

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

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 is collected in a survey format within Annual Report portal. When entering information in the portal, some of the following items may not appear, depending on your authorizer and/or your responses to related items.

Entry 1 School Information and Cover Page

(New schools that were not open for instruction for the 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 ADVANCED MATH AND SCIENCE 321000860999

a1. Popular School Name

AMS

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)

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

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)

497

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	718-817-7683	NYC CSD 10	9-12	No

m1a. Please provide the contact information for Site 1.

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Robert Hiller			
Operational Leader	Anton Pena			
Compliance Contact	Matt Gill			
Complaint Contact	Matt Gill			
DASA Coordinator	Anton Pena			
Phone Contact for After Hours Emergencies	Anton Pena			

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

Co-located Space

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

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

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

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

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

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 reads "Robert A. Hill" in a cursive script. The first name "Robert" is written with a large, looped 'R'. The middle initial "A." is written with a simple vertical line for the 'A' and a period. The last name "Hill" is written with a tall, vertical 'H' and a cursive 'll'.

Signature, President of the Board of Trustees

A handwritten signature in black ink on a light gray background. The signature reads "Nancy Lussman" in a cursive script. The first name "Nancy" is written with a large, looped 'N'. The last name "Lussman" is written with a tall, vertical 'L' and a cursive 'ssman'.

Date

Jul 16 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-AMS_Final](#)

Filename: 2020 21 Accountability Plan Progres hTREvGR.pdf **Size:** 709.0 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 is \$100,000.

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

Entry 4d - Financial Services Contact Information

Incomplete Hidden from applicant

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-AMSI](#)

Filename: 2021 22 Budget and Quarterly Report AMSI.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 is accepted.

[2021 SUNY financial disclosure forms - LL](#)

Filename: 2021 SUNY financial disclosure forms LL.pdf **Size:** 358.4 kB

[2021-SUNY-Financial-Disclosure-Form MM v2](#)

Filename: 2021 SUNY Financial Disclosure Form MM v2.pdf **Size:** 421.8 kB

[2021 SUNY financial disclosure forms - NG](#)

Filename: 2021 SUNY financial disclosure forms NG.pdf **Size:** 787.1 kB

[2021-SUNY-Financial-Disclosure-Form ERV](#)

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

[2021-SUNY-Financial-Disclosure-Form-LG](#)

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

[2021-SUNY-Financial-Disclosure-Form-MMB](#)

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

[2021-SUNY-Financial-Disclosure-Form-MAS](#)

Filename: 2021 SUNY Financial Disclosure Form 1gm36Ec.pdf **Size:** 434.7 kB

[SUNY Financial Interestform - PC](#)

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

[2021-SUNY-Financial-Disclosure-Form-MN](#)

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

[2021-SUNY-Financial-Disclosure-Form-FL](#)

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

[2021 Suny financial disclosure form - SU](#)

Filename: 2021 Suny financial disclosure form SU.pdf **Size:** 826.1 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
	AMS executed comprehensive recruitment strategies in 2020-2021 to meet it's enrollment targets for economically disadvantaged students. Our comprehensive recruitment plan includes: middle school outreach within and outside the district; direct mailing campaigns to over 17,000 eighth graders residing in	

Economically Disadvantaged

the Bronx; community and street outreach; and bus shelter ads; hosting of virtual open houses and virtual presentations at middle schools. In addition, we executed an extensive digital (Facebook/Instagram) campaign.

AMS has built relationships with feeder middle schools throughout CSD 10 and the surrounding districts to ensure that parent coordinators and/or school counselors have our information and application to share with their eighth grade families. Further, AMS mails out a yearly Sibling Letter with two applications to its current families. This is to encourage younger siblings to apply and/or share the additional application with a family or friend.

AMS also hosted virtual information sessions and open houses to further inform families and the community about the school and the admissions process. All information sessions and open houses include the dissemination of recruitment materials and enrollment applications, a question and answer period, a school tour, and individual consultation with families who are interested in both Spanish and English. These are publicized widely through the dissemination of flyers and postcards to families as well as the school's web page <http://www.newvisions.org/AMS> which is hosted on the main network site.

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

Additionally, our Student Ambassadors attend every student recruitment event (fairs, open houses, and other events) held, in an attempt to give prospective students and families a genuine view of the life of an AMS student, while still providing essential information for anyone that is applying to high school. Student Ambassadors are trained early in the school year on all data points as well as the application and admissions process for our school. They are our strongest voices and have proven to be vital to the success of each recruitment season.

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

To ensure a large enough pool of ELL/MLL applicants, AMS continues to execute additional

<p>English Language Learners</p>	<p>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. In addition AMS held Spanish only Open Houses to accommodate the Spanish speaking community.</p> <p>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, 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 AMS is bilingual in Spanish, which facilitates conversations with Spanish speaking families.</p>	<p>In 2021-22, AMS plans to continue to execute the recruitment efforts and strategies used last year and in recognition that high-needs students require additional outreach efforts, we will continue to establish relationships and connect with institutions and service providers whose mission is to advocate and serve students with special needs.</p>
	<p>Throughout all of our outreach efforts, AMS makes sure to</p>	

Students with Disabilities	<p>encourage families with students with disabilities to apply to our school and provides space to speak about their needs and supports. Particularly at our open houses, AMS makes sure to give families time for individual consultations for those who are interested in speaking with the principal or other staff. We also inform middle school staff that we support students with disabilities and that they can be confident in referring students with IEPs. At the time of enrollment AMS ensures that every family with an IEP meets with the appropriate staff member to review the documents.</p>	<p>In 2021-22, AMS plans to execute the same recruitment efforts and strategies used last year, and will adjust as needed.</p>
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Retention Efforts Toward Meeting Targets

	Describe Retention Efforts in 2020-2021	Describe Retention Plans in 2021-2022
	<p>AMS employs multiple strategies and designs specific programmatic elements to ensure the success and retention of targeted students. Part of our overall strategy is to ensure that all students, whether or not they have special needs, feel supported and thrive academically. This support starts from the moment that students have an accepted seat and is followed through as we begin to know more about our students.</p> <p>At AMS we use a cohort model such that each cohort has an</p>	

assistant principal, counselor, and dean that follows the cohort over the four years of high school. This model is intended to support the diverse needs of our students and to focus on the key factor in retaining students - relationships. At AMS we have used the following structures to support our students in building relationships with their peers and with our staff: new student and family orientation; week long summer bridge program for incoming students at the end of August; cohort based team building trips each year; numerous after school club opportunities; monthly cohort town hall meetings to celebrate and recognize students; community service events to support students in getting involved in their communities; and weekly young women's and young men's group.

We also know that in order to retain our students, we must help them thrive academically. At AMS we do this in various ways. We offer seven AP courses that students have open access to selecting. Our cohort model allows for our counselors to further support students with their unique needs. We hold weekly cohort team meetings to analyze student data and work closely with students and families to support their particular needs. Our National Honor Society has started a peer tutoring program to help support students that might be struggling

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

Economically Disadvantaged

academically. We have developed partnerships that afford a small percentage of our students internships. We hope to build on these partnerships so more students have access to these internship opportunities. Our students have the opportunity to be a peer facilitator junior and/or senior year. Peer facilitators work with a teacher to develop and implement discussion based experiences in our social studies classes once a month. Topics include race, colorism, sexual harassment, and other important topics related to current events.

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

	<p>students, outside referrals for students and families, assistance with navigating public benefits and services, referrals and assistance with housing concerns, and individualized follow up from our student support services team for both students and families.</p>	
<p>English Language Learners</p>	<p>As a commitment to retaining ELL students, we work with families from the initial meeting at enrollment to ensure that families feel supported and comfortable and are aware of the services available for their students. Our bilingual staff members (including our recruitment and enrollment coordinator) assist our Spanish families with translation during these meetings. If our staff members do not speak the language of the family, we typically use the DOE translation service line. In addition, at the time of enrollment, we distribute the Home Language Survey (HLIS) to gather information on the student, which then can be used to determine if a student should take the New York State Identification Test for English Language Learners (NYSITELL) and receive English as a New Language (ENL) services.</p> <p>At AMS, ELLs/MLLs are provided with opportunities and academic supports to meet the same educational goals as our general education student population. School leaders are attentive to programming and assessment</p>	<p>AMS plans to utilize the same strategies to retain English Language Learners in the coming year.</p>

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

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

<p>Students with Disabilities</p>	<p>We have moved to a caseload management system, such that each special education teacher is responsible for 8-9 students over their four years. Students receive co-taught instruction in all of their core content classes. As mentioned above we leverage performance series reading data to effectively program students for reading interventions. In addition, we hold academic intervention during the eighth period where our students with learning needs get one on one support from one of our special education teachers. Lastly, our licensed social worker supports our students who need mandated counseling services.</p>	<p>AMS plans to utilize the same strategies to retain students with disabilities in the coming year.</p>
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Entry 10 - Teacher and Administrator Attrition

Completed Aug 2 2021

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)	
iv. 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)	
iv. 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 Calendar.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 Advanced Math and Science

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/1Ij3VZlev-PFgjuYRx-B0PUqVXH5_LpMP/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=800000070185&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/1cnKUjYSouQ5E0WfoDTcXzx5BKDTwlj7u/view
5. Authorizer-approved DASA Policy (For Regents, NYCDOE, and Buffalo BOE Authorized Charter Schools ONLY);	
6. District-wide Safety Plan	https://docs.google.com/document/d/18S94yuX-DXJ0kvlUw6honOLhaF5bnqqZ6j5ISqV218E/edit?ts=5fbe9917
6a. Authorizer-Approved Discipline Policy (as per August 29, 2019 Emergency Response Plan Memo)	https://docs.google.com/document/d/1nIHcx-cMwSYlrCof1jyKBuwsjlrNlbWYyb4xQkEnpDU/edit?usp=sharing
7. Authorizer-Approved FOIL Policy	https://docs.google.com/document/d/1nIHcx-cMwSYlrCof1jyKBuwsjlrNlbWYyb4xQkEnpDU/edit?usp=sharing
8. Subject matter list of FOIL records	https://docs.google.com/document/d/1nIHcx-cMwSYlrCof1jyKBuwsjlrNlbWYyb4xQkEnpDU/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 is teaching outside of their certification area.



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

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Submitted to the SUNY Charter Schools Institute on:

August 16, 2021

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

99 Terrace View Avenue,
Bronx, NY 10463

718-817-7683

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Robert Hiller, 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

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

SCHOOL OVERVIEW

Mission

The New Visions Charter High School for Advanced Math and Science (AMS) is a small school that opened in 2011 and served approximately 511 students in grades 9-12 in 2020-2021. AMS 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 AMS, 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, AMS serves students from predominantly low-income families. As of BEDs day 2020, 511 students were enrolled in AMS. Of these students:

- 94% are Black or Latino
- 82% are economically disadvantaged
- 12 % are students with disabilities
- 11% are English Language Learners

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 afterschool 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.
- 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

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

- 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

During the 2020-2021 school year, AMS leveraged a fully remote instructional model. This model included three days of synchronized live instruction via Zoom and two days of synchronized independent tasks via Google Classroom. From the end of April - June, we had approximately 75 students come to campus for additional support two days each week. During this hybrid model, students were still engaging with their classes via our virtual platforms such as Zoom and Google Classroom.

Social, Mental, and Emotional Health Supports

During the 2020-2021 school year, AMS leveraged a variety of practices to support our students' and families' social, mental, and emotional well being. Specifically:

- Our Board raised private funds to support families and students with food insecurity.
- We facilitated monthly virtual town halls to engage each cohort as a full community - these town halls consisted of games, guest speakers, etc.
- We continued with our clubs virtually.
- Our NHS honor society ran a variety of virtual events such as game and movie nights for students and families.
- We leveraged our partnership with Local Civics to increase the different opportunities for students to engage with outside of the classroom academics.
- Our CAD teams (Counselor, AP, and Dean of each cohort) facilitated lunch chats with students within their cohort.
- Our robust counseling team leveraged Zoom to meet with students regularly, especially our tier 3 students, who met weekly with the counselors.

