year due to:		
Restricted by contract	(76,530)	(76,482)
Restricted by donors with purpose restrictions	<u>(7,294)</u>	<u>(7,294)</u>
Total financial assets available to management for general expenditures within one year	<u>\$ 6,457,155</u>	<u>\$ 5,877,482</u>

4. RELATED PARTY TRANSACTIONS

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

NEW VISIONS CHARTER HIGH SCHOOL FOR THE HUMANITIES

NOTES TO FINANCIAL STATEMENTS JUNE 30, 2021 AND 2020

4. RELATED PARTY TRANSACTIONS (CONTINUED)

The balance due to New Visions from the School at June 30, 2021 and 2020 amounted to \$285,581 and \$209,948, respectively, which is comprised of management fees. Total management fees incurred by the School for the years ended June 30, 2021 and 2020 totaled \$886,500 and \$866,969, respectively. There was no balance due from New Visions to the School at June 30, 2021. The balance due from New Visions to the School at June 30, 2020 amounted to \$3,438.

For operational efficiency and purchasing power, the School also shares expenses with other charter schools related by common management. At June 30, 2021 and 2020, the balance due from other charter schools was \$597 and \$3,401, respectively. There was no balance due to other charter schools at June 30, 2021. The balance due to other charter schools at June 30, 2020 amounted to \$485.

5. PROPERTY AND EQUIPMENT

Property and equipment consist of the following as of June 30,:

	2021	2020
Computer equipment	\$ 493,096	\$ 469,440
Furniture and fixtures	20,551	20,551
	<u>513,647</u>	<u>489,991</u>
Less: accumulated depreciation	(438,206)	(394,787)
	<u>\$ 75,441</u>	<u>\$ 95,204</u>

Depreciation expense amounted to \$43,419 and \$33,217 for the years ended June 30, 2021 and 2020, 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 as of June 30,:

	2021	2020
E-Rate Reimbursement	\$ 35,333	\$ 33,685
Mount Vernon - Per Pupil	183,980	271,692
Yonkers - Per Pupil	25,461	68,994
Title I	193,781	192,703
Title II	21,721	20,102
Title IV	15,038	15,088
ESSER I	181,398	-
CSP	49,950	-
NYS Additional Funding	-	107,501
Other	4,091	6,423
	<u>\$ 710,753</u>	<u>\$ 716,188</u>

NEW VISIONS CHARTER HIGH SCHOOL FOR THE HUMANITIES

NOTES TO FINANCIAL STATEMENTS JUNE 30, 2021 AND 2020

7. REFUNDABLE ADVANCE FROM PAYCHECK PROTECTION PROGRAM

In April 2020, the School received proceeds in the amount of \$1,562,992, under the Paycheck Protection Program (“PPP”). The PPP was established as part of the Coronavirus Aid, Relief and Economic Security Act (“CARES Act”) which was enacted March 27, 2020. PPP are considered conditional contributions, with a right-of return in the form of an obligation to be repaid if a barrier to entitlement is not met. The barrier is that PPP funds must be used by the School during the 24-week period after the loan origination for certain eligible purposes including payroll costs, interest on certain mortgage obligations, rent payments on certain leases, and certain qualified utility payments, provided that at least 60% of the loan amount is used for eligible payroll costs; the employer maintaining or rehiring employees and maintaining salaries at certain levels; and other factors.

The School recognized \$497,065 and \$1,065,927 of the amount received as government grant revenue in the statement of activities based on the qualifying expenditures incurred and barriers to entitlement being met during the years ended June 30, 2021 and 2020, respectively.

At June 30, 2021, there was no balance recorded as a refundable advance from the Paycheck Protection Program due to qualifying expenditures being incurred and barriers to entitlement being met. At June 30, 2020, the School recorded \$497,065 as a refundable advance from the Paycheck Protection program for funds received in advance for which qualifying expenditures have not yet been incurred and barriers to entitlement have not been met.

Subject to other requirements and limitations on forgiveness, only proceeds spent on payroll and other eligible costs during a covered eight-week or twenty-four-week period qualify for forgiveness. Any forgiveness of the PPP is subject to approval by the Small Business Administration (“SBA”). As of June 30, 2021, the School has incurred eligible expenditures equal to the proceeds and an application for forgiveness has been made. Management believes the School has met the requirements to be fully forgiven. However, if a portion of the grant must be repaid, the terms (0.98% per annum, repayable over a maximum of two years with a six-month deferral period) are such that the School has sufficient liquidity to repay the unforgiven portion.

8. PENSION PLAN

The School has adopted the New Visions for Public Schools’ pension plan (the “Plan”) which is qualified under Internal Revenue Code 403(b) for the benefit of its eligible employees. The Plan is an elective contribution plan. Employees are eligible to enroll in the Plan once they have completed at least one full year of service and completion of 1,000 work hours and are also eligible for discretionary employer contributions. The School’s contribution becomes fully vested after the sixth year of the employee’s service. Pension expense amounted to \$486,895 and \$390,671, net of forfeitures, for the years ended June 30, 2021 and 2020, respectively, and is included in retirement in the statements of functional expenses.

9. 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.

NEW VISIONS CHARTER HIGH SCHOOL FOR THE HUMANITIES

NOTES TO FINANCIAL STATEMENTS JUNE 30, 2021 AND 2020

9. AGREEMENT WITH SCHOOL FACILITY (CONTINUED)

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

10. 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, 2021, 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.

On March 27, 2020, the CARES Act was signed into law in response to the coronavirus (COVID-19) pandemic. The CARES Act includes many measures to provide relief to companies and organizations. Under the CARES Act, the Local Education Agencies (LEAs) received funds from the Elementary and Secondary School Emergency Relief ("ESSER") fund to provide equitable services to students and teachers in non-public schools. The School was granted funds to defray the COVID-19 outbreak costs under the aforementioned ESSER fund during the year ended June 30, 2021.

11. COMMITMENTS

The School leases office equipment and copiers under non-cancellable operating leases which will expire at various times during the next three years. The leasing expense for the years ended June 30, 2021 and 2020 was \$65,876 and \$71,332, respectively, which is included in the accompanying statements of functional expenses under office expense. Future minimum lease payments are as follows:

<u>June 30,</u>	
2022	\$ 54,213
2023	1,713
2024	<u>1,713</u>
	<u>\$ 57,639</u>

12. CONCENTRATIONS

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 received approximately 82% of its total revenue from per pupil funding from the NYCDOE for both years ended June 30, 2021 and 2020.

The School's grants receivable consist of two major grantors accounting for approximately 93% at June 30, 2021 and two major grantors accounting for approximately 85% at June 30, 2020.

The School's payables consist of three major vendors accounting for approximately 59% at June 30, 2021 and one major vendor accounting for approximately 32% at June 30, 2020.

SUPPLEMENTARY INFORMATION

NEW VISIONS CHARTER HIGH SCHOOL FOR THE HUMANITIES

SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS

FOR THE YEAR ENDED JUNE 30, 2021

FEDERAL GRANTOR/PASS-THROUGH GRANTOR/PROGRAM OR CLUSTER TITLE	FEDERAL CFDA NUMBER	PASS-THROUGH ENTITY IDENTIFYING NUMBER	PROVIDED TO SUBRECIPIENTS	FEDERAL EXPENDITURES
<u>U.S. Department of Education:</u>				
Passed through the New York State Education Department:				
Title I - Grants to Local Educational Agencies (Title I Part A of the ESEA)	84.010	Not Applicable	\$ - \$	322,608
Title II - Supporting Effective Instruction State Grants	84.367	Not Applicable	-	35,662
Title IV - Student Support and Academic Enrichment Program	84.424	Not Applicable	-	25,079
Elementary and Secondary School Emergency Relief Fund (ESSER)	84.425D	Not Applicable	-	242,241
Special Education Cluster (IDEA):				
Special Education - Grants to States (IDEA, Part B)	84.027	Not Applicable	-	103,827
Charter Schools Programs - Response to COVID-19 Grants	84.424	Not Applicable	-	49,950
Total U.S. Department of Education				779,367
Total Expenditures of Federal Awards			\$ - \$	779,367

NEW VISIONS CHARTER HIGH SCHOOL FOR THE HUMANITIES

NOTES TO SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS JUNE 30, 2021

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, 2021. 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 not to use the 10% de minimis indirect cost rate allowed under the Uniform Guidance.



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600 Third Avenue, 3rd Floor
New York, NY 10016

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

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

We have audited, in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States, the financial statements of New Visions Charter High School for the Humanities (the "School"), which comprise the statement of financial position as of June 30, 2021, 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 26, 2021.

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 School'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 may exist that have not been identified.

Compliance and Other Matters

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



Purpose of this Report

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

BDO USA, LLP

New York, NY
October 26, 2021



Tel: 212-576-1400
Fax: 212-576-1414
www.bdo.com

600 Third Avenue, 3rd Floor
New York, NY 10016

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

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

Report on Compliance for Each Major Federal Program

We have audited New Visions Charter High School for the Humanities (the "School") compliance with the type of compliance requirements described 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, 2021. 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.

Management's Responsibility

Management is responsible for compliance with federal statutes, regulations, and the terms and conditions of its federal awards applicable to its federal programs.

Auditor's Responsibility

Our responsibility is to express an opinion on compliance for each of the School's major federal programs based on our audit of the types of compliance requirements referred to above. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; 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). Those standards and the Uniform Guidance require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major federal program occurred. An audit includes examining, on a test basis, evidence about the School's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances.

We believe that our audit provides a reasonable basis for our opinion on compliance for each major federal program. However, our audit does not provide a legal determination of the School's compliance.

Opinion on Each Major Federal Program

In our opinion, the School complied, in all material respects, with the types of 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, 2021.



Report on Internal Control Over Compliance

Management of the School is responsible for establishing and maintaining effective internal control over compliance with the types of compliance requirements referred to above. In planning and performing our audit of compliance, we considered the School's internal control over compliance with the types of requirements that could have a direct and material effect on each major federal program to determine the auditing procedures that are appropriate in the circumstances for the purpose of expressing an opinion on compliance for each major federal program 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 internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of the School's 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 first paragraph of this section and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies. We did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

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

BDO USA, LLP

New York, NY
October 26, 2021

NEW VISIONS CHARTER HIGH SCHOOL FOR THE HUMANITIES

SCHEDULE OF FINDINGS AND QUESTIONED COSTS
JUNE 30, 2021

1. 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?
Significant deficiency(ies) identified?
Noncompliance material to financial statements noted?

Federal Awards

Internal control over major federal programs:

- Material weakness(es) identified?
Significant deficiency(ies) identified?

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

Unmodified

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

yes no

Identification of major federal programs:

Table with 2 columns: CFDA Number, Name of Federal Program or Cluster. Rows include 84.010 and 84.425D.

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

\$750,000

Auditee qualified as low-risk auditee?

yes no

2. FINANCIAL STATEMENT FINDING

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

NEW VISIONS CHARTER HIGH SCHOOL FOR THE HUMANITIES

SCHEDULE OF FINDINGS AND QUESTIONED COSTS
JUNE 30, 2021

3. 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.



Transmittal Form
Annual Financial Statement Audit Report
for SUNY Authorized Charter Schools

Charter School Name:	New Visions Charter High School for the Humanities
Audit Period:	2020-21
Prior Period:	2019-20
Report Due Date:	Monday, November 1, 2021
School Fiscal Contact Name:	Cynthia Rietscha
School Fiscal Contact Email:	[REDACTED]
School Fiscal Contact Phone:	[REDACTED]
School Audit Firm Name:	BDO
School Audit Contact Name:	Marc Taub
School Audit Contact Email:	[REDACTED]
School Audit Contact Phone:	[REDACTED]

SUNY CHARTER SCHOOLS INSTITUTE - Reporting Requirements:

Online Portal: <https://my.epicenternow.org/>

Required 8 Items:

- 1) The independent auditor's report on financial statements and notes;
- 2) Excel template file with appropriate sheets completed: Financial Position, Statement of Activities, Cash Flow and Functional Expenses worksheets; and
- 3) Reports on internal controls over financial reporting and on compliance.

