

Application: New Visions Charter High School for the Humanities

Melissa Marcus - mmarcus@newvisions.org
Annual Reports

Summary

ID: 0000000007

Status: Annual Report Submission

Last submitted: Oct 29 2020 04:31 PM (EDT)

Entry 1 School Info and Cover Page

Completed Jul 22 2020

[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 2019-20 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, 2020)** or you may not be assigned the correct tasks.

BASIC INFORMATION

a. SCHOOL NAME

(Select name from the drop down menu)

NEW VISIONS CHARTER HIGH SCHOOL FOR THE HUMANITIES 321000860704

a1. Popular School Name

HUM

b. CHARTER AUTHORIZER (As of June 30th, 2020)

Please select the correct authorizer as of June 30, 2020 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/humanities>

i. TOTAL MAX APPROVED ENROLLMENT FOR THE 2019-2020 SCHOOL YEAR (exclude Pre-K program enrollment)

566

j. TOTAL STUDENT ENROLLMENT ON JUNE 30, 2020 (exclude Pre-K program enrollment)

557

k. GRADES SERVED IN SCHOOL YEAR 2019-2020 (exclude Pre-K program students)

Check all that apply

Grades Served

9, 10, 11, 12

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	NYYNew York
ZIP CODE	10017
EMAIL ADDRESS	mmarcus@newvisions.org
CONTACT PERSON NAME	Melissa Marcus

FACILITIES INFORMATION

m. FACILITIES

Will the school maintain or operate multiple sites in 2020-2021?

	No, just one site.
--	--------------------

School Site 1 (Primary)

m1. SCHOOL SITES

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

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

m1a. Please provide the contact information for Site 1.

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Magaly Hicks			mhicks27@charter.newvisions.org
Operational Leader	Gustavo Camilo			gcamilo6@charter.newvisions.org
Compliance Contact	Matt Gill			mgill@newvisions.org
Complaint Contact	Matt Gill			mgill@newvisions.org
DASA Coordinator	Gustavo Camilo			gcamilo6@charter.newvisions.org
Phone Contact for After Hours Emergencies	Gustavo Camilo			gcamilo6@charter.newvisions.org

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

Co-located Space

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

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

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

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

Certificate of Occupancy and Fire Inspection. Provide a copy of a current and non-expired certificate of occupancy (if outside NYC or in private space in NYC). For schools that are not in district space (NYC co-locations), provide a copy of a current and non-expired certificate of occupancy, and a copy of the current annual fire inspection results, which should be dated on or after July 1, 2020.

Site 1 Certificate of Occupancy (COO)

Site 1 Fire Inspection Report

CHARTER REVISIONS DURING THE 2019-2020 SCHOOL YEAR

n1. Were there any revisions to the school’s charter during the 2019-2020 school year? (Please include approved or pending material and non-material charter revisions).

No

PLEASE NOTE CHARTER SCHOOLS WILL NO LONGER SUBMIT FINANCIAL STATEMENTS, ANNUAL BUDGETS, AND RELATED FISCAL DATA VIA THE ANNUAL REPORT. HOWEVER, NYSED BOARD OF REGENTS WOULD LIKE TO KNOW IF YOUR SCHOOL'S BOARD OF TRUSTEES HAS APPROVED A BUDGET FOR THE 2020-2021 FISCAL YEAR.

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

Yes

ATTESTATION

p. Individual Primarily Responsible for Submitting the Annual Report.

Name	Melissa Marcus
Position	Seniors Program Officer, Charter
Phone/Extension	646-486-6316
Email	mmarcus@newvisions.org

p. 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. Check **YES** if you agree and then use the mouse on your PC or the stylus on your mobile device to sign your name).

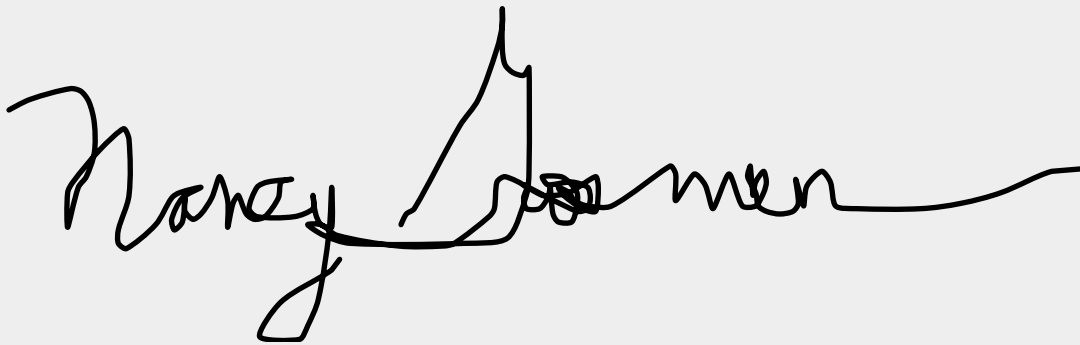
Responses Selected:

Yes

Signature, Head of Charter School

Handwritten signature in black ink that reads "M. Hild". The signature is written in a cursive style with a large, stylized initial "M".

Signature, President of the Board of Trustees

Handwritten signature in black ink that reads "Nancy Danner". The signature is written in a cursive style with a large, stylized initial "N".

Date

Jul 31 2020

Thank you.



Entry 2 NYS School Report Card

Completed Jul 22 2020

Instructions

SUNY-authorized charter schools only

Provide a direct web link to the most recent New York State School Report Card for the charter school (See <https://reportcards.nysed.gov/>) . This report captures school-level enrollment and demographic information, staff qualifications, electronic student records, and attendance rates, as prescribed by New York State statute (8 NYCRR 119.3).

Entry 2 NYS School Report Card Link

NEW VISIONS CHARTER HIGH SCHOOL FOR THE HUMANITIES 321000860704

NEW YORK STATE REPORT CARD

Provide a direct URL or web link to the most recent New York State School Report Card for the charter school (See <https://reportcards.nysed.gov/>).

(Charter schools completing year one will not yet have a School Report Card or link to one. Please type "URL is not available" in the space provided.)

https://data.nysed.gov/essa.php?instid=800000070186&year=2019&createreport=1&allchecked=1&OverallStatus=1§ion_1003=1&HSStatus=1&HSindicators=1&HScomposite=1&HSgradrate=1&HScompgrowth=1&HSelp=1&HSprogress=1&HSchronic=1&HScccr=1&HSpart=1®ents=1&cohort=1&nyseslat=1&naep=1&staffqual=1&gradrate=1&feddata=1

Entry 3 Progress Toward Goals

Incomplete Hidden from applicant

Instructions

Regents, NYCDOE, and Buffalo BOE-authorized charter schools

For the 2019-2020 school year, any academic or

organization goals that cannot be evaluated due to school closure resulting in a lack of data and changes in testing, surveying, and other usual practices should be reported as “N/A”.

Entry 3 Progress Toward Goals

PROGRESS TOWARD CHARTER GOALS

Board of Regents-authorized and NYCDOE-authorized charter schools only.

Complete the tables provided. List each goal and measure as contained in the school’s currently approved charter, and indicate whether the school has met or not met the goal. Please provide information for all goals no later than November 2, 2020.

1. ACADEMIC STUDENT PERFORMANCE GOALS

For the 2019-2020 school year, any academic goals that cannot be evaluated due to school closure resulting in a lack of data and changes in testing, surveying, and other usual practices should be reported as “N/A”.

2019-20 Progress Toward Attainment of Academic Goals

	Academic Student Performance Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	Goal - Met, Not Met or Unable to Assess	If not met, describe efforts the school will take to meet goal. If unable to assess goal, type N/A for Not Applicable
Academic Goal 1				
Academic Goal 2				
Academic Goal 3				
Academic Goal 4				
Academic Goal 5				
Academic Goal 6				
Academic Goal 7				
Academic Goal 8				
Academic Goal 9				
Academic Goal 10				

2. Do have more academic goals to add?

(No response)

2019-2020 Progress Toward Attainment of Academic Goals

	Academic Student Performance Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	Goal - Met, Not Met or Unable to Assess	2019-2020 progress toward attainment of goal Met/Not Met/Unable to Assess During Due to Closure
Academic Goal 11				
Academic Goal 12				
Academic Goal 13				
Academic Goal 14				
Academic Goal 15				
Academic Goal 16				
Academic Goal 17				
Academic Goal 18				
Academic Goal 19				
Academic Goal 20				

3. Do have more academic goals to add?

(No response)

2019-2020 Progress Toward Attainment of Academic Goals

	Academic Student Performance Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	Goal - Met, Not Met or Unable to Meet	If not met, describe efforts the school will take to meet goal. If unable to assess

				goal, type N/A for Not Applicable
Academic Goal 21				
Academic Goal 22				
Academic Goal 23				
Academic Goal 24				
Academic Goal 25				
Academic Goal 26				
Academic Goal 27				
Academic Goal 28				
Academic Goal 29				
Academic Goal 30				
Academic Goal 31				
Academic Goal 32				
Academic Goal 33				
Academic Goal 34				
Academic Goal 35				
Academic Goal 36				
Academic Goal 37				
Academic Goal 38				
Academic Goal 39				
Academic Goal 40				

4. ORGANIZATION GOALS

For the 2019-2020 school year, any organization goals that cannot be evaluated due to school closure resulting in a lack of data and changes in testing, surveying, and other usual practices should be reported as “N/A”.

2019-2020 Progress Toward Attainment of Organization Goals

	Organizational Goal	Measure Used to Evaluate Progress	Goal - Met, Not Met, or Unable to Assess	If not met, describe efforts the school will take to meet goal. If unable to assess goal, type N/A for Not Applicable
Org Goal 1				
Org Goal 2				
Org Goal 3				
Org Goal 4				
Org Goal 5				
Org Goal 6				
Org Goal 7				
Org Goal 8				
Org Goal 9				
Org Goal 10				
Org Goal 11				
Org Goal 12				
Org Goal 13				

Org Goal 14				
Org Goal 15				
Org Goal 16				
Org Goal 17				
Org Goal 18				
Org Goal 19				
Org Goal 20				

5. Do have more organizational goals to add?

(No response)

6. FINANCIAL GOALS

2019-2020 Progress Toward Attainment of Financial Goals

	Financial Goals	Measure Used to Evaluate Progress	Goal - Met, Not Met, or Partially Met	If not met, describe efforts the school will take to meet goal.
Financial Goal 1				
Financial Goal 2				
Financial Goal 3				
Financial Goal 4				
Financial Goal 5				

7. Do have more financial goals to add?

(No response)

2019-2020 Progress Toward Attainment of Financial Goals

	Financial Goals	Measure Used to Evaluate Progress	Goal - Met, Not Met, or Partially Met	If not met, describe efforts the school will take to meet goal.
	Financial Goal 6			
	Financial Goal 7			
	Financial Goal 8			
	Financial Goal 9			
	Financial Goal 10			

Thank you.

Entry 3 Accountability Plan Progress Reports

Completed Sep 15 2020

Instructions

SUNY-Authorized Charter Schools ONLY

SUNY-authorized charter schools must download an [Accountability Plan Progress Report template](#). After completing, schools must upload the document into the by September 15, 2020.

