New York State Education Department

2021-2022 Renewal Site Visit Report for BoR-Authorized Charter Schools under the 2015 Charter School Performance Framework

New Visions Charter High School for the Humanities IV

Renewal Site Visit Dates: December 2-3, 2021
Date of Report: January 27, 2022

Charter School Office
89 Washington Avenue
Albany, New York 12234
charterschools@nysed.gov
518-474-1762

Table of Contents

SCHOOL DESCRIPTION **3**

METHODOLOGY **6**

BENCHMARK ANALYSIS **8**

Summary of Findings 10
Benchmark 1: Student Performance 11
Benchmark 2: Teaching and Learning 12
Benchmark 3: Culture, Climate, and Family Engagement 20
Benchmark 4: Financial Condition 25
Benchmark 5: Financial Management 26
Benchmark 6: Board Oversight and Governance 27
Benchmark 7: Organizational Capacity 29
Benchmark 8: Mission and Key Design Elements 34
Benchmark 9: Enrollment, Recruitment, and Retention 38
Benchmark 10: Legal Compliance 40

ATTACHMENT 1: 2021 NYSED CHARTER SCHOOL INFORMATION DASHBOARD

ATTACHMENT 2: CHARTER SCHOOL FISCAL ACCOUNTABILITY SUMMARY DASHBOARD

SCHOOL DESCRIPTION

Charter School Summary[1]

Name of Charter School	New Visions Charter High School for the Humanities IV
Board Chair	Lior Evan
District of location	NYC CSD 27
Opening Date	Fall 2017
Charter Terms	Initial Term: September 7, 2017 - June 30, 2022
Current Term Authorized Grades/ Approved Enrollment	Grades 9-12 / 566 students
Proposed Renewal Term Authorized Grades/ Proposed Approved Enrollment	Grades 9-12 / 450 students
Comprehensive Management Service Provider	New Visions for Public Schools
Facilities	100-00 Beach Channel Drive, Far Rockaway – Public Space
Mission Statement	*HUM IV is part of the New Visions charter school network. New Visions charter schools provide all students, regardless of their previous academic history, the highest quality education in an atmosphere of respect, responsibility, and rigor. New Visions schools ensure that graduates have the skills and content knowledge necessary to succeed in post-secondary choices by engaging students, teachers, and administrators in learning experiences that allow risk-taking, embrace multiple attempts at learning, cultivate students' imaginative and creative abilities, and celebrate achievement. Through an intensive study of English, history and art concepts, students learn how to generate research questions, develop the skills necessary to answer those questions, create products that demonstrate understanding, and defend their knowledge publicly.*

Key Design Elements	• Innovative and Responsive Teaching and Learning:
	  ○ Culturally Relevant Curriculum and Instruction
	  ○ Teacher Development
	  ○ Literacy and Math Skills for Every Student
	  ○ Authentic Assessment.
	• Individualized Support for Diverse Learners
	• Holistic Social Emotional Supports
	• Comprehensive Postsecondary Readiness
	• Inclusive Family Engagement
	• Civic and Community Engagement
	• Data-Driven Continuous Improvement

[1] The information in this section was provided by the NYS Education Department Charter School Office.

Requested Revisions (Revisions are not approved unless approved by the Board of Regents)	A revision requested by this charter school to reduce the school's current authorized enrollment from 566 students to 450 students in accordance with the enrollment table below.

Noteworthy: New Visions Charter High School for the Humanities IV (HUM IV) prepares students for post-secondary opportunities and challenges them to use arts, creativity, and academic learning to address community issues. The school graduated its first class of 64 students in 2021, 13 of whom earned a Regents Diploma with Advanced Designation in the Arts and 48 of whom are enrolled in college.

COVID-19 PANDEMIC NOTE: As of the publication of this document, New York State continues to be in the midst of responding to the COVID-19 pandemic. NYSED understands that these are challenging times. The NYSED Charter School Performance Framework is a robust document that allows NYSED to continue to use it as an evaluative tool even during the current statewide crisis. With state assessments cancelled for the 2019-2020 school year and administered under the constraints of the COVID-19 pandemic for the 2020-2021 school year (see the applicable memos at Laws, Regulations & Memos | New York State Education Department. Benchmark 1 allows for the use of longitudinal data. The NYSED Charter School Performance Framework is a robust document that allows NYSED to continue to use it as an evaluative tool even during the current statewide crisis. NYSED has also implemented a local assessment plan that will supplement, not supplant, state assessment data as per the memo (See Monitoring Plan section).

Renewal Outcomes

Pursuant to the Board of Regents Renewal Policy, the following are possible renewal outcomes:

- **Full-Term Renewal:** A school's charter may be renewed for the maximum term of five years. For a school to be eligible for a full-term renewal, during the current charter term the school must have compiled a strong and compelling record of meeting or exceeding Benchmark 1, and at the time of the renewal analysis, have met substantially all other performance benchmarks in the Framework.

- **Short-Term Renewal:** A school's charter may be renewed for a shorter term, typically of three years. As discussed above, the Regents will place an even greater emphasis on student performance for schools applying for their second or subsequent renewal**,** which is consistent with the greater time that a school has been in operation and the corresponding increase in the quantity and quality of student achievement data that the school has generated. In order for a school to be eligible for short-term renewal, a school must either:

  (a) have compiled a mixed or limited record of meeting Benchmark 1, but at the time of the renewal analysis, have met substantially all of the other performance benchmarks in the Framework which will likely result in the school's being able to meet Benchmark 1 with the additional time that short-term renewal permits, **or**
  (b) have compiled an overall record of meeting Benchmark 1 but falls far below meeting one or more of the other performance benchmarks in the Framework.

- **Non-Renewal:** A school's charter will not be renewed if the school does not apply for renewal or the school fails to meet the criteria for either full-term or short-term renewal. In the case of non-

renewal, a school's charter will be terminated upon its expiration and the school will be required to comply with the Charter School Office's Closing Procedures to ensure an orderly closure by the end of the school year.

Please Note: The Regents may include additional terms, conditions, and/or requirements in a school's Full-Term or Short-Term Renewal charter to address specific situations or areas of concern. For example, a school may meet the standards for full-term renewal or short-term renewal with regard to its educational success but may be required to address organizational deficiencies that need to be corrected but do not prevent the Regents from making the required legal findings for renewal. A school may also meet the standards for full-term renewal or short-term renewal of only a portion of its educational program (e.g., for the elementary school program, but not the middle school program). Such additional terms and/or requirements may include, but are not limited to, restrictions on the number of students and grades to be served by the school, additional student performance metrics, heightened reporting requirements, or specific corrective action.

SCHOOL CHARACTERISTICS

Current Grade Levels and Approved Enrollment

	Year 1 2017 to 2018	**Year 2 2018 to 2019**	**Year 3 2019 to 2020**	**Year 4 2020 to 2021**	**Year 5 2021 to 2022**
Grade Configuration	Grade 9	Grades 9-10	Grades 9-11	Grades 9-12	Grades 9-12
Total Approved Enrollment	125	249	397	542	566

Proposed Renewal Term Grade Levels and Proposed Enrollment Requested by the School[2]

	Year 1 2022 to 2023	**Year 2 2023 to 2024**	**Year 3 2024 to 2025**	**Year 4 2025 to 2026**	**Year 5 2026 to 2027**
Grade Configuration	Grades 9-12	Grades 9-12	Grades 9-12	Grades 9-12	Grades 9-12
Total Proposed Enrollment	312	328	380	423	450

[2] This proposed chart was submitted by HUM IV in its renewal application. It is subject to change pending the final renewal recommendation and approval by the Board of Regents.

METHODOLOGY

Purpose of the Renewal Report

The primary purpose of the renewal site visit to Board of Regents-authorized charter schools is to supplement and validate the information collected over the charter term by the New York State Education Department (NYSED) Charter School Office (CSO). This information is used to inform the action taken by the Board of Regents to approve, modify, or disapprove the charter school's request for renewal. In advance of action by the Board of Regents, the CSO prepares a renewal recommendation that is based on the school's performance in three broad areas:

1. The school's **academic success** and ability to operate in an educationally sound manner;
2. The school's **organizational viability** and ability to operate in a fiscally sound manner; and
3. The school's faithfulness to the terms of its charter and **adherence to applicable laws and regulations**.

In addition, NYSED, on behalf of the New York State Board of Regents, is a community-based authorizer committed to principles of equity and access for all students across New York State. Community-based authorizing is based on the principle that community stakeholder voice, and response to community need, is an integral component of charter school decision making at all levels. During the renewal visit, the CSO will look for evidence of community voice across the school from governance to the educational program, as well as a commitment to the principles of diversity, equity, and inclusion, in the school's policies and practices.