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

ENROLLMENT SUMMARY

School Enrollment by Grade Level and School Year

School Year	9	10	11	12	Total
2016-17	158	135	108	84	485
2017-18	144	136	118	104	502
2018-19	128	136	113	119	496
2019-20	139	138	125	105	507
2020-21	139	133	124	115	511

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	115	1	114
2019-20	2016-17	2016	106	0	106
2020-21	2017-18	2017	117	0	117

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 9 grade. Students enrolled for at least one day in the school after entering the 9 grade are part of the school’s Graduation Cohort. The school may remove students from the Graduation Cohort if the school has discharged those students for an acceptable reason listed in the SIRS manual, including the following: if they transfer to another public or private diploma-granting program with documentation, transfer to home schooling by a parent or guardian, transfer to another district or school, transfer by court order, leave the U.S., or are deceased.

Fourth Year Total Cohort for Graduation

Fourth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Graduated or Enrolled on June 30 th of the Cohort’s Fourth Year (a)	Number of Students No Longer at the School Who Had Been Enrolled for at Least One Day Prior to Leaving the School and Who Were <u>Not</u> Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2018-19	2015-16	2015	114	0	114
2019-20	2016-17	2016	106	1	107
2020-21	2017-18	2017	117	1	118

Fifth Year Total Cohort for Graduation

Fifth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Graduated or Enrolled on June 30 th of the Cohort’s Fifth Year (a)	Number of Students No Longer at the School Who Had Been Enrolled for at Least One Day Prior to Leaving the School and Who Were <u>Not</u> Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2018-19	2014-15	2014	8	94	102
2019-20	2015-16	2015	6	108	114
2020-21	2016-17	2016	3	104	107

PROMOTION POLICY

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

Course Sequencing

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

Promotion Requirements

Grade 9 → Grade 10

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

Grade 10 → Grade 11

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

Grade 11 → Grade 12

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

Graduation Requirement

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

COVID-19: we did not change any promotion criteria due to COVID-19, but as a Network, we decided to update our grading policy such that students who failed a trimester would receive an incomplete, instead of a F. Students who received an incomplete grade have the opportunity to re-engaged with the course content in order to demonstrate proficiency and in doing so, may earn back the course credit. This incomplete plan must be completed prior to the completion of the subsequent trimester.

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-two percent of students in the 2019 cohort and 80% of students in the 2020 cohort, earned the required number of credits to be promoted to the next grade level. AMS's first and second year cohorts met and exceeded this measure.

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

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	131	82%
2020	123	80%

ADDITIONAL EVIDENCE

Though we see a drop compared to previous years, much of this can be attributed to spending a full year in remote learning, especially for our incoming ninth grade class (cohort 2020). We are confident that through our summer support program and getting back to full in-person instruction in the fall that we will be able to better support the students currently off track with respect to credit accumulation. We will continue to use our cohort model and our department and grade team learning structures to best support students as well as partner with organizations that are providing tutoring support for students.

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

Eighty-nine percent of students in the 2019 cohort have passed or earned exemptions for at least three different Regents exams required for graduation. AMS met this measure and exceeded it by 14 percentage points.

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

- A balanced assessment approach where units have both authentic assessments and Regents aligned assessments.
 - Our authentic assessments have increased the rigor of our classroom instruction.
- ELA Regents Administration: students now sit for the ELA Regents exam during eleventh grade rather than in tenth grade, allowing students to prepare and focus on fewer Regents exams during their second year.
- Further development in our monitoring structures: We are starting to get to a place where we are better leveraging our data tools and the structures within the school to support making decisions about student needs.

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	133	70%
2018	2019-20	130	95%
2019	2020-21	131	89%

ADDITIONAL EVIDENCE

As can be seen by the data over the last few years, we have dropped slightly compared to the previous year. Much of this drop can be attributed to spending the full year in remote learning. In order for students to earn the Regents waiver/exemption, students need to earn at least two credits within the given class. As was shown in the previous metric, students earned less credit during the 2020-2021 school year compared to the previous school year. We are confident that with our summer support plan and moving back to full in-person learning next school year, that we will be able to increase this percentage.

Goal 1: Absolute Measures

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

METHOD

This measure examines students in two high school Graduation Cohorts: those who entered the 9 grade as members of the 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.

RESULTS AND EVALUATION

Ninety-three percent of students in AMS’s 2017 cohort graduated after four years and 96% of students in the 2016 cohort graduated after five years. The 2017 cohort’s four-year graduation rate exceeded this measure by 18 percentage points and the 2016 cohort’s five-year graduation rate exceeded this measure by one percentage point.

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

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

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

- Cohort model with counselor, assistant principal, and dean following their cohort over the four years.
- We have added a point person for students who do not graduate in four years and this point person has played an important role in supporting our fifth year students in graduating.
- Our teaming structures of department and grade team has allowed us to analyze and learn from implementation of our focus areas, such as authentic tasks and standards based grading.

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

Cohort Designation	School Year	Number in Cohort	Percent Graduating
2015	2018-19	114	91%
2016	2019-20	107	96%
2017	2020-21	118	93%

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	102	92%
2015	2019-20	114	96%
2016	2020-21	107	96%

ADDITIONAL EVIDENCE

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

Goal 1: Comparative Measure

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

METHOD

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

RESULTS AND EVALUATION

AMS’s 2017 cohort’s graduation rate of 93% exceeded Community School District 10’s 2016 cohort graduation rate of 80% by 13 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	114	91%	3955	78%
2016	2019-20	107	96%	4074	80%
2017	2020-21	118	93%	TBD	TBD

ADDITIONAL EVIDENCE

At AMS we continue to exceed the four-year graduation rate of the district we are located in. We believe this is because of the flexibility of our programming, strong beliefs on teaching and learning, and our strong cohort model that supports the individual needs of our students.

Goal 1: Absolute Measure

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

METHOD

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

As a result of the Board of Regents’ guidance regarding the cancellation of multiple administrations of the Regents exams in 2019-20 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

Seventy percent of students in AMS’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, therefore not meeting this measure.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

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	8	1	13%
CC Trig Regents	1	0	0%
CDOS	2	2	100%
Chem Regents	1	0	0%
Earth Regents	2	0	0%
Living Regents	10	6	60%
Overall	10	7	70%

Pathway Exam Passing Rate by Fourth Year Accountability Cohort

Cohort Designation	School Year	Number in Cohort	Percent Passing a Pathway Exam
2015	2018-19	114	37%
2016	2019-20	107	16%
2017	2020-21	118	6%

ADDITIONAL EVIDENCE

As can be seen from the data above there are less students utilizing alternate pathways in order to meet graduation requirements, and much of this can be attributed to Regents exemptions.

SUMMARY OF THE HIGH SCHOOL GRADUATION GOAL

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

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

	year will exceed that of the Total Graduation Cohort from the school district of comparison.	
Absolute	Each year, 75 percent of students in the high school Total Cohort pursuing an alternative graduation pathway will achieve a Regents equivalency score and pass an approved pathway assessment required for graduation by the end of their fourth year.	Not Achieved

ACTION PLAN

As we move into the 2021-2022 school year, we will:

- Further develop our authentic tasks and the standards we focus on as a school community. We have increased our standard options from 4 standards to 15 standards for teachers to leverage.
- Further build on our portfolio based system such that students are reflecting and revising their authentic tasks each unit and have an opportunity for year long reflection within each class. Focus on feedback and conferencing routines to support student understanding.
- Strengthen our tier 2 and tier 3 support structures by adding a second literacy intervention teacher and by focusing on literacy supports across content areas, specifically leveraging common annotation strategies.
- Be more intentional with how we support our students in their social and emotional growth. We will use SEL as a lens for our grade team work in the upcoming school year, and we will leverage the CASEL framework and the book: Culturally Responsive Teaching and the Brain.
- Further refine our CAD team routines, including leveraging a common data tool across all four cohorts in order to more effectively track student progress overtime.
- Strengthen our family engagement, by leveraging our Parent Portal in Powerschool and digital technology (Zoom, Google Meet, etc) to increase access to staff.

GOAL 2: COLLEGE PREPARATION

GOAL 2: COLLEGE PREPARATION

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

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

- Counselors push into ninth and tenth grade classes to engage students in understanding the postsecondary process which includes analyzing the college application, doing some initial career exploration, and understanding the financial aspect of postsecondary life.
- During eleventh grade, each student takes a College Career Readiness (CCR) elective. In this course each student develops their career aspirations, postsecondary college and trade school lists, they write the first draft of their college essay, and prepare for the SAT exam. All of the students' artifacts that are developed are organized in each students' individual portfolio.
- During senior year, our twelfth grade college counselor works with each student and their family on finalizing their postsecondary plan. This process includes the completion of CUNY, SUNY, private college, and trade school applications. It also includes meeting with students and families to complete their financial aid applications. After students are accepted into the different programs they applied to, our twelfth grade counselor works with students and families who need support in making their decision.
- During the transition between graduation and enrolling in college, we leverage two Bridge to College coaches. These coaches support our graduating seniors in finalizing the tedious steps that happen between graduation and the first day of class in late August. They support students with the housing process, course selection, entrance exams, immunization records, etc. The two college coaches also work with our juniors over the summer on virtual college tours, their college essay, and other valuable experiences to support the rising seniors.

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

Goal 2: Absolute Measure

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

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

METHOD

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

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

- College Now with Lehman College: Students have access to a variety of courses through our College Now program. Students who meet the prerequisites are eligible to apply and attend the program which is taught at Lehman College.
- National Equity Lab: During the 2020-2021 school year we piloted two courses through our partnership with the National Equity Lab: Poetry in America and Big Data for Big Policy. These courses were taught by college professors using virtual tools.

RESULTS AND EVALUATION

At the time of this report 38% of AMS’s 2017 cohort demonstrated their preparation for college by achieving at least one of the indicators listed above. Although AMS’s 2017 cohort did not meet this measure, there was a 13 percentage point increase from last school year. 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.

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	36	14	39%
Passing a College Level Course	6	6	100%
Achieving the College and Career Readiness Benchmark on the SAT	108	23	21%
Earning a Regents Diploma with Advanced Designation	110	25	23%
Achieving at least Performance Level 4 on both the ELA and Math Regents Required for Graduation	110	22	20%
Overall	110	42	38%

ADDITIONAL EVIDENCE

We have seen some pretty strong increases this year in this metric and much of this can be attributed to the following:

- Significant increase in the number of students earning an Advanced Regents Diploma. This has to do with both the Regents exemptions and our intentional shift of our Spanish program - moving it from a .5 credit class to a 1 credit course.
- An increase in the number of students earning a Level 4 on ELA and Math. These increases connect to our more intentional focus on when students retake the algebra and ELA Regents to attempt for a Level 4. It also can be attributed to our change in communication to our students and families regarding this benchmark. Previously we only communicated the CUNY college readiness benchmark which is lower than this college readiness benchmark.

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

AMS 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.

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	104	93	89%
2016	2019-20	103	78	76%
2017	2020-21	110	TBD	TBD

ADDITIONAL EVIDENCE

The slight decrease from 2019 - 2020 can be attributed to transitioning to remote learning in March other than the 2020 school year. This had an impact on students' decisions to enroll in college immediately after graduating high school. We have continued to leverage our bridge to college coaches to support students in transitioning from high school to college, and we will continue to analyze our student data to ensure that all of our students have strong plans that support their goals prior to graduation. One way we are doing this is by creating a secondary profile document for each student that is updated each year through trimester based counseling meetings. This process will start for the 2021-2022 school year and we are excited to learn about the long term impact on students' postsecondary success.

SUMMARY OF THE COLLEGE PREPARATION GOAL

In school year 2020-21, AMS 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

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

- Strengthening our partnership with Lehman College and the college now program. A team of staff have started to work on a more comprehensive approach to this partnership that is centered around focused communication to students and families around these great opportunities, and more clear tracking mechanisms to better learn about which students are taking advantage of these opportunities and which are not.
- Further develop our National Equity Lab partnership by connecting some of these course opportunities to some of our senior level courses. We hope that this not only strengthens our senior year for students, but that it also allows for more access to innovative and rigorous college courses.
- Work with our local SUNY colleges and universities to have some of our senior level courses count for college credit as part of the dual enrollment programs. We are currently in contact with a few schools around setting this up for the upcoming year(s). We believe this will significantly increase the number of students meeting this benchmark.
- Build on our pedagogical routines that focus on balanced assessment within all of our courses, with an intentional focus on retrieval practice - a research backed approach to supporting students in transferring their knowledge.