[2019-20-Accountability-Plan-Progress-Report-HUM_Final](#)

Filename: 2019 20 Accountability Plan Progress R oGk6ePO.pdf **Size:** 1.3 MB

Entry 7 Disclosure of Financial Interest Form

Completed Aug 3 2020

Instructions - Multiple Uploads Permitted

Required of ALL Charter Schools by August 3

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 2019-2020 school year must

complete a signed:

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

[HUM Board Financial Disclosure Forms Annual Reports SY19-20](#)

Filename: HUM Board Financial Disclosure Forms A b1NgN1I.pdf **Size:** 4.9 MB

Entry 8 BOT Membership Table

Completed Jul 22 2020

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 8 BOT Table

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

NEW VISIONS CHARTER HIGH SCHOOL FOR THE HUMANITIES 321000860704

1. 2019-2020 Board Member Information (Enter info for each BOT member)

--	--	--	--	--	--	--	--	--	--

	Trustee Name and 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 2019-2020
1	Peter Cantillo [REDACTED]	Trustee/Member	N/A	Yes	2	01/01/2019	12/31/2021	12
2	Nancy Grossman [REDACTED]	Chair	N/A	Yes	2	01/01/2020	12/31/2022	12
3	Fredrick Levy [REDACTED]	Trustee/Member	N/A	Yes	2	01/01/2020	12/31/2022	11
4	Carol "Lili" Lynton [REDACTED]	Trustee/Member	Finance	Yes	2	01/01/2019	12/31/2021	10
5	Matthew Marcin [REDACTED]	Treasurer	Finance	Yes	1	04/07/2020	12/31/2023	5 or less
6	Marsha Milan-Bethel [REDACTED]	Trustee/Member	N/A	Yes	1	10/15/2018	12/31/2021	6

	[REDACTED]							
7	Michael Nathan [REDACTED]	Trustee/Member	Finance	Yes	1	04/24/2017	12/31/2020	11
8	Musa Ali Shama [REDACTED]	Secretary	N/A	Yes	1	04/04/2018	12/31/2021	12
9	Selina Urbina [REDACTED]	Trustee/Member	N/A	Yes	2	01/01/2020	12/31/2022	11

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

Yes

1b. Current Board Member Information

	Trustee Name and 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 2019-2020
10	Selina Urbina [REDACTED]	Trustee/Member	N/A	Yes	2	01/01/2020	12/31/2022	11
11								
12								
13								
14								
15								

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

No

2. INFORMATION ABOUT MEMBERS OF THE BOARD OF TRUSTEES

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

a. Total Number of BOT Members on June 30, 2020	10
b.Total Number of Members Added During 2019-2020	1
c. Total Number of Members who Departed during 2019-2020	2
d.Total Number of members, as set in Bylaws, Resolution or Minutes	10

3. Number of Board meetings held during 2019-2020

13

4. Number of Board meetings scheduled for 2020-2021

12

Thank you.

Entry 9 Board Meeting Minutes

Incomplete Hidden from applicant

Instructions

Schools must upload a complete set of monthly board meeting minutes (July 2019-June 2020), which should match the number of meetings held during the 2019-2020 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 3, 2020.

Entry 10 Enrollment & Retention

Completed Jul 22 2020

Instructions for submitting Enrollment and Retention Efforts

ALL charter schools must complete this section. Describe the efforts the charter school has made toward meeting targets in 2018-2019 to attract and retain enrollment of Students with Disabilities (SWDs), English Language Learners/Multilingual Learners (ELLs/MLLs), 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 2019-2020.

Entry 10 Enrollment and Retention of Special Populations

Instructions for Reporting Enrollment and Retention Strategies

Describe the efforts the charter school has made in 2019-2020 toward meeting targets to attract and retain enrollment of students with disabilities, English language learners/Multilingual 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 2020-2021.

NEW VISIONS CHARTER HIGH SCHOOL FOR THE HUMANITIES 321000860704

Recruitment/Attraction Efforts Toward Meeting Targets

	Describe Recruitment Efforts in 2019-2020	Describe Recruitment Plans in 2020-2021
	<p>HUM utilizes extensive recruitment and marketing strategies to reach as many families and constituents as possible. We are always committed to ensuring that high-needs students apply, enroll, and remain in our school.</p> <p>The recruitment process begins in September when the</p>	

application becomes available for families to apply. This allows extensive time to build relationships with interested families prior to the lottery in April. Our comprehensive recruitment plan includes: participation in the citywide and borough based high school fairs hosted by the Department of Education in September and October; middle school outreach within and outside the district; direct mailing campaigns to over 19,360 eighth graders residing in the Bronx; community and street outreach; bus shelter ads; hosting of open houses; and participation in local community events such as fairs and presentations at local networks of community-based organizations and social service networks. We also executed a digital (Facebook/Instagram) campaign.

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

Economically Disadvantaged

School, Creston Academy, Jonas Bronck, and TEP Charter School. HUM held tours at the school for eighth grade students from Jonas Bronck, Atmosphere Academy, and MS 331. HUM attended NYC DOE middle school fairs for districts 10, 9, and 7 to distribute applications and information about our school and was invited to MS 279, Creston Academy, MS 80, Harriet Tubman Charter School, Angelo Patri Middle School, Mott Haven Charter School. HUM was also invited to several high school fairs for tabling and presentations. Due to school closure in March because of the COVID 19 pandemic we were not able to attend some of the scheduled middle school parent/teacher conferences as previously planned. HUM was able to connect with middle school staff via telephone conferences and email to inform them about our school and application process. This year we geared to a deeper focus on social media due to school closures. HUM student council was an integral part of ensuring HUM highlights were posted on our Facebook page, Instagram page, and weekly virtual newsletter. We shared our social media pages with middle school staff, applicants, and current families.

HUM also hosts information sessions and open houses to further inform families and the community about the school and the admissions process. All

In 2020-21, HUM plans to execute the same recruitment efforts and strategies used last year, and will adjust as needed.

information sessions and open houses include the dissemination of recruitment materials, enrollment applications, a question and answer period, a school tour, and individual consultations with families who are interested. These are held at HUM and are publicized widely through the distribution of flyers and postcards to families as well as the school's webpage (<http://www.newvisions.org/HUM>) . In response to school closure due to COVID-19, rather than cancel our open houses, we opted to move to virtual open houses and have hosted them via Zoom.

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

In addition to the recruitment strategies outlined above, HUM, in conjunction with the New

English Language
Learners/Multilingual Learners

Visions network, took additional steps to attract ELLs/MLLs. New Visions has an extensive network of community partners that we leveraged in our outreach efforts to promote student recruitment opportunities in our charter school via mailings, presentations at community meetings, and phone calls. These included local community-based organizations, elected officials, faith-based groups, higher education institutions and other community institutions such as libraries, public housing complexes, and local businesses. In particular HUM has made efforts to engage with the Spanish speaking community in their outreach efforts, given the increase of students who speak this language at their school.

To ensure a large enough pool of ELL/MLL applicants, HUM will continue to execute additional efforts, along with help from the network, to reach as many families as possible. This will include specific outreach to middle schools with high ELL/MLL student populations and multiple mailings and email blasts to key community based organizations and other organizations that typically support families in these special populations. Our website offers families the opportunity to apply online or download the application, which is available in English and Spanish. In addition, we partner with the NYC Charter Center around the Common Application, thus ensuring

In 2020-21, HUM plans to execute the same recruitment efforts and strategies used last year, and will adjust as needed.

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 HUM is bilingual in Spanish, which facilitates conversations with Spanish speaking families.

Throughout all of our outreach efforts, HUM makes sure to encourage families with students with disabilities to apply to our school and provides space to speak about their needs and supports. Particularly at our open houses, HUM makes sure to give families time for individual consultations for those who are interested in speaking with the principal or other staff. We also inform middle school staff that we support students with disabilities and that they can be confident in referring students with IEPs. At the time of enrollment HUM ensures that every family with a student with an IEP meets with the appropriate staff member to review the documents.

In addition to the strategies

<p>Students with Disabilities</p>	<p>mentioned above, HUM staff will continue to recruit at all middle schools, including those with high numbers of students with disabilities and will encourage families to apply. We will continue to ensure that special education staff or staff who can speak to the special education services we offer are available at open houses and other recruitment events to have meaningful conversations with families around their student's needs. The testimony of students with disabilities is the best way for HUM to showcase our continued commitment and demonstrated success of such students at HUM. This is again factored in the recruitment of the student ambassadors.</p> <p>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>In 2020-21, HUM plans to execute the same recruitment efforts and strategies used last year, and will adjust as needed.</p>
-----------------------------------	---	--

Retention Efforts Toward Meeting Targets

	Describe Retention Efforts in 2019-2020	Describe Retention Plans in 2020-2021
	<p>HUM employs multiple strategies and designs specific programmatic elements to ensure the success and retention of targeted students. Part of our overall strategy is to ensure that</p>	

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.

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

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

Economically Disadvantaged

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

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

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

many of our students have various aspects in their lives that create barriers, making it difficult for them to focus on their education. Knowing this, HUM makes attendance a main priority. Through early intervention, transparency of attendance data, consistent communication and follow up with families, we prevent more of our students from becoming chronically absent. In addition we create targeted intervention groups and provide mentoring for students.

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

In addition, HUM monitored students' English proficiency

English Language
Learners/Multilingual Learners

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

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

skills in students' native language will translate into aptitude with their second language literacy development. These services ensure that ELLs gain academic English language fluency as quickly as possible while developing the content knowledge and academic language required for success across the curriculum. While meeting the statutory requirements for educating ELLs, HUM provides its ELL students with equal access to the full and rich educational program provided to native English speakers.

In order to streamline our efforts to support, retain, and grow our ELL/MLL population, we plan to create a Language Education Plan that is aligned to the supports our network provides, based on our needs and that will guide the work we do for our ELLs/MLLs and their families.

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

Students with Disabilities

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

Lastly, through formal quarterly

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

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

Entry 12 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.

Entry 12 Uncertified Teachers

School Name: NEW VISIONS CHARTER HIGH SCHOOL FOR THE HUMANITIES 321000860704

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, 2020)	
ii. FTE count of uncertified teachers who are tenured or tenure track college faculty (as of June 30, 2020)	
iii. FTE count of uncertified teachers with two years of Teach for America experience (as of June 30, 2020)	
iv. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (as June 30, 2020)	
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, 2020)	
ii. FTE count of uncertified teachers who are tenured or tenure track college faculty (as of June 30, 2020)	
iii. FTE count of uncertified teachers with two years of Teach for America experience (as of June 30, 2020)	
iv. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (as June 30, 2020)	
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, 2020)	
ii. FTE count of uncertified teachers who are tenured or tenure track college faculty (as of June 30, 2020)	
iii. FTE count of uncertified teachers with two years of Teach for America experience (as of June 30, 2020)	
iv. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (as June 30, 2020)	
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 13 Organization Chart

Incomplete Hidden from applicant

[Instructions](#)

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

Upload the 2019-2020 **Organization Chart**. The organization chart should include position titles and reporting relationships. Employee names should not appear on the chart.

Entry 14 School Calendar

Completed Sep 14 2020

[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 3, 2020. If the charter school has a tentative calendar based on available information and guidance at the time, please submit with the August 3rd submission. Charter schools will be able to upload an updated school calendar into the portal at any time but no later than **September 15, 2020**.

School calendars must meet the [minimum instructional requirements](#) adopted by the Board of Regents in 2018.

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.

[DRAFT NVCHS 2020-2021 TRIMESTER Calendar](#)

Filename: DRAFT NVCHS 2020 2021 TRIMESTER Calend 6w2bfPy.pdf **Size:** 284.6 kB

Entry 15 Links to Critical Documents on School Website

Incomplete Hidden from applicant

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., 2018-19 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 15 Links to Critical Documents on School Website

School Name: New Visions Charter High School for the Humanities

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:

	Link to Documents
1. Most Recent Annual Report (i.e., 2018-19)	
2. Most Recent Board Meeting Notice and Related Agenda Item Documents	
2a. Webcast of Board Meetings (per Governor's Executive Order)	
3. Link to NYS School Report Card	
4. Most Recent Lottery Notice Announcing Lottery	
5. Authorizer-Approved DASA Policy	
6. District-wide Safety Plan	
6a. Authorizer-Approved Discipline Policy (as per August 29, 2019 Emergency Response Plan Memo)	
7. Authorizer-Approved FOIL Policy	
8. Subject matter list of FOIL records	
9. Link to School Reopening Plan	

Thank you.