A two-day hybrid renewal site visit was conducted at HUM IV on December 2-3, 2021. One member of the CSO team joined the school's staff and students in-person while the other CSO team member joined in all activities remotely. The CSO team conducted interviews with the board of trustees, school leadership, student support staff, teachers, students, and parents. The board and parent focus groups were conducted fully remotely. In cooperation with school leadership, the CSO administered anonymous online surveys to teachers, students, and parents.

The team conducted 10 classroom observations in Grades 9-12. Five of these were conducted in-person and five of these were conducted via remote video conferencing. The observations were approximately 20 minutes in length and conducted jointly with the school principal and assistant principal. NYSED utilizes the CSO's remote Classroom Observation Worksheet as a lens for remote classroom observations. It is shared with the school prior to the site visit and can be found in the Renewal SV Protocol.

The documents and data reviewed by the team before, during, and after the site visit included the following:

- **Current 2021-2022 organizational chart;**
- **A 2021-2022 master school schedule;**
- **Board materials (roster, minutes, and strategic plan, if applicable) and a narrative describing the board's self-evaluation process;**
- **Narrative describing the process used to evaluate school leadership;**
- **Narrative describing the process school leadership uses to evaluate teachers;**
- **Optional: NYCDOE School Quality Reports showing survey results;**

- **CSO's 2021 Annual Survey of Charter School Parent/Guardians, Teachers, and Students – prepared for New Visions Charter High School for the Humanities IV:**
- **Current school policies, including the discipline policy, complaint policy, enrollment and admissions policy, and by-laws;**
- **NYSED Attachment 1: 2021 NYSED Charter School Information Dashboard;**
- **NYSED Attachment 2: Charter School Fiscal Accountability Summary Dashboard;**
- **Narrative describing the school's progress and efforts made toward reaching its enrollment and retention targets;**
- **Admissions and Waitlist information;**
- **2021-2022 Faculty/Staff Roster;**
- **Fingerprint Clearance Certificates for all instructional and non-instructional staff;**
- **School-submitted Annual Reports during current charter term;**
- **School's 2021 Self-Evaluation Tool;**
- **Prior CSO monitoring reports (check-in, mid-term, renewal);**
- **School's 2021 renewal application;**
- **School's 2019 and 2021 Notices of Deficiency/Concern;**
- **Any supplementary evidence or data submitted to NYSED by the school;**
- **Lesson plans for classes visited by the CSO team;**
- **NYCDOE Committee on Special Education Report;**
- **Senior capstone projects samples; and**
- **Students work samples.**

BENCHMARK ANALYSIS

The 2015 Performance Framework, which is part of the oversight plan included in the Charter Agreement for each school, outlines 10 Performance Framework benchmarks in three key areas of charter school performance:

- Educational Success
- Organizational Soundness
- Faithfulness to Charter and Law

Observational findings from the review of the renewal application, supporting data, and the site visit will be presented in alignment with the 2015 Performance Framework benchmarks and Indicators according to the rating scale below. A brief summary of the school's strengths will precede the benchmark analysis. Each benchmark will be rated; and the report narrative will provide evidence-based information relative to each indicator.

Level	Description
Exceeds	The school meets the performance benchmark; potential exemplar in this area.
Meets	The school generally meets the performance benchmark; few concerns are noted.
Approaches	The school does not meet the performance benchmark; a number of concerns are noted.
Falls Far Below	The school falls far below the performance benchmark; significant concerns are noted.

For the site visit conducted from December 2, 2021 to December 3, 2021 at HUM IV, see the following Performance Framework benchmark ratings and narrative.

New York State Education Department
2015 Charter School Performance Framework Rating[3]

	2015 Performance Benchmark	Level
Educational Success	**Benchmark 1: Student Performance:** The school has met or exceeded achievement indicators for academic trends toward proficiency, proficiency and high school graduation. At all grade levels and all assessments, scoring proficiently means achieving a performance level of 3 or higher (high school Regents and Common Core Regents exam score of 65 or higher). **Note: Due to the ongoing impact of the COVID-19 pandemic, the data used to formulate this rating has not been updated since the administration of the state 3-8 math and ELA Assessments in SY 2018-2019. Therefore, this rating does not reflect the efficacy of the school's academic program in SY 2019-2020 through the current academic year which is reflected in the Benchmark 2 and 3 ratings.**	**Meets**
	Benchmark 2: Teaching and Learning: School leaders have systems in place designed to cultivate shared accountability and high expectations and that lead to students' well-being, improved academic outcomes, and educational success. The school has rigorous and coherent curriculum and assessments that are aligned to the New York State Learning Standards (NYSLS) for all students. Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn so that all students experience consistent high levels of engagement, thinking and achievement.	**Meets**
	Benchmark 3: Culture, Climate, and Family Engagement: The school has systems in place to support students' social and emotional health and to provide for a safe and respectful learning environment. Families, community members and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being. Families and students are satisfied with the school's academics and the overall leadership and management of the school.	**Meets**
Organizational Soundness	**Benchmark 4: Financial Condition:** The school is in sound and stable financial condition as evidenced by performance on key financial indicators.	**Meets**
	Benchmark 5: Financial Management: The school operates in a fiscally sound manner with realistic budgets pursuant to a long-range financial plan, appropriate internal controls and procedures, and in accordance with state law and generally accepted accounting practices.	**Meets**
	Benchmark 6: Board Oversight and Governance: The board of trustees provides competent stewardship and oversight of the school while maintaining policies, establishing performance goals, and implementing systems to ensure academic success, organizational viability, board effectiveness and faithfulness to the terms of its charter.	**Meets**
	Benchmark 7: Organizational Capacity: The school has established a well-functioning organizational structure, clearly delineated roles for staff, management, and board members. The school has systems and protocols that allow for the successful implementation, evaluation, and improvement of its academic program and operations.	**Meets**
Faithfulness to Charter & Law	**Benchmark 8: Mission and Key Design Elements:** The school is faithful to its mission and has implemented the key design elements included in its charter.	**Meets**
	Benchmark 9: Enrollment, Recruitment, and Retention: The school is meeting or making annual progress toward meeting the enrollment plan outlined in its charter and its enrollment and retention targets for students with disabilities, English language learners, and students who are eligible applicants for the free and reduced priced lunch program; or has demonstrated that it has made extensive good faith efforts to attract, recruit, and retain such students.	**Approaches**
	Benchmark 10: Legal Compliance: The school complies with applicable laws, regulations, and the provisions of its charter.	**Meets**

[3] Charter schools authorized or renewed beginning in the 2019-2020 school year and thereafter use the 2019 Charter School Performance Framework, and all other charter schools use the 2015 Charter School Performance Framework until renewal. Refer to the appropriate framework for the applicable benchmark standards.

Summary of Findings

- HUM IV is in year five of operation and serves students in Grades 9-12. During its current charter term, the school is rated in the following manner: meeting nine benchmarks and approaching one benchmark. A summary of those ratings is provided below.

- **Summary of Areas of Growth and Strengths**: HUM IV is a young school in a unique location that has shown meaningful growth while navigating the current pandemic. The school is part of the New Visions for Public Schools network (New Visions network) which provides substantial infrastructure, resources, and support that is particularly beneficial for a new school. HUM IV has a committed leadership team that advances a clear and inspiring mission for the school, consistent with the network but also unique among network schools. The school's commitment to arts as a tool for social change is understood by all stakeholders; there is a clear sense that the school community shares a unified vision. The school has strong curriculum and instruction, supported by the New Visions network, and a robust arts program consistent with its mission. Holistic supports for students are an area of focus; the school is staffed appropriately and provides appropriate professional development (PD) to staff to support students' social and emotional wellness. The school's governing board is another area of strength. Board members have the experience and diverse skill set to effectively govern the school, and members have demonstrated stability and commitment. HUM IV is reasonably healthy financially, and it is located in a facility with sufficient space that is seen as safe by the school community.

- **Summary of Areas in Need of Improvement**: Growing a new school during a pandemic is a challenge, and while HUM IV has effectively worked through many of these challenges to become a unique, stable option for families in the Rockaways and beyond, opportunities for improvement are still evident. Most notably, the school has not met enrollment targets overall or for English Language Learners (ELLs). HUM IV has implemented several strategies to increase enrollment overall and for ELLs and some success is evident as the percentage of ELLs has increased by two to three percentage points in the current school year. Enrollment of ELLs is still far below that of the local district. And while overall enrollment is above the budgeted target for the current school year, it remains far below the contractual number. Given that the school's current senior class comprises approximately 30% of overall enrollment, it will be important for the school to attract a large freshman class in the coming school year. While the school is reasonably healthy financially, financial performance was at its lowest of the contract term in 2020-2021, and under enrollment in the coming years could become problematic financially. HUM IV's English as a New Language (ENL) program is in development and remains an area for continued improvement. The school has struggled to hire an ENL teacher, who, once hired, should support ongoing improvements in this area. Staffing is somewhat of a challenge for the school in the current year, though not unique to HUM IV. At the time of this site visit, the school reported 4.5 FTE teaching positions open, which has created some stress on the system this year.