And, if applicable:

The additional items listed below should be included if applicable. Please explain the reason(s) if the items are not included. Examples might include: a written management letter was not issued; the school did not expend federal funds in excess of the Single Audit Threshold of \$750,000; the management letter response will be submitted by the following date (should be no later than 30 days from the submission of the report); etc. If not applicable enter "N/A."

	<i>If not included, state the reason(s) below. Or, if not applicable fill in "N/A":</i>
4) Management Letter	N/A
5) Management Letter Response	N/A
6) Form 990; or Extension Form 8868	Filing Date was extended.
7) Federal Single Audit/ Uniform Guidance in 2 CFR Part 200, Subpart F	
8) Corrective Action Plan	N/A

NEW VISIONS CHARTER HIGH SCHOOL FOR THE HUMANITIES
Statement of Financial Position
as of June 30, 2021

<u>ASSETS</u>	<u>2020-21</u>	<u>2019-20</u>
<u>CURRENT ASSETS</u>		
Cash and cash equivalents	\$ 5,753,099	\$ 5,161,749
Grants and contracts receivable	710,753	716,188
Accounts receivables	-	-
Prepaid expenses	23,446	29,702
Contributions and other receivables	-	-
TOTAL CURRENT ASSETS	6,487,298	5,907,639
<u>PROPERTY, BUILDING AND EQUIPMENT, net</u>	75,441	95,204
<u>OTHER ASSETS</u>	77,127	83,321
TOTAL ASSETS	6,639,866	6,086,164
<u>LIABILITIES AND NET ASSETS</u>		
<u>CURRENT LIABILITIES</u>		
Accounts payable and accrued expenses	\$ 146,553	\$ 44,089
Accrued payroll and benefits	504,701	393,981
Deferred Revenue	-	-
Current maturities of long-term debt	-	-
Short Term Debt - Bonds, Notes Payable	-	-
Other	376,829	220,651
TOTAL CURRENT LIABILITIES	1,028,083	658,721
<u>LONG-TERM LIABILITIES</u>		
Deferred Rent	-	-
All other long-term debt and notes payable, net current maturities	-	497,065
TOTAL LONG-TERM LIABILITIES	-	497,065
TOTAL LIABILITIES	1,028,083	1,155,786
<u>NET ASSETS</u>		
Without Donor Restrictions	5,527,959	4,846,602
With Donor Restrictions	83,824	83,776
TOTAL NET ASSETS	5,611,783	4,930,378
TOTAL LIABILITIES AND NET ASSETS	6,639,866	6,086,164

CK - Should be zero

-

-

NEW VISIONS CHARTER HIGH SCHOOL FOR THE HUMANITIES

**Statement of Activities
as of June 30, 2021**

	2020-21			2019-20
	Without Donor Restrictions	With Donor Restrictions	Total	Total
REVENUE, GAINS AND OTHER SUPPORT				
Public School District				
Resident Student Enrollment	\$ 9,076,398	\$ -	\$ 9,076,398	\$ 9,116,319
Students with disabilities	1,209,827	-	1,209,827	1,130,429
Grants and Contracts				
State and local	30,654	-	30,654	75,262
Federal - Title and IDEA	778,990	-	778,990	481,416
Federal - Other	35,333	-	35,333	33,685
Other	497,065	-	497,065	1,065,927
NYC DoE Rental Assistance	-	-	-	-
Food Service/Child Nutrition Program	-	-	-	-
TOTAL REVENUE, GAINS AND OTHER SUPPORT	11,628,267	-	11,628,267	11,903,038
EXPENSES				
Program Services				
Regular Education	\$ 7,239,729	\$ -	\$ 7,239,729	\$ 6,801,268
Special Education	2,744,824	-	2,744,824	2,643,314
Other Programs	-	-	-	-
Total Program Services	9,984,553	-	9,984,553	9,444,582
Management and general	1,010,447	-	1,010,447	1,004,359
Fundraising	-	-	-	-
TOTAL OPERATING EXPENSES	10,995,000	-	10,995,000	10,448,941
SURPLUS / (DEFICIT) FROM SCHOOL OPERATIONS	633,267	-	633,267	1,454,097
SUPPORT AND OTHER REVENUE				
Contributions				
Foundations	\$ 27,000	\$ -	\$ 27,000	\$ 29,000
Individuals	-	-	-	-
Corporations	-	-	-	-
Fundraising	-	-	-	-
Interest income	3,373	-	3,373	24,796
Miscellaneous income	17,765	-	17,765	107,953
Net assets released from restriction	-	-	-	-
TOTAL SUPPORT AND OTHER REVENUE	48,138	-	48,138	161,749
CHANGE IN NET ASSETS	681,405	-	681,405	1,615,846
NET ASSETS BEGINNING OF YEAR	4,930,378	-	4,930,378	3,314,532
PRIOR YEAR/PERIOD ADJUSTMENTS	-	-	-	-
NET ASSETS END OF YEAR	\$ 5,611,783	\$ -	\$ 5,611,783	\$ 4,930,378

NEW VISIONS CHARTER HIGH SCHOOL FOR THE HUMANITIES

Statement of Cash Flows

as of June 30, 2021

	2020-21	2019-20
CASH FLOWS - OPERATING ACTIVITIES		
Increase (decrease) in net assets	\$ 681,405	\$ 1,615,846
Revenues from School Districts	-	-
Accounts Receivable	-	-
Due from School Districts	-	-
Depreciation	43,419	33,217
Grants Receivable	5,435	(262,432)
Due from NYS	-	-
Grant revenues	-	-
Prepaid Expenses	6,256	26,806
Accounts Payable	102,464	(76,627)
Accrued Expenses	-	-
Accrued Liabilities	110,720	72,122
Contributions and fund-raising activities	-	-
Miscellaneous sources	(497,065)	497,065
Deferred Revenue	81,030	(73,010)
Interest payments	-	-
Other	6,242	(2,972)
Other	75,148	5,354
NET CASH PROVIDED FROM OPERATING ACTIVITIES	\$ 615,054	\$ 1,835,369
CASH FLOWS - INVESTING ACTIVITIES		
Purchase of equipment	(23,656)	(94,452)
Other	-	-
NET CASH PROVIDED FROM INVESTING ACTIVITIES	\$ (23,656)	\$ (94,452)
CASH FLOWS - FINANCING ACTIVITIES		
Principal payments on long-term debt	-	-
Other	-	-
NET CASH PROVIDED FROM FINANCING ACTIVITIES	\$ -	\$ -
NET (DECREASE) INCREASE IN CASH AND CASH EQUIVALENTS	\$ 591,398	\$ 1,740,917
Cash at beginning of year	5,238,231	3,497,314
CASH AND CASH EQUIVALENTS AT END OF YEAR	\$ 5,829,629	\$ 5,238,231

NEW VISIONS CHARTER HIGH SCHOOL FOR THE HUMANITIES
Statement of Functional Expenses
as of June 30, 2021

	2020-21						2019-20	
	Program Services			Supporting Services				
	Regular Education	Special Education	Other Education	Fund-raising	Management and General	Total	Total	Total
	\$	\$	\$	\$	\$	\$	\$	\$
Personnel Services Costs								
Administrative Staff Personnel	1,127,774	215,417	-	-	710,919	710,919	2,054,110	1,842,974
Instructional Personnel	3,218,888	1,704,894	-	-	-	-	4,923,782	4,547,297
Non-Instructional Personnel	-	-	-	-	-	-	-	-
Total Salaries and Staff	4,346,662	1,920,311	-	-	710,919	710,919	6,977,892	6,390,271
Fringe Benefits & Payroll Taxes	764,454	353,613	-	-	137,496	137,496	1,255,563	1,120,908
Retirement	303,296	133,993	-	-	49,606	49,606	486,895	390,671
Management Company Fees	717,578	132,516	-	-	36,406	36,406	886,500	866,968
Legal Service	3,799	946	-	-	731	731	5,476	1,936
Accounting / Audit Services	-	-	-	-	21,685	21,685	21,685	19,250
Other Purchased / Professional / Consulting Services	155,080	30,142	-	-	12,368	12,368	197,590	321,536
Building and Land Rent / Lease / Facility Finance Interest	-	-	-	-	-	-	-	-
Repairs & Maintenance	120,411	21,184	-	-	3,034	3,034	144,629	246,405
Insurance	52,394	9,676	-	-	2,658	2,658	64,728	55,021
Utilities	36,014	7,725	-	-	3,998	3,998	47,737	39,447
Supplies / Materials	41,831	7,188	-	-	-	-	49,019	59,604
Equipment / Furnishings	32,194	5,521	-	-	102	102	37,817	67,305
Staff Development	2,198	495	-	-	695	695	3,388	25,286
Marketing / Recruitment	9,110	1,576	-	-	-	-	10,686	66
Technology	306,206	57,249	-	-	17,886	17,886	381,341	206,500
Food Service	45,356	7,906	-	-	2,157	2,157	55,419	103,469
Student Services	85,121	14,633	-	-	-	-	99,754	311,414
Office Expense	121,693	22,281	-	-	6,570	6,570	150,544	163,353
Depreciation	35,146	6,490	-	-	1,783	1,783	43,419	33,217
OTHER	61,186	11,379	-	-	2,353	2,353	74,918	26,312
Total Expenses	\$ 7,239,729	\$ 2,744,824	\$ -	\$ -	\$ 1,010,447	\$ 1,010,447	\$ 10,995,000	\$ 10,448,941



**GENERAL INSTRUCTIONS FOR
ANNUAL BUDGET/QUARTERLY REPORT**

TEMPLATE TABS




1- GRAY tab contains the Instructions

Instructions	Provides description of tabs and input requirements.
Funding by District	Charter School Tuition Rates

2- BLUE tabs require input of information

1.) Name of School	>Select school name from list. >Enter contact information.
2.) Enrollment	Enter enrollment information for Annual Budget (& Revisions) and Quarterly Actuals. Includes: >Enrollment by Grade >Enrollment by District
3.) Staffing Plan	Enter staffing plan information for Annual Budget (& Revisions) and Quarterly Actuals. Includes: >Full Time Equivalent (FTE), by Position Category, By Quarter >"Prior Year" column may <i>initially</i> be completed based upon preliminary data, and <i>subsequently</i> adjusted with Annual Audited data when the Quarter 2 Actuals are being submitted.
4.) Yearly Budget	Enter Yearly Budget information. Includes: >"Prior Year" column may <i>initially</i> be completed based upon preliminary data, and <i>subsequently</i> adjusted with Annual Audited data when the Quarter 2 Actuals are being submitted. (Note: Quarterly Revenue allocation may be set) >Budgeted Enrollment data and Per Pupil Revenue for the current year are populated based upon input on tab "2.) Enrollment." >Budgeted FTE for current year is populated based upon input on tab "3.) Staffing Plan." >All other sources of revenue >All expenses >Budget Revisions, as necessary and <i>approved</i> by the school's Board of Directors, should be submitted when submitting Quarterly Actuals.
5.) Balance Sheet	Enter Balance Sheet information for EdCorps. Separate schools merged into a primary EdCorp should NOT use this tab. >"Prior Year" column may be <i>initially</i> completed based upon preliminary data, and <i>subsequently</i> adjusted with Annual Audited data when the Quarter 2 Actuals are being submitted.
6.) Quarterly Report	Enter Actual Quarterly Report information . Includes: >Actual Enrollment data and Per Pupil Revenue for the current year are populated based upon input on tab "2.) Enrollment." >Actual FTE for current year is populated based upon input on tab "3.) Staffing Plan." >All other sources of revenue >All expenses
7.) Annual Report Requirement	Complete when submitting Actual Quarter 4.

CELL COLORS & GUIDANCE COMMENTS

-  = Enter information into the light BLUE shaded cells.
-  = Cells labeled in ORANGE containe guidance regarding the input of information.
-  = Cells containing RED triangles in the upper right corner contain "guidance comments" on that particular line item. Please "mouse-over" the triangle to reveal each comment.