Entry 16 COVID 19 Related Information

Completed Jul 22 2020

Instructions

Required of ALL charter schools

Please provide the number of students attending instruction on the last day instruction was provided within physical school facilities and the number of students participating in virtual programming on the last day such programming was offered for the 2019-2020 school year.

If applicable, please provide the name and publisher of all end of year assessments provided by grade level as well as the number of participating students. Board of Regents-authorized charter schools are

encouraged to refer to Appendix B of the [Remote Monitoring and Oversight Plan Spring 2020](#) remote for best practices regarding end of year assessments in a remote learning environment.

Entry 16 COVID 19 Related Information

School Name: New Visions Charter High School for the Humanities

TABLE 1: 2019-2020 Enrollment, Attendance and Participation Between March-June 2020

Please provide the number of students attending instruction on the last day instruction was provided within physical school facilities and the number of students participating in virtual programming on the last day such programming was offered for the 2019-2020 school year.

	Number of students enrolled in school on the last day instruction was provided within physical school facilities	Number of students attending instruction on the last day instruction was provided within physical school facilities	Number of students participating in virtual programming on the last day such programming was offered for the 2019-20 school year
	559	328	483

Table 2: 2019-2020 Assessments and Grade Participation

If applicable, please provide the name and publisher of all end of year assessments provided by grade level as well as the number of participating students. Board of Regents-authorized charter schools are encouraged to refer to Appendix B of the [Remote Monitoring and Oversight Plan Spring 2020](#) remote for best practices regarding end of year assessments in a remote learning environment.

Assessment Title	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Number of Participants

															ting Stud ents
	Cou rse- spe cific Fina l Exa ms: Cre ate d In- Hou se	✘	✘	✘	✘	✘	✘	✘	✘	✘	✓	✓	✓	✓	557
	Con tent - spe cific Port folio s Ass ess me nts: Cre ate d In- Hou se	✘	✘	✘	✘	✘	✘	✘	✘	✘	✓	✓	✓	✓	557
	AP Exa ms: Coll ege Boa rd	✘	✘	✘	✘	✘	✘	✘	✘	✘	✓	✓	✓	27	

		X	X	X	X	X	X	X	X	X	X	X	X	X	
		X	X	X	X	X	X	X	X	X	X	X	X	X	
		X	X	X	X	X	X	X	X	X	X	X	X	X	
		X	X	X	X	X	X	X	X	X	X	X	X	X	
		X	X	X	X	X	X	X	X	X	X	X	X	X	
		X	X	X	X	X	X	X	X	X	X	X	X	X	
		X	X	X	X	X	X	X	X	X	X	X	X	X	
		X	X	X	X	X	X	X	X	X	X	X	X	X	
		X	X	X	X	X	X	X	X	X	X	X	X	X	
		X	X	X	X	X	X	X	X	X	X	X	X	X	
		X	X	X	X	X	X	X	X	X	X	X	X	X	
		X	X	X	X	X	X	X	X	X	X	X	X	X	
		X	X	X	X	X	X	X	X	X	X	X	X	X	
		X	X	X	X	X	X	X	X	X	X	X	X	X	
		X	X	X	X	X	X	X	X	X	X	X	X	X	
		X	X	X	X	X	X	X	X	X	X	X	X	X	
		X	X	X	X	X	X	X	X	X	X	X	X	X	
		X	X	X	X	X	X	X	X	X	X	X	X	X	
		X	X	X	X	X	X	X	X	X	X	X	X	X	
		X	X	X	X	X	X	X	X	X	X	X	X	X	
		X	X	X	X	X	X	X	X	X	X	X	X	X	
		X	X	X	X	X	X	X	X	X	X	X	X	X	
		X	X	X	X	X	X	X	X	X	X	X	X	X	
		X	X	X	X	X	X	X	X	X	X	X	X	X	
Tota															114
I															1.0

Entry 17 Staff Roster - NEW TASK For Regents Schools Only

Incomplete Hidden from applicant

[INSTRUCTIONS - NEW TASK FOR REGENTS-AUTHORIZED CHARTER SCHOOLS](#)

Please provide the full name of **ANY and ALL instructional and non-instructional employees** and their respective positions/titles, and employment start dates in the charter school by clicking on the MS Excel file link to the [Staff Roster](#).



New Visions Charter High School for the Humanities (HUM)

2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

Submitted to the SUNY Charter Schools Institute on:

September 15, 2020

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

99 Terrace View Avenue,
Bronx, NY 10463

718-817-7686

Magaly Hicks, Principal, Melissa Marcus, Senior Program Officer, and Mei Guan, Lead Data Analyst prepared this 2019-20 Accountability Progress Report on behalf of the school’s board of trustees:

Trustee’s Name	Board Position
Peter Cantillo	Member
Nancy Grossman	Chair
Fredrick Levy	Member
Carol “Lili” Lynton	Member
Matthew Marcin	Treasurer
Marsha Milan-Bethel	Member
Michael Nathan	Member
Musa Ali Shama	Secretary
Selina Urbina	Member
Edna Vega	Member

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

SCHOOL OVERVIEW

The New Visions Charter High School for the Humanities (HUM) is a small school that opened in 2011 and served approximately 562 students in grades 9-12 in 2019-2020. HUM is academically rigorous, committed to parent and community outreach, and dedicated to serving high-need students. The school is part of the New Visions Charter High Schools' (NVCHS) network which is a network of secondary schools dedicated to supporting all students in meeting the highest academic standards. We shift classroom dynamics from one where students receive information to one where students find solutions to community-defined problems by using their imagination coupled with a mastery of content and skills. We challenge our students to present and defend their learning as part of preparing and supporting them to graduate ready for college, careers and a 21st century economy. Teaching and learning in HUM, as in all New Visions Charter High Schools, is built upon the Lincoln Center Education Capacities for Imaginative Thinking, informed by challenge-based curricula that are aligned to the Common Core standards, applied to improving local communities and driven by student performance data.

Student Population

Located in the Marble Hill community of the Bronx, HUM serves students from predominantly low-income families. As of BEDS day 2019, 562 students were enrolled in HUM. Of these students:

- 97% are Black or Latino
- 88% are economically disadvantaged
- 21% are students with disabilities
- 14% are English Language Learners

Key Design Elements

Key design elements of the model include:

- An instructional model that requires students to reflect and assess constantly. As students employ the Capacities of Imaginative Thinking, they practice applying their knowledge to real-world issues through challenge-based learning.
- On-going system of assessment and data tools to support academic achievement, literacy interventions and monitor special education and English language learner compliance.
- A small school that offers a trimester schedule as well as an extended day and extended year that provides students with more time and opportunities for remediation and acceleration as well as 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

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

advantage of *Upper House* which engages students in an array of experiences with a post-secondary focus.

- Community engagement as a distinguishing element of the model. This model aspires to honor who our students are and where they come from by creating opportunities for them to engage in and become members of and resources for their communities.
- Family engagement that emphasizes families as partners in education through a model that includes establishing Family School Alliances²; offering events for networking and celebration; providing information about graduation requirements and students' academic progress; and creating a culture that emphasizes college and career readiness.
- Student support services that address students' socio-emotional needs from college counseling to crisis management.
- Systematic development of each school's operational infrastructure to achieve efficiency and effectiveness.
- Leadership and adult learning model that emphasizes modeling of best practices, teaming, feedback and role clarity to ensure that staff are focused on continuous improvement and invested in excelling.

Remote Learning Spring 2020

In March 2020 HUM swiftly shifted to remote learning in the wake of school closure due to the COVID-19 pandemic. All hands were on deck to support a smooth transition. Teachers began planning online lessons from Wednesday to Friday, prior to the start of school closure the following Monday. The counseling team created a student survey to assess students' technology needs. Utilizing the data collected, the operations team was able to distribute laptops to students and families who needed them. Teachers created Google folders for each content and printed work for students who needed extra help. Due to these prompt actions, we were able to meet the needs of a majority of students prior to school closure, which helped them to be better prepared for remote learning.

Despite the global crisis and pandemic, we continued our goals to support our HUM family and scholars by creating a remote learning plan with the objective to monitor students' progress. The plan developed included: individualized instruction delivered via Zoom and Google Hangout; individualized intervention sessions through Zoom to support students in navigating new online platforms and their online coursework; and social emotional support.

In response to remote learning, we created portfolios for all of our students. These assessment portfolios collate authentic assessments and evaluations of student work throughout the trimester. The purpose of the portfolios was to store student work and track students' progress towards meeting proficiency and mastery, as well as providing evidence of student learning. Teachers curated student work throughout the trimester based on the identified Common Core Learning Standards, College Readiness Standards, and College Board Advanced Placement Standards. The portfolios provided evidence of student work that meets promotion and graduation requirements.

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
2015-16	189	166	79	74	508
2016-17	150	174	133	81	538
2017-18	133	137	150	120	540
2018-19	139	149	98	140	526
2019-20	174	143	121	124	562

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 2016 state Accountability Cohort consists of students who entered the 9th grade anywhere sometime during the 2016-17 school year, were enrolled in the school on the state’s annual enrollment-determination day (i.e., BEDS day) in the 2019-20 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
2017-18	2014-15	2014	136	4	132
2018-19	2015-16	2015	149	3	146
2019-20	2016-17	2016	124	0	124

TOTAL COHORT FOR GRADUATION

Students are also included in the Total Cohort for Graduation (referred to as the Graduation Cohort, Total Graduation Cohort, or Total Cohort interchangeably throughout this report) based on the year they first enter the 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)
2017-18	2014-15	2014	132	8	140
2018-19	2015-16	2015	146	0	146
2019-20	2016-17	2016	124	1	125

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)
2017-18	2013-14	2013	2	89	91
2018-19	2014-15	2014	14	126	140
2019-20	2015-16	2015	1	145	146

PROMOTION POLICY

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

GOAL 1: HIGH SCHOOL GRADUATION

GOAL 1: HIGH SCHOOL GRADUATION

Students will meet all the New York State graduation requirements.

Goal 1: Leading Indicator

Each year, 75 percent of students in first and second year high school Total Graduation Cohorts will earn at least ten credits (if 44 needed for graduation) or five credits (if 22 needed for graduation) 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

Ninety percent of students in the 2018 cohort and 92% of students in the 2019 cohort, earned the required number of credits to be promoted to the next grade level. HUM's first and second year cohorts met and exceeded this measure.

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

stakeholders and parents helped to make strategic programming decisions throughout the course of a student's high school career.

Percent of Students in First and Second Year Cohorts
Earning the Required Number of Credits in 2019-20

Cohort Designation	Number in Cohort during 2019-20	Percent promoted
2018	153	90%
2019	158	92%

ADDITIONAL EVIDENCE

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

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

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

Goal 1: Leading Indicator

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

METHOD

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

As a result of the Board of Regents’ guidance regarding the cancellation of the June 2020 and August 2020 administrations of the Regents exams, 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 2020, the 2018 cohort will have completed its second year.

RESULTS AND EVALUATION

Ninety-three percent of students in the 2018 cohort have passed or were exempted from at least three different Regents exams required for graduation, therefore meeting this measure. It is notable that there was a 38 percentage point increase from the previous year.