Benchmark 1: Student Performance

The school has met or exceeded achievement indicators for academic trends toward proficiency, proficiency, and high school graduation. At all grade levels and all assessments, scoring proficiently means achieving a performance level of 3 or higher (high school Regents and Common Core Regents exam score of 65 or higher).

Finding: Meets

Summative Evidence for Benchmark 1:

Over this charter term, the trajectory with regard to this benchmark has been difficult to assess given the limited data; HUM IV initially opened in 2017-2018 with Grade 9 and did not reach the full 9-12 grade span until 2020-2021. However, based on CSO's ratings using its available data, HUM IV has improved from its Approaches rating during its Mid-Term Site Visit Report (SVR) to a Meets rating during its renewal site visit. HUM IV had its first graduating class in 2021, with a graduation rate of 94%. In addition, the four-year graduation rate for the 2017 cohort was 83% for students with disabilities (SWDs) and 93% for economically disadvantaged (ED) students. All graduation rates were above those of the state for 2021. According to school leadership, 14 students passed the Arts Commencement Exam, and 13 students earned a Regents Diploma with Advanced Designation in the Arts which requires students to pass the commencement exam as well as complete nine courses in one arts' focus area.

HUM IV's 4-year cohort Regents testing outcomes for the 2017 cohort also surpass those of the state for all subjects and all student population groups. Additionally, the percentage of students in the 2018 cohort who are on-track to graduate is well above the target of 75% for all students, SWDs, and ED students. There were not enough students in the 2018 cohort ELL population to include those results.

See Attachment 1 for data tables and additional academic information.

Benchmark 2: Teaching and Learning

School leaders have systems in place designed to cultivate shared accountability and high expectations and that lead to students' well-being, improved academic outcomes, and educational success. The school has rigorous and coherent curriculum and assessments that are aligned to the New York State Learning Standards (NYSLS) for all students. Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn so that all students experience consistent high levels of engagement, thinking and achievement.

Finding: Meets

Element	*Indicators*
1. Curriculum	a. The school has a documented curriculum that is aligned to the NYSLS. b. Teachers use unit and lesson plans that introduce complex materials, stimulate higher order thinking, and build deep conceptual understanding and knowledge around specific content. c. The curriculum is aligned horizontally across classrooms at the same grade level and vertically between grades. d. The curriculum is differentiated to provide opportunities for all students to master grade-level skills and concepts. e. The curriculum is systematically reviewed and revised.
2. Instruction	a. The school staff has a common understanding of high-quality instruction, and observed instructional practices align to this understanding. b. Instructional delivery fosters engagement with all students.
3. Assessment and Program Evaluation	a. The school uses a balanced system of formative, diagnostic and summative assessments. b. The school uses qualitative and quantitative data to inform instruction and improve student outcomes. c. The school uses qualitative and quantitative data to evaluate the quality and effectiveness of the academic program and modifies the program accordingly.
4. Supports for Diverse Learners	a. The school provides supports to meet the academic needs for all students, including but not limited to: students with disabilities, English language learners, and economically disadvantaged students. b. The school has systems to monitor the progress of individual students and facilitate communication between interventionists and classroom teachers regarding the needs of individual students.

Academic Program for High School:

- HUM IV is part of the New Visions network and serves students in Grades 9-12, having graduated its first class in June 2021.
- The school uses the New Visions network's curriculum framework for all core content areas, which it modifies to meet the needs of students and to integrate its unique focus area in arts and community engagement. The school develops its own curriculum in other areas.
- The school offers a range of classes in the humanities, math and sciences, and the arts, along with an expanding selection of Advanced Placement classes as the school has grown.
- The school has a particular focus on the arts and the intersection of art and global and community issues. The school encourages students to use art as a vehicle for social change.
- HUM IV uses authentic assessments to support connections between learning in class and the world outside of school. In addition, authentic assessments provide students with choice and agency in their learning. This culminates in a senior capstone project.
- The school has robust supports for the whole student, focusing on social and emotional wellness in addition to students' academic success.

Academic Program for Students with Disabilities and English language learners:

- SWDs:
  - The school implements integrated co-taught (ICT) classes in core content areas.
  - Special education teachers provide push-in support in all core classes and co-planning with content area teachers.
  - The school provides counselling and other related services based on students' individualized education programs (IEPs).
  - The school provides supplemental pull-out supports for students in English language arts (ELA) as part of its Response to Intervention (RTI) supports for students.
- ELLs:
  - The school offers ICT classes in core content areas.
  - ELLs receive support from peers who speak the same language; peers help in navigating the school, providing in-class assistance, and translating materials.
  - Teachers provide modifications and supports for ELLs, including translating materials, scaffolding, and other supports in mainstream classes.
  - Special education teachers provide support through ICT classes that extends to ELLs in core classes.

Summative Evidence for Benchmark 2:

Over this charter term, the trajectory with regard to this benchmark has been consistent. The school earned a rating of Meets for Benchmark 2 on its Mid-Term SVR in 2020 and continues to do so on this Renewal SVR. The school is still quite young but has strong systems in place around teaching and learning. The New Visions network supports the school significantly in this area, providing curriculum, assessment, and instructional support. Additionally, HUM IV supplements this support from the network, delivering strong arts programming and unique elements that advance students' college and career readiness. Generally, the school has strong supports for all students, including ED students and SWDs, and the school is continuing to strengthen programming for ELLs.

1. Element: ***Curriculum***:
    - **Indicator a:** The school's renewal application states that the curriculum department at the New Visions network provides "high-quality curricula that are aligned to the NYSLS," and that teachers have the autonomy to supplement as needed. The New Visions curriculum includes resources such as common scope and sequence, unit plans, teacher-facing resources, student activities, formative and summative assessments, Regents resources, and accommodations for all learners. During the focus group, teachers highlighted curriculum as a strength of the school. One teacher spoke to the flexibility they have to adapt curriculum, noting that for his math class about half the curriculum is from New Visions and half is self-developed. Thirty-three teachers responded to the CSO 2021 Teacher Survey, and 97% of respondents agreed that the school has a documented curriculum aligned to NYSLS. Lesson plans reviewed as part of the site visit include the state standards addressed for each lesson. The school develops its own curriculum for content areas outside the New Visions network's support areas, and the school's renewal application highlights that these curricula are aligned to Next Generation Science Standards and New York State Learning Standards in the Arts. One lesson plan reviewed by the CSO team for a dance class documents the lesson's alignment to the state's art standards.

    - **Indicator b:** As described in the school's renewal application, school leadership and teachers collaborate on unit and lesson plan development that prioritizes the content and skills that students need to master. The school uses the backwards design model for planning, focusing on what students will need, not only to succeed in Regents' coursework and exams, but also to demonstrate career and college readiness. Unit plans provided by the New Visions network outline conceptual understandings and big ideas in each unit, though teachers can revise such plans or develop them from scratch. In department meetings, teachers collaborate on unit planning within and across disciplines and revise as needed. Coaches regularly review and provide feedback on pacing and unit plans with teachers to ensure plans are aligned to state standards and priority skills and address key concepts central to the course. The CSO team reviewed lesson plans as part of the site visit. These plans document how teachers introduce complex materials, stimulate higher order thinking, and build deep conceptual understanding and knowledge around specific content. Concepts and skills addressed included a cost/benefit analysis of innovation in a global studies class, presenting ideas through movement in a dance class, and using evidence to draw conclusions in a forensics class. During classroom visits, the CSO team observed teachers delivering lessons consistent with the provided plans. In most classes, students were engaged in challenging content-based learning with complex materials that required higher-order thinking. During the focus group, students were able to articulate some of the complex ideas they were learning or grappling with, such as a rhetorical analysis of Frederick Douglass' speech "What to the Slave is the Fourth of July?" and over-policing in schools and communities.

    - **Indicator c:** HUM IV's renewal application outlines the school's approach to horizontal and vertical curriculum alignment, which is achieved through collaboration between teachers and the New Visions' instructional specialists. Major focus areas include reading and writing across the curriculum as well as cross-curricular discussion techniques. On the CSO survey, 78% of teachers who responded agreed that the curriculum is horizontally aligned, and 81% who responded agreed that it is vertically aligned. The lesson plan template used by teachers provides a space for teachers to integrate some of these school-wide curricular foci, such as writing and thinking skills and a CREATE discussion prompt. During focus groups, one teacher noted that more collaboration across grade levels would be beneficial to ensure more common language across grade levels and teachers, and students noted that they do a lot of reading and writing in many of their classes.