Charter Funding Alphabetical By NYS School District
*** (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)**



ANNUAL BUDGET & QUARTERLY REPORT TEMPLATE

New Visions Charter High School for the Humanities

SCHOOL

Name:	New Visions Charter High School for the Humanities
--------------	--

CONTACT INFORMATION

Contact Name:	Cynthia Rietscha
Contact Title:	Chief Operating Officer
Contact Email:	[REDACTED]
Contact Phone:	[REDACTED]

REPORT PERIOD

Current Academic Year:	2021-22
Prior Academic Year:	2020-21

NEW VISIONS CHARTER HIGH SCHOOL FOR THE HUMANITIES
2021-22

ENROLLMENT BY GRADES

GRADES												
INITIAL BUDGETED ENROLLMENT												
TOTAL ENROLLMENT =	1	2	3	4	5	6	7	8	9	10	11	12
	K											

ENROLLMENT BY DISTRICT

PRIOR YEAR ACTUAL	ANNUAL BUDGET															
	TOTAL DISTRICTS/ENROLLMENT BY QUARTER															
	QUARTER 1		QUARTER 2		QUARTER 3		QUARTER 4		QUARTER 1		QUARTER 2		QUARTER 3		QUARTER 4	
	Original	Revised	Original	Revised	Original	Revised	Original	Revised	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Actual
NUMBER OF SCHOOL DISTRICTS ENROLLED:	1	0	1	0	1	0	1	0	0	0	0	0	0	0	0	0
NUMBER OF STUDENTS ENROLLED:	553	0	553	0	553	0	553	0	0	0	0	0	0	0	0	0

*NOTE: If there are NO budget revisions at the time of quarterly submittal leave the "REVISED" Column(s) COMPLETELY BLANK. If budget revisions ARE made, the entire REVISED budget columns for the affected quarter(s) must be completed on tabs 2, 3 and 4.

ANNUAL BUDGET
ENROLLMENT BY QUARTER

PRIOR YEAR 2020-21	ANNUAL BUDGET															
	ENROLLMENT BY QUARTER															
	QUARTER 1		QUARTER 2		QUARTER 3		QUARTER 4		QUARTER 1		QUARTER 2		QUARTER 3		QUARTER 4	
	Original	Revised	Original	Revised	Original	Revised	Original	Revised	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Actual
ACTUAL ENROLLMENT	553		553		553		553		553		553		553		553	

1 PRIMARY/OTHER DISTRICT NAME(S)

2 PRIMARY District NYC CHANCELLOR'S OFFICE (Select from drop-down list) →

SECONDARY District

PRIMARY/OTHER	DISTRICT NAME(S)	PRIOR YEAR	ANNUAL BUDGET ENROLLMENT BY QUARTER												ACTUAL ENROLLMENT BY QUARTER										
			QUARTER 1			QUARTER 2			QUARTER 3			QUARTER 4			QUARTER 1	QUARTER 2	QUARTER 3	QUARTER 4							
		2020-21	Original	Revised	Budgeted	Enrollment	Original	Revised	Budgeted	Enrollment	Original	Revised	Budgeted	Enrollment	Original	Revised	Budgeted	Enrollment	Actual	Enrollment	Actual	Enrollment	Actual	Enrollment	

**NEW VISIONS CHARTER HIGH SCHOOL FOR THE HUMANITIES
2021-22**

STAFFING PLAN FULL-TIME EQUIVALENT (FTE)

ADMINISTRATIVE PERSONNEL FTE	*NOTE: If there are NO budget revisions at the time of quarterly submittal leave the REVISED Column(s) COMPLETELY BLANK. If budget revisions ARE made, the entire "REVISED" budget columns for the affected quarter(s) must be completed on tabs 2, 3 and 4.																	
	PRIOR YEAR 2020-21 ACTUAL		Q1				Q2				Q3				Q4			
	Original	Revised	Original	Revised	Original	Revised	Original	Revised	Original	Revised	Original	Revised	Original	Revised	Original	Revised		
Executive Management	1.0		1.0		1.0		1.0		1.0		1.0		1.0		1.0			
Instructional Management	5.0		5.0		5.0		5.0		5.0		5.0		5.0		5.0			
Deans, Directors & Coordinators	6.0		6.0		6.0		6.0		6.0		6.0		6.0		6.0			
CEO/ Director of Finance	1.0		1.0		1.0		1.0		1.0		1.0		1.0		1.0			
Operation / Business Manager	8.0		8.0		8.0		8.0		8.0		8.0		8.0		8.0			
Administrative Staff	6.0		6.0		6.0		6.0		6.0		6.0		6.0		6.0			
TOTAL ADMINISTRATIVE STAFF	27.0	0.0	27.0	0.0	27.0	0.0	27.0	0.0	27.0	0.0	27.0	0.0	27.0	0.0	27.0	0.0		
INSTRUCTIONAL PERSONNEL FTE	*NOTE: Each quarter, the actual FTE should be input.																	
	PRIOR YEAR 2020-21 ACTUAL		Q1				Q2				Q3				Q4			
	Original	Revised	Original	Revised	Original	Revised	Original	Revised	Original	Revised	Original	Revised	Original	Revised	Original	Revised		
Teachers - Regular	26.0		26.0		26.0		26.0		26.0		26.0		26.0		26.0			
Teachers - SPED	17.0		17.0		17.0		17.0		17.0		17.0		17.0		17.0			
Substitute Teachers																		
Teaching Assistants																		
Specialty Teachers	12.0		12.0		12.0		12.0		12.0		12.0		12.0		12.0			
Aides																		
Therapists & Counselors	7.0		7.0		7.0		7.0		7.0		7.0		7.0		7.0			
Other																		
TOTAL INSTRUCTIONAL	62.0	0.0	62.0	0.0	62.0	0.0	62.0	0.0	62.0	0.0	62.0	0.0	62.0	0.0	62.0	0.0		
NON-INSTRUCTIONAL PERSONNEL FTE	*NOTE: State the assumptions that are being made for personnel FTE levels.																	
	PRIOR YEAR 2020-21 ACTUAL		Q1				Q2				Q3				Q4			
	Original	Revised	Original	Revised	Original	Revised	Original	Revised	Original	Revised	Original	Revised	Original	Revised	Original	Revised		
Nurse																		
Librarian																		
Custodian																		
Security																		
Other																		
TOTAL NON-INSTRUCTIONAL	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0		
TOTAL PERSONNEL SERVICE FTE	0.0	0.0	89.0	0.0	89.0	0.0	89.0	0.0	89.0	0.0	89.0	0.0	89.0	0.0	89.0	0.0		

NEW VISIONS CHARTER HIGH SCHOOL FOR THE HUMANITIES
Budget / Operating Plan
2021-22

	Prior Year Actual 2020-21 Revenue Per Pupil	1st Quarter - 7/1 - 9/30		2nd Quarter - 10/1 - 12/31		3rd Quarter - 1/1 - 3/31		4th Quarter - 4/1 - 6/30		
		Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance
Total Revenue	-	3,431,379	-	-	3,819,492	-	-	2,312,971	-	2,847,174
Total Expenses	-	3,424,648	-	-	3,059,099	-	-	2,942,138	-	3,259,801
Net Income	-	6,731	-	-	760,393	-	-	(629,167)	-	(412,627)
Actual Student Enrollment	-	553	-	-	553	-	-	553	-	553
EXPENSES										
ADMINISTRATIVE STAFF PERSONNEL COSTS										
	Avg. No. of Positions	52,245	52,245	-	52,245	52,245	-	52,245	52,245	-
Executive Management	1.00	224,161	224,161	-	224,161	224,161	-	224,161	224,161	-
Instructional Management	5.00	95,952	95,952	-	95,952	95,952	-	95,952	95,952	-
Deans, Directors & Coordinators	6.00	27,038	27,038	-	27,038	27,038	-	27,038	27,038	-
CFO / Director of Finance	1.00	73,683	73,683	-	73,683	73,683	-	73,683	73,683	-
Operation / Business Manager	8.00	99,135	99,135	-	99,135	99,135	-	99,135	99,135	-
Administrative Staff	6.00	572,214	572,214	-	572,214	572,214	-	572,214	572,214	-
TOTAL ADMINISTRATIVE STAFF	27.00									
INSTRUCTIONAL PERSONNEL COSTS										
	Avg. No. of Positions	519,069	519,069	-	550,899	550,899	-	550,899	557,368	-
Teachers - Regular	26.00	310,853	310,853	-	342,682	342,682	-	342,682	349,152	-
Teachers - SPED	17.00	-	-	-	-	-	-	-	-	-
Substitute Teachers	-	-	-	-	-	-	-	-	-	-
Teaching Assistants	-	-	-	-	-	-	-	-	-	-
Specialty Teachers	12.00	228,854	228,854	-	260,684	260,684	-	260,684	267,154	-
Aides	-	-	-	-	-	-	-	-	-	-
Therapists & Counselors	7.00	152,205	152,205	-	152,205	152,205	-	152,205	152,205	-
Other	-	-	-	-	-	-	-	-	-	-
TOTAL INSTRUCTIONAL	62.00	1,210,981	1,210,981	-	1,306,470	1,306,470	-	1,306,470	1,325,879	-
NON-INSTRUCTIONAL PERSONNEL COSTS										
	Avg. No. of Positions	1,783,195	1,783,195	-	1,878,684	1,878,684	-	1,878,684	1,898,093	-
Nurse	-	-	-	-	-	-	-	-	-	-
Librarian	-	-	-	-	-	-	-	-	-	-
Custodian	-	-	-	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-
TOTAL NON-INSTRUCTIONAL	89.00	1,783,195	1,783,195	-	1,878,684	1,878,684	-	1,878,684	1,898,093	-
PAYROLL TAXES AND BENEFITS										
	Avg. No. of Positions	156,030	156,030	-	164,385	164,385	-	164,385	152,087	-
Payroll Taxes	-	258,563	258,563	-	272,409	272,409	-	272,409	266,991	-
Fringe / Employee Benefits	-	120,366	120,366	-	126,811	126,811	-	126,811	125,121	-
Retirement / Pension	-	534,959	534,959	-	563,605	563,605	-	563,605	544,199	-
TOTAL PAYROLL TAXES AND BENEFITS	89.00	2,318,154	2,318,154	-	2,442,289	2,442,289	-	2,442,289	2,442,292	-
CONTRACTED SERVICES										
	Avg. No. of Positions	7,769	7,769	-	10,000	10,000	-	5,000	5,000	-
Accounting / Audit	-	5,000	5,000	-	5,000	5,000	-	5,000	5,000	-
Legal	-	277,009	277,009	-	308,058	308,058	-	182,561	225,255	-
Management Company Fee	-	-	-	-	-	-	-	-	-	-
Nurse Services	-	-	-	-	-	-	-	-	-	-
Food Service / School Lunch	-	-	-	-	-	-	-	-	-	-
Payroll Services	-	7,787	7,787	-	7,787	7,787	-	7,787	7,787	-
Special Ed Services	-	-	-	-	-	-	-	-	-	-
Titlement Services (i.e. Title I)	-	45,650	45,650	-	73,650	73,650	-	88,650	111,650	-
Other Purchased / Professional / Consulting	-	343,215	343,215	-	404,495	404,495	-	288,998	349,692	-
TOTAL CONTRACTED SERVICES	89.00	7,769	7,769	-	10,000	10,000	-	5,000	5,000	-

NEW VISIONS CHARTER HIGH SCHOOL FOR THE HUMANITIES
Budget / Operating Plan
2021-22