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

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

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

Cohort Designation	School Year	Number in Cohort	Percent Passing at Least Three Regents (including exemptions from June/August 2020)
2016	2017-18	137	63%
2017	2018-19	125	54%
2018	2019-20	153	93%

ADDITIONAL EVIDENCE

In order to increase student performance on Regents exams, HUM developed a plan for programming students by need as well as providing an accelerated track for specific groups of students. This strategy included testing ninth and tenth graders in CC ELA. In addition, the content teams identified specific test preparation strategies to support students in responding to prompts appropriately and in developing persistence under testing conditions. In addition to these, HUM developed a plan which included:

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

Goal 1: Absolute Measures

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

METHOD

This measure examines students in two high school Graduation Cohorts: those who entered the 9 grade as members of the 2016 cohort and graduated four years later and those who entered as members of the 2015 cohort and graduated five years later. These data reflect August graduation rates. At a minimum, these students have passed or been exempted from five Regents exams required for high school graduation in ELA, mathematics, science, U.S. History, and Global History or met the requirements for the 4+1 pathway to graduation.

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

RESULTS AND EVALUATION

One hundred percent of students in HUM’s 2016 cohort graduated after four years and 99% of students in the 2015 cohort graduated after five years. The 2016 cohort’s four-year graduation rate met and exceeded this measure by 25 percentage points, and the 2015 cohort’s five year graduation rate met and exceeded this measure by four percentage points.

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

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

Cohort Designation	School Year	Number in Cohort	Percent Graduating
2014	2017-18	140	90%
2015	2018-19	146	99%
2016	2019-20	125	100%

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

Cohort Designation	School Year	Number in Cohort	Percent Graduating
2013	2017-18	91	90%
2014	2018-19	140	90%
2015	2019-20	146	99%

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

ADDITIONAL EVIDENCE

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

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.

Due to the fact that the state does not finalize high school outcome data until later in the school year and data prior to 2019-20 are not suitable for comparison, the calculation of this measure is not required.

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 the June 2020 and August 2020 administrations of the Regents exams, students planning to take a pathway examination during those dates would be exempted from the requirement. For purposes of this measure, only report results for students with valid scores for any pathway exam.

RESULTS AND EVALUATION

One hundred percent of students in HUM's 2016 cohort who pursued an alternative graduation pathway, who had valid scores, passed an approved pathway assessment required for graduation. HUM's 2016 cohort met this measure and exceeded it by 25 percentage points.

At HUM we have leveraged the 4+1 opportunity to meet the unique needs of our students. As seen in the data 6% of students in cohort 2016, utilized this option and much of this can be attributed to developing more structures and routines around offering students the +1 opportunity. We have become more strategic in leveraging the CDOS for our students during their senior year as a way to

2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

support students who have not yet passed five Regents exams. We will continue to develop the systems and structures around the 4 +1 option.

Percentage of the 2016 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	8	7	88%
CDOS	5	5	100%
Earth Science	1	0	63%
Living Environment	8	8	100%
Overall	8	8	100%

Pathway Exam Passing Rate by Fourth Year Accountability Cohort

Cohort Designation	School Year	Number in Cohort	Percent Passing a Pathway Exam
2014	2017-18	140	51%
2015	2018-19	146	28%
2016	2019-20	124	6%

ADDITIONAL EVIDENCE

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

SUMMARY OF THE HIGH SCHOOL GRADUATION GOAL

In school year 2019-20, HUM achieved five of the six measures in the high school graduation goal. One measure was not applicable for school year 2019-20.

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

Absolute	Each year, 75 percent of students in the fourth year high school Total Graduation Cohort will graduate.	Achieved
Absolute	Each year, 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.	Achieved
Comparative	Each year, the percent of students in the high school Total Graduation Cohort graduating after the completion of their fourth year will exceed that of the Total Graduation Cohort from the school district of comparison.	N/A
Absolute	Each year, 75 percent of students in the high school Total Cohort pursuing an alternative graduation pathway will achieve a Regents equivalency score and pass an approved pathway assessment required for graduation by the end of their fourth year.	Achieved

ACTION PLAN

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

GOAL 2: COLLEGE PREPARATION

GOAL 2: COLLEGE PREPARATION

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

The postsecondary application process is truly embedded in the daily workings of HUM. To begin, each grade has a school counselor who is charged with postsecondary preparation and success of each student. The college application process is a byproduct of the holistic approach HUM takes to addressing the needs of the student. Grades 9th and 10th learn the nuances of how to do self career-exploration and identification working towards college application submission. All grades will take college trips as a way to create visual appeal and connectivity. By the end of the third year students will have done the following:

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

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

- Monroe College
- College Now
- First Workings
- Genesys Works
- Kaplan SAT PREP

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.

HUM has partnered with College Now at Lehman College and Monroe College. College Now provides students with the opportunity as early as 10th grade to gain anywhere from 1-3 college credits by taking 1 course each semester. The offerings expand once the student has shown diligence and passed with a C or better. By the graduation, a student can amass 1-12 college level transferred credits. Humanities' partnership with Monroe College that was established in 2017 provides students with the opportunity to gain an Associates Degree. In 2020, two students will complete and receive an Associates Degree. For those students looking for rigorous college courses, Monroe can also provide for them as well.

RESULTS AND EVALUATION

Thirty-three percent of HUM's 2016 cohort demonstrated their preparation for college by achieving at least one of the indicators listed above. Although HUM did not meet this measure, there was a 15 percentage point increase from the previous cohort.

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

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

Percentage of the 2016 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	25	7	28%
Passing a College Level Course	9	4	44%
Achieving the College and Career Readiness Benchmark on the SAT	125	22	18%
Earning a Regents Diploma with Advanced Designation	125	33	26%
Achieving at least Performance Level 4 on both the ELA and Math Regents Required for Graduation	125	14	11%
Overall	125	41	33%

ADDITIONAL EVIDENCE

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

Goal 2: Absolute Measure

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

Due to the state’s guidance regarding accountability determinations, the 2019-20 MIPs will be used for the 2020-21 school year and the calculation of this measure is not required.

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.

Due to the fact that the state does not finalize high school outcome data until later in the school year and data prior to 2019-20 are not suitable for comparison, the calculation of this measure is not required.

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 2019-20 and provide preliminary matriculation data for 2016 Cohort. It may be necessary for schools to provide updated data to the Institute when National Student Clearinghouse or other data sources become available later in the school year.

RESULTS AND EVALUATION

HUM collects matriculation data from the National Student Clearinghouse. Clearinghouse data for cohort 2016 was not available at the time of this report. This metric will be updated once the data becomes available. It is notable that cohort 2015 met this measure and there was an 18 percentage point increase from cohort 2014 to cohort 2015.

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

Matriculation Rate of Graduates by Year

Cohort	Graduation Year	Number of Graduates (a)	Number Enrolled in 2 or 4-year Program in Following Year (b)	Matriculation Rate =[(b)/(a)]*100
2014	2017-18	126	74	59%
2015	2018-19	144	111	77%
2016	2019-20	125	TBD	TBD

ADDITIONAL EVIDENCE

N/A

SUMMARY OF THE COLLEGE PREPARATION GOAL

In school year 2019-20, HUM did not achieve the one measure, with data available, in the college preparation goal. Two measures are not applicable for school year 2019-20 and data was not available for one measure at the time of this report.

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

ACTION PLAN

As stated in our mission, HUM will continue to challenge our students to present and defend their learning as part of preparing and supporting them to graduate ready for college, careers, and a 21st century economy. In the coming year HUM will leverage its successes and challenges to make necessary changes in the classroom. Education has changed drastically but the same dedication and focus still remains. Each sub-group of HUM will continue to meet regularly and improve their practice as education continues to evolve. Cohort meetings and individual AP/teacher meetings will continue to meet bi-weekly. Professional development will address the skills required to affect the student population during virtual learning.

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

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

GOAL 3: ENGLISH LANGUAGE ARTS

HIGH SCHOOL ENGLISH LANGUAGE ARTS

Goal 3: Absolute Measure

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

METHOD

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

Due to the state's cancellation of June 2020 and August 2020 administrations of the Regents, some students in the 2016 Cohort who had not previously passed the exam but were scheduled to sit for this exam in June 2020 received a waiver from the graduation requirement and a score of 65. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students achieving at least Level 4 among the students who sat for the exam.

RESULTS AND EVALUATION

Fifty-nine percent of students in HUM's 2016 cohort scored at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core). Although HUM's 2016 cohort fell short of meeting this measure there was a three percentage point increase from the previous year.

The ELA/ENL team reviewed the ELA Regents exam from June and August 2019 to identify the specific skills and content students were required to master or be proficient in to complete the exam successfully. The instructional plan for the 2019-2020 academic year was therefore focused on the skills and content identified through this process. The team also strategized to use targeted assessments to track students progress throughout trimesters 1 and 2 and adjusted instructional plans accordingly. There was greater emphasis on testing strategies for multiple choice questions, using annotation protocols effectively, time management on the exam, and strategies for understanding unfamiliar words. Teacher teams in ICT and standalone classes, also revamped the exploding analysis writing protocol to further support students in developing their writing skills.

Following the January 2020 administration of the ELA Regents exam, the team analyzed the texts, multiple choice questions, and reviewed students' exam scripts for the written response questions to ascertain how students performed based on the skills that were focused on during the first two trimesters. The analysis of this data also informed instructional and programming decisions for the remainder of trimester 2 and for trimester 3.

Students in cohort 2016 and 2017 were programmed based on the needs identified from the analysis of the January 2020 Regents results. This helped to ensure that students who were targeted to re-sit for the exam in June 2020, would receive adequate preparation.

Due to school closure in March, we did not administer Mock Regents exams. In addition, due to the cancellation of June and August 2020 Regents administration and the use of Regents waivers we do not have new Regents data sources to add to our planning for cohort 2017 and 2018. We plan to examine students’ portfolio assignments and writing samples to help inform our instruction for the year ahead. We believe that we would have met the benchmark in June 2020, however, we did not get the opportunity to do so.

We plan to continue our focus on high leveraged skills in reading and writing to support cohorts 2017, 2018, and 2019 in building college and career ready skills. Our focus on Tier 1 instruction and embedding literacy and writing strategies across contents will continue to be a driving force in our instructional program.

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)
2014	2017-18	132	0	66	50%
2015	2018-19	146	0	82	56%
2016	2019-20	124	0	73	59%

ADDITIONAL EVIDENCE

Our team started the year with a clear focus on preparing students to resit for the ELA Regents exam in January 2020 to achieve Level 4 or score of 79+ (the CUNY college readiness benchmark is 75). We therefore continued to make progress in the number of students who achieved Level 4 on the CC ELA Regents exam. Teacher teams planned goal-setting conversations with students geared towards explaining the meaning of each score point (75+ and 79+). Following the goal setting sessions, students identified the areas they had achieved success in and the areas in which they were experiencing challenges. The instructional plan was guided by these points and students were able to monitor their own progress towards success. In cohort 2017, 64.8% of students have achieved the CUNY benchmark for college readiness in ELA (75+), while 75.2% of cohort 2016 students have met that benchmark. Cohort 2018 is already at 7.1% at the end of year two.

In order to achieve further success, we focused on students using the rubric to think about their writing choices, purpose, audience, and writing conventions. Some students in the 2019 cohort were scheduled to sit for the exam in June 2020 and as such received the waiver and score of 65 offered by NYSED. Some students in cohort 2018 were also recommended to sit for the exam in January 2020 and did so successfully. The skills are scaffolded up each year, therefore as students demonstrate mastery of skills, additional skills are incorporated. The focus on postsecondary skills

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

for success has significantly aided this process. It is also notable that cohort 2016 ended their fourth year with a higher percentage of students scoring at Level 4 (59%) than cohort 2015 did at the end of their fourth year (56%). Cohort 2017 is already at 50%, an increase from 13% the previous year. We were expecting to meet the benchmark by August 2020, for Cohort 2017, however, due to the cancellation of Regents in June and August 2020, we were unable to assess the effectiveness of our instructional plans for this cohort.