- **Indicator d:** HUM IV's renewal application outlines several differentiation strategies used at the school, including ICT classes, which pair special education and general education teachers in classrooms, small group instruction, or breakout rooms to target instruction, student choice, text variation by Lexile level, modified documents, videos, and more. On the CSO survey, 97% of teachers who responded agreed that "curriculum and corresponding materials are differentiated to provide opportunities for all students to master grade-level skills and concepts." Additionally, teachers provided multiple examples of how they differentiate instruction in their classrooms on the survey. During focus groups, teachers and school leadership highlighted how the school's use of authentic assessment provides for greater differentiation among students, allowing for student choice and various ways for students to demonstrate their learning. Lesson plans submitted for classroom visits include differentiation approaches to be implemented for the lesson. This was evident in some classes visited by the CSO team; for example, in one class, some of the materials were translated into Spanish for students who are learning English.

- **Indicator e:** HUM IV's renewal application outlines the school's systematic approach to curriculum review and revision. This starts each summer with planning, review, and drafting of unit, lesson, and assessment plans by teachers and continues with coaches regularly reviewing and providing feedback on unit plans so that they are responsive to students' needs. Eighty-eight percent of teachers responding to the CSO survey agreed that the "curriculum is systematically reviewed and revised."

2. Element: ***Instruction***:
   - **Indicator a:** The school's renewal application outlines several key instructional strategies that are implemented school wide. These include student choice, multiple-access points, student-ownership of classroom discussion, real-life relevance, cross-disciplinary connections, and checks for understanding. Additionally, the school uses a "Classroom Look Fors" document that outlines expectations for instruction. Examples include: 1) Strong Start (Do Now / Learning Routine "Think Pair Start") & Strong Finish; 2) Work the Clock / Bell to Bell Instruction; 3) Positive Narration – Affirming students for specific actions; 4) Questioning & Discussion Routines & Techniques; and 5) Social-Emotional Learning (SEL) Integration. The school has been working to utilize instructional routines school wide to promote discussion, revision, and retention of information. Further, HUM IV believes in building a "culture of critique" to foster a culture of revision that leads to excellent work. The lesson plans provided during the site visit include many of these elements, including thinking skills, learning routines, and culturally responsive teaching strategies. The school's commitment to CREATE (commit, reflect, envision, act, trust, excel) also provides a unifying vision of quality instruction and engagement by students. Ninety-four percent of teachers who responded to the CSO survey agreed that "school staff has a shared understanding of high-quality instruction that supports all learners." Additionally, teachers listed shared approaches to instructional rigor on the CSO survey that included: students doing the heavy lifting, accommodations for all students, relevance, high engagement, student-led discussion, multiple access points, application of learning, integration of writing, and higher-level questioning and thinking, among others. During focus groups, students spoke about how the school's CREATE theme is evident in their classrooms. They also stated that they do a lot of writing in their classes and have choice in developing projects that demonstrate what they know and connect to their lives. During classrooms visits, the CSO team saw evidence of similar instructional strategies in many classrooms, including "Do Nows," use of questioning techniques, student-to-student dialogue, working bell-to-bell (including during the last period of the day!), cross-disciplinary

connections (for example art and history), checks for understanding, group critiques of student work, and teachers highlighting quality student work.

- **Indicator b**: The CSO team reviewed weekly lesson plans for classrooms visited that, according to HUM IV's renewal application, "are created to provide students access points to engage with content and gradually release the ownership of the learning to the students." These lesson plans include a daily CREATE discussion prompt with a related strategy or protocol for engaging students in discussion, such as full class discussion, gallery walk, or small group discussion. While not all lesson plans reviewed by the CSO team included these CREATE prompts, most did. The lesson plans include a variety of writing and thinking skills and related activities to be worked on during the lesson. Lesson plans also include specific assignments or activities students are to be working on during the lesson. Most of this information, including the learning objective for the day, are posted on the white board in classrooms for students to see. The CSO team observed the strategies outlined above in many of the classrooms visited. Most classrooms had high levels of student engagement, including those at the end of the school day. Much of the classroom activity in many of the classes included small group discussion and problem-solving work by students. Some classes involved whole group discussion and some focused on independent student work. Activities such as Do Nows were observed, and for the most part, students demonstrated engagement during the entire class period. During focus groups, students spoke of various ways they engage in their learning, including through Ensemble (advisory) field trips, a school fashion show, projects such as podcasts, poetry, dance, and after-school groups. Students shared that classes are challenging, especially AP classes, but teachers give opportunities to "learn in a fun way too." Students also noted that teachers provide feedback. One student stated, "they tell us how we can improve. This pushes us more." School leadership and students both spoke about senior capstone projects which promote a high level of engagement among students. While not all seniors complete their own project, all participate in one – some students support other seniors in completing their projects. Evidence of senior projects can be seen in the school building. For example, one student designed decals that are placed on the floor to speak to students with lower self-esteem who might be looking down as they walk through the halls. Decals include inspirational quotes and student-created designs, such as "education is the most powerful weapon which you can use to change the world" along with a book, globe, and fist. Senior projects often tie together art, academic learning, and community issues in addition to requiring planning, organizing, and execution skills. Additional project examples include exploring the lack of adequate transportation in the Rockaways through t-shirts/posters; a mural project on the topic of body image; and a dance project depicting the Black experience fighting for freedom in America. Students present their project ideas and final projects in a public forum which develops their presentation skills. They also take questions from the audience, deepening their understanding of their work. Beginning this year, HUM IV is eligible to award a Seal of Civic Readiness on diplomas, which is designed to honor and recognize students who demonstrate a high level of proficiency in terms of civic knowledge, civic skills, civic mindset, and civic experiences. Senior capstone projects provide an opportunity for students to earn points towards this seal.

3. Element: ***Assessment and Program Evaluation***:
   - **Indicator a:** As described in the school's renewal application, HUM IV implements the New Visions network's system of assessments, which includes a diagnostic assessment at the start of year and ongoing formative assessments to track progress. One example is the Performance Series Reading assessment all students take at the beginning of their ninth and tenth grade years; this assessment

tracks reading performance and is used to plan instruction. The school implements a variety of formative assessments, including exit tickets in classrooms, mock Regents, quizzes, writing assessments, unit assessments, and more. The school also typically administers the PSAT to all tenth and eleventh grade students and plans to have all students take the SAT in the spring of their junior year and the fall of their senior year. The school implemented unique strategies for remote learning such as Google comments, audio recorded feedback, and small group sessions as tools to gather formative assessment data. A current area of focus for the school is to use authentic assessments to evaluate student learning. Each teacher develops one authentic assessment per trimester that is standards-aligned and focused on priority skills being taught and assessed in the class. The project includes opportunities for students to create a quality product that is revised, challenging, and relevant and that demonstrates content area mastery. During focus groups, multiple stakeholders highlighted how the authentic assessments engage students and teachers in tying content to real world issues and skills. Ninety-four percent of teachers who responded to the CSO survey agreed that the school "uses a balanced system of formative, diagnostic and summative assessments."

- **Indicator b:** Ninety-three percent of teachers who responded to the CSO survey agreed that the school "uses qualitative and quantitative data to inform instruction and improve student outcomes." On the survey, teachers shared a variety of ways that they use data in their classroom to guide instruction, including looking at exit tickets, using data to inform student groupings, reteaching skills that students are struggling with, identifying areas for differentiation, use of sentence stems or starters, and many more. The school's renewal application describes inquiry cycles led by the instructional leadership team during department meetings. Here teachers regularly engage in looking at student work, analyzing data, and tuning instructional plans to improve teacher practice and outcomes for students. During focus groups, teachers noted the use of Critical Friends Group (CFG) protocols during department meetings. Some highlighted that these were very useful in reviewing student work and lesson plans and sharing ideas with other teachers. The school also uses tools created by the New Visions network to monitor student performance, paying particularly attention to students who are at risk of failing a class. These tools include the Marking Period Analyzer, Weekly Remote Tracker (created in response to the shift to remote learning), and the Data Portal. Teachers review these in department meetings and coaching sessions to identify needed student supports.

- **Indicator c**: As described in the school's renewal application, HUM IV leadership uses data from the sources described above to evaluate the effectiveness of the academic program and to inform decisions around program creation and revision, staff hiring, and program supports necessary for individual students. As the school is still young, school leadership demonstrates both steadfast commitment to the mission and vision of the school and openness to programmatic changes as warranted. During the focus groups, school leadership highlighted that the school moved from semesters to trimesters to better support students, which led to a 20% increase of students on track for graduation. Additionally, the school launched a focus on authentic assessment to focus more directly on students' skills in addition to content understanding. The school has a Continuous Improvement Team which was started in 2019-2020 and meets weekly to discuss a "change idea." In the first year, this team focused on improving Algebra I Regents outcomes for a target group of students by modifying the curriculum and supports for students. Sixteen of 17 students in this target group met the math Regents requirements for graduation. While the school experienced that success, school leadership recognizes that this year has been more of a challenge in part related to a teacher vacancy in the math department. Leadership is using data from math

classes to continue to address math performance and recently purchased a new online math support program, ALEKS, for its 9th grade students. Ninety percent of teachers who responded to the CSO survey agreed that the school "uses qualitative and quantitative data to evaluate the quality and effectiveness of the academic program and modifies the program accordingly."