	Prior Year Actual 2020-21 Revenue Per Pupil	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter - 1/1 - 3/31			4th Quarter - 4/1 - 6/30		
		Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance
Total Revenue	-	3,431,379	-	3,819,492	-	2,312,971	-	2,847,174	-	3,259,801	-	-	
Total Expenses	-	3,424,648	-	3,059,099	-	2,942,138	-	(412,627)	-	553	-	-	
Net Income	-	6,731	-	760,393	-	(629,167)	-	553	-	-	-	-	
Actual Student Enrollment	-	553	-	553	-	553	-	553	-	553	-	-	
SCHOOL OPERATIONS													
Board Expenses		20,000		9,000		11,036		15,264					
Classroom / Teaching Supplies & Materials													
Special Ed Supplies & Materials		3,000		3,000		3,000		18,650					
Textbooks / Workbooks		80,000		15,500		13,500		36,400					
Supplies & Materials other						500		1,000					
Equipment / Furniture		17,410		17,410		17,410		17,410					
Telephone		250,000		38,000		30,000		48,057					
Technology		1,000		5,000		6,000		15,650					
Student Testing & Assessment													
Field Trips				500		5,000		7,500					
Transportation (student)				10,000		5,000		55,000					
Student Services - other		21,750		22,750		21,750		25,340					
Office Expense		5,500		6,500		14,250		42,640					
Staff Development		2,500		3,500		4,000		5,500					
Staff Recruitment		4,000		2,000		2,000		7,000					
Student Recruitment / Marketing													
School Meals / Lunch				500		500		1,000					
Travel (Staff)													
Fundraising		6,250		34,250		36,500		105,000					
Other		411,410		167,910		170,446		401,411					
TOTAL SCHOOL OPERATIONS													
FACILITY OPERATION & MAINTENANCE													
Insurance		67,964											
Janitorial													
Building and Land Rent / Lease / Facility Finance Interest		2,000,000		1,500		1,500		1,500					
Repairs & Maintenance		197,000		20,000		14,000		32,000					
Equipment / Furniture		45,000		5,000		5,000		5,000					
Security													
Utilities													
TOTAL FACILITY OPERATION & MAINTENANCE		311,964		26,500		20,500		38,500					
DEPRECIATION & AMORTIZATION		25,000		3,000		5,000		13,000					
COVID-19 / CONTINGENCY		14,905		14,905		14,905		14,906					
DEFERRED RENT													
TOTAL EXPENSES		3,424,648		3,059,099		2,942,138		3,259,801					
NET INCOME		6,731		760,393		(629,167)		553					

NEW VISIONS CHARTER HIGH SCHOOL FOR THE HUMANITIES

Budget / Operating Plan
2021-22

	2021-22			DESCRIPTION OF ASSUMPTIONS
	Original Budget	Revised Budget	Variance	
Total Revenue	12,411,016	12,411,016	-	12,411,016
Total Expenses	12,685,686	12,685,686	(12,685,686)	(12,685,686)
Net Income	(274,670)	(274,670)	-	(274,670)
Actual Student Enrollment				
	Total Year	Original Budget vs. PY Budget	Variance	Revised Budget
EXPENSES				
ADMINISTRATIVE STAFF PERSONNEL COSTS				
	Avg. No. of Positions			
Executive Management	1.00	208,980	-	(208,980) (208,980)
Instructional Management	5.00	896,644	-	(896,644) (896,644)
Deans, Directors & Coordinators	6.00	383,808	-	(383,808) (383,808)
CFO / Director of Finance	1.00	108,152	-	(108,152) (108,152)
Operation / Business Manager	8.00	294,732	-	(294,732) (294,732)
Administrative Staff	6.00	396,540	-	(396,540) (396,540)
TOTAL ADMINISTRATIVE STAFF	27.00	2,288,856	-	(2,288,856) (2,288,856)
INSTRUCTIONAL PERSONNEL COSTS				
Teachers - Regular	26.00	2,178,235	-	(2,178,235) (2,178,235)
Teachers - SPED	17.00	1,345,369	-	(1,345,369) (1,345,369)
Substitute Teachers	-	-	-	-
Teaching Assistants	-	-	-	-
Specialty Teachers	12.00	1,017,376	-	(1,017,376) (1,017,376)
Aides	-	-	-	-
Therapists & Counselors	7.00	608,820	-	(608,820) (608,820)
Other	-	-	-	-
TOTAL INSTRUCTIONAL	62.00	5,149,800	-	(5,149,800) (5,149,800)
NON-INSTRUCTIONAL PERSONNEL COSTS				
Nurse	-	-	-	-
Librarian	-	-	-	-
Custodian	-	-	-	-
Security	-	-	-	-
Other	-	-	-	-
TOTAL NON-INSTRUCTIONAL	-	-	-	-
SUBTOTAL PERSONNEL SERVICE COSTS	89.00	7,438,656	-	(7,438,656) (7,438,656)
PAYROLL TAXES AND BENEFITS				
Payroll Taxes		636,887	-	(636,887) (636,887)
Fringe / Employee Benefits		1,070,372	-	(1,070,372) (1,070,372)
Retirement / Pension		499,109	-	(499,109) (499,109)
TOTAL PAYROLL TAXES AND BENEFITS		2,206,368	-	(2,206,368) (2,206,368)
TOTAL PERSONNEL SERVICE COSTS	89.00	9,645,024	-	(9,645,024) (9,645,024)
CONTRACTED SERVICES				
Accounting / Audit		22,769	-	(22,769) (22,769)
Legal		20,000	-	(20,000) (20,000)
Management Company Fee		992,883	-	(992,883) (992,883)
Nurse Services		-	-	-
Food Service / School Lunch		31,148	-	(31,148) (31,148)
Payroll Services		-	-	-
Special Ed Services		-	-	-
Titlement Services (i.e., Title I)		-	-	-
Other Purchased / Professional / Consulting		319,600	-	(319,600) (319,600)
TOTAL CONTRACTED SERVICES		1,386,400	-	(1,386,400) (1,386,400)

NEW VISIONS CHARTER HIGH SCHOOL FOR THE HUMANITIES

Budget / Operating Plan

2021-22

DESCRIPTION OF ASSUMPTIONS

	12,411,016	12,411,016	12,411,016	12,411,016	12,411,016
	12,685,686	12,685,686	(12,685,686)	(12,685,686)	(12,685,686)
	(274,670)	(274,670)	-	(274,670)	(274,670)
	Original Budget	Revised Budget	Variance	Original Budget vs. PY Budget	Revised Budget vs. PY Budget
Total Revenue	12,411,016	12,411,016	-	12,411,016	12,411,016
Total Expenses	12,685,686	12,685,686	-	(12,685,686)	(12,685,686)
Net Income	(274,670)	(274,670)	-	(274,670)	(274,670)
Actual Student Enrollment					
SCHOOL OPERATIONS					
Board Expenses	55,300	55,300	-	(55,300)	(55,300)
Classroom / Teaching Supplies & Materials	-	-	-	-	-
Special Ed Supplies & Materials	27,650	27,650	-	(27,650)	(27,650)
Textbooks / Workbooks	145,400	145,400	-	(145,400)	(145,400)
Supplies & Materials other	1,500	1,500	-	(1,500)	(1,500)
Equipment / Furniture	69,640	69,640	-	(69,640)	(69,640)
Telephone	366,057	366,057	-	(366,057)	(366,057)
Technology	27,650	27,650	-	(27,650)	(27,650)
Student Testing & Assessment	-	-	-	-	-
Field Trips	13,000	13,000	-	(13,000)	(13,000)
Transportation (student)	70,000	70,000	-	(70,000)	(70,000)
Student Services - other	91,590	91,590	-	(91,590)	(91,590)
Office Expense	68,890	68,890	-	(68,890)	(68,890)
Staff Development	15,500	15,500	-	(15,500)	(15,500)
Staff Recruitment	15,000	15,000	-	(15,000)	(15,000)
Student Recruitment / Marketing	-	-	-	-	-
School Meals / Lunch	2,000	2,000	-	(2,000)	(2,000)
Travel (Staff)	-	-	-	-	-
Fundraising	182,000	182,000	-	(182,000)	(182,000)
Other	1,151,177	1,151,177	-	(1,151,177)	(1,151,177)
TOTAL SCHOOL OPERATIONS					
FACILITY OPERATION & MAINTENANCE					
Insurance	67,964	67,964	-	(67,964)	(67,964)
Janitorial	-	-	-	-	-
Building and Land Rent / Lease / Facility Finance Interest	6,500	6,500	-	(6,500)	(6,500)
Repairs & Maintenance	263,000	263,000	-	(263,000)	(263,000)
Equipment / Furniture	60,000	60,000	-	(60,000)	(60,000)
Security	-	-	-	-	-
Utilities	-	-	-	-	-
TOTAL FACILITY OPERATION & MAINTENANCE	397,464	397,464	-	(397,464)	(397,464)
DEPRECIATION & AMORTIZATION					
COVID-19 / CONTINGENCY	46,000	46,000	-	(46,000)	(46,000)
DEFERRED RENT	59,621	59,621	-	(59,621)	(59,621)
TOTAL EXPENSES	12,685,686	12,685,686	-	(12,685,686)	(12,685,686)
NET INCOME	(274,670)	(274,670)	-	(274,670)	(274,670)

NEW VISIONS CHARTER HIGH SCHOOL FOR THE HUMANITIES
Budget / Operating Plan
2021-22

	Prior Year Actual 2020-21 Revenue Per Pupil	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter - 1/1 - 3/31			4th Quarter - 4/1 - 6/30			
		Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	
Total Revenue	-	3,431,379	-	-	3,819,492	-	-	2,312,971	-	-	2,847,174	-	-	12,411,016
Total Expenses	-	3,424,648	-	-	3,059,099	-	-	2,942,138	-	-	3,259,801	-	-	12,685,686
Net Income	-	6,731	-	-	760,393	-	-	(629,167)	-	-	(412,627)	-	-	(274,670)
Actual Student Enrollment	-	553	-	-	553	-	-	553	-	-	553	-	-	(274,670)
CASH FLOW ADJUSTMENTS														
OPERATING ACTIVITIES (enter descriptions below)														
Example - Add Back Depreciation														
Other														
Total Operating Activities														
INVESTMENT ACTIVITIES (enter descriptions below)														
Example - Subtract Property and Equipment Expenditures														
Other														
Total Investment Activities														
FINANCING ACTIVITIES (enter descriptions below)														
Example - Add Expected Proceeds from a Loan or Line of Credit														
Other														
Total Financing Activities														
Total Cash Flow Adjustments														
NET INCOME														
Beginning Cash Balance														
ENDING CASH BALANCE														

NEW VISIONS CHARTER HIGH SCHOOL FOR THE HUMANITIES

Budget / Operating Plan
2021-22

	2021-22		VARIANCE	DESCRIPTION OF ASSUMPTIONS
	Total Year	Original Budget vs. PY Budget		
Total Revenue	12,411,016	12,411,016		
Total Expenses	12,685,686	(12,685,686)		
Net Income	(274,670)	(274,670)		
Actual Student Enrollment				
CASH FLOW ADJUSTMENTS				
OPERATING ACTIVITIES <i>(enter descriptions below)</i>				
Example - Add Back Depreciation	-	-		
Other	-	-		
Total Operating Activities	-	-		
INVESTMENT ACTIVITIES <i>(enter descriptions below)</i>				
Example - Subtract Property and Equipment Expenditures	-	-		
Other	-	-		
Total Investment Activities	-	-		
FINANCING ACTIVITIES <i>(enter descriptions below)</i>				
Example - Add Expected Proceeds from a Loan or Line of Credit	-	-		
Other	-	-		
Total Financing Activities	-	-		
Total Cash Flow Adjustments	-	-		
NET INCOME	(274,670)	(274,670)	(274,670)	(274,670)
Beginning Cash Balance	-	-		
ENDING CASH BALANCE	(274,670)	(274,670)	(274,670)	(274,670)

**NEW VISIONS CHARTER HIGH SCHOOL FOR THE HUMANITIES
BALANCE SHEET
2021-22**

Prior Year	Q1	Q2	Q3	Q4
2020-21	As of 9/30	As of 12/31	As of 3/31	As of 6/30
<u>ASSETS</u>				
<u>CURRENT ASSETS</u>				
Cash and cash equivalents	-	-	-	-
Grants and contracts receivable	-	-	-	-
Accounts receivables	-	-	-	-
Prepaid Expenses	-	-	-	-
Contributions and other receivables	-	-	-	-
	-	-	-	-
TOTAL CURRENT ASSETS	-	-	-	-
<u>PROPERTY, BUILDING AND EQUIPMENT, net</u>	-	-	-	-
<u>OTHER ASSETS</u>	-	-	-	-
	-	-	-	-
TOTAL ASSETS	-	-	-	-
<u>LIABILITIES AND NET ASSETS</u>				
<u>CURRENT LIABILITIES</u>				
Accounts payable and accrued expenses	-	-	-	-
Accrued payroll and benefits	-	-	-	-
Deferred Revenue	-	-	-	-
Current maturities of long-term debt	-	-	-	-
Short Term Debt - Bonds, Notes Payable	-	-	-	-
Other	-	-	-	-
	-	-	-	-
TOTAL CURRENT LIABILITIES	-	-	-	-
<u>LONG-TERM DEBT and NOTES PAYABLE, net current maturities</u>	-	-	-	-
	-	-	-	-
TOTAL LIABILITIES	-	-	-	-
<u>NET ASSETS</u>	-	-	-	-
Unrestricted	-	-	-	-
Temporarily restricted	-	-	-	-
	-	-	-	-
TOTAL NET ASSETS	-	-	-	-
TOTAL LIABILITIES AND NET ASSETS	-	-	-	-