Percent Achieving at Least Level 4 by Cohort and Year

Cohort Designation	2017-18		2018-19		2019-20	
	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4 ⁵
2016	136	16%	131	54%	124	59%
2017	114	6%	125	13%	119	50%
2018			136	3%	153	5%
2019					166	0%

College Readiness Data by Cohort

Cohort	2011	2012	2013	2014	2015	2016	2017	2018	2019
ELA	27%	29%	43%	58.6%	72.8%	75.2%	64.8%	7.1%	

Goal 3: Absolute Measure

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

METHOD

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

Due to the state’s cancellation of June 2020 and August 2020 administrations of the Regents, some students in the 2016 Cohort who had not previously sat for the exam but were scheduled to sit for this exam in 2020 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.

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

RESULTS AND EVALUATION

Ninety-four percent of students in HUM’s 2016 cohort (with valid) scored at or above Performance Level 3 on the Regents Exam in English Language Arts (Common Core). HUM’s 2016 cohort met this measure and exceeded it by 14 percentage points. In addition, it should be noted that eight students, who had previously sat for the exam and were scheduled to resit for this exam in June, earned Regents waivers. Therefore 100% of students in cohort 2016 met the ELA Regents requirement for graduation.

HUM continues to program students for college readiness and our instructional program is geared towards this end. Based on students’ scores on the ELA Regents administered in January 2019 and 2020, their programs were adjusted to ensure they were in ELA sections with a specific focus on the skills they needed to develop in order to meet the benchmark. Students who were unsuccessful in these administrations were programmed with that focus in mind as well.

Within each class, teachers used groupings based on skills to support their instructional strategies. We also revamped our focus on reading analytically, flipping strategies for writing to support reading, along with having students analyze their own writing using student-created versions of the rubrics. In addition, our ramped up annotation protocols focusing on decoding the author's meaning in the texts, updated exploding analysis tools among other interventions, helped us meet this measure. We continued to emphasize vocabulary instruction and reading and writing across content areas to reinforce the skills students needed to succeed on all exams.

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)
2014	2017-18	132	0	124	94%
2015	2018-19	146	0	144	99%
2016	2019-20	124	0	116	94%

ADDITIONAL EVIDENCE

School year 2019-2020 brought unique challenges, However, the team continued to use student performance data on school based and state exams to drive our programming and instructional decisions. We recognized the need for additional literacy intervention programs and a targeted approach to reading comprehension across content areas. Therefore, using the student performance data we have from various sources, including DORA reading assessment, past Regents exams and school summative assessments, teachers across all content areas focused on using annotation strategies and protocols to decode texts and help support student comprehension.

We continued to build upon our cross content focus on literacy, reading, and writing to support students’ growth. In addition, scaffolding our supports for students who struggle with reading, writing, and test-taking in an effort to ensure they meet their academic and developmental goals, were a critical part of our Tier 1 instructional focus.

We also continued to expand our focus on providing SEL supports across cohorts 2017, 2018 and 2019. This continued to yield visible results in students’ socio-emotional responses to their academic work as their persistence levels increased. Students were willing to identify the areas where they were successful, while at the same time identifying the areas that were challenging and in which they needed support.

As indicated in the table below, 86% of students in the 2017 cohort (with valid scores) scored at or above Performance Level 3 on the Regents Exam in English Language Arts (Common Core) prior to starting their fourth year. Further, an additional 18 students earned Regents exemption waivers. Therefore, 100% of students in cohort 2017 have met the ELA Regents requirement for graduation prior to the start of their fourth year.

Percent Achieving at Least Level 3 by Cohort and Year

Cohort Designation	2017-18		2018-19		2019-20	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing ⁶
2016	136	29%	131	92%	124	94%
2017	114	12%	125	25%	119	86%
2018			136	10%	153	10%
2019					166	0%

Percent Achieving at Least Level 3 / Exempted by Cohort

Cohort Designation	Number in Cohort	Total Number Exempted	Number Scoring at Least Level 3	Percent Scoring at Least Level 3/Exempted
2016	124	8	116	100%
2017	119	18	101	100%
2018	153	1	15	10%
2019	166	19	0	11%

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.

Due to the state’s guidance regarding accountability determinations, the 2019-20 MIPs will be used for the 2020-21 school year and the calculation of this measure is not required.

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.

⁶ Percent scoring at least Level 3 among students with valid score

Due to the fact that the state does not finalize high school outcome data until later in the school year and data prior to 2019-20 are not suitable for comparison, the calculation of this measure is not required.

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.

Due to the fact that the state does not finalize high school outcome data until later in the school year and data prior to 2019-20 are not suitable for comparison, the calculation of this measure is not required.

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.

Due to the fact that the state does not finalize high school outcome data until later in the school year and data prior to 2019-20 are not suitable for comparison, the calculation of this measure is not required.

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

Fifty-one percent of students in the 2016 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 meeting this measure.

Although we were able to meet this benchmark with 51% of our students in this sub-group, we are aware that more work is needed to deepen supports for our students who come to us performing below the state standards.

This year (2019-2020) we expanded our literacy interventions to include Read 180, and three additional sections of Wilson. In addition, we expanded our training of staff in these interventions in order to empower teachers to support students who are struggling with specific skills, but do not meet the criteria for one of our intervention programs.

We continued to embed the literacy supports into instruction in ELA classes and across math, science, and social studies classrooms. This has translated into greater success for our students as we seek to support them in meeting and mastering college ready reading and writing skills.

Our teachers in the 9th and 10th grades in ELA and social studies have continued to emphasize discussion through student-led facilitations and group presentations to foster these college and career readiness skills. In grades 11 and 12, teachers increased their focus on socratic-style discussions and group presentations to help students make additional progress towards mastering these skills.

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)
2014	2017-18	106	0	47	44%
2015	2018-19	108	0	60	56%
2016	2019-20	84	0	43	51%

ADDITIONAL EVIDENCE

As HUM’s focus shifted to reading and writing for analysis and literacy instruction across the content areas, student achievement increased as they approached their fourth year. Cohort 2017 is already on track to meeting this measure as a result of the instructional shifts implemented over the past three years. Cohort 2018 has already shown the benefits of these shifts with 10% of them already meeting the measure.

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

Ninety-two percent of students in the 2016 cohort who were not proficient on their NYS 8th grade English language arts exams (with valid scores) scored at or above Performance Level 3 on the Regents Exam in English Language Arts (Common Core). HUM’s 2016 cohort met this measure and exceeded it by 17 percentage points.

The shift in instruction to embed literacy, reading, and writing across content areas and ramp up our reading and writing strategies provided students multiple opportunities to develop various skills related to the Common Core ELA standards. In addition, students demonstrated growth over time as some of them sat for the ELA Regents exam multiple times in order to achieve a passing score. Following each administration of the ELA Regents exam, teachers completed an item analysis and identified skill gaps. These were then used to design instruction to support the bridging of those skill gaps and helping students to meet and master the standards. This is a systematic approach to designing instruction for our ELA courses from 10th to 12th grade.

Percent Achieving at Least Performance Level 3 on Common Core exam among Students Who Were Not Proficient in the 8 th Grade by Fourth Year Accountability Cohort					
Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2014	2017-18	106	0	99	93%
2015	2018-19	108	0	106	98%
2016	2019-20	84	0	77	92%

ADDITIONAL EVIDENCE

The consistent approaches to reading and writing instruction, and embedding literacy instruction across the curriculum, helped to support the increases across each cohort year for students who were not proficient in the eighth grade. The increased addition of SEL supports across these cohorts, also helped to support this data.

SUMMARY OF THE HIGH SCHOOL ENGLISH LANGUAGE ARTS GOAL

In school year 2019-20, HUM achieved three of the eight measures in the English language arts goal. Four measures were not applicable for school year 2019-20.

Type	Measure	Outcome
Absolute	Each year, 65 percent of students in the high school Accountability Cohort will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	Not Achieved
Absolute	Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	Achieved

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

ACTION PLAN

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

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

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

Additionally, literacy intervention supports through programs such as Wilson, Just Words, and Read 180 will be expanded to support our growing population of students who are reading and writing below grade level. The number or sections that we offer will be increased to provide more students the supports offered by these interventions.

We will continue to provide bilingual support for our ELLs across content areas of social studies, science, math, and ELA. Assessments such as the DORA-Spanish and DORA-English will also provide data to teachers on what areas students need the most support in. All of our students with disabilities will also be tested using the DORA assessment. The reports provided by the DORA

assessment are student and teacher friendly and give students explicit information on what areas they need to work on and what areas they are successful in.

As a school, our focus on Tier 1 instruction across content areas, as well as on ensuring teachers receive the training and support needed to design instruction for our sub-groups most in need of support will help us to meet and exceed our goal of preparing students for postsecondary success. Increasing the SEL supports for our students by embedding these into instructional practices is also an integral part of our instructional shift.

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 June 2020 and August 2020 administrations of the Regents, some students in the 2016 Cohort who had not previously sat for any mathematics exam but were scheduled to sit for one in 2020 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

Eleven percent of students in HUM's 2016 cohort scored at or above Performance Level 4 on a Regents mathematics exam, therefore not meeting this measure. Although this measure was not met, there was a five percentage point increase from the previous year.

Over the past four years, incoming students have entered HUM deficient in mathematical foundational skills. These gaps contribute greatly to our students' inability to achieve the Performance Level 4 benchmark. In order to address these skill gaps we introduced Algebra skills classes as a math intervention during SY 2019-20 for the first time for the students who scored 2 or below on their middle school math standardized exams. The curriculum for the skills class was designed to support the student learning in the core Algebra classes on a daily basis.

2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

Percent Scoring at Least Level 4 on a Regents Mathematics Common Core Exam by Fourth Year Accountability Cohort

Cohort	Fourth Year	Number in Cohort (a)	Number exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2014	2017-18	132	0	8	6%
2015	2018-19	146	0	9	6%
2016	2019-20	124	0	14	11%

ADDITIONAL EVIDENCE

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

In addition, as indicated in the table below, the number of cohort 2019 students passing with Level 4 scores is more than twice as compared to the previous year. The College Readiness data by Cohort also indicates the overall increase in Math College Readiness in particular, for the recent graduating classes (66% and 64% respectively). cohort 2019, had 24 students who entered high school with College Readiness scores.

Percent Achieving at Least Level 4 by Cohort and Year

Cohort Designation	2017-18		2018-19		2019-20	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2016	136	10%	131	11%	124	11%
2017	114	5%	125	6%	119	7%
2018			136	5%	153	8%
2019					166	18%

College Readiness Data by Cohort

Cohort	2011	2012	2013	2014	2015	2016	2017	2018	2019
Math	15%	14%	18%	51.4%	66%	64%	60.7%	55.5%	15.1%

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 June 2020 and August 2020 administrations of the Regents, some students in the 2016 Cohort who had not previously sat for any mathematics exam but were scheduled to sit for one in 2020 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

Ninety percent of students in HUM’s 2016 cohort (with valid scores) scored at or above Performance Level 3 on a Regents mathematics exam. HUM’s 2016 cohort met this measure and exceeded it by ten percentage points. In addition, it should be noted that 12 students, who had previously sat for the exam and were scheduled to resit for this exam in June, earned Regents waivers. Therefore 99% of students in cohort 2016 have met the math Regents requirement for graduation.