4. Element: ***Supports for Diverse Learners***:
   - **Indicator a**: The school's renewal application describes HUM IV's approach to meeting the needs of all students, including SWDs and ELLs. This includes use of a RTI framework which relies on literacy assessment data to determine intervention needs for individual students. The school uses the Read 180 and Wilson programs to provide tiered literacy intervention to support students' growth in literacy. ICT classes are available for all core-subjects 9-12. Under this model, a special education teacher and general education content area teacher co-teach a course, engaging in co-planning and delivery of lessons to support all students. As HUM IV has grown, the school is striving to have special education teachers focus on one particular content area to build that expertise. The school provides PD focused on co-teaching and differentiation. During classroom visits, the CSO team observed the ICT model in practice. During the focus groups, the school's student support team (SST) highlighted that currently the school has eight special education teachers, one one-on-one paraprofessional, and approximately 68 students with IEPs. Each special education teacher has a caseload of about eight or nine students. All teachers are provided updates following student IEP meetings that include information on related services, needed supports, or accommodations. The school currently provides special education teacher support services (SETSS) supports in literacy but not for math. The NYCDOE Committee on Special Education (CSE) report to the CSO about HUM IV highlighted that the school is very responsive to parents and the CSE and that use of specifically designed instruction (SDI) for SWDs is an area of growth for the school. During the focus group, the SST recognized that during its first three years, HUM IV experienced some turnover and "bumps" with regard to the special education team; however, they stated that this year they are showing improvement in terms of SDIs, co-teaching, co-planning, and communications. One hundred percent of teachers who responded to the CSO survey agreed that "the school provides supports to meet the academic needs for SWDs."

     HUM IV has had relatively low enrollment of ELLs during its first contract term, ranging from about five to fifteen students, though school leadership reports that current year enrollment has increased by nine students. The school has not had a formal ENL program, though the New Visions network has resources focused on ELLs for its schools and 97% of teachers who responded to the CSO survey agreed that "the school provides supports to meet the academic needs for ELLs." Earlier this year, the school posted an ENL teaching position. As noted in the school's renewal application, the ENL program and the supports provided to students are "an area of growth." The school has provided PD for general education and special education staff focused on vocabulary development and reading, writing, and speaking strategies. Additionally, ELLs are programmed into ICT classes for core content areas. During one classroom visit, a CSO team member observed strategies used by a science teacher to support ELLs, including translation of key vocabulary, oral supports in Spanish so students could access content, and scaffolding of the assignment. When asked, one ELL student indicated to a CSO team member that he felt supported.

     HUM IV's programming overall is designed to meet the needs of ED students, given this group comprises approximately 75% of the students. Elements include culturally relevant curriculum and instruction, authentic assessments, holistic social-emotional supports, and civic and community engagement, among others. These are discussed more fully above and in Benchmark

8 below. Ninety-four percent of teachers who responded to the CSO survey agreed that "the school provides supports to meet the academic needs for ED students."

- **Indicator b:** As described above, the school has several tools, including those developed by the New Visions network to monitor the progress of individual students. These include the Marking Period Analyzer, Weekly Remote Tracker, Performance Series assessment results, and Data Portal. HUM IV has several structures that facilitate communication among staff around individual students, including staff-wide meetings, department meetings, PD, and coaching sessions. Additionally, ICT teams have co-planning time, though during focus groups, some teachers indicated that coverage needs have impacted that co-planning time. (Given teacher vacancies and a sub shortage, teachers are sometimes called upon to cover classes during their planning times.) School teams engage in "Kid Talks" to discuss the needs of individual students, and plan interventions. Ninety-one percent of teachers who responded to the CSO survey agreed that "the school has systems to monitor the progress of individual students and to facilitate communication between interventionists and classroom teachers regarding the needs of individual students."

Benchmark 3: Culture, Climate, and Family Engagement

The school has systems in place to support students' social and emotional health and to provide for a safe and respectful learning environment. Families, community members and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being. Families and students are satisfied with the school's academics and the overall leadership and management of the school.

Finding: Meets

Element	*Indicators*
1. *Behavior Management and Safety*	a. The school has a clear approach to behavioral management, including a written discipline policy. b. The school appears safe, and all school constituents are able to articulate how the school community maintains a safe environment. c. The school has systems in place to ensure that the environment is free from harassment and discrimination. d. Classroom environments are conducive to learning and generally free from disruption.
2. *Family Engagement and Communication*	a. The school communicates with and engages families with the school community. b. Teachers communicate with parents to discuss students' strengths and needs. c. The school assesses family and student satisfaction using strategies such as surveys, feedback sessions, community forums, or participation logs, and considers results when making schoolwide decisions. d. The school has a systematic process for responding to family or community concerns. e. The school shares school-level academic data with the broader school community to promote transparency and accountability among parents, students and school constituents.
3. *Social-Emotional Supports*	a. The school has systems or programs in place to support the social-emotional needs of students. b. School leaders collect and use data to track the socio-emotional needs of students. c. School leaders collect and use data regarding the impact of programs designed to support students' social and emotional health.

Summative Evidence for Benchmark 3:

Over this charter term, the trajectory with regard to this benchmark has been consistent. The school earned a rating of Meets on its Mid-Term SVR in 2020 and continues to do so on this Renewal SVR. The school has a clear approach to student behavior management and is fully staffed to support its approach.

Additionally, social-emotional student supports are robust, and both students and families feel seen, heard, and supported by the school.

1. Element: ***Behavior Management and Safety:***
    - **Indicator a:** The school has a clear approach to school culture and behavioral management focused on restorative practices. The school is well staffed to support positive student behavior, with an SST that includes the assistant principal of guidance and restorative approaches, counselors, and restorative approaches facilitators. The SST supports teachers to develop a strong classroom culture and work with students. During focus groups, teachers, school leadership, support staff and students all described the school's approach in consistent terms. The school's renewal application highlights the Student Bill of Rights and Responsibilities which was evident in classrooms. The school has a written discipline policy found in the Student and Family Handbook which is available on the website. Seventy-two of a potential 314 parent responses were provided on the CSO survey, indicating a 23% parent response rate. Eighty-eight percent of parents and 78% of teachers who responded to the CSO survey agreed that the school's discipline policy is clear.

    - **Indicator b:** On the day of the site visit, the school appeared safe, with no evidence of disruptive behavior in classrooms or other locations. The school is co-located with four other schools in a large building, and school leadership recognizes the challenges related to this facility which they described as having been underserved for a long time. The building is staffed by multiple school safety officers, and all who enter the building must pass through a metal detector and bag x-ray. HUM IV leadership and staff are committed to making the building a safe space that is respectful of students, and the school has developed partnerships with community organizations such as Rock Safe Streets which helps increase the sense of safety in and around the building. During focus groups, both students and parents said they feel the building is safe, and parents particularly appreciated the strong security in the building. Students indicated that staff make safety a priority, and when incidents happen there is "space for us to talk about it." Seventy-eight percent of parents who responded to the CSO survey agreed that the school is safe and only 3% disagreed. One hundred eighty-two of a potential 314 student responses were provided on the CSO survey, indicating a 58% student response rate. Sixty-three percent of students who responded to the CSO survey agreed that the school is safe and 8% disagreed. (In the case of both parents and students, many – including all 9th graders at the time - had no experience with in-person learning which could account for the relatively high percentage of respondents who neither agreed nor disagreed) Eighty-eight percent of teachers who responded to the CSO survey agreed that the school is safe.

    - **Indicator c:** The school's renewal application outlines a number of systems in place to ensure that the environment is free of bullying and harassment, including Ensemble, monthly celebrations, a content filtering service that monitors school devices, and implementation of restorative practices. During the site visit, students were seen as generally supportive of one another, and the CSO team observed no behavior that would be considered bullying or harassing. Seventy-nine percent of parents and 88% of teachers who responded to the CSO survey agreed that the school had such systems in place. The school has a clear policy on bullying, harassment, and discrimination, and 85% of teachers who responded provided a name when asked on the CSO survey to identify the school's Dignity for All Students Act (DASA) coordinator. Additionally, 91% of teachers who responded indicated that they had been provided the DASA policy either that school year or the year before, and 69% stated that they had received training within the same

timeframe. These numbers demonstrate meaningful increases from those identified on the 2020 Mid-Term SVR. On the CSO survey, a high percentage of student respondents indicated that various forms of bullying or harassment occur rarely or never, though for a few survey questions as many as 5-10% of respondents indicated that they had experienced or observed bullying in some fashion. During the on-site focus group, students said that they had not seen or experienced bullying in any way.