GOAL 3: ENGLISH LANGUAGE ARTS

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

Forty-nine percent of students in AMS's 2017 cohort scored at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core). Although AMS's 2017 cohort fell short of meeting this measure there was a one percentage point increase from the previous year.

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

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

Percent Scoring at Least Level 4 on Regents English Common Core Exam
by Fourth Year Accountability 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	114	0	48	42%
2016	2019-20	106	2	50	48%
2017	2020-21	117	13	51	49%

ADDITIONAL EVIDENCE

We have seen an increase over time for this data metric and though we only increased by one percentage point with this current cohort, it should be noted that the 2017 cohort missed three key testing opportunities due to moving into remote learning because of Covid-19. We have an additional 14% of students who earned within four points of a Level 4, and we are confident that if these students had another opportunity to sit for the exam a large percentage of them would have met this benchmark.

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	133	14%	120	47%	117	49%
2018	126	1%	130	7%	124	18%
2019			135	1%	131	2%
2020					126	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.

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

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 3 among the students who sat for the exam.

RESULTS AND EVALUATION

Eighty-seven percent of students in AMS’s 2017 cohort (with valid scores) scored at or above Performance Level 3 on the Regents Exam in English Language Arts (Common Core). AMS’s 2017 cohort exceeded the measure by seven percentage points. In addition, it should be noted that a total of 25 students, 13 with no valid score and 12 who had previously sat for the exam, earned Regents waivers. Therefore 98% of students in cohort 2017 met the ELA Regents requirement for graduation.

The structures, teaching and learning, and data tools the ELA team leverages, supports our students in reaching the Level 3 requirements and exceeding the 80% benchmark. As mentioned above cohort 2017 missed out on three key opportunities to resit for this exam.

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	114	0	105	92%
2016	2019-20	106	2	92	88%
2017	2020-21	117	13	90	87%

ADDITIONAL EVIDENCE

Though there has been a slight drop, it is not significant enough to be concerned. Plus, this cohort has missed three opportunities to re-sit for the ELA exam in order to meet the Level 3 benchmark. We are confident that if students had these opportunities that we would be above the 90% benchmark.

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	133	21%	120	85%	117	87%
2018	126	1%	130	7%	124	18%
2019			135	2%	131	2%
2020					126	0%

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

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	117	25	90	98%
2018	124	108	3	90%
2019	131	0	3	2%
2020	126	1	0	1%

Goal 3: Absolute Measure

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

The calculation of this measure is not required for 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.

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

Twenty-six 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.

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

Percent Achieving at Least Performance Level 4 on Common Core exam among Students Who Were Not Proficient in the 8 th Grade by Fourth Year Accountability Cohort					
Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2015	2018-19	80	0	25	31%
2016	2019-20	64	1	23	37%
2017	2020-21	62	1	16	26%

ADDITIONAL EVIDENCE

The decrease can be attributed to the lack of opportunities for this cohort to sit for the ELA exam. Having limited opportunities has been a critical reason for some of the decreases compared to previous years.

Goal 3: Growth Measure

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

METHOD

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

RESULTS AND EVALUATION

Sixty-seven 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). AMS’s 2017 cohort did not achieve this measure.

Similar to the metric above, not meeting this metric has much to do with the significant decrease in the opportunities to sit for the ELA exam. The cohort 2017 only had one opportunity vs the four opportunities for the previous cohorts.

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

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2015	2018-19	80	0	68	85%
2016	2019-20	64	1	51	81%
2017	2020-21	62	1	41	67%

ADDITIONAL EVIDENCE

Given that we have been in remote learning for over a year plus, it is difficult to understand how future cohorts are doing as it relates to this metric, as they have never actually sat for the exam. We will continue to analyze our internal assessments to understand how we are supporting our students in meeting this benchmark in the future.

SUMMARY OF THE HIGH SCHOOL ENGLISH LANGUAGE ARTS GOAL

In school year 2020-21, AMS achieved one 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

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

ACTION PLAN

Much of the data from cohort 2017 is difficult to analyze given the lack of opportunities for them to sit for the ELA exam. In thinking about how we are supporting future cohorts in meeting these ambitious benchmarks, especially the Level 4 benchmarks, we will:

- Continue to communicate to students and families the Level 4 benchmark goals and expectations.
- Continue to use our timeline of when students sit for the exam:
 - January of junior year as students first attempt.
- Continue to focus on a balanced assessment approach where each unit has both an authentic task and a cumulative regents assessment.
- Further develop our standards based feedback structures that focus on self-assessment and teacher based feedback that is actionable.
- Leverage our performance series reading assessment data across all content areas to support students in their critical reading development.
- Build on the common annotation strategies developed over the last year plus and incorporate them into all classes.
- Leverage our writing standards across content areas to further support our students ability to effectively communicate their ideas in writing.

GOAL 4: MATHEMATICS

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

RESULTS AND EVALUATION

Twenty-two percent of students in AMS’s 2017 cohort scored at or above Performance Level 4 on a Regents mathematics exam. Although AMS’s 2017 cohort fell short of meeting this measure, there was a six percentage point increase from last year.

At AMS, we have struggled to meet the ambitious goal of 65% of students scoring at Performance Level 4 on mathematics Regents. Although we are far from meeting this measure, we continue to make progress each year and will continue to further analyze the data to make decisions on further improving this outcome.

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	114	0	15	13%
2016	2019-20	106	1	17	16%
2017	2020-21	117	0	26	22%

ADDITIONAL EVIDENCE

Though we are not yet meeting this ambitious target, we do see some increases year over year. Much of this can be attributed to our focus on balanced assessment such that each unit has both an authentic task and a cumulative regents assessment. Additionally, our more intentional communication around this benchmark compared to the CUNY benchmark has proven to be effective. It is also important to note that 21% of the cohort 2017 were within 5 points of meeting this Level 4 benchmark.

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	133	17%	120	22%	117	22%
2018	126	15%	130	19%	124	20%
2019			135	28%	131	34%
2020					126	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 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-nine percent of students in AMS’s 2017 cohort (with valid scores) scored at or above Performance Level 3 on a Regents mathematics exam. AMS’s 2017 cohort met this measure and exceeded it by nine percentage points. In addition, it should be noted that 11 students, who had previously sat for a math exam, earned Regents waivers. Therefore 98% of students in cohort 2017 met the math Regents requirement for graduation.

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

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At AMS we continue to successfully meet the Level 3 benchmark and much of this can be attributed to:

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

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	114	0	106	93%
2016	2019-20	106	1	92	88%
2017	2020-21	117	0	104	89%

ADDITIONAL EVIDENCE

It is evident that this is an area of strength for AMS as previous cohorts have met this measure. As indicated in the table below, 73% 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 31 students earned Regents exemption waivers. Therefore, 98% of students in cohort 2018 have met the math Regents requirement for graduation prior to the start of their fourth year. Our math team will analyze end of year results and develop action plans to best support our students in continuing to meet this measure and move towards achieving Performance Level 4. The slight decreases can be attributed to having less opportunities to resit for the algebra exam due to transitioning to remote learning.

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	133	82%	120	89%	117	89%
2018	126	61%	130	72%	124	73%
2019			135	57%	131	68%
2020					126	11%

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	117	11	104	98%
2018	124	31	90	98%
2019	131	94	32	96%
2020	126	108	2	87%

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

Goal 4: Absolute Measure

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

The calculation of this measure is not required for 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.

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

Eight percent of students in AMS’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.

A big area of growth for our math team is supporting students in scoring at or above Performance Level 4, who are coming in from 8th grade below proficiency. It is evident that this is a big hurdle for our students, which makes sense as our students sit for the algebra I exam at the end of 9th grade, only one year from their 8th grade score. It is extremely challenging to go from below proficiency to a Level 4 in one year. We will continue to analyze our math results to determine the best way to support students in meeting this benchmark. We have developed a math-lab course for students who are coming into 9th grade below proficient in math, but our students have not sat for an Algebra exam since initiating this course. We hope to be able to further analyze this data in the future.

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

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2015	2018-19	79	0	4	5%
2016	2019-20	72	0	5	7%
2017	2020-21	71	0	6	8%

ADDITIONAL EVIDENCE

As can be seen with the table above, we see a small increase in this percentage from last year, and this is an area we need to further investigate to determine the best strategy to increase the number of students coming in below proficiency and leaving at Level 4.

Goal 4: Growth Measure

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

METHOD

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

RESULTS AND EVALUATION

Eighty-six percent of students in AMS’s 2017 cohort who were not proficient on their NYS 8th grade mathematics exam (with valid scores) scored at or above Performance Level 3 on a Regents mathematics exam. AMS’s 2017 cohort met this measure and exceeded it by 11 percentage points.

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

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2015	2018-19	79	0	71	90%
2016	2019-20	72	0	60	83%
2017	2020-21	71	0	61	86%

ADDITIONAL EVIDENCE

As can be seen by the slight increase from the 2016 cohort, we are continuing to be successful in supporting our students in meeting the Level 3 benchmark prior to graduation. Much of this can be attributed to our balanced assessment approach and support for students who are unsuccessful during their first attempt. We will continue to leverage our strong structures of student support, while further developing our ability to support our students in reaching a Level 4.

SUMMARY OF THE HIGH SCHOOL MATHEMATICS GOAL

In school year 2020-21, AMS 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 Measure of Interim Progress (MIP) set forth in the state’s ESSA accountability system.	N/A
Comparative	Each year, the percentage of students in the Total Cohort meeting or exceeding Common Core expectations on a Regents mathematics exam will exceed the percentage of comparable students from the district meeting or exceeding Common Core expectations.	N/A
Comparative	Each year, the percentage of students in the Total Cohort partially meeting Common Core expectations on a Regents mathematics exam will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.	N/A
Comparative	Each year, the Performance Index (PI) in Regents mathematics of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.	N/A

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

ACTION PLAN

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

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

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

Eighty-four percent of students in AMS’s 2017 cohort (with valid scores) scored at least 65 on a Regents science exam. AMS’s 2017 cohort met this measure and exceeded it by 9 percentage points. In addition, it should be noted that a total of 18 students, one with no valid score and 17 who had previously sat for a science exam, earned Regents waivers. Therefore 99% of students in cohort 2017 met the science Regents requirement for graduation.

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

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

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2015	2018-19	114	0	100	88%
2016	2019-20	106	0	92	87%
2017	2020-21	117	1	98	84%

ADDITIONAL EVIDENCE

Though there is a slight decrease from the previous year, as well as some decreases in future cohorts (seen in the table below), much of these decreases can be attributed to the lack of opportunities for students to sit for the exam. Cohort 2017 had three less opportunities to sit for the exam, compared to previous cohorts. Additionally cohort 2018, 2019, and 2020 have had even fewer opportunities to sit and/or re-sit for the exam and this is a significant factor in the data table below.

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
2017	133	80%	120	83%	117	84%
2018	126	67%	130	74%	124	77%
2019			135	16%	131	51%
2020					126	22%

Percent Passing / Exempted by Cohort

Cohort Designation	Number in Cohort	Total Number Exempted	Number Passing	Percent Passing/Exempted
2017	117	18	98	99%
2018	124	27	94	98%
2019	131	104	21	95%
2020	126	108	4	89%

Goal 5: Comparative Measure

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

The calculation of this measure is not required for 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

Twenty-nine percent of students in AMS's 2017 cohort (with valid scores) scored at least 65 on the NYS Regents U.S. History exam, therefore not meeting this measure. In addition, it should be noted that a total of 105 students, 103 with no valid score and 2 who previously sat for the U.S. History exam, earned Regents waivers. Therefore 93% of students in cohort 2017 met the U.S. Regents requirement for graduation.

Unfortunately cohort 2017 students did NOT have the opportunity to sit for the US history Regents as we needed to transition to remote learning prior to the June 2019 administration (the first attempt window). The twenty nine percent that had valid scores sat for the exam in middle school.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

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

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2015	2018-19	114	3	81	73%
2016	2019-20	106	4	78	76%
2017	2020-21	117	103	4	29%

ADDITIONAL EVIDENCE

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

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

Cohort Designation	2018-19		2019-20		2020-21	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing ⁹
2017	133	4%	120	25%	117	29%
2018	126	11%	130	12%	124	56%
2019			135	7%	131	7%
2020					126	0%

Percent Passing / Exempted by Cohort

Cohort Designation	Number in Cohort	Total Number Exempted	Number Passing	Percent Passing/Exempted
2017	117	105	4	93%
2018	124	101	14	93%
2019	131	1	9	8%
2020	126	15	0	12%

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.