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

Percent Scoring at Least Level 3 on a Regents Mathematics Common Core Exam by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2014	2017-18	132	0	114	86%
2015	2018-19	146	0	135	92%
2016	2019-20	124	0	111	90%

ADDITIONAL EVIDENCE

As indicated in the table below, 82% of students in the 2017 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 22 students earned Regents exemption waivers. Therefore, 100% of students

in cohort 2017 have met the math Regents requirement for graduation prior to the start of their fourth year.

Cohort Designation	2017-18		2018-19		2019-20	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing ⁷
2016	136	69%	131	88%	124	90%
2017	114	60%	125	79%	119	82%
2018			136	43%	153	76%
2019					166	50%

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
2016	124	12	111	99%
2017	119	22	97	100%
2018	153	36	114	98%
2019	166	121	28	90%

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.

Due to the state’s guidance regarding accountability determinations, the 2019-20 MIPs will be used for the 2020-21 school year and the calculation of this measure is not required.

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.

Due to the fact that the state does not finalize high school outcome data until later in the school year and data prior to 2019-20 are not suitable for comparison, the calculation of this measure is not required.

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.

⁷ Percent scoring at least Level 3 among students with valid score

Due to the fact that the state does not finalize high school outcome data until later in the school year and data prior to 2019-20 are not suitable for comparison, the calculation of this measure is not required.

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.

Due to the fact that the state does not finalize high school outcome data until later in the school year and data prior to 2019-20 are not suitable for comparison, the calculation of this measure is not required.

Goal 4: Growth Measure

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

METHOD

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

RESULTS AND EVALUATION

Four percent of students in the 2016 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. There was a slight increase from last year.

The constant challenge we face at HUM is the lack of foundational math skills students enter high school with. We attempted to address these gaps for SY 2019 -2020 by placing students in Algebra Skills class from the very beginning as it better prepared them and enabled them to be more successful in their Algebra I classes.

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)
2014	2017-18	103	0	1	1%
2015	2018-19	117	0	2	2%
2016	2019-20	81	0	3	4%

ADDITIONAL EVIDENCE

All department teachers will begin the school year by administering a baseline exam in all content areas. This assessment will help teachers in identifying the skill gaps in student understanding and help create learning experiences to address them.

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 the 2016 cohort who were not proficient on their NYS 8th grade mathematics exam scored at or above Performance Level 3 on a Regents mathematics exam. HUM's 2016 cohort met this measure and exceeded it by 11 percentage points.

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)
2014	2017-18	103	0	85	83%
2015	2018-19	117	0	106	91%
2016	2019-20	81	0	70	86%

ADDITIONAL EVIDENCE

N/A

SUMMARY OF THE HIGH SCHOOL MATHEMATICS GOAL

In school year 2019-20, HUM achieved two of the eight measures in the high school mathematics goal. Four measures were not applicable for school year 2019-20.

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

Moving forward we plan to focus on programming students based on their needs and abandon a one size fits all approach. Incoming freshmen will be programmed using a baseline assessment administered during the first week of online learning that will assess the depth and understanding of their foundational skills and will determine their mathematics course sequence. Students entering with skills above grade level will be programmed for an accelerated course sequence. We will continue to strengthen and adjust our department wide goals focusing on formative assessments and backwards planning. Looking at student work will continue to drive our instructional decision making. We also plan to adjust our norms and routines to create an efficient and effective classroom structure in order to facilitate a rigorous remote learning environment.

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 June 2020 and August 2020 administrations of the Regents, some students in the 2016 Cohort who had not previously sat for the exam but were scheduled to sit for this exam in 2020 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-five percent of students in HUM's 2016 cohort (with valid scores) scored at least 65 on a Regents science exam. HUM's 2016 cohort met this measure and exceeded it by ten percentage points. In addition, it should be noted that 18 students, who had previously sat for a science exam and were scheduled to resit for an exam in June, earned Regents waivers. Therefore 99% of students in cohort 2016 met the science Regents requirement for graduation.

During this past year HUM focused on Tier 1 instruction and developing coherent instruction to support student learning and mastery of content, specifically literacy. Our main focus was reading and writing. This included text analysis, decoding of text, annotating abstract concepts with the purpose of supporting written responses with scientific evidence, comprehension of scientific charts, maps, and reference tables. We used Regents based questioning and station models as a tool to ground our work in relevant text, vocabulary and practical tactile applications. HUM science teachers also targeted assignments, homework and projects to reinforce the use of scientific inquiry (Observe, Question, Guess, Predict, Test). This practice is aligned to New Visions model of the 5E's protocol, of Engage, Explore, Explain, Elaborate, and Evaluate as a method to support the analysis of texts, tasks, and exercise. The science department has also continued to highlight the use of scientific vocabulary, science reference tables, charts and laboratory experiments to increase proficiency and comprehension all science content areas, this included: Living Environment, Earth Science, Chemistry, Anatomy, and Physiology.

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)
2014	2017-18	132	0	120	91%
2015	2018-19	146	0	135	92%
2016	2019-20	124	0	105	85%

ADDITIONAL EVIDENCE

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

Cohort Designation	2017-18		2018-19		2019-20	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing ⁸
2016	136	64%	131	82%	124	85%
2017	114	19%	125	63%	119	72%
2018			136	53%	153	62%
2019					166	39%

Percent Passing / Exempted by Cohort

Cohort Designation	Number in Cohort	Total Number Exempted	Number Passing	Percent Passing/Exempted
2016	124	18	105	99%
2017	119	34	84	99%
2018	153	53	91	94%
2019	166	127	21	89%

⁸ Percent passing among students with valid score

Goal 5: Comparative Measure

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

Due to the fact that the state does not finalize high school outcome data until later in the school year and data prior to 2019-20 are not suitable for comparison, the calculation of this measure is not required.

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

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 June 2020 and August 2020 administrations of the Regents, some students in the 2016 Cohort who had not previously sat for the exam but were scheduled to sit for this exam in 2020 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 EVALUATION

Eighty-eight percent of students in HUM's 2016 cohort (with valid scores) scored at least 65 on the NYS Regents U.S. History exam. HUM's 2016 cohort met this measure and exceeded it by 13 percentage points. In addition, it should be noted that 13 students, who were scheduled to sit or resit for this exam in June, earned Regents waivers. Therefore, 96% of students in cohort 2016 met the U.S. Regents requirement for graduation.

During this past school year we continued to examine item analysis from the previous administration of the Regents exam to guide inquiry and inform our instruction. Students are exposed early and often to Regents based questioning and teacher designed instructional activities to build proficiency in academic writing. In addition, students were programmed for office hours, Saturday school, and Regents bootcamp to receive additional academic support.

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)
2014	2017-18	132	0	110	83%
2015	2018-19	146	0	131	90%
2016	2019-20	124	3	106	88%

ADDITIONAL EVIDENCE

As indicated in the table below, 71% of students in the 2017 cohort met their U.S. History Regents requirement for graduation with 70 students earning Regent exemptions, prior to starting their fourth year.

Cohort Designation	2017-18		2018-19		2019-20	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing ⁹
2016	136	26%	131	74%	124	88%
2017	114	1%	125	10%	119	27%
2018			136	4%	153	3%
2019					166	4%

Percent Passing / Exempted by Cohort

Cohort Designation	Number in Cohort	Total Number Exempted	Number Passing	Percent Passing/Exempted
2016	124	13	106	96%
2017	119	70	14	71%
2018	153	1	5	4%
2019	166	0	7	4%

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.

Due to the fact that the state does not finalize high school outcome data until later in the school year and data prior to 2019-20 are not suitable for comparison, the calculation of this measure is not required.

⁹ Percent passing 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 June 2020 and August 2020 administrations of the Regents, some students in the 2016 Cohort who had not previously sat for the exam but were scheduled to sit for this exam in 2020 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 EVALUATION

Seventy-eight percent of students in HUM’s 2016 cohort scored at least 65 on the NYS Regents Global History exam, therefore meeting this measure. Cohort 2016’s passage rate is ten percentage point higher than cohort 2015. In addition, it should be noted that 21 students, who had previously sat for the exam and were scheduled to resit for this exam in June, earned Regents waivers. Therefore, 95% of students in cohort 2016 met the Global History Regents requirement for graduation.

During this past school year we continued to examine item analysis from the previous administration of the Regents exam to guide inquiry and inform our instruction. As a department, we focused on literacy, specifically improving student reading comprehension. Teachers shared best practices around reading strategies and developed a common annotation tool for student use. We also focused on skills based instruction around writing for our 9th and 10th grade students. Teachers employed strategies gleaned from skills based writing inquiry cycles. In addition, students were programmed for office hours, Saturday school, and Regents bootcamp to receive additional academic support.

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)
2014	2017-18	132	0	91	69%
2015	2018-19	146	0	100	68%
2016	2019-20	124	0	97	78%

ADDITIONAL EVIDENCE

Seventy-six percent of students in the 2017 cohort have already scored at least 65 on the Global History Regents, prior to entering their fourth year.

Cohort Designation	2017-18		2018-19		2019-20	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing ¹⁰
2016	136	66%	131	76%	124	78%
2017	114	11%	125	66%	119	76%
2018			136	0%	153	17%
2019					166	0%

Cohort Designation	Number in Cohort	Percent Passing / Exempted by Cohort		
		Total Number Exempted	Number Passing	Percent Passing/Exempted
2016	124	21	97	95%
2017	119	22	90	94%
2018	153	141	2	93%
2019	166	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.

Due to the fact that the state does not finalize high school outcome data until later in the school year and data prior to 2019-20 are not suitable for comparison, the calculation of this measure is not required.

ADDITIONAL EVIDENCE

N/A

¹⁰ Percent passing among students with valid score

GOAL 7: ESSA

Goal 7: Absolute Measure

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

METHOD

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

RESULTS AND EVALUATION

HUM was in good standing for the 2019-20 school year and therefore continues to meet this measure. This is the school's sixth year with a fourth year accountability cohort.

ADDITIONAL EVIDENCE

HUM completed its fourth year of their current Accountability Period and were in good standing for all four years.

Year	Status
2017-18	Good Standing
2018-19	Good Standing
2019-20	Good Standing



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

1. Name of education corporation: Humanities
2. Trustee's name (print): Peter Contillo
3. Position(s) on board, if any: (e.g., chair, treasurer, committee chair, etc.):
Trustee



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))
	<u>None</u>		

--	--	--	--

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

6/30/20

Date

Form Revised November 16, 2015

Handwritten notes in the right margin:
- present present present
- compare reference
- the last part of
- the other
- 2000; 2001; ...
- 1500; 1500; ...
- H. 1500



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

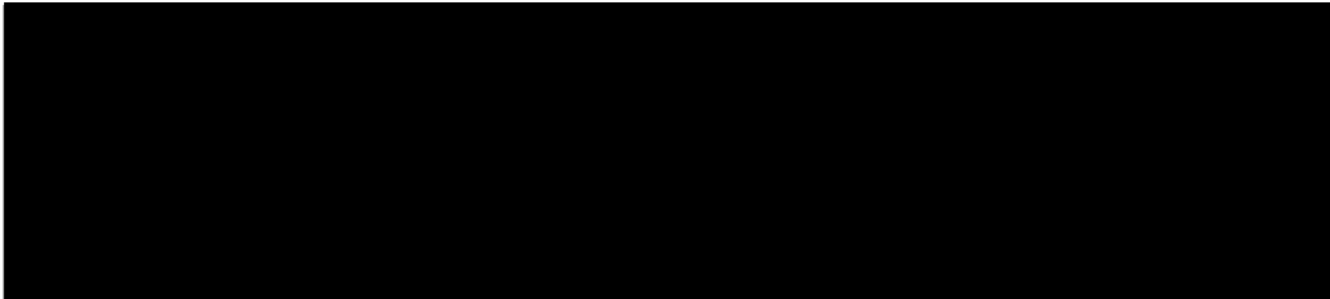
**DISCLOSURE OF FINANCIAL INTEREST
BY A NOT-FOR-PROFIT CHARTER SCHOOL
EDUCATION CORPORATION TRUSTEE**

1. Name of education corporation: NEW VISIONS HUM

2. Trustee's name (print): NANCY GROSSMAN

3. Position(s) on board, if any: (e.g., chair, treasurer, committee chair, etc.): _____

CHAIRPERSON



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				

Nancy Grossman
Signature

June 26 2020
Date

Disclosure of Financial Interest by a Current or Proposed Charter School Education Corporation Trustee

Trustee Name:

Dr. Deborah D. Jenkins

Name of Charter School Education Corporation (for an unmerged school, this is the Charter School Name):

New Visions Charter HS-AUM

1. List all positions held on the education corporation board (e.g., president, treasurer, parent representative).

Trustee

2. Is the trustee an employee of any school operated by the Education Corporation?
 Yes No

If Yes, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

3. Is the trustee an employee or agent of the management company or institutional partner of the charter school(s) governed by the Education Corporation?