NEW VISIONS CHARTER HIGH SCHOOL FOR THE HUMANITIES

Budget / Operating Plan

2021-22

	1st Quarter - 7/1 - 9/30	2nd Quarter - 10/1 - 12/31	3rd Quarter - 1/1 - 3/31	4th Quarter - 4/1 - 6/30
Total Revenue	3,431,379	3,819,492	2,312,971	2,847,174
Total Expenses	3,424,648	3,059,099	2,942,138	3,259,801
Net Income	6,731	760,393	(629,167)	(412,627)
Actual Student Enrollment	553	553	553	553

*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed

	Quarter 0			
	No. of Positions	Actual	Current Budget	Variance
EXPENSES				
ADMINISTRATIVE STAFF PERSONNEL COSTS				
Executive Management	52,245		52,245	
Instructional Management	224,161		224,161	
Deans, Directors & Coordinators	95,952		95,952	
CFO / Director of Finance	27,038		27,038	
Operation / Business Manager	73,683		73,683	
Administrative Staff	99,135		99,135	
TOTAL ADMINISTRATIVE STAFF	572,214		572,214	
INSTRUCTIONAL PERSONNEL COSTS				
Teachers - Regular	519,069		550,899	
Teachers - SPED	310,853		342,682	
Substitute Teachers				
Teaching Assistants				
Specialty Teachers	228,854		260,684	
Aides				
Therapists & Counselors	152,205		152,205	
Other				
TOTAL INSTRUCTIONAL	1,210,981		1,306,470	
NON-INSTRUCTIONAL PERSONNEL COSTS				
Nurse				
Librarian				
Custodian				
Security				
Other				
TOTAL NON-INSTRUCTIONAL				
SUBTOTAL PERSONNEL SERVICE COSTS	1,783,195		1,878,684	
PAYROLL TAXES AND BENEFITS				
Payroll Taxes	156,030		164,385	
Fringe / Employee Benefits	258,563		272,409	
Retirement / Pension	120,366		126,811	
TOTAL PAYROLL TAXES AND BENEFITS	534,959		563,605	
TOTAL PERSONNEL SERVICE COSTS	2,318,154		2,442,289	
CONTRACTED SERVICES				
Accounting / Audit	7,769		10,000	
Legal	5,000		5,000	
Management Company Fee	277,009		308,058	
Nurse Services				
Food Service / School Lunch				
Payroll Services	7,787		7,787	
Special Ed Services				
Titlment Services (i.e. Title I)				
Other Purchased / Professional / Consulting	45,650		73,650	
TOTAL CONTRACTED SERVICES	343,215		404,495	
TOTAL PERSONNEL SERVICE COSTS	2,661,369		2,846,784	

NEW VISIONS CHARTER HIGH SCHOOL FOR THE HUMANITIES
Budget / Operating Plan
2021-22

	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter - 1/1 - 3/31			4th Quarter - 4/1 - 6/30		
	Actual	Current Budget	Variance	Actual	Current Budget	Variance	Actual	Current Budget	Variance	Actual	Current Budget	Variance
Total Revenue	-	3,431,379	-	-	3,819,492	-	-	2,312,971	-	-	2,847,174	-
Total Expenses	-	3,424,648	-	-	3,059,099	-	-	2,942,138	-	-	3,259,801	-
Net Income	-	6,731	-	-	760,393	-	-	(629,167)	-	-	(412,627)	-
Actual Student Enrollment	-	553	-	-	553	-	-	553	-	-	553	-
*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed												
SCHOOL OPERATIONS												
Board Expenses	-	-	-	-	-	-	-	-	-	-	-	-
Classroom / Teaching Supplies & Materials	20,000	-	-	9,000	-	-	11,036	-	-	-	15,264	-
Special Ed Supplies & Materials	-	-	-	-	-	-	-	-	-	-	-	-
Textbooks / Workbooks	3,000	-	-	3,000	-	-	3,000	-	-	-	18,650	-
Supplies & Materials other	80,000	-	-	15,500	-	-	13,500	-	-	-	36,400	-
Equipment / Furniture	-	-	-	-	-	-	500	-	-	-	1,000	-
Telephone	17,410	-	-	17,410	-	-	17,410	-	-	-	17,410	-
Technology	250,000	-	-	38,000	-	-	30,000	-	-	-	48,057	-
Student Testing & Assessment	1,000	-	-	5,000	-	-	6,000	-	-	-	15,650	-
Field Trips	-	-	-	-	-	-	-	-	-	-	-	-
Transportation (student)	-	-	-	500	-	-	5,000	-	-	-	7,500	-
Student Services - other	-	-	-	10,000	-	-	5,000	-	-	-	55,000	-
Office Expense	21,750	-	-	22,750	-	-	21,750	-	-	-	25,340	-
Staff Development	5,500	-	-	6,500	-	-	14,250	-	-	-	42,640	-
Staff Recruitment	2,500	-	-	3,500	-	-	4,000	-	-	-	5,500	-
Student Recruitment / Marketing	4,000	-	-	2,000	-	-	2,000	-	-	-	7,000	-
School Meals / Lunch	-	-	-	-	-	-	-	-	-	-	-	-
Travel (Staff)	-	-	-	500	-	-	500	-	-	-	1,000	-
Fundraising	-	-	-	-	-	-	-	-	-	-	-	-
Other	6,250	-	-	34,250	-	-	36,500	-	-	-	105,000	-
TOTAL SCHOOL OPERATIONS	-	411,410	-	-	167,910	-	-	170,446	-	-	401,411	-
FACILITY OPERATION & MAINTENANCE												
Insurance	67,964	-	-	-	-	-	-	-	-	-	-	-
Janitorial	-	-	-	-	-	-	-	-	-	-	-	-
Building and Land Rent / Lease / Facility Finance Interest	2,000	-	-	1,500	-	-	1,500	-	-	-	1,500	-
Repairs & Maintenance	197,000	-	-	20,000	-	-	14,000	-	-	-	32,000	-
Equipment / Furniture	45,000	-	-	5,000	-	-	5,000	-	-	-	5,000	-
Security	-	-	-	-	-	-	-	-	-	-	-	-
Utilities	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL FACILITY OPERATION & MAINTENANCE	-	311,964	-	-	26,500	-	-	20,500	-	-	38,500	-
DEPRECIATION & AMORTIZATION	25,000	-	-	3,000	-	-	5,000	-	-	-	13,000	-
COVID-19 / CONTINGENCY	14,905	-	-	14,905	-	-	14,905	-	-	-	14,906	-
DEFERRED RENT	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL EXPENSES	-	3,424,648	-	-	3,059,099	-	-	2,942,138	-	-	3,259,801	-
NET INCOME	-	6,731	-	-	760,393	-	-	(629,167)	-	-	(412,627)	-

NEW VISIONS CHARTER HIGH SCHOOL FOR THE HUMANITIES
Budget / Operating Plan

2021-22

Total Revenue	-	12,411,016	(12,411,016)	12,411,016	(12,411,016)	-	-	-	-
Total Expenses	-	12,685,686	12,685,686	12,685,686	12,685,686	-	-	-	-
Net Income	-	(274,670)	274,670	(274,670)	274,670	-	-	-	-
Actual Student Enrollment	-	-	-	-	-	-	-	-	-

*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed

	Actual	Actual vs. Current Budget		Current Budget - TY		Actual vs. Original Budget		Original Budget - TY		Actual vs. Original Budget - TY	Actual vs. Original Budget - TY	Actual vs. Original Budget - TY	Actual vs. Original Budget - TY
		Current Budget (Current Quarter)	Actual Current Budget	Current Budget - TY	Actual Current Budget	Original Budget (Current Quarter)	Original Budget	Original Budget - TY	Original Budget				

TOTALS AND VARIANCE ANALYSIS

	Quarter 0 No. of Positions	Actual vs. Current Budget		Current Budget - TY		Actual vs. Original Budget		Original Budget - TY		Actual vs. Original Budget - TY	Actual vs. Original Budget - TY	Actual vs. Original Budget - TY	Actual vs. Original Budget - TY
		Current Budget (Current Quarter)	Actual Current Budget	Current Budget - TY	Actual Current Budget	Original Budget (Current Quarter)	Original Budget	Original Budget - TY	Original Budget				
EXPENSES													
ADMINISTRATIVE STAFF PERSONNEL COSTS													
Executive Management	-	-	208,980	208,980	-	-	-	208,980	208,980	-	-	-	-
Instructional Management	-	-	896,644	896,644	-	-	-	896,644	896,644	-	-	-	-
Deans, Directors & Coordinators	-	-	383,808	383,808	-	-	-	383,808	383,808	-	-	-	-
CFO / Director of Finance	-	-	108,152	108,152	-	-	-	108,152	108,152	-	-	-	-
Operation / Business Manager	-	-	294,732	294,732	-	-	-	294,732	294,732	-	-	-	-
Administrative Staff	-	-	396,540	396,540	-	-	-	396,540	396,540	-	-	-	-
TOTAL ADMINISTRATIVE STAFF	-	-	2,288,856	2,288,856	-	-	-	2,288,856	2,288,856	-	-	-	-
INSTRUCTIONAL PERSONNEL COSTS													
Teachers - Regular	-	-	2,178,235	2,178,235	-	-	-	2,178,235	2,178,235	-	-	-	-
Teachers - SPED	-	-	1,345,369	1,345,369	-	-	-	1,345,369	1,345,369	-	-	-	-
Substitute Teachers	-	-	-	-	-	-	-	-	-	-	-	-	-
Teaching Assistants	-	-	-	-	-	-	-	-	-	-	-	-	-
Specialty Teachers	-	-	1,017,376	1,017,376	-	-	-	1,017,376	1,017,376	-	-	-	-
Aides	-	-	-	-	-	-	-	-	-	-	-	-	-
Therapists & Counselors	-	-	608,820	608,820	-	-	-	608,820	608,820	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL INSTRUCTIONAL	-	-	5,149,800	5,149,800	-	-	-	5,149,800	5,149,800	-	-	-	-
NON-INSTRUCTIONAL PERSONNEL COSTS													
Nurse	-	-	-	-	-	-	-	-	-	-	-	-	-
Librarian	-	-	-	-	-	-	-	-	-	-	-	-	-
Custodian	-	-	-	-	-	-	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL NON-INSTRUCTIONAL	-	-	-	-	-	-	-	-	-	-	-	-	-
SUBTOTAL PERSONNEL SERVICE COSTS	-	-	7,438,656	7,438,656	-	-	-	7,438,656	7,438,656	-	-	-	-
PAYROLL TAXES AND BENEFITS													
Payroll Taxes	-	-	636,887	636,887	-	-	-	636,887	636,887	-	-	-	-
Fringe / Employee Benefits	-	-	1,070,372	1,070,372	-	-	-	1,070,372	1,070,372	-	-	-	-
Retirement / Pension	-	-	499,109	499,109	-	-	-	499,109	499,109	-	-	-	-
TOTAL PAYROLL TAXES AND BENEFITS	-	-	2,206,368	2,206,368	-	-	-	2,206,368	2,206,368	-	-	-	-
TOTAL PERSONNEL SERVICE COSTS	-	-	9,645,024	9,645,024	-	-	-	9,645,024	9,645,024	-	-	-	-
CONTRACTED SERVICES													
Accounting / Audit	-	-	22,769	22,769	-	-	-	22,769	22,769	-	-	-	-
Legal	-	-	20,000	20,000	-	-	-	20,000	20,000	-	-	-	-
Management Company Fee	-	-	992,883	992,883	-	-	-	992,883	992,883	-	-	-	-
Nurse Services	-	-	-	-	-	-	-	-	-	-	-	-	-
Food Service / School Lunch	-	-	-	-	-	-	-	-	-	-	-	-	-
Payroll Services	-	-	31,148	31,148	-	-	-	31,148	31,148	-	-	-	-
Special Ed Services	-	-	-	-	-	-	-	-	-	-	-	-	-
Titlement Services (i.e. Title I)	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Purchased / Professional / Consulting	-	-	319,600	319,600	-	-	-	319,600	319,600	-	-	-	-
TOTAL CONTRACTED SERVICES	-	-	1,386,400	1,386,400	-	-	-	1,386,400	1,386,400	-	-	-	-