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

Goal 6: Absolute Measure

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

METHOD

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

Due to the state’s cancellation of multiple administrations of the Regents exams in 2019-20 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

Eighty-two percent of students in AMS’s 2017 cohort (with valid scores) scored at least 65 on the NYS Regents Global History exam. AMS’s 2017 cohort met and exceeded this measure by seven percentage points. It should be noted that a total of 21 students, one with no valid score and 20 who had previously sat for the exam, earned Regents waivers. Therefore, 99% of students in cohort 2017 met the Global History Regents requirement for graduation.

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

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

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	114	0	82	72%
2016	2019-20	106	1	69	65%
2017	2020-21	117	1	95	82%

ADDITIONAL EVIDENCE

Unfortunately it is somewhat difficult to analyze the trends over time, as cohort 2017 was the last cohort to sit for the Global History exam due to transitioning to remote learning. We are confident that our department learning structures, our focus on balanced assessment, and our development

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

of authentic tasks will continue to support future cohorts in being successful in passing their Global History Exam. Additionally, we will be part of the NYS pilot for the Seal of Civic Engagement, which will push to further refine our Senior Civic Impact Project. We are excited to participate in the pilot!

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 ¹⁰
2017	133	71%	120	81%	117	82%
2018	126	0%	130	10%	124	17%
2019			135	0%	131	0%
2020					126	0%

Percent Passing / Exempted by Cohort

Cohort Designation	Number in Cohort	Total Number Exempted	Number Passing	Percent Passing/Exempted
2017	117	21	95	99%
2018	124	118	1	96%
2019	131	113	0	86%
2020	126	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

N/A

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

GOAL 7: ESSA

Due to COVID-19 and the subsequent changes to the state’s testing, accountability, and federal reporting requirements, the 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

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

ADDITIONAL EVIDENCE

AMS 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 ADVANCED MATH AND SCIENCE

FINANCIAL STATEMENTS

JUNE 30, 2021 AND 2020

NEW VISIONS CHARTER HIGH SCHOOL FOR ADVANCED MATH AND SCIENCE

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INDEPENDENT AUDITOR'S REPORT

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

Report on the Financial Statements

We have audited the accompanying financial statements of New Visions Charter High School for Advanced Math and Science (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 Advanced Math and Science 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 Matter

The financial statements of New Visions Charter High School for Advanced Math and Science 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 ADVANCED MATH AND SCIENCE

STATEMENTS OF FINANCIAL POSITION

JUNE 30, 2021 AND 2020

ASSETS	2021	2020
Cash	\$ 6,540,432	\$ 6,052,985
Cash - restricted	76,769	76,722
Grants receivable	510,749	414,177
Due from NYC Department of Education	4,861	10,794
Prepaid expenses and other assets	29,298	31,355
Due from related entities	649	-
Property and equipment, net	19,416	18,117
	<u>\$ 7,182,174</u>	<u>\$ 6,604,150</u>
LIABILITIES AND NET ASSETS		
LIABILITIES		
Accounts payable and accrued expenses	\$ 73,360	\$ 30,233
Accrued salaries and other payroll related expenses	401,359	312,511
Refundable advance from Paycheck Protection Program	-	420,481
Due to related entities	229,097	160,318
	<u>703,816</u>	<u>923,543</u>
NET ASSETS		
Net assets - without donor restrictions	6,476,591	5,678,840
Net assets - with donor restrictions	1,767	1,767
	<u>6,478,358</u>	<u>5,680,607</u>
	<u>\$ 7,182,174</u>	<u>\$ 6,604,150</u>

See accompanying notes to the financial statements.

NEW VISIONS CHARTER HIGH SCHOOL FOR ADVANCED MATH AND SCIENCE

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	\$ 8,865,475	\$ 8,513,989
Government grants and contracts	1,035,454	1,434,052
	<u>9,900,929</u>	<u>9,948,041</u>
EXPENSES		
Program services:		
General education	6,364,431	6,218,416
Special education	1,743,304	1,461,520
Management and general	1,011,751	918,242
	<u>9,119,486</u>	<u>8,598,178</u>
SUPPORT AND OTHER INCOME		
Contributions and other income	12,641	68,791
Interest income	3,667	29,882
Net assets released from restrictions	-	750
	<u>16,308</u>	<u>99,423</u>
INCREASE IN NET ASSETS WITHOUT DONOR RESTRICTIONS	<u>797,751</u>	<u>1,449,286</u>
CHANGES IN NET ASSETS WITH DONOR RESTRICTIONS		
Contributions	-	1,500
Net assets released from restrictions	-	(750)
INCREASE IN NET ASSETS WITH DONOR RESTRICTIONS	<u>-</u>	<u>750</u>
CHANGE IN NET ASSETS	797,751	1,450,036
NET ASSETS – BEGINNING OF YEAR	<u>5,680,607</u>	<u>4,230,571</u>
NET ASSETS – END OF YEAR	<u>\$ 6,478,358</u>	<u>\$ 5,680,607</u>

See accompanying notes to the financial statements.

NEW VISIONS CHARTER HIGH SCHOOL FOR ADVANCED MATH AND SCIENCE

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

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

See accompanying notes to the financial statements.

NEW VISIONS CHARTER HIGH SCHOOL FOR ADVANCED MATH AND SCIENCE

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

	<u>No. of Positions</u>	<u>Program Services</u>			<u>Supporting Services</u>	<u>2020</u>
		<u>Regular Education</u>	<u>Special Education</u>	<u>Total</u>	<u>Management and General</u>	
Personnel service costs						
Administrative staff personnel	26	\$ 1,079,037	\$ 118,054	\$ 1,197,091	\$ 679,939	\$ 1,877,030
Instructional personnel	45	2,686,820	918,254	3,605,074	-	3,605,074
Total salaries and staff	71	3,765,857	1,036,308	4,802,165	679,939	5,482,104
Fringe benefits and payroll taxes		670,896	189,406	860,302	125,584	985,886
Retirement		219,623	60,437	280,060	39,654	319,714
Management company fee		630,612	70,808	701,420	21,785	723,205
Legal services		15,402	1,719	17,121	505	17,626
Accounting and audit services		-	-	-	19,250	19,250
Other purchases of professional and consulting services		195,018	19,809	214,827	711	215,538
Repairs and maintenance		30,694	3,462	34,156	1,332	35,488
Insurance		47,984	5,388	53,372	1,658	55,030
Utilities		28,494	4,320	32,814	4,117	36,931
Instructional supplies and materials		55,815	8,152	63,967	-	63,967
Equipment and furnishings		11,856	3,379	15,235	3,203	18,438
Staff development		6,414	713	7,127	256	7,383
Marketing and recruitment		94	81	175	-	175
Technology		194,970	20,933	215,903	5,269	221,172
Food service		51,069	6,026	57,095	2,712	59,807
Student services		158,449	15,699	174,148	-	174,148
Office expense		114,852	12,634	127,486	11,658	139,144
Depreciation		13,837	1,554	15,391	478	15,869
Other		6,480	692	7,172	131	7,303
		\$ 6,218,416	\$ 1,461,520	\$ 7,679,936	\$ 918,242	\$ 8,598,178

See accompanying notes to the financial statements.

NEW VISIONS CHARTER HIGH SCHOOL FOR ADVANCED MATH AND SCIENCE

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	\$ 9,809,641	\$ 9,826,447
Other cash received	16,308	100,173
Cash paid to employees and suppliers	<u>(9,324,052)</u>	<u>(8,216,628)</u>
NET CASH PROVIDED BY OPERATING ACTIVITIES	501,897	1,709,992
CASH FLOWS FROM INVESTING ACTIVITIES		
Purchase of property and equipment	<u>(14,403)</u>	<u>(9,269)</u>
NET INCREASE IN CASH	487,494	1,700,723
CASH AND CASH - RESTRICTED - BEGINNING OF YEAR	<u>6,129,707</u>	<u>4,428,984</u>
CASH AND CASH - RESTRICTED - END OF YEAR	<u>\$ 6,617,201</u>	<u>\$ 6,129,707</u>

Reconciliation of change in net assets to net cash provided by operating activities:

Change in net assets	\$ 797,751	\$ 1,450,036
Adjustments to reconcile change in net assets to net cash provided by operating activities:		
Depreciation	13,104	15,869
Changes in operating assets and liabilities:		
Grants receivable	(96,572)	(110,800)
Due from NYC Department of Education	5,933	(10,794)
Prepaid expenses and other assets	2,057	25,115
Due from related entities	(649)	-
Accounts payable and accrued expenses	43,127	(91,578)
Accrued salaries and other payroll related expenses	88,848	75,710
Refundable advance from Paycheck Protection Program	(420,481)	420,481
Due to NYC Department of Education	-	(46,366)
Due to related entities	<u>68,779</u>	<u>(17,681)</u>
NET CASH PROVIDED BY OPERATING ACTIVITIES	<u>\$ 501,897</u>	<u>\$ 1,709,992</u>

SUPPLEMENTAL DISCLOSURES OF CASH FLOW INFORMATION:

Cash and cash - restricted consist of:

Cash	\$ 6,540,432	\$ 6,052,985
Cash - restricted	<u>76,769</u>	<u>76,722</u>
	<u>\$ 6,617,201</u>	<u>\$ 6,129,707</u>

See accompanying notes to the financial statements.

NEW VISIONS CHARTER HIGH SCHOOL FOR ADVANCED MATH AND SCIENCE

NOTES TO FINANCIAL STATEMENTS JUNE 30, 2021 AND 2020

1. NATURE OF THE ORGANIZATION

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

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

In fiscal 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 \$1,767 are restricted for an internship program.

Cash – Restricted

An escrow account in the amount of \$76,769 and \$76,722 was held aside under the provisions of the School’s charter to pay for legal and audit expenses that would be associated with a dissolution should it occur, as required by the New York State Education Department as of June 30, 2021 and 2020, respectively.

NEW VISIONS CHARTER HIGH SCHOOL FOR ADVANCED MATH AND SCIENCE

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 \$510,749 and \$414,177 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 ADVANCED MATH AND SCIENCE

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 ADVANCED MATH AND SCIENCE

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 and Depreciation

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

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.

Estimates

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

NEW VISIONS CHARTER HIGH SCHOOL FOR ADVANCED MATH AND SCIENCE

NOTES TO FINANCIAL STATEMENTS JUNE 30, 2021 AND 2020

2. SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

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.

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.

NEW VISIONS CHARTER HIGH SCHOOL FOR ADVANCED MATH AND SCIENCE

NOTES TO FINANCIAL STATEMENTS JUNE 30, 2021 AND 2020

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	\$ 6,540,432	\$ 6,052,985
Cash - restricted	76,769	76,722
Grants receivable	510,749	414,177
Due from NYC Department of Education	4,861	10,794
Due from related entities	649	-
Total financial assets	<u>7,133,460</u>	<u>6,554,678</u>
Less amounts unavailable for general expenditures within one year due to:		
Restricted by contract	(76,769)	(76,722)
Restricted by donors with purpose restrictions	<u>(1,767)</u>	<u>(1,767)</u>
Total financial assets available to management for general expenditures within one year	<u>\$ 7,054,924</u>	<u>\$ 6,476,189</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 to start and manage charter schools. Pursuant to the terms of the educational services agreement by and between the School and New Visions dated July 22, 2011, New Visions provides educational management, operational, and fundraising services to the School. As compensation to New Visions for these services rendered, the School pays 8% of its gross revenue. Gross revenue is defined as all such funding provided by the State, Federal, and local governments, but excludes any private grant funding awarded to the School.

The balance due to New Visions from the School at June 30, 2021 and 2020 amounted to \$229,097 and \$159,727, respectively, which is comprised of management fees. Total management fees incurred by the School for the years ended June 30, 2021 and 2020 totaled \$754,773 and \$723,205, respectively.