Yes No

If Yes, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

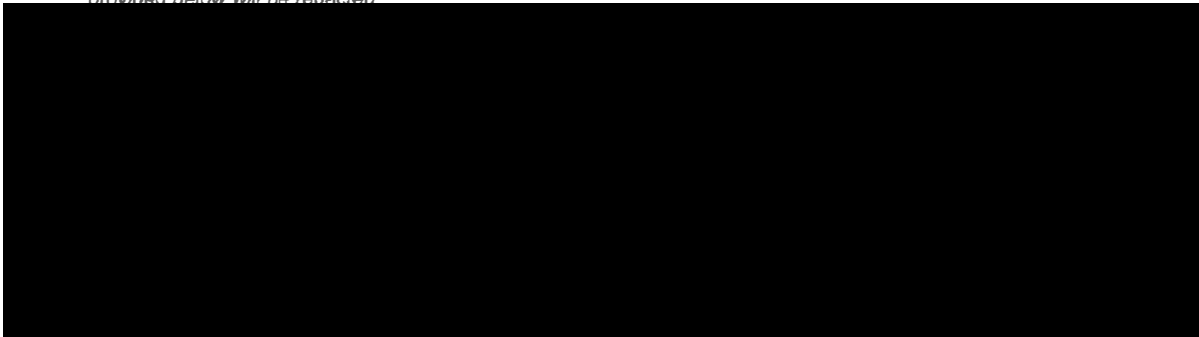
4. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) governed by the Education Corporation during the time you have served on the board, and in the six-month period prior to such service. If there has been no such financial interest or transaction, write None. Please note that if you answered Yes to Questions 2-4 above, 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)	Name of person holding interest or engaging in transaction and relationship to yourself
<p align="center"><i>Please write "None" if applicable. Do not leave this space blank.</i></p> <p align="center"><u>NONE</u></p>			

5. 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 school(s) governed by the Education Corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school(s) that is/are doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, write **None**.

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps Taken to Avoid Conflict of Interest
NONE				

Please note that this document is considered a public record and as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.

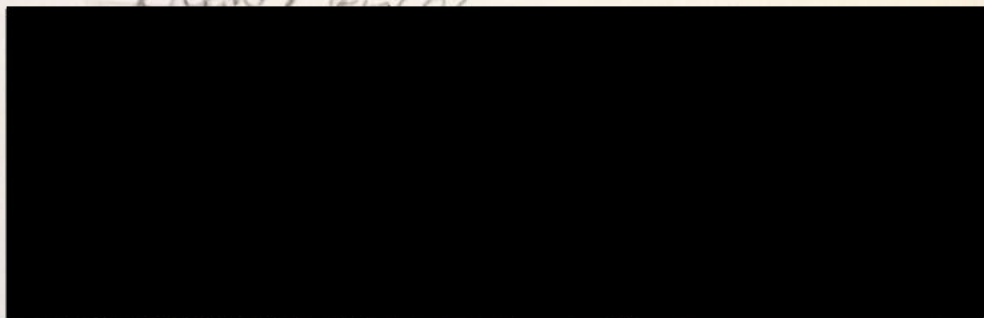




FOR INSTITUTE USE ONLY
FILING FOR SCHOOL YEAR: _____
DATE RECEIVED: _____

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

1. Name of education corporation: Humanities
2. Trustee's name (print): Fredrick J. Levy
3. Position(s) on board, if any: (e.g., chair, treasurer, committee chair, etc.):
Board Member



4. 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.

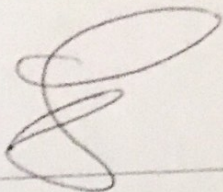
5. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members have held or engaged in with the education corporation during the prior school year. If there has been no such financial interest or transaction, please write "None." Please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

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

6/28/20

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: New Visions Charter High School for the Humanities

2. Trustee's name (print): Carol Lynton

3. Position(s) on board, if any: (e.g., chair, treasurer, committee chair, etc.):



8. Is Trustee an employee of the education corporation? ___ Yes. x No. If you checked yes, please provide a description of the position you hold, your salary and your start date.

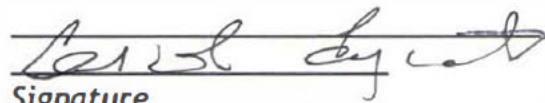
9. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members have held or engaged in with the education corporation during the prior school year. If there has been no such financial interest or transaction, please write "None." Please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

Date 6/16/20

Form Revised November 16, 2015



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: Neww Visions Charter High School HUM
- 2. Trustee's name (print): Matthew Marcin
- 3. Position(s) on board, if any: (e.g., chair, treasurer, committee chair, etc.): Treasurer



No.

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		

Please write "None" if applicable. Do not leave this space blank.

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
<p><i>Please write "None" if applicable. Do not leave this space blank.</i></p>				



Signature



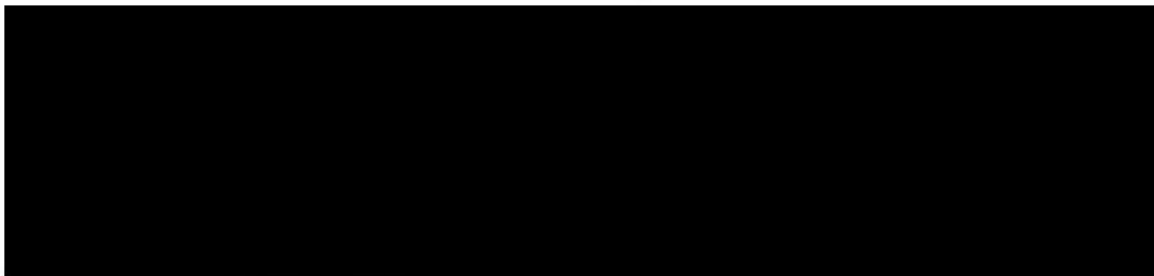
Date



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: New Visions Charter High School for the Humanities
2. Trustee's name (print): Marsha Milan-Bethel
3. Position(s) on board, if any: (e.g., chair, treasurer, committee chair, etc.): N/A



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))
<p align="center">NONE</p> <p align="center"><i>Please write "None" if applicable. Do not leave this space blank.</i></p>			

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
<p>NONE</p> <p><i>Please write "None" if applicable. Do not leave this space blank.</i></p>				

W. Michael Bethel
Signature

July 31, 2020
Date

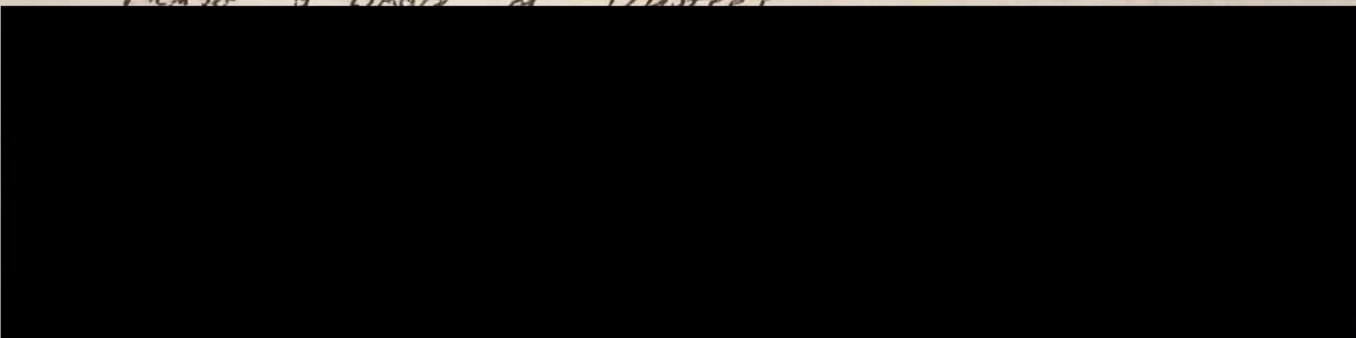


FOR INSTITUTE USE ONLY
FILING FOR SCHOOL YEAR: _____
DATE RECEIVED: _____

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

- Name of education corporation: New Visions Charter High School for the Humanities
- Trustee's name (print): Michael D Nathan
- Position(s) on board, if any: (e.g., chair, treasurer, committee chair, etc.): _____

Member of Board of Trustees



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))
	<u>None</u>		

Please write "None" if applicable. Do not leave this space blank.

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
<p>Please write "None" if applicable. Do not leave this space blank.</p>				



 Signature

6/29/20
 Date

Disclosure of Financial Interest by a Current or Proposed Charter School Education Corporation Trustee

Trustee Name:

Musa Ali Shama

Name of Charter School Education Corporation (for an unmerged school, this is the Charter School Name):

New Visions Charter High School for the Humanities

1. List all positions held on the education corporation board (e.g., president, treasurer, parent representative). Secretary

2. Is the trustee an employee of any school operated by the Education Corporation?
 Yes No
 If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.


3. Is the trustee an employee or agent of the management company or institutional partner of the charter school(s) governed by the Education Corporation?
 Yes No
 If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date. **Position: Superintendent of Charter Schools Responsibilities included support and supervision of New Visions Charter High School principals. Started: August 15, 2017 Salary: \$200K**

4. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) governed by the Education Corporation during the time you have served on the board, and in the six-month period prior to such service. If there has been no such financial interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-4 above, 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)	Name of person holding interest or engaging in transaction and relationship to yourself
<i>Please write "None" if applicable. Do not leave this space blank.</i>			

5. 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 school(s) governed by the Education Corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school(s) that is/are doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, write **None**.