NEW VISIONS CHARTER HIGH SCHOOL FOR THE HUMANITIES

Budget / Operating Plan

2021-22

Total Revenue	-	12,411,016	(12,411,016)	-	12,411,016	(12,411,016)	-
Total Expenses	-	12,685,686	12,685,686	-	12,685,686	12,685,686	-
Net Income	-	(274,670)	274,670	-	(274,670)	274,670	-
Actual Student Enrollment	-	-	-	-	-	-	-

*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed

TOTALS AND VARIANCE ANALYSIS

	Actual	Current Budget (Current Quarter)	Actual vs. Current Budget	Current Budget - TY	Actual vs. Original Budget (Current Quarter)	Original Budget	Original Budget - TY	Actual vs. Original Budget TY	PY Actual (PY TY / No. of COMPLETED Actual CY Quarters)	Actual CY vs. Actual PY
SCHOOL OPERATIONS										
Board Expenses	-	-	-	-	-	-	-	-	-	-
Classroom / Teaching Supplies & Materials	-	-	55,300	55,300	-	-	55,300	55,300	-	-
Special Ed Supplies & Materials	-	-	-	-	-	-	-	-	-	-
Textbooks / Workbooks	-	-	27,650	27,650	-	-	27,650	27,650	-	-
Supplies & Materials other	-	-	145,400	145,400	-	-	145,400	145,400	-	-
Equipment / Furniture	-	-	1,500	1,500	-	-	1,500	1,500	-	-
Telephone	-	-	69,640	69,640	-	-	69,640	69,640	-	-
Technology	-	-	366,057	366,057	-	-	366,057	366,057	-	-
Student Testing & Assessment	-	-	27,650	27,650	-	-	27,650	27,650	-	-
Field Trips	-	-	-	-	-	-	-	-	-	-
Transportation (student)	-	-	13,000	13,000	-	-	13,000	13,000	-	-
Student Services - other	-	-	70,000	70,000	-	-	70,000	70,000	-	-
Office Expense	-	-	91,590	91,590	-	-	91,590	91,590	-	-
Staff Development	-	-	68,890	68,890	-	-	68,890	68,890	-	-
Staff Recruitment	-	-	15,500	15,500	-	-	15,500	15,500	-	-
Student Recruitment / Marketing	-	-	15,000	15,000	-	-	15,000	15,000	-	-
School Meals / Lunch	-	-	-	-	-	-	-	-	-	-
Travel (Staff)	-	-	2,000	2,000	-	-	2,000	2,000	-	-
Fundraising	-	-	-	-	-	-	-	-	-	-
Other	-	-	182,000	182,000	-	-	182,000	182,000	-	-
TOTAL SCHOOL OPERATIONS	-	-	1,151,177	1,151,177	-	-	1,151,177	1,151,177	-	-
FACILITY OPERATION & MAINTENANCE										
Insurance	-	-	67,964	67,964	-	-	67,964	67,964	-	-
Janitorial	-	-	-	-	-	-	-	-	-	-
Building and Land Rent / Lease / Facility Finance Interest	-	-	6,500	6,500	-	-	6,500	6,500	-	-
Repairs & Maintenance	-	-	263,000	263,000	-	-	263,000	263,000	-	-
Equipment / Furniture	-	-	60,000	60,000	-	-	60,000	60,000	-	-
Security	-	-	-	-	-	-	-	-	-	-
Utilities	-	-	-	-	-	-	-	-	-	-
TOTAL FACILITY OPERATION & MAINTENANCE	-	-	397,464	397,464	-	-	397,464	397,464	-	-
DEPRECIATION & AMORTIZATION										
COVID-19 / CONTINGENCY	-	-	46,000	46,000	-	-	46,000	46,000	-	-
DEFERRED RENT	-	-	59,621	59,621	-	-	59,621	59,621	-	-
TOTAL EXPENSES	-	-	12,685,686	12,685,686	-	-	12,685,686	12,685,686	-	-
NET INCOME	-	-	(274,670)	274,670	-	-	(274,670)	274,670	-	-



Annual Report Requirement
for SUNY Authorized Charter Schools
NEW VISIONS CHARTER HIGH SCHOOL FOR THE HUMANITIES
2021-22

Administrative
expenditures per pupil:

\$0.00

Per NYS Statute

Administrative expenditures per pupil: the sum of all general administration salaries and other general administration expenditures divided by the total number of enrolled students. Employee benefit costs or expenditures should not be reported here.

***NOTE: THIS TAB ONLY NEEDS TO BE COMPLETED FOR Q4**



2021 DISCLOSURE OF FINANCIAL INTEREST FORM

Disclosure of financial interest by a not-for-profit charter school education corporation trustee
For the school year ended June 30, 2021

Education Corporation, Trustee Name and Position(s)	
Name of education corporation:	New York's Charter HS for Adv. Math + Sci
Name of trustee (print):	Carol Lili Lynton
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	
Email Address:	[Redacted]

Home Address
Street:
City, State:
Phone:

Business Address
Street:
City, State:
Phone:

Questions	
1) Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check yes, answer 1a), 1b), and 1c)].	<input type="radio"/> Yes <input checked="" type="radio"/> No
1a) Description of the position:	
1b) Salary:	
1c) Start date:	
2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabit with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.	

None


Name and Relationship	Nature of Financial Interest/Transaction	Approximate Value of the Business Conducted	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Date of Transaction(s) or "Ongoing"

3) Identify each individual, business, corporation, union association, firm, partnership, committee, proprietorship, 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 education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or an interested person had a financial interest or other relationship. If you or an interested person are a member, director, officer, or employee of an organization doing business with the education corporation through a management, shared services, or other services agreement, you need not list every transaction between such entity and the education corporation; rather, please identify only the name of the entity, the applicable position in the entity as well as the relationship between such entity and the education corporation.

None

Name and Relationship	Entity Conducting Business with the Education Corporation	Nature of the Person's Interest in the Entity	Nature of Business Conducted	Approximate Value of the Business Conducted	Steps Taken to Avoid Conflict of Interest	Date of Transaction(s) or "Ongoing"

Trustee Signature

Signature: 

By signing this Disclosure of Financial Interest Form, the trustee certifies that the information contained in this disclosure is true and accurate to the best of his or her knowledge.



2021 DISCLOSURE OF FINANCIAL INTEREST FORM

Disclosure of financial interest by a not-for-profit charter school education corporation trustee
For the school year ended June 30, 2021

Education Corporation, Trustee Name and Position(s)	
Name of education corporation:	AMS, HUM NEW VISIONS CHARTER
Name of trustee (print):	NANCY JACOBS GROSSMAN
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	CHAIRPERSON
Email Address:	[REDACTED]

Home Address	Business Address
Please complete with <i>changes</i> only:	Please complete with <i>changes</i> only:
Street:	Business Name:
City, State Zip:	Street:
Phone:	City, State Zip:
[REDACTED]	Phone:
[REDACTED]	[REDACTED]

Questions	
1) Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check yes , answer 1a), 1b), and 1c)].	<input type="radio"/> Yes <input checked="" type="radio"/> No
1a) Description of the position:	
1b) Salary:	NA
1c) Start date:	
2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabitate with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.	

None

Name and Relationship	Nature of Financial Interest/Transaction	Approximate Value of the Business Conducted	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Date of Transaction(s) or "Ongoing"
		NA		

3) Identify each individual, business, corporation, union association, firm, partnership, committee, proprietorship, 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 education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or an interested person had a financial interest or other relationship. If you or an interested person are a member, director, officer, or employee of an organization doing business with the education corporation through a management, shared services, or other services agreement, you need not list every transaction between such entity and the education corporation; rather, please identify only the name of the entity, the applicable position in the entity as well as the relationship between such entity and the education corporation.

None

Name and Relationship	Entity Conducting Business with the Education Corporation	Nature of the Person's Interest in the Entity	Nature of Business Conducted	Approximate Value of the Business Conducted	Steps Taken to Avoid Conflict of Interest	Date of Transaction(s) or "Ongoing"
			NA			

Trustee Signature

Signature:

Nancy Jacobs Gusama

By signing this Disclosure of Financial Interest Form, the trustee certifies that the information contained in this disclosure is true and accurate to the best of his or her knowledge.



FOR INSTITUTE USE ONLY
FILING FOR SCHOOL YEAR: _____
DATE RECEIVED: _____

**DISCLOSURE OF FINANCIAL INTEREST
BY A NOT-FOR-PROFIT CHARTER SCHOOL
EDUCATION CORPORATION TRUSTEE**

1. Name of education corporation: The New Visions Charter High School for Advanced Math and Science

2. Trustee's name (print): Selina M. Urbina

3. Position(s) on board, if any: (e.g., chair, treasurer, committee chair, etc.):
Board Member

4. Home address: [Redacted]

5. Business Address: [Redacted]

6. Daytime phone: [Redacted]

7. E-mail: [Redacted]

8. Is Trustee an employee of the education corporation? ___ Yes. No. If you checked yes, please provide a description of the position you hold, your salary and your start date.


9. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members have held or engaged in with the education corporation during the prior school year. If there has been no such financial interest or transaction, please write "None." Please note that if you answered yes to Question 8, you need not disclose again your employment status, salary, etc.

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)	Identity of Person Holding Interest or Engaging in Transaction (e.g., you and/or immediate family member (name))
	None.		

10. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, 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 education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or your immediate family member(s) had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the education corporation that is doing business with the education corporation through a management or services agreement, you need not list every transaction between such entity and the education corporation that is pursuant to such agreement; rather, please identify only the name of the entity, your position in the entity as well as the relationship between such entity and the education corporation. If there was no financial interest, please write "None."

Entity Conducting Business with the Education Corporation	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee and/or Immediate Family Holding an Interest in the Entity Conducting Business with the Education Corporation and the Nature of the Interest	Steps Taken to Avoid Conflict of Interest
	None			



 Signature

6/30/2021

 Date



FOR INSTITUTE USE ONLY
FILING FOR SCHOOL YEAR: _____
DATE RECEIVED: _____

**DISCLOSURE OF FINANCIAL INTEREST
BY A NOT-FOR-PROFIT CHARTER SCHOOL
EDUCATION CORPORATION TRUSTEE**

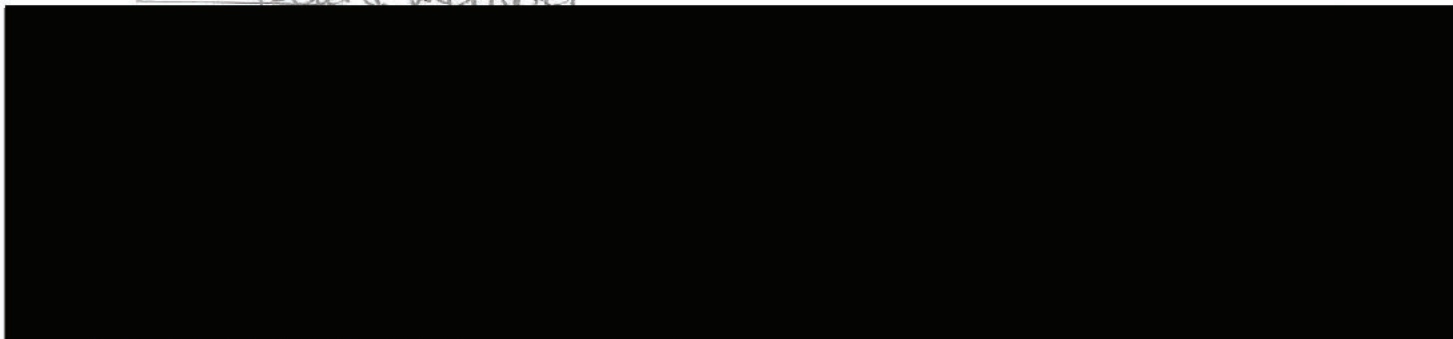
The New Visions Charter High School for

1. Name of education corporation: *the Humanities*

2. Trustee's name (print): *Selina M. Urbina*

3. Position(s) on board, if any: (e.g., chair, treasurer, committee chair, etc.): _____

Board Member



8. Is Trustee an employee of the education corporation? ___ Yes. No. If you checked yes, please provide a description of the position you hold, your salary and your start date.