For operational efficiency and purchasing power, the School also shares expenses with other charter schools related by common management. At June 30, 2021, the balance due from other charter schools was \$649. There was no balance due from other charter schools at June 30, 2020. There was no balance due to other charter schools at June 30, 2021. At June 30, 2020, the balance due to other charter schools was \$591.

NEW VISIONS CHARTER HIGH SCHOOL FOR ADVANCED MATH AND SCIENCE

NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2021 AND 2020

5. PROPERTY AND EQUIPMENT

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

	<u>2021</u>	<u>2020</u>
Computer equipment	\$ 185,814	\$ 171,411
Furniture and office equipment	<u>63,704</u>	<u>63,704</u>
	249,518	235,115
Less: accumulated depreciation	<u>(230,102)</u>	<u>(216,998)</u>
	<u>\$ 19,416</u>	<u>\$ 18,117</u>

Depreciation expense amounted to \$13,104 and \$15,869 for the years ended June 30, 2021 and 2020, respectively.

6. GRANTS RECEIVABLE

Grants receivable consists of federal and state entitlements and grants. The School expects to collect these receivables within one year. Grants receivable consist of the following as of June 30,:

	<u>2021</u>	<u>2020</u>
E-Rate Reimbursement	\$ 30,197	\$ 26,056
Mount Vernon – Per Pupil	111,778	38,186
Yonkers – Per Pupil	15,913	55,453
Title I	153,921	154,461
Title II	18,156	17,276
Title IV	11,945	12,009
ESSER I	115,028	-
CSP	45,780	-
NYS Additional Funding	-	95,535
Other	<u>8,031</u>	<u>15,201</u>
	<u>\$ 510,749</u>	<u>\$ 414,177</u>

7. REFUNDABLE ADVANCE FROM PAYCHECK PROTECTION PROGRAM

In April 2020, the School received proceeds in the amount of \$1,328,458, 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 \$420,481 and \$907,977 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 \$420,481 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.

NEW VISIONS CHARTER HIGH SCHOOL FOR ADVANCED MATH AND SCIENCE

NOTES TO FINANCIAL STATEMENTS JUNE 30, 2021 AND 2020

7. REFUNDABLE ADVANCE FROM PAYCHECK PROTECTION PROGRAM (CONTINUED)

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 \$387,222 and \$319,714, 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 10456. As part of the New York City Chancellor's Charter School Initiative, the NYCDOE has provided this space to the School at no charge. The services provided by the NYCDOE to the charter school, such as rent, utilities, custodial services, maintenance and school safety services are provided at no cost.

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

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

NEW VISIONS CHARTER HIGH SCHOOL FOR ADVANCED MATH AND SCIENCE

NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2021 AND 2020

10. RISK MANAGEMENT (CONTINUED)

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 four years. The leasing expense for the years ended June 30, 2021 and 2020 was \$37,931 and \$51,321, 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	\$	3,453
2023		1,713
2024		1,713
2025		<u>999</u>
	<u>\$</u>	<u>7,878</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 limits of \$250,000.

The School received approximately 89% and 84% of its total revenue from per pupil funding from the NYCDOE during the years ended June 30, 2021 and 2020, respectively.

The School's grants receivable consist of two major grantors accounting for approximately 89% at June 30, 2021 and two major grantors accounting for 81% at June 30, 2020.

The School's payables consist of two major vendors accounting for approximately 59% at June 30, 2021 and one major vendor accounting for approximately 91% at June 30, 2020.



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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 Advanced Math and Science
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 Advanced Math and Science (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



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 Horizons 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	Business Address
Street:	Business Street:
City, State:	City, State:
Phone:	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.	
<input checked="" type="checkbox"/> 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

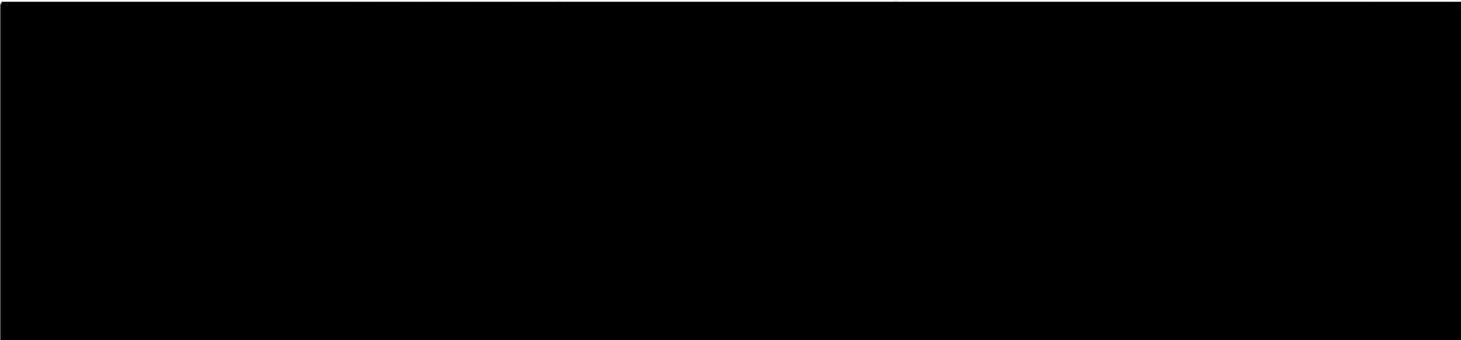
By signing this Disclosure of Financial Interest Form, the trustee certifies that the information contained in this disclosure is true and accurate to the best of his or her knowledge.



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



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

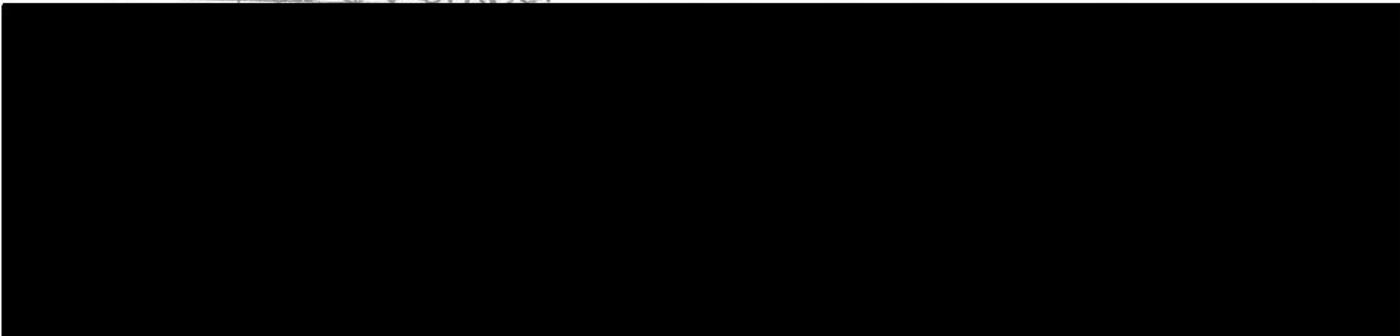
 Date



FOR INSTITUTE USE ONLY
FILING FOR SCHOOL YEAR: _____
DATE RECEIVED: _____

**DISCLOSURE OF FINANCIAL INTEREST
BY A NOT-FOR-PROFIT CHARTER SCHOOL
EDUCATION CORPORATION TRUSTEE**

1. Name of education corporation: The New Visions Charter High School for 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.

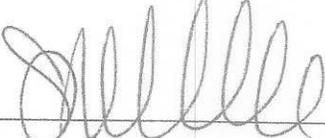
9. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members have held or engaged in with the education corporation during the prior school year. If there has been no such financial interest or transaction, please write "None." Please 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))
	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

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 Advanced Math and Science

SCHOOL

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

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 ADVANCED MATH AND SCIENCE
2021-22**

ENROLLMENT BY GRADES

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

ENROLLMENT BY DISTRICT

		PRIOR YEAR	ANNUAL BUDGET TOTAL DISTRICTS/ENROLLMENT BY QUARTER								ACTUAL QUARTERLY TOTAL DISTRICTS/ENROLLMENT			
		ACTUAL	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
NUMBER OF SCHOOL DISTRICTS ENROLLED:		0	1	0	1	0	1	0	1	0	0	0	0	0
NUMBER OF STUDENTS ENROLLED:		0	500	0	500	0	500	0	500	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.														
		PRIOR YEAR	ANNUAL BUDGET ENROLLMENT BY QUARTER								ACTUAL ENROLLMENT BY QUARTER			
		2020-21	QUARTER 1		QUARTER 2		QUARTER 3		QUARTER 4		QUARTER 1	QUARTER 2	QUARTER 3	QUARTER 4
PRIMARY/OTHER	DISTRICT NAME(S)	Actual Enrollment	Original Budgeted Enrollment	Revised Budgeted Enrollment	Original Budgeted Enrollment	Revised Budgeted Enrollment	Original Budgeted Enrollment	Revised Budgeted Enrollment	Original Budgeted Enrollment	Revised Budgeted Enrollment	Actual Enrollment	Actual Enrollment	Actual Enrollment	Actual Enrollment
1	PRIMARY District NYC CHANCELLOR'S OFFICE		500		500		500		500					
2	SECONDARY District (Select from drop-down list) →													

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

**NEW VISIONS CHARTER HIGH SCHOOL FOR ADVANCED MATH AND SCIENCE
2021-22**

STAFFING PLAN - FULL TIME EQUIVALENT ("FTE")

***NOTE:** Enter the number of FTE positions in the "blue" cells.

***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.

***NOTE:** Each quarter, the actual FTE should be input.

***NOTE:** State the assumptions that are being made for personnel FTE levels.

ADMINISTRATIVE PERSONNEL FTE		PRIOR YEAR	ANNUAL BUDGETED FTE								ACTUAL QUARTERLY FTE				Description of Assumptions
2020-21		2020-21	Q1		Q2		Q3		Q4		Q1	Q2	Q3	Q4	
ACTUAL		ACTUAL	Original	Revised	Original	Revised	Original	Revised	Original	Revised	Actual	Actual	Actual	Actual	
Executive Management			1.0		1.0		1.0		1.0						
Instructional Management			6.0		6.0		6.0		6.0						
Deans, Directors & Coordinators			8.0		8.0		8.0		8.0						
CFO / Director of Finance			1.0		1.0		1.0		1.0						
Operation / Business Manager			3.0		3.0		3.0		3.0						
Administrative Staff			6.0		6.0		6.0		6.0						
TOTAL ADMINISTRATIVE STAFF		0.0	25.0	0.0	25.0	0.0	25.0	0.0	25.0	0.0	0.0	0.0	0.0	0.0	
INSTRUCTIONAL PERSONNEL FTE		PRIOR YEAR	ANNUAL BUDGETED FTE								ACTUAL QUARTERLY FTE				Description of Assumptions
2020-21		2020-21	Q1		Q2		Q3		Q4		Q1	Q2	Q3	Q4	
ACTUAL		ACTUAL	Original	Revised	Original	Revised	Original	Revised	Original	Revised	Actual	Actual	Actual	Actual	
Teachers - Regular			22.0		22.0		22.0		22.0						
Teachers - SPED			9.0		9.0		9.0		9.0						
Substitute Teachers															
Teaching Assistants															
Specialty Teachers			10.0		10.0		10.0		10.0						
Aides															
Therapists & Counselors			8.0		8.0		8.0		8.0						
Other															
TOTAL INSTRUCTIONAL		0.0	49.0	0.0	49.0	0.0	49.0	0.0	49.0	0.0	0.0	0.0	0.0	0.0	
NON-INSTRUCTIONAL PERSONNEL FTE		PRIOR YEAR	ANNUAL BUDGETED FTE								ACTUAL QUARTERLY FTE				Description of Assumptions
2020-21		2020-21	Q1		Q2		Q3		Q4		Q1	Q2	Q3	Q4	
ACTUAL		ACTUAL	Original	Revised	Original	Revised	Original	Revised	Original	Revised	Actual	Actual	Actual	Actual	
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	
TOTAL PERSONNEL SERVICE FTE		0.0	74.0	0.0	74.0	0.0	74.0	0.0	74.0	0.0	0.0	0.0	0.0	0.0	