- **Indicator d:** During the site visit, classroom environments appeared conducive to learning and generally free from disruption. In most classes observed, students were productive and on-task. This is noteworthy as classroom visits were conducted at the end of the school day. Sixty-eight percent of students who responded to the CSO survey agreed that classroom environments support learning and are generally free from disruption and 11% disagreed. Eighty-four percent of teachers who responded to the survey agreed.

2. Element: ***Family Engagement and Communication:***
   - **Indicator a:** The school's renewal application outlines various means by which the school engages and communicates with families, including social media, the school's website, phone calls, emails, community meetings, and town halls. One hundred percent of teachers and 97% of parents who responded to the CSO survey agreed that the "school uses many methods of communication with families." During the focus group, parents spoke of a strong connection to the school. One mother of a recent graduate said that the school "felt like a family," that "teachers and staff were at my fingertips," and that the school held monthly "cake and conversation meetings." When the CSO team asked the students who participated in the focus group if the school communicated with their parents, students unanimously yelled "yes!!" adding that oftentimes parents were aware of things happening at the school before the students had a chance to inform them.

   - **Indicator b:** The school's renewal application outlines that Ensemble facilitators are the main point of contact for families in terms of providing information on student performance. Additionally, the school holds family conferences and conducts daily phone calls home if students are absent. Parents have access to PowerSchool to review student progress on assignments and grades. Ninety-five percent of parents and 97% of teachers who responded to the CSO survey agreed that "parents receive regular and timely information on their child's academic progress in their home language." The NYCDOE CSE report to the CSO noted that the school is very responsive to parents of students with IEPs. During the focus group, one parent noted that not only teachers, but also the leadership team and all staff "adopted my son as if he were their own child. They would call me. They were on him." One parent was particularly pleased to be able to observe classes during the pandemic and noted that she learned how to use Zoom with support from the school.

   - **Indicator c:** The school uses NYCDOE surveys as well as the CSO surveys to assess family and student satisfaction and to inform decision-making. The school also obtains feedback from families through community meetings and the school leadership team, which is comprised of school leadership, teachers, counselors, parents, and students. One parent who participated in the focus group noted that she had been on the school leadership team for a time and felt that "we had a voice as parents." Parents also felt they had a voice in decisions that were made during the pandemic, noting that the principal sought their input on changes to the grading system and scheduling. Board meeting minutes document at least one example of the school surveying parents around issues related to hybrid learning and considering that data when making a

decision. Ninety-four percent of teachers and 90% of parents who responded to the CSO survey agreed that the school "assesses student and family satisfaction and considers parent and student input in decisions."

- **Indicator d:** The school's complaint process is found in the Student and Family Handbook which can be found on the school's website. While the school's renewal application indicated that HUM IV uses "several forms on the website" to facilitate parent communication with the school around issues including technology, only the general contact form was evident on the school's website. Seventy-four percent of parents who responded to the CSO survey agreed that the school's complaint policy is easy to find and 71% agreed that it is easy to understand. Only 6% disagreed with both. During the focus group, parents quickly identified multiple staff members whom they would contact if they had a concern, some noting that they had a few numbers on speed dial. Parents said that staff generally got back to them quickly and if they didn't get a quick response, they would go to the principal.

- **Indicator e:** The school's annual report and state report card are posted on the school's website. Seventy-five percent of parents who responded to the CSO survey agreed that the school informs parents about how it performs compared to other schools.

3. Element: ***Social-Emotional Supports***:
   - **Indicator a:** The school has strong systems and programs in place to support students' social and emotional needs. The school has multiple staff positions that are designed to support students, including the assistant principal of guidance & restorative practice, school counselors, and restorative approaches facilitators. In addition, the school's Ensemble program, with meetings four times per week, engages all students and staff in social-emotional supports, learning, and reflection. The school even integrates social and emotional supports into its arts program. For example, the school has implemented a dance therapy program. One hundred percent of teachers and 82% of parents who responded to the CSO survey agreed that they are "aware of how the school supports students' social-emotional development." During the on-site focus group, students highlighted that the school is very "student-based," noting that they have support from counselors and participate in groups. If they are having a rough time, students are afforded a space to reflect and connect with an adult. Students repeatedly spoke of the support they receive from teachers and staff.

   - **Indicator b:** The school's renewal application outlines HUM IV's approach to tracking the social-emotional needs of students, including an SEL screener, student survey data, classroom observations, referral forms, and attendance. This data helps inform specific interventions for students. Ninety-seven percent of teachers who responded to the CSO survey agreed that school leaders collect and use data to track the social-emotional needs of students. Additionally, multiple teachers who responded to the CSO survey noted that they referred students to the SST to address student concerns, arranged classroom observations by members of the SST, and/or engaged with SST and school leadership to support student success in classes.

   - **Indicator c:** The school uses data gathered through the approaches mentioned above to assess the impact of programs and inform program changes. In addition, school leaders observe Ensemble and assess the impact of the program, making changes as necessary. The school has identified that it seeks to increase student attendance in groups and other opportunities, such as Youth Justice Court, Young Men's Group, Movement and Mediation group, LGBTQ Club, and many

others. Ninety-four percent of teachers who responded to the CSO survey agreed that “school leaders collect and use data regarding the impact of the school’s social-emotional programs.”

Benchmark 4: Financial Condition

The school is in sound and stable financial condition as evidenced by performance on key financial indicators.

Finding: Meets

Over the course of the charter term the trajectory with regard to this benchmark is consistent with a Meets rating for both the mid-term site visit report and this renewal site visit report.

Summative Evidence for Benchmark 4:

See the school's fiscal dashboard attached to the end of this report (Charter School Fiscal Accountability Summary). The fiscal dashboard provides detailed information regarding the school's compliance with Benchmark 4 of the Charter School Performance Framework. Unless otherwise indicated, financial data is derived from the school's annual independently audited financial statements which can be found on the NYSED website at http://www.p12.nysed.gov/psc/csdirectory/CSLaunchPage.html.

- Financial Composite Score
- Working Capital
- Debt to Asset
- Cash Position
- Total Margin

Financial Condition

New Visions Charter High School for the Humanities IV is part of the New Visions Charter Schools education corporation. New Visions Charter Schools appears to be in good financial condition as evidenced by performance on key indicators derived from the education corporation's independently audited financial statements.

Overall Financial Outlook

A financial composite score is an overall measure of financial health based on a weighting of primary reserves, equity, and net income. A charter school with a score between 1.5 and 3.0 is generally considered to be in good financial health. New Visions Charter Schools' 2020-2021 composite score is 2.30.

Composite Scores
2017-2018 to 2020-2021

Year	*Composite Score*
2017-2018	2.66
2018-2019	2.90
2019-2020	3.00
2020-2021	2.30

Benchmark 5: Financial Management

The school operates in a fiscally sound manner with realistic budgets pursuant to a long-range financial plan, appropriate internal controls and procedures, and in accordance with state law and generally accepted accounting practices.

Finding: Meets

Over the course of the charter term the trajectory with regard to this benchmark is consistent with a Meets rating for both the mid-term site visit report and this renewal site visit report.

Renewal is based on evidence that the following indicators are generally present:

1. The school has an accurate and functional accounting system that includes monthly budgets.
2. The school sets budget objectives and regularly analyzes its budget in relation to those objectives.
3. The school has allocated budget surpluses in a manner that is fiscally sound and directly attends to the social and academic needs of the students attending the school.
4. The school has and follows a written set of fiscal policies.
5. The school has complied with state and federal financial reporting requirements.
6. The school has and is maintaining appropriate internal controls and procedures.
7. The school follows generally accepted accounting principles as evidenced by independent financial audits with an unqualified audit opinion, a limited number of findings that are quickly corrected, and the absences of a going concern disclosure.

Summative Evidence for Benchmark 5:

NYSED CSO reviewed New Visions Charter Schools' 2020-2021 audited financial statements to determine whether the independent auditor observed sufficient internal controls over financial reporting. The auditor did not identify deficiencies in internal controls that could be considered material weaknesses.

Benchmark 6: Board Oversight and Governance

The board of trustees provides competent stewardship and oversight of the school while maintaining policies, establishing performance goals, and implementing systems to ensure academic success, organizational viability, board effectiveness and faithfulness to the terms of its charter.

Finding: Meets

Element	*Indicators*
1. Board Oversight and Governance	a. The board recruits and selects board members with skills and expertise that meet the needs of the school. b. The board engages in strategic and continuous improvement planning by setting priorities and goals that are aligned with the school's mission and educational philosophy. c. The board demonstrates active oversight of the charter school management, fiscal operations, and progress toward meeting academic and other school goals. d. The board regularly updates school policies. e. The board utilizes a performance-based evaluation process for evaluating school leadership, itself, and providers. f. The board demonstrates full awareness of its legal obligations to the school and stakeholders.