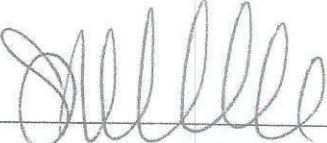
9. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members have held or engaged in with the education corporation during the prior school year. If there has been no such financial interest or transaction, please write "None." Please note that if you answered yes to Question 8, you need not disclose again your employment status, salary, etc.

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)	Identity of Person Holding Interest or Engaging in Transaction (e.g., you and/or immediate family member (name))
	<i>None.</i>		

10. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, 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 education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or your immediate family member(s) had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the education corporation that is doing business with the education corporation through a management or services agreement, you need not list every transaction between such entity and the education corporation that is pursuant to such agreement; rather, please identify only the name of the entity, your position in the entity as well as the relationship between such entity and the education corporation. If there was no financial interest, please write "None."

Entity Conducting Business with the Education Corporation	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee and/or Immediate Family Holding an Interest in the Entity Conducting Business with the Education Corporation and the Nature of the Interest	Steps Taken to Avoid Conflict of Interest
	None			



 Signature

6/30/2021
 Date



Charter Schools Institute
The State University of New York

2021 DISCLOSURE OF FINANCIAL INTEREST FORM

Disclosure of financial interest by a not-for-profit charter school education corporation trustee
For the school year ended June 30, 2021

Education Corporation, Trustee Name and Position(s)	
Name of education corporation:	New Vision Charter High School for Adv Math & Sci (AMS) New Visions Charter High School for the Humanities (HUM)
Name of trustee (print):	Eva Lopez
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	Trustee
Email Address:	[REDACTED]

Home Address	Business Address
Street: [REDACTED]	Business Name: [REDACTED]
City, State Zip: [REDACTED]	Street: [REDACTED]
Phone: [REDACTED]	City, State Zip: [REDACTED]
	Phone: [REDACTED]

Questions

1) Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? (If you check **yes**, answer 1a), 1b), and 1c). Yes No

1a) Description of the position: _____

1b) Salary: _____

1c) Start date: _____

2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabitate with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.

None

2020 DISCLOSURE OF FINANCIAL INTEREST FORM


Name and Relationship	Nature of Financial Interest/Transaction	Approximate Value of the Business Conducted	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Date of Transaction(s) or "Ongoing"
N/A				

3) Identify each individual, business, corporation, union association, firm, partnership, committee, proprietorship, 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 education corporation and in which such entity, during the preceding school year (July 1 – June 30), you and/or an interested person had a financial interest or other relationship. If you or an interested person are a member, director, officer, or employee of an organization doing business with the education corporation through a management, shared services, or other services agreement, you need not list every transaction between such entity and the education corporation; rather, please identify only the name of the entity, the applicable position in the entity as well as the relationship between such entity and the education corporation.

None

Name and Relationship	Entity Conducting Business with the Education Corporation	Nature of the Person's Interest in the Entity	Nature of Business Conducted	Approximate Value of the Business Conducted	Steps Taken to Avoid Conflict of Interest	Date of Transaction(s) or "Ongoing"
N/A						

Trustee Signature

Signature: 

By signing this Disclosure of Financial Interest Form, the trustee certifies that the information contained in this disclosure is true and accurate to the best of his or her knowledge.

2021 DISCLOSURE OF FINANCIAL INTEREST FORM

Disclosure of financial interest by a not-for-profit charter school education corporation trustee
For the school year ended June 30, 2021

Education Corporation, Trustee Name and Position(s)	
Name of education corporation:	New Vision Charter High School for Adv Math & Sci (AMS) New Visions Charter High School for the Humanities (HUM)
Name of trustee (print):	Michael Nathan
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	Trustee
Email Address:	[REDACTED]

Home Address	
Please complete with <i>changes</i> only:	
Street:	
City, State Zip:	
Phone:	

Business Address	
Please complete with <i>changes</i> only:	
Business Name:	
Street:	
City, State Zip:	
Phone:	

Questions	
1) Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check yes , answer 1a), 1b), and 1c)].	<input type="radio"/> Yes <input type="radio"/> No
1a) Description of the position:	
1b) Salary:	
1c) Start date:	

2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabitate with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.

■ None

Name and Relationship	Nature of Financial Interest/Transaction	Approximate Value of the Business Conducted	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Date of Transaction(s) or "Ongoing"

3) Identify each individual, business, corporation, union association, firm, partnership, committee, proprietorship, 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 education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or an interested person had a financial interest or other relationship. If you or an interested person are a member, director, officer, or employee of an organization doing business with the education corporation through a management, shared services, or other services agreement, you need not list every transaction between such entity and the education corporation; rather, please identify only the name of the entity, the applicable position in the entity as well as the relationship between such entity and the education corporation.

■ None

Name and Relationship	Entity Conducting Business with the Education Corporation	Nature of the Person's Interest in the Entity	Nature of Business Conducted	Approximate Value of the Business Conducted	Steps Taken to Avoid Conflict of Interest	Date of Transaction(s) or "Ongoing"

Trustee Signature

Signature:



By signing this Disclosure of Financial Interest Form, the trustee certifies that the information contained in this disclosure is true and accurate to the best of his or her knowledge.

2021 DISCLOSURE OF FINANCIAL INTEREST FORM

Disclosure of financial interest by a not-for-profit charter school education corporation trustee
For the school year ended June 30, 2021

Education Corporation, Trustee Name and Position(s)	
Name of education corporation:	New Vision Charter High School for Adv Math & Sci (AMS) New Visions Charter High School for the Humanities (HUM)
Name of trustee (print):	Musa Ali Shama
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	Secretary
Email Address:	[REDACTED]

Home Address	
Please complete with <i>changes</i> only:	
Street:	
City, State Zip:	
Phone:	

Business Address	
Please complete with <i>changes</i> only:	
Business Name:	
Street:	
City, State Zip:	
Phone:	

Questions	
1) Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check yes , answer 1a), 1b), and 1c)].	<input checked="" type="radio"/> Yes <input type="radio"/> No
1a) Description of the position:	Superintendent of New Visions Charter High Schools
1b) Salary:	\$200,000
1c) Start date:	08/27/2017

2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabitate with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.

None

Name and Relationship	Nature of Financial Interest/Transaction	Approximate Value of the Business Conducted	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Date of Transaction(s) or "Ongoing"

3) Identify each individual, business, corporation, union association, firm, partnership, committee, proprietorship, 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 education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or an interested person had a financial interest or other relationship. If you or an interested person are a member, director, officer, or employee of an organization doing business with the education corporation through a management, shared services, or other services agreement, you need not list every transaction between such entity and the education corporation; rather, please identify only the name of the entity, the applicable position in the entity as well as the relationship between such entity and the education corporation.

■ None

Name and Relationship	Entity Conducting Business with the Education Corporation	Nature of the Person's Interest in the Entity	Nature of Business Conducted	Approximate Value of the Business Conducted	Steps Taken to Avoid Conflict of Interest	Date of Transaction(s) or "Ongoing"

Trustee Signature

Signature:



By signing this Disclosure of Financial Interest Form, the trustee certifies that the information contained in this disclosure is true and accurate to the best of his or her knowledge.

2021 DISCLOSURE OF FINANCIAL INTEREST FORM

Disclosure of financial interest by a not-for-profit charter school education corporation trustee
For the school year ended June 30, 2021

Education Corporation, Trustee Name and Position(s)	
Name of education corporation:	New Vision Charter High School for Adv Math & Sci (AMS), New Visions Charter High School for the Humanities (HUM)
Name of trustee (print):	Marsha Milan-Bethel
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	Trustee
Email Address:	[REDACTED]

Home Address	
Please complete with <i>changes</i> only:	
Street:	
City, State Zip:	
Phone:	

Business Address	
Please complete with <i>changes</i> only:	
Business Name:	
Street:	
City, State Zip:	
Phone:	

Questions	
1) Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check yes , answer 1a), 1b), and 1c)].	<input type="radio"/> Yes <input checked="" type="radio"/> No
1a) Description of the position:	
1b) Salary:	
1c) Start date:	

2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabit with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.

None

Name and Relationship	Nature of Financial Interest/Transaction	Approximate Value of the Business Conducted	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Date of Transaction(s) or "Ongoing"
N/A				

3) Identify each individual, business, corporation, union association, firm, partnership, committee, proprietorship, 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 education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or an interested person had a financial interest or other relationship. If you or an interested person are a member, director, officer, or employee of an organization doing business with the education corporation through a management, shared services, or other services agreement, you need not list every transaction between such entity and the education corporation; rather, please identify only the name of the entity, the applicable position in the entity as well as the relationship between such entity and the education corporation.

None

Name and Relationship	Entity Conducting Business with the Education Corporation	Nature of the Person's Interest in the Entity	Nature of Business Conducted	Approximate Value of the Business Conducted	Steps Taken to Avoid Conflict of Interest	Date of Transaction(s) or "Ongoing"
N/A						

Trustee Signature

Signature:

m Milan Bethel

By signing this Disclosure of Financial Interest Form, the trustee certifies that the information contained in this disclosure is true and accurate to the best of his or her knowledge.

2021 DISCLOSURE OF FINANCIAL INTEREST FORM

Disclosure of financial interest by a not-for-profit charter school education corporation trustee
 For the school year ended June 30, 2021

New Visions Charter HS & Humanities

Education Corporation, Trustee Name and Position(s)

Name of education corporation: *New Visions Charter HS for Advanced Math Science*

Name of trustee (print): *Fredrick Levy*

Position(s) on board, if any (e.g., chair, treasurer, *Member*)

Email Address: [REDACTED]

Home Address

Street: [REDACTED]

City, State, Zip: [REDACTED]

Phone: [REDACTED]

Business Address

Please complete with changes only: /

Business Name: [REDACTED]

Street: [REDACTED]

City, State Zip: [REDACTED]

Phone: [REDACTED]

Questions

- 1) Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check yes, answer 1a), 1b), and 1c)]. Yes No
- 1a) Description of the position: _____
- 1b) Salary: _____
- 1c) Start date: _____
- 2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabitate with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.

None

Name and Relationship	Nature of Financial Interest/Transaction	Approximate Value of the Business Conducted	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Date of Transaction(s) or "Ongoing"

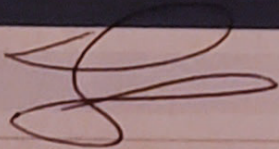
3) Identify each individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or an interested person had a financial interest or other relationship. If you or an interested person are a member, director, officer, or employee of an organization doing business with the education corporation through a management, shared services, or other services agreement, you need not list every transaction between such entity and the education corporation; rather, please identify only the name of the entity, the applicable position in the entity as well as the relationship between such entity and the education corporation.

None

Name and Relationship	Entity Conducting Business with the Education Corporation	Nature of the Person's Interest in the Entity	Nature of Business Conducted	Approximate Value of the Business Conducted	Steps Taken to Avoid Conflict of Interest	Date of Transaction(s) or "Ongoing"

Trustee Signature

Signature:



By signing this Disclosure of Financial Interest Form, the trustee certifies that the information contained in this disclosure is true and accurate to the best of his or her knowledge.

2021 DISCLOSURE OF FINANCIAL INTEREST FORM

Disclosure of financial interest by a not-for-profit charter school education corporation trustee
For the school year ended June 30, 2021

Education Corporation, Trustee Name and Position(s)	
Name of education corporation:	New Vision Charter High School for Adv Math & Sci (AMS) New Visions Charter High School for the Humanities (HUM)
Name of trustee (print):	Matthew Marcin
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	Treasurer
Email Address:	[REDACTED]

Home Address	
Please complete with <i>changes</i> only:	
Street:	[REDACTED]
City, State Zip:	[REDACTED]
Phone:	[REDACTED]

Business Address	
Please complete with <i>changes</i> only:	
Business Name:	
Street:	
City, State Zip:	
Phone:	

Questions	
1) Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check yes , answer 1a), 1b), and 1c)].	<input type="radio"/> Yes <input checked="" type="radio"/> No
1a) Description of the position:	
1b) Salary:	
1c) Start date:	
2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabitate with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.	