NEW VISIONS CHARTER HIGH SCHOOL FOR ADVANCED MATH AND SCIENCE

Budget / Operating Plan

2021-22

Total Revenue	-	3,073,305	-	-	3,355,154	-	-	2,015,796	-	-	2,440,353	-	-
Total Expenses	-	2,616,560	-	-	2,593,307	-	-	2,481,316	-	-	2,646,643	-	-
Net Income	-	456,745	-	-	761,847	-	-	(465,520)	-	-	(206,290)	-	-
Actual Student Enrollment	-	500	-	-	500	-	-	500	-	-	500	-	-

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

EXPENSES

ADMINISTRATIVE STAFF PERSONNEL COSTS

Avg. No. of
Positions

Executive Management	1.00	48,488		-	48,488		-	48,488		-	48,488		-
Instructional Management	6.00	210,066		-	210,066		-	210,066		-	210,066		-
Deans, Directors & Coordinators	8.00	98,615		-	98,615		-	98,615		-	98,615		-
CFO / Director of Finance	1.00	36,884		-	36,884		-	36,884		-	36,884		-
Operation / Business Manager	3.00	51,726		-	51,726		-	51,726		-	51,726		-
Administrative Staff	6.00	97,013		-	97,013		-	97,013		-	97,013		-
TOTAL ADMINISTRATIVE STAFF	25.00	542,792		-									

INSTRUCTIONAL PERSONNEL COSTS

Teachers - Regular	22.00	430,459		-	438,879		-	438,879		-	443,369		-
Teachers - SPED	9.00	190,565		-	198,985		-	198,985		-	203,476		-
Substitute Teachers	-			-			-			-			-
Teaching Assistants	-			-			-			-			-
Specialty Teachers	10.00	211,535		-	219,955		-	219,955		-	224,445		-
Aides	-			-			-			-			-
Therapists & Counselors	8.00	170,719		-	170,719		-	170,719		-	170,719		-
Other	-			-			-			-			-
TOTAL INSTRUCTIONAL	49.00	1,003,278		-	1,028,538		-	1,028,538		-	1,042,009		-

NON-INSTRUCTIONAL PERSONNEL COSTS

Nurse	-			-			-			-			-
Librarian	-			-			-			-			-
Custodian	-			-			-			-			-
Security	-			-			-			-			-
Other	-			-			-			-			-
TOTAL NON-INSTRUCTIONAL	-	-		-									

SUBTOTAL PERSONNEL SERVICE COSTS

	74.00	-	1,546,070		-	1,571,330		-	1,571,330		-	1,584,801		-
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PAYROLL TAXES AND BENEFITS

Payroll Taxes		135,281		-	135,403		-	137,491		-	133,265		-
Fringe / Employee Benefits		224,180		-	227,843		-	227,843		-	222,952		-
Retirement / Pension		104,360		-	106,065		-	106,065		-	103,791		-
TOTAL PAYROLL TAXES AND BENEFITS		463,821		-	469,311		-	471,399		-	460,008		-

TOTAL PERSONNEL SERVICE COSTS

	74.00	-	2,009,891		-	2,040,641		-	2,042,729		-	2,044,809		-
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CONTRACTED SERVICES

Accounting / Audit		6,000		-	10,000		-	6,769		-	-		-
Legal		5,000		-	5,000		-	5,000		-	5,000		-
Management Company Fee		248,124		-	270,672		-	159,024		-	192,949		-
Nurse Services				-			-			-			-
Food Service / School Lunch				-			-			-			-
Payroll Services		6,475		-	6,475		-	6,475		-	6,475		-
Special Ed Services				-			-			-			-
Titlement Services (i.e. Title I)				-			-			-			-
Other Purchased / Professional / Consulting		35,650		-	90,150		-	90,650		-	87,650		-
TOTAL CONTRACTED SERVICES		301,249		-	382,297		-	267,918		-	292,074		-

NEW VISIONS CHARTER HIGH SCHOOL FOR ADVANCED MATH AND SCIENCE													
Budget / Operating Plan													
2021-22													
	-	3,073,305	-	-	3,355,154	-	-	2,015,796	-	-	2,440,353	-	-
Total Revenue	-	3,073,305	-	-	3,355,154	-	-	2,015,796	-	-	2,440,353	-	-
Total Expenses	-	2,616,560	-	-	2,593,307	-	-	2,481,316	-	-	2,646,643	-	-
Net Income	-	456,745	-	-	761,847	-	-	(465,520)	-	-	(206,290)	-	-
Actual Student Enrollment	-	500	-	-	500	-	-	500	-	-	500	-	-
	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
ENROLLMENT - *School Districts Are Linked To Above Entries*													
Number of Districts:	-	1	-	-	1	-	-	1	-	-	1	-	-
NYC CHANCELLOR'S OFFICE	-	500	-	-	500	-	-	500	-	-	500	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-
ALL OTHER School Districts: (Weighted Avg)	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL ENROLLMENT	-	500	-	-	500	-	-	500	-	-	500	-	-
REVENUE PER PUPIL	-	6,147	-	-	6,710	-	-	4,032	-	-	4,881	-	-
EXPENSES PER PUPIL	-	5,233	-	-	5,187	-	-	4,963	-	-	5,293	-	-

		NEW VISIONS CHARTER HIGH SCHOOL FOR ADVANCED MATH AND SCIENCE					DESCRIPTION OF ASSUMPTIONS
		Budget / Operating Plan					
		2021-22					
		10,884,608	10,884,608	-	10,884,608	10,884,608	
Total Revenue		10,884,608	10,884,608	-	10,884,608	10,884,608	
Total Expenses		10,337,827	10,337,827	-	(10,337,827)	(10,337,827)	
Net Income		546,781	546,781	-	546,781	546,781	
Actual Student Enrollment							
		Total Year			VARIANCE		
		Original Budget	Revised Budget	Variance	Original Budget vs. PY Budget	Revised Budget vs. PY Budget	
EXPENSES							
ADMINISTRATIVE STAFF PERSONNEL COSTS		Avg. No. of Positions					
Executive Management	1.00	193,952	193,952	-	(193,952)	(193,952)	
Instructional Management	6.00	840,264	840,264	-	(840,264)	(840,264)	
Deans, Directors & Coordinators	8.00	394,460	394,460	-	(394,460)	(394,460)	
CFO / Director of Finance	1.00	147,536	147,536	-	(147,536)	(147,536)	
Operation / Business Manager	3.00	206,904	206,904	-	(206,904)	(206,904)	
Administrative Staff	6.00	388,052	388,052	-	(388,052)	(388,052)	
TOTAL ADMINISTRATIVE STAFF	25.00	2,171,168	2,171,168	-	(2,171,168)	(2,171,168)	
INSTRUCTIONAL PERSONNEL COSTS							
Teachers - Regular	22.00	1,751,586	1,751,586	-	(1,751,586)	(1,751,586)	
Teachers - SPED	9.00	792,011	792,011	-	(792,011)	(792,011)	
Substitute Teachers	-	-	-	-	-	-	
Teaching Assistants	-	-	-	-	-	-	
Specialty Teachers	10.00	875,890	875,890	-	(875,890)	(875,890)	
Aides	-	-	-	-	-	-	
Therapists & Counselors	8.00	682,877	682,877	-	(682,877)	(682,877)	
Other	-	-	-	-	-	-	
TOTAL INSTRUCTIONAL	49.00	4,102,364	4,102,364	-	(4,102,364)	(4,102,364)	
NON-INSTRUCTIONAL PERSONNEL COSTS							
Nurse	-	-	-	-	-	-	
Librarian	-	-	-	-	-	-	
Custodian	-	-	-	-	-	-	
Security	-	-	-	-	-	-	
Other	-	-	-	-	-	-	
TOTAL NON-INSTRUCTIONAL	-	-	-	-	-	-	
SUBTOTAL PERSONNEL SERVICE COSTS	74.00	6,273,532	6,273,532	-	(6,273,532)	(6,273,532)	
PAYROLL TAXES AND BENEFITS							
Payroll Taxes		541,440	541,440	-	(541,440)	(541,440)	
Fringe / Employee Benefits		902,818	902,818	-	(902,818)	(902,818)	
Retirement / Pension		420,281	420,281	-	(420,281)	(420,281)	
TOTAL PAYROLL TAXES AND BENEFITS		1,864,539	1,864,539	-	(1,864,539)	(1,864,539)	
TOTAL PERSONNEL SERVICE COSTS	74.00	8,138,071	8,138,071	-	(8,138,071)	(8,138,071)	
CONTRACTED SERVICES							
Accounting / Audit		22,769	22,769	-	(22,769)	(22,769)	
Legal		20,000	20,000	-	(20,000)	(20,000)	
Management Company Fee		870,769	870,769	-	(870,769)	(870,769)	
Nurse Services		-	-	-	-	-	
Food Service / School Lunch		-	-	-	-	-	
Payroll Services		25,900	25,900	-	(25,900)	(25,900)	
Special Ed Services		-	-	-	-	-	
Titlement Services (i.e. Title I)		-	-	-	-	-	
Other Purchased / Professional / Consulting		304,100	304,100	-	(304,100)	(304,100)	
TOTAL CONTRACTED SERVICES		1,243,538	1,243,538	-	(1,243,538)	(1,243,538)	

NEW VISIONS CHARTER HIGH SCHOOL FOR ADVANCED MATH AND SCIENCE						DESCRIPTION OF ASSUMPTIONS
Budget / Operating Plan						
2021-22						
	10,884,608	10,884,608	-	10,884,608	10,884,608	
Total Revenue	10,884,608	10,884,608	-	10,884,608	10,884,608	
Total Expenses	10,337,827	10,337,827	-	(10,337,827)	(10,337,827)	
Net Income	546,781	546,781	-	546,781	546,781	
Actual Student Enrollment						
	Total Year			VARIANCE		
	Original Budget	Revised Budget	Variance	Original Budget vs. PY Budget	Revised Budget vs. PY Budget	
SCHOOL OPERATIONS						
Board Expenses	-	-	-	-	-	
Classroom / Teaching Supplies & Materials	55,000	55,000	-	(55,000)	(55,000)	
Special Ed Supplies & Materials	-	-	-	-	-	
Textbooks / Workbooks	12,500	12,500	-	(12,500)	(12,500)	
Supplies & Materials other	68,000	68,000	-	(68,000)	(68,000)	
Equipment / Furniture	600	600	-	(600)	(600)	
Telephone	56,040	56,040	-	(56,040)	(56,040)	
Technology	280,345	280,345	-	(280,345)	(280,345)	
Student Testing & Assessment	37,500	37,500	-	(37,500)	(37,500)	
Field Trips	-	-	-	-	-	
Transportation (student)	4,000	4,000	-	(4,000)	(4,000)	
Student Services - other	38,500	38,500	-	(38,500)	(38,500)	
Office Expense	60,000	60,000	-	(60,000)	(60,000)	
Staff Development	44,300	44,300	-	(44,300)	(44,300)	
Staff Recruitment	13,500	13,500	-	(13,500)	(13,500)	
Student Recruitment / Marketing	3,000	3,000	-	(3,000)	(3,000)	
School Meals / Lunch	-	-	-	-	-	
Travel (Staff)	1,500	1,500	-	(1,500)	(1,500)	
Fundraising	-	-	-	-	-	
Other	118,000	118,000	-	(118,000)	(118,000)	
TOTAL SCHOOL OPERATIONS	792,785	792,785	-	(792,785)	(792,785)	
FACILITY OPERATION & MAINTENANCE						
Insurance	63,301	63,301	-	(63,301)	(63,301)	
Janitorial	-	-	-	-	-	
Building and Land Rent / Lease / Facility Finance Interest	5,000	5,000	-	(5,000)	(5,000)	
Repairs & Maintenance	12,000	12,000	-	(12,000)	(12,000)	
Equipment / Furniture	20,000	20,000	-	(20,000)	(20,000)	
Security	-	-	-	-	-	
Utilities	-	-	-	-	-	
TOTAL FACILITY OPERATION & MAINTENANCE	100,301	100,301	-	(100,301)	(100,301)	
DEPRECIATION & AMORTIZATION	20,000	20,000	-	(20,000)	(20,000)	
COVID-19 / CONTINGENCY	43,132	43,132	-	(43,132)	(43,132)	
DEFERRED RENT	-	-	-	-	-	
TOTAL EXPENSES	10,337,827	10,337,827	-	(10,337,827)	(10,337,827)	
NET INCOME	546,781	546,781	-	546,781	546,781	