Summative Evidence for Benchmark 6:

Over this charter term, the trajectory with regard to this benchmark has been consistent. Board members demonstrate significant commitment, skills and expertise to meet the needs of the school, while engaging in appropriate and consistent oversight of the school's performance and management.

1. Element: ***Board Oversight and Governance:***
   - **Indicator a:** The board currently includes eight members with diverse experiences in such areas as finance, real estate, education, and law. The board has had some turnover in the past year and successfully recruited four new members to fill open seats. During the focus group, board members indicated that they were actively recruiting two additional members, one with an education background and one with a finance background. They are also seeking members with experience in SEL and marketing to support the school. During the focus group, all members demonstrated a high level of engagement and understanding of the strengths and areas of growth for the school.

   - **Indicator b:** School leadership engages in a formal goal-setting process each summer around school performance, and as described in the renewal application, the board uses self-assessment data to set goals for the board. During the focus group, board members described goals related to high graduation rates, increasing enrollment both in general and pertaining to ELL students, expansion of course offerings and "getting back to normal." The board is aware that Regents' exemptions may have played a part in the high graduation rate of the first graduating class from

HUM IV, 94%, and they will be paying close attention moving forward. Board meeting minutes document the board's tracking of progress on various goals, though minutes do not provide evidence of the board engaging in goal development or formal strategic planning over the course of the last two years.

- **Indicator c:** During the board focus group, members spoke knowledgeably about the performance of the school in areas of academics, finance, and operations. Board meeting minutes document the board's consistent oversight of these areas, including school and CMO leadership and progress on key school goals. The board receives monthly reports from both the CMO and the HUM IV principal, while also hearing from principals of other schools in the network and reviewing comparison data among the four schools.

- **Indicator d:** Board meeting minutes document that the board regularly reviews and updates school policies. The board continues to work with the CSO to updates its policies as per ongoing reviews.

- **Indicator e:** The school's renewal application outlines that the board does an "informal" self-evaluation using a survey that addresses multiple areas of performance. The board reviews the results to develop a shared understanding of areas of strength and growth and to set goals. Meeting minutes from the last two years show no evidence of this self-evaluation taking place. The board annually evaluates the charter management organization (CMO) through a survey and interviews school leadership about support received from the New Visions network. The board and CMO conduct a shared evaluation of the school principal, with the New Visions network's superintendent of charter schools conducting the formal evaluation and reporting to the board for approval. The evaluation is based on the New Visions Principal Evaluation System, which focuses on five main categories: student performance, school environment, organizational systems, instructional leadership, and network participation. Board members also meet consistently with the school principal and New Visions leadership and staff, including the superintendent (who is also a board member), chief operating officer, and senior program officer, all who typically attend board meetings. Board meetings minutes document the board's engagement in evaluation of both the CMO and the principal.

- **Indicator f:** Board meeting minutes document that the board regularly monitors compliance of legal obligations, through consistent reports from New Visions, engagement with the school attorney, completion of conflict-of-interest documents and review and approval of key policies and contracts.

Benchmark 7: Organizational Capacity

The school has established a well-functioning organizational structure, clearly delineated roles for staff, management, and board members. The school has systems and protocols that allow for the successful implementation, evaluation, and improvement of its academic program and operations.

Finding: Meets

Element	*Indicators*
1. School Leadership	a. The school has an effective school leadership team that obtains staff commitment to a clearly defined mission and set of goals, allowing for continual improvement in student learning. b. Roles and responsibilities for leaders, staff, management, and board members are clearly defined. Members of the school community adhere to defined roles and responsibilities. c. The school has clear and well-established communication systems and decision-making processes in place which ensure effective communication across the school. d. The school successfully recruits, hires, and retains key personnel, and makes decisions – when warranted – to remove ineffective staff members.
2. Professional Climate	a. The school is fully staffed with high quality personnel to meet all educational and operational needs, including finance, human resources, and communication. b. The school has established structures for frequent collaboration among teachers. c. The school ensures that staff has requisite skills, expertise, and professional development necessary to meet students' needs. d. The school has systems to monitor and maintain organizational and instructional quality—which includes a formal process for teacher evaluation geared toward improving instructional practice. e. The school has mechanisms to solicit teacher feedback and gauge teacher satisfaction.
3. Contractual Relationships ☐*N/A*	a. The board of trustees and school leadership establish effective working relationships with the management company or comprehensive service provider. b. Changes in the school's charter management or comprehensive service provider contract comply with required charter amendment procedures. c. The school monitors the efficacy of contracted service providers or partners.

Summative Evidence for Benchmark 7:

Over this charter term, the trajectory with regard to this benchmark has been improving as the school had a rating of Approaches on its Mid-Term SVR, and now at the time of its renewal site visit has a Meets rating. From the outset, the school has had committed and visionary leadership from the principal and strong support from the New Visions network. As a young and growing school, HUM IV has had some challenges in filling all open positions and maintaining a strong and stable staff. That said, the school has grown from 14 staff in year one to 45 staff in year five and delivers strong PD and evaluation systems for

teachers. All school staff demonstrate a commitment to a shared mission and goals, and the school maintains a strong working relationship with the CMO that supports great outcomes for students.

1. Element: ***School Leadership:***

- **Indicator a:** The school's leadership team consists of a principal, two assistant principals and the director of school operations. According to the school's renewal application, this team meets formally twice per week, engages in collaborative goal setting during the summer in response to end of year data, and shares goals with staff at the beginning, middle, and end of the year. Eighty-eight percent of teachers who responded to the CSO survey agreed that "the school has an effective leadership team that communicates a clearly defined mission and set of goals to staff and the school community." During the site visit, it was clear to the CSO team that all staff understood and were committed to the school's mission and goals and were focused on continual improvement.

- **Indicator b:** HUM IV has a clear organizational structure with defined roles and responsibilities which are outlined in the school's renewal application and organizational chart. The principal is the main instructional leader, responsible for setting the school's vision as well as ensuring a safe environment conducive to learning in collaboration with others on the leadership team whom she supervises. While the principal oversees and coaches the teachers of ELA, social studies, and the arts, the assistant principal supports teachers and programs in special education, math, science, and college and careers. The SST, including counselors and restorative approaches facilitators, report to the assistant principal of guidance and restorative practices and the director of operations oversees the operations team. The New Visions network provides the school with a variety of instructional, fiscal, and operational supports. Eighty-five percent of teachers who responded to the CSO survey agreed that "roles and responsibilities for leaders, staff, management, and board members are clearly defined and adhered to." During the on-site focus groups, the CSO team observed that leadership, staff, students, and parents had a clear understanding of staff roles and responsibilities.

- **Indicator c:** The school's renewal application outlines multiple communication strategies used across the school, including "Dear Team," a weekly story to the entire staff from a leadership team member, and the weekly Bulletin for staff, which includes information related to instruction, operations, Ensemble, student support, and helpful resources or links. Various staff and leadership teams have decision-making and advisory roles, including school leadership (principal, assistant principals, and the director of operations), the school leadership team (students, parents, teachers, counselors, operations staff, and leadership), and the SST and teacher teams. Additionally, HUM IV's principal participates in a building council, which includes the principals of co-located schools. This team makes joint decisions related to facilities and addresses building-wide concerns or challenges. Eighty-five percent of teachers who responded to the CSO survey agreed that "the school has clear and well-established communication systems and decision-making processes in place to ensure effective communication across the school." During focus groups, teachers indicated that they had a voice in terms of shaping curriculum. They also felt they could express themselves to school leadership, though at times they were not sure how their viewpoints impacted decisions. They noted that unionization has increased their voice in some ways, particularly as it relates to coverage and pay. (The principal agreed that clarity around teacher pay for providing coverage was a positive development.) Parents who participated in the focus group felt their voice was included in decision-making through the school leadership team, surveys, and direct outreach from and to the school principal.

- **Indicator d:** HUM IV had a high rate of teacher attrition for its first two years of operation, though the team has increased substantially, from 14 to 45 staff members, as the school has grown. The principal has consistently spoken of recruiting and retaining high quality staff, "focusing on the right people." Some staff have been at the school since the beginning, including the founding art and science teachers. On the CSO survey, 78% of teachers who responded agreed that "the school successfully recruits, hires, and retains key personnel that meets the needs of all students and subgroups and makes decisions – when warranted – to remove ineffective staff members," and 90% agreed that "there is a long-term career pathway and opportunities for professional growth" at HUM IV. The New Visions network supports the school in recruitment and hiring, though the school has final say on staffing decisions. One challenge for the school is its location, which for most staff requires a long commute, though some staff have moved to be closer to the school, demonstrating a strong long-term commitment. During the focus group, one board member noted that there is more stability among staff and teachers as the school has grown.