■ None

Name and Relationship	Nature of Financial Interest/Transaction	Approximate Value of the Business Conducted	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Date of Transaction(s) or "Ongoing"

3) Identify each individual, business, corporation, union association, firm, partnership, committee, proprietorship, 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 education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or an interested person had a financial interest or other relationship. If you or an interested person are a member, director, officer, or employee of an organization doing business with the education corporation through a management, shared services, or other services agreement, you need not list every transaction between such entity and the education corporation; rather, please identify only the name of the entity, the applicable position in the entity as well as the relationship between such entity and the education corporation.

■ None

Name and Relationship	Entity Conducting Business with the Education Corporation	Nature of the Person's Interest in the Entity	Nature of Business Conducted	Approximate Value of the Business Conducted	Steps Taken to Avoid Conflict of Interest	Date of Transaction(s) or "Ongoing"

Trustee Signature

Signature:



18 July 2021

By signing this Disclosure of Financial Interest Form, the trustee certifies that the information contained in this disclosure is true and accurate to the best of his or her knowledge.

2021 DISCLOSURE OF FINANCIAL INTEREST FORM

Disclosure of financial interest by a not-for-profit charter school education corporation trustee
For the school year ended June 30, 2021

Education Corporation, Trustee Name and Position(s)	
Name of education corporation:	New Vision Charter High School for Adv Math & Sci (AMS) New Visions Charter High School for the Humanities (HUM)
Name of trustee (print):	Lisa Gibson
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	Trustee
Email Address:	[REDACTED]

Home Address	
Please complete with <i>changes</i> only:	
Street:	
City, State Zip:	
Phone:	

Business Address	
Please complete with <i>changes</i> only:	
Business Name:	
Street:	
City, State Zip:	
Phone:	

Questions	
1) Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check yes , answer 1a), 1b), and 1c)].	<input type="radio"/> Yes <input checked="" type="radio"/> No
1a) Description of the position:	
1b) Salary:	
1c) Start date:	

2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabitate with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.

■ None

Name and Relationship	Nature of Financial Interest/Transaction	Approximate Value of the Business Conducted	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Date of Transaction(s) or "Ongoing"

3) Identify each individual, business, corporation, union association, firm, partnership, committee, proprietorship, 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 education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or an interested person had a financial interest or other relationship. If you or an interested person are a member, director, officer, or employee of an organization doing business with the education corporation through a management, shared services, or other services agreement, you need not list every transaction between such entity and the education corporation; rather, please identify only the name of the entity, the applicable position in the entity as well as the relationship between such entity and the education corporation.

■ None

Name and Relationship	Entity Conducting Business with the Education Corporation	Nature of the Person's Interest in the Entity	Nature of Business Conducted	Approximate Value of the Business Conducted	Steps Taken to Avoid Conflict of Interest	Date of Transaction(s) or "Ongoing"

Trustee Signature

Signature:

Lisa A. Gibson

Digitally signed by Lisa A. Gibson
Date: 2021.07.29 12:33:28 -04'00'

By signing this Disclosure of Financial Interest Form, the trustee certifies that the information contained in this disclosure is true and accurate to the best of his or her knowledge.

2021 DISCLOSURE OF FINANCIAL INTEREST FORM

Disclosure of financial interest by a not-for-profit charter school education corporation trustee
For the school year ended June 30, 2021

Education Corporation, Trustee Name and Position(s)	
Name of education corporation:	New Vision Charter High School for Adv Math & Sci (AMS) New Visions Charter High School for the Humanities (HUM)
Name of trustee (print):	Edna R. Vega, Ed.D.
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	Trustee
Email Address:	[REDACTED]

Home Address	
Please complete with <i>changes</i> only:	
Street:	
City, State Zip:	
Phone:	

Business Address	
Please complete with <i>changes</i> only:	
Business Name:	
Street:	
City, State Zip:	
Phone:	

Questions	
1) Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check yes , answer 1a), 1b), and 1c)].	<input type="radio"/> Yes <input checked="" type="radio"/> No
1a) Description of the position:	
1b) Salary:	
1c) Start date:	

2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabitate with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.

■ None

Name and Relationship	Nature of Financial Interest/Transaction	Approximate Value of the Business Conducted	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Date of Transaction(s) or "Ongoing"

3) Identify each individual, business, corporation, union association, firm, partnership, committee, proprietorship, 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 education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or an interested person had a financial interest or other relationship. If you or an interested person are a member, director, officer, or employee of an organization doing business with the education corporation through a management, shared services, or other services agreement, you need not list every transaction between such entity and the education corporation; rather, please identify only the name of the entity, the applicable position in the entity as well as the relationship between such entity and the education corporation.

■ None

Name and Relationship	Entity Conducting Business with the Education Corporation	Nature of the Person's Interest in the Entity	Nature of Business Conducted	Approximate Value of the Business Conducted	Steps Taken to Avoid Conflict of Interest	Date of Transaction(s) or "Ongoing"

Trustee Signature

Signature: Edwin R. Vega 18 July 2021

By signing this Disclosure of Financial Interest Form, the trustee certifies that the information contained in this disclosure is true and accurate to the best of his or her knowledge.



2021 DISCLOSURE OF FINANCIAL INTEREST FORM

Disclosure of financial interest by a not-for-profit charter school education corporation trustee
For the school year ended June 30, 2021

Education Corporation, Trustee Name and Position(s)	
Name of education corporation:	New Visions Charter High School for Advanced Math and Science (AMS) New Visions Charter High School for the Humanities (HUM)
Name of trustee (print):	Peter Cantillo
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	Trustee
Email Address:	[REDACTED]

Home Address	Business Address
Please complete with <i>changes</i> only:	Please complete with <i>changes</i> only:
Street:	Business Name:
City, State Zip:	Street:
Phone:	City, State Zip:
	Phone:

Questions	
1) Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? (If you check yes, answer 1a), 1b), and 1c).	<input type="radio"/> Yes <input checked="" type="radio"/> No
1a) Description of the position:	
1b) Salary:	
1c) Start date:	
2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabitate with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.	

None

Name and Relationship	Nature of Financial Interest/Transaction	Approximate Value of the Business Conducted	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Date of Transaction(s) or "Ongoing"

3) Identify each individual, business, corporation, union association, firm, partnership, committee, proprietorship, 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 education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or an interested person had a financial interest or other relationship. If you or an interested person are a member, director, officer, or employee of an organization doing business with the education corporation through a management, shared services, or other services agreement, you need not list every transaction between such entity and the education corporation; rather, please identify only the name of the entity, the applicable position in the entity as well as the relationship between such entity and the education corporation.

None

Name and Relationship	Entity Conducting Business with the Education Corporation	Nature of the Person's Interest in the Entity	Nature of Business Conducted	Approximate Value of the Business Conducted	Steps Taken to Avoid Conflict of Interest	Date of Transaction(s) or "Ongoing"

Trustee Signature

Signature:



By signing this Disclosure of Financial Interest Form, the trustee certifies that the information contained in this disclosure is true and accurate to the best of his or her knowledge.

New Visions Charter High Schools

2021-2022 School Calendar - Trimesters

School Start Date

Thursday, September 9th

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

September – June:

- 166 instructional/attendance days
- 11 Regents days (including rating days)
- 4 professional development days (September 3rd, November 2nd, January 31st, June 9th)
- Last day of school is June 24th

Trimester Instructional Days

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

Assessment Dates & Windows

Fall PSAT/SAT: October 2021

Spring PSAT/SAT: March 2022

NYSESTELL: August 2021 – September 2021

Fall Performance Series Reading: July 2021 – November 2021

Winter Performance Series Reading (optional): December 2021 – February 2022 & Spring Performance Series Reading: March 2022 – May 2022

NYSESLAT Speaking: April 2022 – May 2022 / NYSESLAT LRW: May 2022 – May 2022

Fall On-Demand Writing: August 2021 – October 2021 / Spring On-Demand Writing: March 2022 – April 2022

AP Exams: May 2022 – May 2022

Spring Mock Regents: March 2022 – May 2022

STAR Math Fall (AIMs only): July 2021 – November 2021 / STAR Math Spring (AIMs only): March 2022 – May 2022

Purple numbers in right corner indicate instructional days: 181 total (166 attendance days from September to June + 11 Regents days + 4 PD days). Note: NYSED requires 180 days per year. For credit purposes NYSED indicates 108 hours for unit (two credits) for full year=54 hours (or 3,240 minutes) = 1 credit per semester. New Visions Charter High School students earn 1 credit (3,240 minutes) per trimester.

July 2021

New Visions Charter High Schools

Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1		2	3
4	5 Holiday (July 4 th Observed)	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

v.5.13.21

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August 2021

New Visions Charter High Schools

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

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October 2021

New Visions Charter High Schools

Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1	2
3	4	5	6 BEDS Day	7	8	9
	17	18	19	20	21	
10	11	12	13	14	15	16
	Indigenous Peoples' Day – No School	22	23	24	Progress Reports (T1)	25
17	18	19	20	21	22	23
	26	27	28	29	30	
24	25	26	27	28	29	30
	31	32	33	34	35	

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November 2021

New Visions Charter High Schools

Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1	2	3	4	5	6
		Election Day – No School for Students Professional Development Day 36	37	38	39	
7	8	9	10	11	12	13
		40	41	Veteran's Day – No School	43	
14	15	16	17	18	19	20
		44	45	46	47	48
21	22	23	24	25	26	27
		49	50	Thanksgiving – No School	Day After Thanksgiving – No School	
28	29	30				
		52	53			

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December 2021

New Visions Charter High Schools

Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2	3	4
					End of Trimester #1	
			54	55	56	
5	6	7	8	9	10	11
	Beginning of Trimester #2					
	1	2	3	4	5	
12	13	14	15	16	17	18
					Report Cards (T1)	
	6	7	8	9	10	
19	20	21	22	23	24	25
					Winter Break No School	
			12	13	14	
26	27	28	29	30	31	
	Winter Break No School	Winter Break No School	Winter Break No School	Winter Break No School	Winter Break No School	

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January 2022

New Visions Charter High Schools

Sun	Mon	Tue	Wed	Thu	Fri	Sat
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
	Martin Luther King Jr. Day – No School	Progress Reports (T2)				
23	24	25	26	27	28	29
		Regents - TBD	Regents - TBD	Regents - TBD	Regents Rating Day	
30	31					
	No School for Students Regents Scoring (if needed) Professional Development Day					

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February 2022

New Visions Charter High Schools

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

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March 2022

New Visions Charter High Schools

Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2	3	4	5
6	7	8	9	10	11	12
		44	45	46	47	
		48	49	50	51	52
13	14	15	16	17	18	19
			End of Trimester #2	Beginning of Trimester #3		
		53	54	55	1	2
20	21	22	23	24	25	26
		3	4	5	6	7
27	28	29	30	31		
				Report Cards (T2)		
		8	9	10	11	

v.5.13.21

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April 2022

New Visions Charter High Schools

Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1	2
3	4	5	6	7	8	9
	13	14	15	16	17	
10	11	12	13	14	15	16
	18	19	20	21	Spring Break – No School	
17	18	19	20	21	22	23
	Spring Break – No School	Spring Break – No School	Spring Break – No School	Spring Break – No School	Spring Break – No School	
24	25	26	27	28	29	30
	22	23	24	25	Progress Reports (T3)	26

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May 2022

New Visions Charter High Schools

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

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June 2022

New Visions Charter High Schools

Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2	3	4
5	6	7	8	9	10	11
	50		51	No School for Students Professional Development Day		
12	13	14	15	16	17	18
		54	55	Regents - TBD	Regents - TBD	
19	20	21	22	23	24	25
	Juneteenth – No School	Regents - TBD	Regents - TBD	Regents - TBD	Regents Rating Day Last Day of School for Students	
26	27	28	29	30	Report Cards (T3)	
				Last Day of School for Teachers		

v.5.13.21

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