NEW VISIONS CHARTER HIGH SCHOOL FOR ADVANCED MATH AND SCIENCE														
Budget / Operating Plan														
2021-22														
	-	3,073,305	-	-	3,355,154	-	-	2,015,796	-	-	2,440,353	-	-	10,884,608
Total Revenue	-	3,073,305	-	-	3,355,154	-	-	2,015,796	-	-	2,440,353	-	-	10,884,608
Total Expenses	-	2,616,560	-	-	2,593,307	-	-	2,481,316	-	-	2,646,643	-	-	10,337,827
Net Income	-	456,745	-	-	761,847	-	-	(465,520)	-	-	(206,290)	-	-	546,781
Actual Student Enrollment	-	500	-	-	500	-	-	500	-	-	500	-	-	-
	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
		Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget
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	-	456,745	-	-	761,847	-	-	(465,520)	-	-	(206,290)	-	-	546,781
Beginning Cash Balance	-	-	-	-	456,745	-	-	1,218,592	-	-	753,071	-	-	-
ENDING CASH BALANCE	-	456,745	-	-	1,218,592	-	-	753,071	-	-	546,781	-	-	546,781

		NEW VISIONS CHARTER HIGH SCHOOL FOR ADVANCED MATH AND SCIENCE				DESCRIPTION OF ASSUMPTIONS
		Budget / Operating Plan				
		2021-22				
Total Revenue		10,884,608	-	10,884,608	10,884,608	
Total Expenses		10,337,827	-	(10,337,827)	(10,337,827)	
Net Income		546,781	-	546,781	546,781	
Actual Student Enrollment						
		Total Year		VARIANCE		
		Revised		Original	Revised	
		Budget	Variance	Budget vs. PY	Budget vs. PY	
				Budget	Budget	
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		546,781	-	546,781	546,781	
Beginning Cash Balance		-	-	-	-	
ENDING CASH BALANCE		546,781	-	546,781	546,781	

NEW VISIONS CHARTER HIGH SCHOOL FOR ADVANCED MATH AND SCIENCE
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 ADVANCED MATH AND SCIENCE

Budget / Operating Plan

2021-22

Total Revenue	-	3,073,305	-	-	3,355,154	-	-	2,015,796	-	-	2,440,353	-
Total Expenses	-	2,616,560	-	-	2,593,307	-	-	2,481,316	-	-	2,646,643	-
Net Income	-	456,745	-	-	761,847	-	-	(465,520)	-	-	(206,290)	-
Actual Student Enrollment	-	500	-	-	500	-	-	500	-	-	500	-

*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter - 1/1 - 3/31			4th Quarter - 4/1 - 6/30		
		Current			Current			Current			Current	
	Actual	Budget	Variance	Actual	Budget	Variance	Actual	Budget	Variance	Actual	Budget	Variance

EXPENSES	Quarter 0 No. of Positions	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
ADMINISTRATIVE STAFF PERSONNEL COSTS													
Executive Management	-	48,488	-	-	48,488	-	-	48,488	-	-	48,488	-	
Instructional Management	-	210,066	-	-	210,066	-	-	210,066	-	-	210,066	-	
Deans, Directors & Coordinators	-	98,615	-	-	98,615	-	-	98,615	-	-	98,615	-	
CFO / Director of Finance	-	36,884	-	-	36,884	-	-	36,884	-	-	36,884	-	
Operation / Business Manager	-	51,726	-	-	51,726	-	-	51,726	-	-	51,726	-	
Administrative Staff	-	97,013	-	-	97,013	-	-	97,013	-	-	97,013	-	
TOTAL ADMINISTRATIVE STAFF	-	542,792	-	-	542,792	-	-	542,792	-	-	542,792	-	
INSTRUCTIONAL PERSONNEL COSTS													
Teachers - Regular	-	430,459	-	-	438,879	-	-	438,879	-	-	443,369	-	
Teachers - SPED	-	190,565	-	-	198,985	-	-	198,985	-	-	203,476	-	
Substitute Teachers	-	-	-	-	-	-	-	-	-	-	-	-	
Teaching Assistants	-	-	-	-	-	-	-	-	-	-	-	-	
Specialty Teachers	-	211,535	-	-	219,955	-	-	219,955	-	-	224,445	-	
Aides	-	-	-	-	-	-	-	-	-	-	-	-	
Therapists & Counselors	-	170,719	-	-	170,719	-	-	170,719	-	-	170,719	-	
Other	-	-	-	-	-	-	-	-	-	-	-	-	
TOTAL INSTRUCTIONAL	-	1,003,278	-	-	1,028,538	-	-	1,028,538	-	-	1,042,009	-	
NON-INSTRUCTIONAL PERSONNEL COSTS													
Nurse	-	-	-	-	-	-	-	-	-	-	-	-	
Librarian	-	-	-	-	-	-	-	-	-	-	-	-	
Custodian	-	-	-	-	-	-	-	-	-	-	-	-	
Security	-	-	-	-	-	-	-	-	-	-	-	-	
Other	-	-	-	-	-	-	-	-	-	-	-	-	
TOTAL NON-INSTRUCTIONAL	-	-	-	-	-	-	-	-	-	-	-	-	
SUBTOTAL PERSONNEL SERVICE COSTS	-	1,546,070	-	-	1,571,330	-	-	1,571,330	-	-	1,584,801	-	
PAYROLL TAXES AND BENEFITS													
Payroll Taxes		135,281	-		135,403	-		137,491	-		133,265	-	
Fringe / Employee Benefits		224,180	-		227,843	-		227,843	-		222,952	-	
Retirement / Pension		104,360	-		106,065	-		106,065	-		103,791	-	
TOTAL PAYROLL TAXES AND BENEFITS		463,821	-		469,311	-		471,399	-		460,008	-	
TOTAL PERSONNEL SERVICE COSTS		2,009,891	-		2,040,641	-		2,042,729	-		2,044,809	-	
CONTRACTED SERVICES													
Accounting / Audit		6,000	-		10,000	-		6,769	-		-	-	
Legal		5,000	-		5,000	-		5,000	-		5,000	-	
Management Company Fee		248,124	-		270,672	-		159,024	-		192,949	-	
Nurse Services		-	-		-	-		-	-		-	-	
Food Service / School Lunch		-	-		-	-		-	-		-	-	
Payroll Services		6,475	-		6,475	-		6,475	-		6,475	-	
Special Ed Services		-	-		-	-		-	-		-	-	
Titlement Services (i.e. Title I)		-	-		-	-		-	-		-	-	
Other Purchased / Professional / Consulting		35,650	-		90,150	-		90,650	-		87,650	-	
TOTAL CONTRACTED SERVICES		301,249	-		382,297	-		267,918	-		292,074	-	

NEW VISIONS CHARTER HIGH SCHOOL FOR ADVANCED MATH AND SCIENCE

Budget / Operating Plan

2021-22

Total Revenue	-	3,073,305	-	-	3,355,154	-	-	2,015,796	-	-	2,440,353	-
Total Expenses	-	2,616,560	-	-	2,593,307	-	-	2,481,316	-	-	2,646,643	-
Net Income	-	456,745	-	-	761,847	-	-	(465,520)	-	-	(206,290)	-
Actual Student Enrollment	-	500	-	-	500	-	-	500	-	-	500	-

*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed	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
	SCHOOL OPERATIONS											
Board Expenses	-	-	-	-	-	-	-	-	-	-	-	-
Classroom / Teaching Supplies & Materials	18,000	-	-	13,000	-	-	13,000	-	-	11,000	-	-
Special Ed Supplies & Materials	-	-	-	-	-	-	-	-	-	-	-	-
Textbooks / Workbooks	2,000	-	-	4,000	-	-	3,000	-	-	3,500	-	-
Supplies & Materials other	22,500	-	-	13,000	-	-	13,500	-	-	19,000	-	-
Equipment / Furniture	-	-	-	250	-	-	250	-	-	100	-	-
Telephone	14,010	-	-	14,010	-	-	14,010	-	-	14,010	-	-
Technology	120,000	-	-	50,000	-	-	40,000	-	-	70,345	-	-
Student Testing & Assessment	5,000	-	-	12,000	-	-	8,000	-	-	12,500	-	-
Field Trips	-	-	-	-	-	-	-	-	-	-	-	-
Transportation (student)	-	-	-	1,000	-	-	1,000	-	-	2,000	-	-
Student Services - other	-	-	-	2,000	-	-	3,000	-	-	33,500	-	-
Office Expense	14,001	-	-	15,001	-	-	15,001	-	-	15,997	-	-
Staff Development	1,250	-	-	5,750	-	-	3,750	-	-	33,550	-	-
Staff Recruitment	2,500	-	-	3,000	-	-	3,500	-	-	4,500	-	-
Student Recruitment / Marketing	-	-	-	1,500	-	-	-	-	-	1,500	-	-
School Meals / Lunch	-	-	-	-	-	-	-	-	-	-	-	-
Travel (Staff)	200	-	-	200	-	-	500	-	-	600	-	-
Fundraising	-	-	-	-	-	-	-	-	-	-	-	-
Other	3,375	-	-	14,875	-	-	32,875	-	-	66,875	-	-
TOTAL SCHOOL OPERATIONS	-	202,836	-	-	149,586	-	-	151,386	-	-	288,977	-
FACILITY OPERATION & MAINTENANCE												
Insurance	63,301	-	-	-	-	-	-	-	-	-	-	-
Janitorial	-	-	-	-	-	-	-	-	-	-	-	-
Building and Land Rent / Lease / Facility Finance Interest	2,000	-	-	500	-	-	1,000	-	-	1,500	-	-
Repairs & Maintenance	3,500	-	-	4,500	-	-	2,500	-	-	1,500	-	-
Equipment / Furniture	10,000	-	-	3,000	-	-	3,000	-	-	4,000	-	-
Security	-	-	-	-	-	-	-	-	-	-	-	-
Utilities	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL FACILITY OPERATION & MAINTENANCE	-	78,801	-	-	8,000	-	-	6,500	-	-	7,000	-
DEPRECIATION & AMORTIZATION	-	13,000	-	-	2,000	-	-	2,000	-	-	3,000	-
COVID-19 / CONTINGENCY	-	10,783	-	-	10,783	-	-	10,783	-	-	10,783	-
DEFERRED RENT	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL EXPENSES	-	2,616,560	-	-	2,593,307	-	-	2,481,316	-	-	2,646,643	-
NET INCOME	-	456,745	-	-	761,847	-	-	(465,520)	-	-	(206,290)	-

NEW VISIONS CHARTER HIGH SCHOOL FOR ADVANCED MATH AND SCIENCE

Budget / Operating Plan

2021-22

Total Revenue	-	-	-	10,884,608	(10,884,608)	-	-	10,884,608	(10,884,608)	-	-
Total Expenses	-	-	-	10,337,827	10,337,827	-	-	10,337,827	10,337,827	-	-
Net Income	-	-	-	546,781	(546,781)	-	-	546,781	(546,781)	-	-
Actual Student Enrollment	-	-	-			-	-			-	-