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps Taken to Avoid Conflict of Interest
<p>NONE <i>Please write "None" if applicable. Do not leave this space blank.</i></p>				

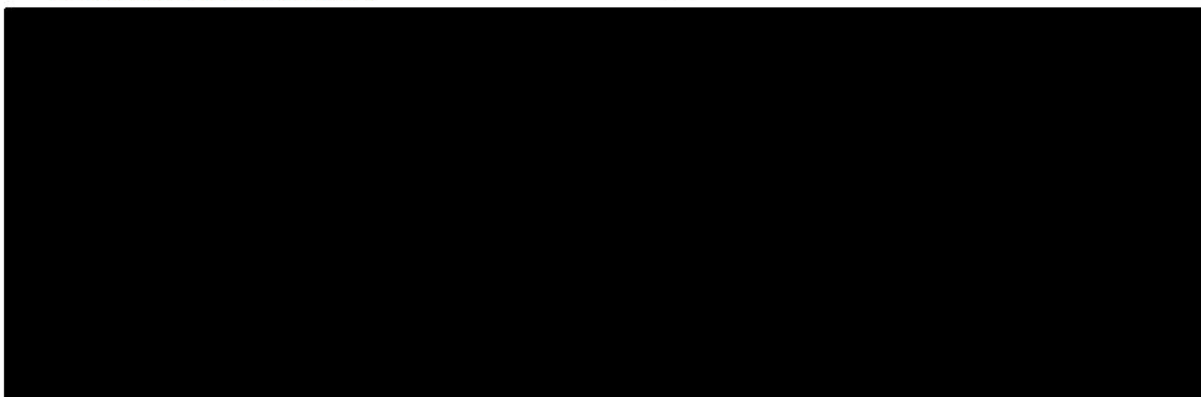


 Signature

07/31/2020

 Date

Please note that this document is considered a public record and as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.





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

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

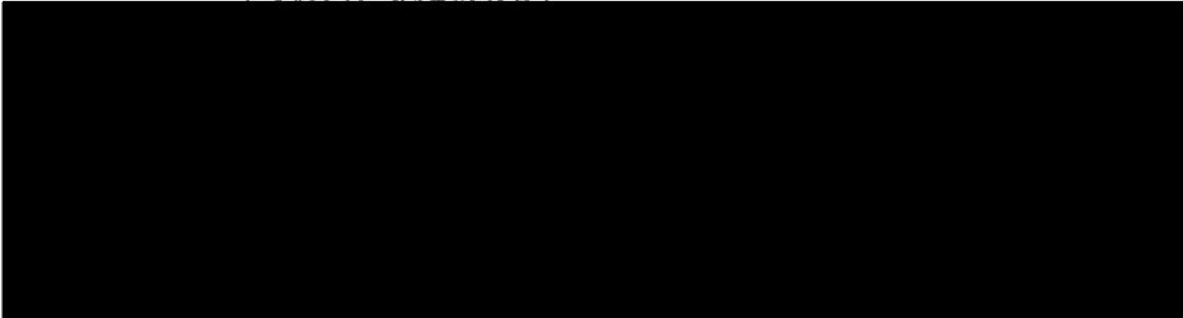
The New Visions Charter High School

1. Name of education corporation: For the Humanities

2. Trustee's name (print): Selina M. Urbani

3. Position(s) on board, if any: (e.g., chair, treasurer, committee chair, etc.): _____

Board Member



8. Is Trustee an employee of the education corporation? ___ Yes. No. If you checked yes, please provide a description of the position you hold, your salary and your start date.

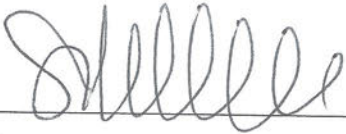
9. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members have held or engaged in with the education corporation during the prior school year. If there has been no such financial interest or transaction, please write "None." Please note that if you answered yes to Question 8, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Identity of Person Holding Interest or Engaging in Transaction (e.g., you and/or immediate family member (name))
	<i>None</i>		

10. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-

profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or your immediate family member(s) had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the education corporation that is doing business with the education corporation through a management or services agreement, you need not list every transaction between such entity and the education corporation that is pursuant to such agreement; rather, please identify only the name of the entity, your position in the entity as well as the relationship between such entity and the education corporation. If there was no financial interest, please write "None."

Entity Conducting Business with the Education Corporation	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee and/or Immediate Family Holding an Interest in the Entity Conducting Business with the Education Corporation and the Nature of the Interest	Steps Taken to Avoid Conflict of Interest
	None			



Signature

6/30/2020

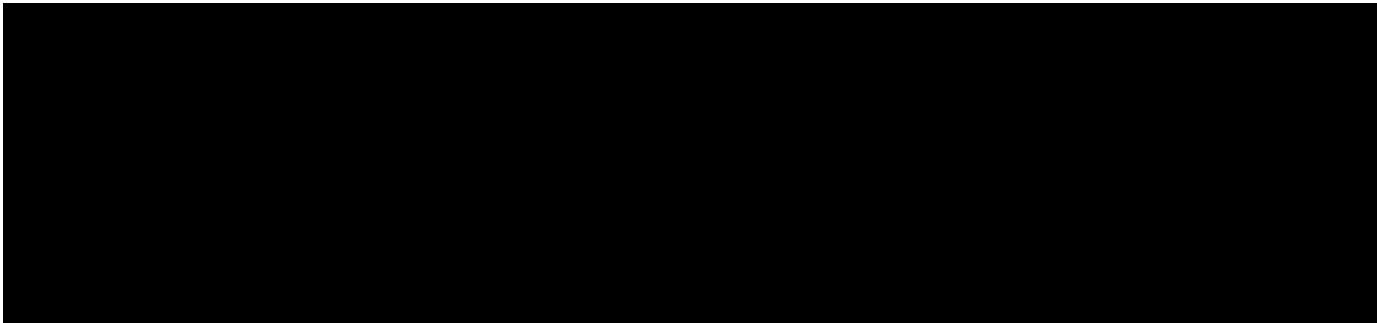
Date



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

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

- Name of education corporation: New Visions Charter High School for the Humanities
- Trustee's name (print): Edna R. Vega
- Position(s) on board, if any: (e.g., chair, treasurer, committee chair, etc.): Director



8. Is Trustee an employee of the education corporation? ___Yes. XNo. If you checked yes, please provide a description of the position you hold, your salary and your start date.

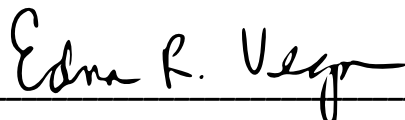
9. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members have held or engaged in with the education corporation during the prior school year. If there has been no such financial interest or transaction, please *write "None."* Please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

Date

Form Revised November 16, 2015

New Visions Charter High Schools

2020-2021 School Calendar - Trimesters

School Start Date

Thursday, September 10th

180 Days Required by NYSED (September-June instructional days, Regents days, and PD days total 181 days)

September – June:

- 164 instructional/attendance days
- 13 Regents days (including rating days)
- 4 professional development days (September 8th, September 9th, February 1st, June 3rd)
- Last day of school is June 25th

Trimester Instructional Days

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

Assessment Dates & Windows

Fall PSAT/SAT: October 2020

Spring PSAT/SAT: March 2021

NYSITELL: August 2020 – September 2020

Fall Performance Series Reading: July 2020 – November 2020

Winter Performance Series Reading (optional): December 2020 – February 2021 & Spring Performance Series Reading: March 2021 – May 2021

NYSESLAT Speaking: April 2021 – May 2021 / NYSESLAT LRW: May 2021 – May 2021

*Due to cancellation of the 2020 NYSESLAT, administer the NV ELL Assessment: August 2020 - November 2020 as this aligns to NYSED guidance

Fall On-Demand Writing: August 2020 – October 2020 / Spring On-Demand Writing: March 2021 – April 2021

AP Exams: May 2021 – May 2021

Spring Mock Regents: March 2021 – May 2021

STAR Math Fall (AIMs only): July 2020 – November 2020 / STAR Math Spring (AIMs only): March 2021 – May 2021

Purple numbers in right corner indicate instructional days: 181 total (164 attendance days from September to June + 13 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 2020

New Visions Charter High Schools

Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2	3 Holiday (July 4 th Observed)	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	1

Revised 9/5/20

Purple numbers in right corner indicate instructional days: 181 total (164 attendance days from September to June + 13 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 2020

New Visions Charter High Schools

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

Revised 9/5/20

Purple numbers in right corner indicate instructional days: 181 total (164 attendance days from September to June + 13 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 2020

New Visions Charter High Schools

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

Revised 9/5/20

Purple numbers in right corner indicate instructional days: 181 total (164 attendance days from September to June + 13 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 2020

New Visions Charter High Schools

Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1	2	3
				15	16	
4	5	6	7 BEDS Day	8	9	10
	17	18	19	20	21	
11	12 Columbus Day – No School	13	14	15	16 Progress Reports (T1)	17
	22	23	24	25		
18	19	20	21	22	23	24
	26	27	28	29	30	
25	26	27	28	29	30	31
	31	32	33	34	35	

Revised 9/5/20

Purple numbers in right corner indicate instructional days: 181 total (164 attendance days from September to June + 13 Regents days + 4 PD days). Note: NYSED requires 180 days per year. For credit purposes NYSED indicates 108 hours for unit (two credits) for full year=54 hours (or 3,240 minutes) = 1 credit per semester. New Visions Charter High School students earn 1 credit (3,240 minutes) per trimester.

November 2020

New Visions Charter High Schools

Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3 Election Day – No School (Presidential Election) 36	4	5	6	7
8	9	10	11 Veteran’s Day – No School 41	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26 Thanksgiving – No School 51	27 Day After Thanksgiving – No School	28
29	30	31				
		52				

Revised 9/5/20

Purple numbers in right corner indicate instructional days: 181 total (164 attendance days from September to June + 13 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 2020

New Visions Charter High Schools

Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2 End of Trimester #1	3 Beginning of Trimester #2	4	5
			53	54	1	2
6	7	8	9	10	11	12
		3	4	5	6	7
13	14	15	16	17	18 Report Cards (T1)	19
		8	9	10	11	12
20	21	22	23	24 Winter Break No School	25 Winter Break No School	26
		13	14	15		
27	28 Winter Break No School	29 Winter Break No School	30 Winter Break No School	31 Winter Break No School		

Revised 9/5/20

Purple numbers in right corner indicate instructional days: 181 total (164 attendance days from September to June + 13 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 2021

New Visions Charter High Schools

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

Revised 9/5/20

Purple numbers in right corner indicate instructional days: 181 total (164 attendance days from September to June + 13 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 2021

New Visions Charter High Schools

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

Revised 9/5/20

Purple numbers in right corner indicate instructional days: 181 total (164 attendance days from September to June + 13 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 2021

New Visions Charter High Schools

Sun	Mon	Tue	Wed	Thu	Fri	Sat
28	1	2	3	4	5	6
		44	45	46	47	48
7	8	9	10	11	12	13
		49	50	51	52	53
14	15	16	17	18	19	20
		54	55	56	1	2
			End of Trimester #2	Beginning of Trimester #3		
21	22	23	24	25	26	27
			Report Cards (T2)			
		3	4	5	6	7
28	29	30	31			
	Spring Break – No School	Spring Break – No School	Spring Break – No School			

Revised 9/5/20

Purple numbers in right corner indicate instructional days: 181 total (164 attendance days from September to June + 13 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 2021

New Visions Charter High Schools

April 2021						
New Visions Charter High Schools						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1 Spring Break – No School	2 Spring Break – No School	3
4	5	6	7	8	9	10
		8	9	10	11	12
11	12	13	14	15	16	17
		13	14	15	16	17
18	19	20	21	22	23	24
		18	19	20	21	22
25	26	27	28	29	30 Progress Reports (T3)	1
		23	24	25	26	27

Revised 9/5/20

Purple numbers in right corner indicate instructional days: 181 total (164 attendance days from September to June + 13 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 2021

New Visions Charter High Schools

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

Revised 9/5/20

Purple numbers in right corner indicate instructional days: 181 total (164 attendance days from September to June + 13 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 2021

New Visions Charter High Schools

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

Revised 9/5/20

Purple numbers in right corner indicate instructional days: 181 total (164 attendance days from September to June + 13 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.