TOTALS AND VARIANCE ANALYSIS

*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	TOTALS AND VARIANCE ANALYSIS									
		Actual	Current Budget (Current Quarter)	Actual vs. Current Budget	Current Budget - TY	Actual vs. Current Budget TY	Original Budget (Current Quarter)	Actual vs. Original Budget	Original Budget - TY	Actual vs. Original Budget TY	PY Actual (PY TY / No. of COMPLETED Actual CY Quarters)
EXPENSES											
ADMINISTRATIVE STAFF PERSONNEL COSTS											
Executive Management	-	-	-	193,952	193,952	-	-	193,952	193,952	-	-
Instructional Management	-	-	-	840,264	840,264	-	-	840,264	840,264	-	-
Deans, Directors & Coordinators	-	-	-	394,460	394,460	-	-	394,460	394,460	-	-
CFO / Director of Finance	-	-	-	147,536	147,536	-	-	147,536	147,536	-	-
Operation / Business Manager	-	-	-	206,904	206,904	-	-	206,904	206,904	-	-
Administrative Staff	-	-	-	388,052	388,052	-	-	388,052	388,052	-	-
TOTAL ADMINISTRATIVE STAFF	-	-	-	2,171,168	2,171,168	-	-	2,171,168	2,171,168	-	-
INSTRUCTIONAL PERSONNEL COSTS											
Teachers - Regular	-	-	-	1,751,586	1,751,586	-	-	1,751,586	1,751,586	-	-
Teachers - SPED	-	-	-	792,011	792,011	-	-	792,011	792,011	-	-
Substitute Teachers	-	-	-	-	-	-	-	-	-	-	-
Teaching Assistants	-	-	-	-	-	-	-	-	-	-	-
Specialty Teachers	-	-	-	875,890	875,890	-	-	875,890	875,890	-	-
Aides	-	-	-	-	-	-	-	-	-	-	-
Therapists & Counselors	-	-	-	682,877	682,877	-	-	682,877	682,877	-	-
Other	-	-	-	-	-	-	-	-	-	-	-
TOTAL INSTRUCTIONAL	-	-	-	4,102,364	4,102,364	-	-	4,102,364	4,102,364	-	-
NON-INSTRUCTIONAL PERSONNEL COSTS											
Nurse	-	-	-	-	-	-	-	-	-	-	-
Librarian	-	-	-	-	-	-	-	-	-	-	-
Custodian	-	-	-	-	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-
TOTAL NON-INSTRUCTIONAL	-	-	-	-	-	-	-	-	-	-	-
SUBTOTAL PERSONNEL SERVICE COSTS	-	-	-	6,273,532	6,273,532	-	-	6,273,532	6,273,532	-	-
PAYROLL TAXES AND BENEFITS											
Payroll Taxes	-	-	-	541,440	541,440	-	-	541,440	541,440	-	-
Fringe / Employee Benefits	-	-	-	902,818	902,818	-	-	902,818	902,818	-	-
Retirement / Pension	-	-	-	420,281	420,281	-	-	420,281	420,281	-	-
TOTAL PAYROLL TAXES AND BENEFITS	-	-	-	1,864,539	1,864,539	-	-	1,864,539	1,864,539	-	-
TOTAL PERSONNEL SERVICE COSTS	-	-	-	8,138,071	8,138,071	-	-	8,138,071	8,138,071	-	-
CONTRACTED SERVICES											
Accounting / Audit	-	-	-	22,769	22,769	-	-	22,769	22,769	-	-
Legal	-	-	-	20,000	20,000	-	-	20,000	20,000	-	-
Management Company Fee	-	-	-	870,769	870,769	-	-	870,769	870,769	-	-
Nurse Services	-	-	-	-	-	-	-	-	-	-	-
Food Service / School Lunch	-	-	-	-	-	-	-	-	-	-	-
Payroll Services	-	-	-	25,900	25,900	-	-	25,900	25,900	-	-
Special Ed Services	-	-	-	-	-	-	-	-	-	-	-
Titelment Services (i.e. Title I)	-	-	-	-	-	-	-	-	-	-	-
Other Purchased / Professional / Consulting	-	-	-	304,100	304,100	-	-	304,100	304,100	-	-
TOTAL CONTRACTED SERVICES	-	-	-	1,243,538	1,243,538	-	-	1,243,538	1,243,538	-	-

NEW VISIONS CHARTER HIGH SCHOOL FOR ADVANCED MATH AND SCIENCE

Budget / Operating Plan

2021-22

Total Revenue	-	-	-	10,884,608	(10,884,608)	-	-	10,884,608	(10,884,608)	-	-
Total Expenses	-	-	-	10,337,827	10,337,827	-	-	10,337,827	10,337,827	-	-
Net Income	-	-	-	546,781	(546,781)	-	-	546,781	(546,781)	-	-
Actual Student Enrollment	-	-	-	-	-	-	-	-	-	-	-

TOTALS AND VARIANCE ANALYSIS

*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed

	Actual	Current Budget (Current Quarter)	Actual vs. Current Budget	Current Budget - TY	Actual vs. Current Budget TY	Original Budget (Current Quarter)	Actual vs. 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	-	-	-	55,000	55,000	-	-	55,000	55,000	-	-
Special Ed Supplies & Materials	-	-	-	-	-	-	-	-	-	-	-
Textbooks / Workbooks	-	-	-	12,500	12,500	-	-	12,500	12,500	-	-
Supplies & Materials other	-	-	-	68,000	68,000	-	-	68,000	68,000	-	-
Equipment / Furniture	-	-	-	600	600	-	-	600	600	-	-
Telephone	-	-	-	56,040	56,040	-	-	56,040	56,040	-	-
Technology	-	-	-	280,345	280,345	-	-	280,345	280,345	-	-
Student Testing & Assessment	-	-	-	37,500	37,500	-	-	37,500	37,500	-	-
Field Trips	-	-	-	-	-	-	-	-	-	-	-
Transportation (student)	-	-	-	4,000	4,000	-	-	4,000	4,000	-	-
Student Services - other	-	-	-	38,500	38,500	-	-	38,500	38,500	-	-
Office Expense	-	-	-	60,000	60,000	-	-	60,000	60,000	-	-
Staff Development	-	-	-	44,300	44,300	-	-	44,300	44,300	-	-
Staff Recruitment	-	-	-	13,500	13,500	-	-	13,500	13,500	-	-
Student Recruitment / Marketing	-	-	-	3,000	3,000	-	-	3,000	3,000	-	-
School Meals / Lunch	-	-	-	-	-	-	-	-	-	-	-
Travel (Staff)	-	-	-	1,500	1,500	-	-	1,500	1,500	-	-
Fundraising	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	118,000	118,000	-	-	118,000	118,000	-	-
TOTAL SCHOOL OPERATIONS	-	-	-	792,785	792,785	-	-	792,785	792,785	-	-
FACILITY OPERATION & MAINTENANCE											
Insurance	-	-	-	63,301	63,301	-	-	63,301	63,301	-	-
Janitorial	-	-	-	-	-	-	-	-	-	-	-
Building and Land Rent / Lease / Facility Finance Interest	-	-	-	5,000	5,000	-	-	5,000	5,000	-	-
Repairs & Maintenance	-	-	-	12,000	12,000	-	-	12,000	12,000	-	-
Equipment / Furniture	-	-	-	20,000	20,000	-	-	20,000	20,000	-	-
Security	-	-	-	-	-	-	-	-	-	-	-
Utilities	-	-	-	-	-	-	-	-	-	-	-
TOTAL FACILITY OPERATION & MAINTENANCE	-	-	-	100,301	100,301	-	-	100,301	100,301	-	-
DEPRECIATION & AMORTIZATION	-	-	-	20,000	20,000	-	-	20,000	20,000	-	-
COVID-19 / CONTINGENCY	-	-	-	43,132	43,132	-	-	43,132	43,132	-	-
DEFERRED RENT	-	-	-	-	-	-	-	-	-	-	-
TOTAL EXPENSES	-	-	-	10,337,827	10,337,827	-	-	10,337,827	10,337,827	-	-
NET INCOME	-	-	-	546,781	(546,781)	-	-	546,781	(546,781)	-	-



Annual Report Requirement
for SUNY Authorized Charter Schools

NEW VISIONS CHARTER HIGH SCHOOL FOR ADVANCED MATH AND SCIENCE
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 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 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
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"

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):	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 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.



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
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)]. 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

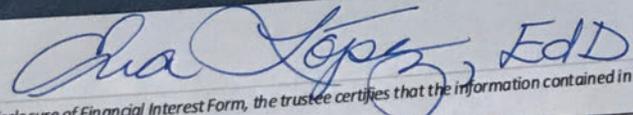
Name and Relationship	Nature of Financial Interest/Transaction	Approximate Value of the Business Conducted	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Date of Transaction(s) or "Ongoing"
N/A				

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

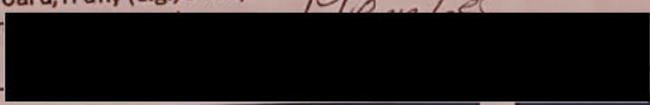
New Visions Charter HS & Humanities

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, comm): *Member*

Email Address: 

Home Address

Please complete with *changes* only: *NONE*

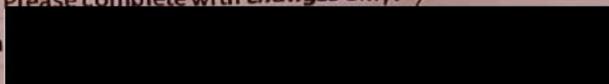
Street: _____

City, State Zip: _____

Phone: _____

Business Address

Please complete with *changes* 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)]. 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"

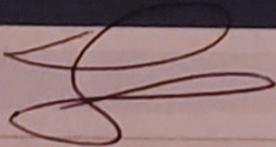
3) Identify each individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *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):	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):	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 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"
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

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.

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

NYSITELL: 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		13	14	15	16	17
18		20	21	22	23	24
25	26	27	28	29	30	31

v.5.13.21

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.

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 New Teacher Report Date: ALL SCHOOLS New Staff Onboarding	17 New Staff Onboarding	18 New Staff Onboarding	19 New Staff Onboarding	20	21
22	23 Returning Teacher Report Date: ALL SCHOOLS	24	25	26	27	28
29	30	31				

v.5.13.21

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.

September 2021

New Visions Charter High Schools

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

v.5.13.21

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.

October 2021

New Visions Charter High Schools

Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1	2
					16	
3	4	5	6 BEDS Day	7	8	9
	17	18	19	20	21	
10	11 Indigenous Peoples' Day – No School	12	13	14	15 Progress Reports (T1)	16
		22	23	24	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	

v.5.13.21

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.

December 2021

New Visions Charter High Schools

Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2	3 End of Trimester #1	4
			54	55	56	
5	6 Beginning of Trimester #2	7	8	9	10	11
	1	2	3	4	5	
12	13	14	15	16	17 Report Cards (T1)	18
	6	7	8	9	10	
19	20	21	22	23	24 Winter Break No School	25
	11	12	13	14		
26	27 Winter Break No School	28 Winter Break No School	29 Winter Break No School	30 Winter Break No School	31 Winter Break No School	

v.5.13.21

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.

January 2022

New Visions Charter High Schools

Sun	Mon	Tue	Wed	Thu	Fri	Sat
2	3	4	5	6	7	8
	15	16	17	18	19	
9	10	11	12	13	14	15
	20	21	22	23	24	
16	17	18	19	20	21	22
	Martin Luther King Jr. Day – No School	Progress Reports (T2)	25	26	27	28
23	24	25	26	27	28	29
	29	Regents - TBD	Regents - TBD	Regents - TBD	Regents Rating Day	
30	31					
	No School for Students Regents Scoring (if needed) Professional Development Day					

v.5.13.21

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.

February 2022

New Visions Charter High Schools

Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1 Lunar New Year – No School	2	3	4	5
			30	31	32	
6	7	8	9	10	11	12
	33	34	35	36	37	
13	14	15	16	17	18	19
	38	39	40	41	42	
20	21 President’s Day – No School	22 Mid-Winter Break – No School	23 Mid-Winter Break – No School	24 Mid-Winter Break – No School	25 Mid-Winter Break – No School	26
27	28					
	43					

v.5.13.21

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.

March 2022

New Visions Charter High Schools

Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2	3	4	5
			44	45	46	47
6	7	8	9	10	11	12
		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

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.

April 2022

New Visions Charter High Schools

Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1	2
					12	
3	4	5	6	7	8	9
	13	14	15	16	17	
10	11	12	13	14	15 Spring Break – No School	16
	18	19	20	21		
17	18 Spring Break – No School	19 Spring Break – No School	20 Spring Break – No School	21 Spring Break – No School	22 Spring Break – No School	23
24	25	26	27	28	29 Progress Reports (T3)	30
	22	23	24	25	26	

v.5.13.21

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.

May 2022

New Visions Charter High Schools

May 2022						
New Visions Charter High Schools						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3 Eid al-Fitr – No School	4	5	6	7
		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 Memorial Day – No School	31				
		46				

v.5.13.21

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.

June 2022

New Visions Charter High Schools

Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2	3	4
			47	48	49	
5	6	7	8	9 No School for Students Professional Development Day	10	11
	50	51	52	53		
12	13	14	15 Regents - TBD	16 Regents - TBD	17 Regents - TBD	18
	54	55				
19	20 Juneteenth – No School	21 Regents - TBD	22 Regents - TBD	23 Regents - TBD	24 Regents Rating Day Last Day of School for Students Report Cards (T3)	25
26	27	28	29	30 Last Day of School for Teachers		

v.5.13.21

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.