2. Element: ***Professional Climate:***
   - **Indicator a:** On the CSO survey, 88% of teachers who responded agreed that "the school is fully staffed with high quality personnel to meet all educational and operational needs, including finance, human resources, and communication." The school's self-evaluation noted the loss of staff recently due to resignations for various reasons and the fact that the school is understaffed in some areas. During the focus groups, multiple stakeholders noted current staffing shortages. For example, the school is looking to hire an ENL teacher, but, according to the principal, it has been a struggle. That posting is evident on the New Visions network's website along with other positions for the network, including HUM IV. The lead history teacher position is vacant, and the school has been unable to find a long-term sub. This is being covered internally. Teachers and leadership noted that vacancies require teachers and other staff to provide coverage in classes which impacts things like co-planning time and co-teaching and generally increases staff stress levels. While the school's teaching team is not fully staffed, leadership reported that the guidance and restorative practices team is. Teaching vacancies at the time of the site visit included 1.0 FTE in history, 1.0 FTE in special education, 1.5 FTE in math, and 1.0 FTE in ENL. It is worth noting that HUM IV is not unique in terms of its staffing challenges.

   - **Indicator b:** Ninety-seven percent of staff who responded to the CSO survey agreed that "the school has established structures for frequent collaboration among teachers." These include team meetings, department meetings, staff meetings, informal planning time and teacher/professional leadership meetings. During the on-site focus group, teachers highlighted collaboration among teachers as both an area of strength and an area with room for improvement. Specifically, strengths cited were cross-curricular collaborations, for example between the dance teacher and ELA teacher, and teachers' commitment to collaboration and sharing. One major challenge noted this year was the reduced time for co-planning for co-teachers given staff shortages and use of teachers for coverage during their planning time. Additionally, teachers mentioned that there could be more collaboration across grade levels to create more of a shared language across classrooms. Further, while teachers mentioned that department meetings and the use of protocols were generally useful, teachers also want more voice in developing the agenda for these meetings in order to increase the amount of time spent on collaboration and to include more topics of interest to them. Teachers indicated that the department coach decides the agenda.

   - **Indicator c:** HUM IV has structures to help ensure staff have requisite skills, expertise, and PD necessary to meet students' needs. School leadership collaboratively develops school-wide goals

that provide the framework for staff PD. Staff create personal PD goals aligned to school goals. For example, during the focus groups, leadership highlighted the school's focus on authentic assessment and a school goal around providing multiple points of feedback and critique to drive students' revisions of projects. The school provided direct PD to teachers in this area, one-on-one planning meetings, and video analysis. Teachers spoke of their belief in the authentic assessment initiative and the value of investing time in the work, though one teacher noted the challenge of having insufficient time to incorporate these assessments into the curriculum. School leadership noted PD offered by the New Visions network throughout the year, including in delivery of New Visions curriculum. Additionally, the network provides role-alike convenings for school principals, assistant principals, and other roles throughout the network of schools. The school principal highlighted that this support and collaboration among the principals "has been great." Over the last two years, the school has provided PD in multiple areas to support all students, such as co-planning and co-teaching, culturally responsive teaching, "Healing Centered Engagement" (trauma-informed practice), and the provision of differentiation for SWDs and ELLs. Ninety-one percent of teachers who responded to the CSO survey agreed that "the school ensures staff have requisite skills, expertise, and PD necessary to meet students' needs."

- **Indicator d:** As described in the renewal application, HUM IV uses the New Visions Charter High School Teacher Development Framework, which includes twelve components from the Danielson Framework for Teaching, along with TeachBoost, which is a platform used to centralize and support the coaching, observation, and performance management process. The evaluation includes multiple formal and informal observations, self-reflections, and check-ins with coaches and/or school leadership. Ninety-four percent of teachers who responded to the CSO survey agreed that the school "has systems to monitor and maintain organizational and instructional quality—which includes a formal process for teacher evaluation geared toward improving instructional practice." When asked to describe the process on the survey, multiple teachers mentioned the Danielson Framework, formal and informal classroom observations, coaching, reflection, and feedback. Some teachers noted the challenges of this process during remote learning.

- **Indicator e:** On the 2021 CSO survey, 85% of teachers who responded agreed that the school "has mechanisms to solicit teacher and staff feedback and to gauge teachers' satisfaction." This is up from 63% in 2020. Teacher responses indicate that feedback is sought through multiple means such as during meetings, through check-ins, Google Forms, surveys, and polls, through the school leadership team, and a "virtual idea box," among other means. The school's renewal application includes an assessment of teacher survey results, highlighting strengths and areas for growth and notes that teacher feedback has led to improvement in some key areas over the past year, such as support for SWDs and ELLs. During the focus group, teachers spoke of multiple opportunities to share their voice, though they admitted that they weren't always clear on how their input is used.

3. Element: ***Contractual Relationships***:
   - **Indicator a:** HUM IV's renewal application describes an effective working relationship between the school and the New Visions network. During the board focus group, it was evident to the CSO team that there was a collaborative relationship among trustees and the superintendent of New Visions charter schools. Board members spoke well of the support provided by the network to the school. School leadership and staff highlighted positive elements of the relationship between the school and the CMO as well as the value the New Visions network adds, including

opportunities for collaboration across the network, PD support, and curriculum redesign during remote learning. Leadership also noted that the school needs more support around recruitment, enrollment, and staffing. Board meeting minutes document a strong engagement by the New Visions network's staff and school leadership in reporting to the board.

- **Indicator b:** The school submitted a proposed management agreement with New Visions to the CSO as part of the renewal application. According to the application, the proposed agreement, although largely the same as the one currently in effect, "highlights procedural changes that clarify CMO, board, and school roles around intellectual property, human resources and employment related services, contract termination protocol, as well as budgeting and financial services." In compliance with required charter amendment procedures, the CSO will review the proposed agreement that the school submitted.

- **Indicator c:** As noted in the governance section above, the board regularly monitors and reviews the services provided by the CMO. The school's renewal application states that "other contractual relationships are evaluated by the extent to which the contractor has fulfilled the requirements in their Scope of Work as well as the quality of their service delivery as measured by participant and leadership feedback." The network assists in this monitoring process by providing a monthly report to the board which details the status of compliances activities and a list of contracts along with the expiration dates to ensure that contracts are not renewed without input from the board.

Benchmark 8: Mission and Key Design Elements

The school is faithful to its mission and has implemented the key design elements included in its charter.

Finding: Meets

Element	*Indicators*
1. *Mission and Key Design Elements*	a. School stakeholders share a common and consistent understanding of the school's mission and key design elements outlined in the charter. b. The school has fully implemented the key design elements in the approved charter and in any subsequently approved revisions.

Summative Evidence for Benchmark 8:

Over this charter term, the trajectory with regard to this benchmark is improving. The school earned a rating of Approaches on its Mid-Term SVR in 2020, and despite being a new school navigating an unanticipated and highly impactful pandemic, HUM IV has effectively and fully implemented nearly all Key Design Elements (KDEs) by its fifth year of operation. The school community has consistently demonstrated a clear and shared understanding of the school's mission and KDEs.

1. Element: ***Missions and Key Design Elements:***
    - **Indicator a:** During site visit focus groups, all stakeholders, from school leadership, special populations staff, and teachers to board members, parents, and students exhibited a common understanding of the school's mission and KDEs. Leadership highlighted the focus on arts as a tool for provoking change that students want to see in the world. The SST highlighted the CREATE value as a way that the school's mission and KDEs come to life and are evident in graduates. Teachers highlighted the connection between learning in school and life outside of school, which can come to life through authentic assessment. Board members highlighted the focus on both arts and academics and support for all students through individualized student attention. Parents highlighted the family environment and welcoming aspect of the school as well as support for all students. Students highlighted that they feel at the center of their own learning and that learning is connected to life outside of school. All stakeholders communicated about the school's support for the whole student - academic, creative, social, and emotional.

    - **Indicator b:** HUM IV sought and was granted a revision to its KDEs by the Board of Regents in 2021. This was done to more thoroughly reflect the unified practices and values implemented by all New Visions Charter High Schools. As such, during the contract term, the school operated under its original KDEs for the first four years of operation and has been operating under its new KDEs during the current year. While these KDEs are similar in many respects, there are some notable differences. While the recent site visit to the school focused on the new KDEs, mid-term site visits and related reports by the CSO focused on the original KDEs and will be referenced below. Where the KDEs overlap, information from both the renewal and mid-term site visits will be referenced. Overall, HUM IV fully implemented some of its original KDEs and experienced challenges with the implementation of others. The school is nearly fully implementing the revised KDEs with only minor challenges in some areas.

ORIGINAL KDEs

System of Assessment and Continuous Assessment of Data

As reported in the 2020 Mid-Term SVR, HUM IV fully implemented this KDE. As described in Benchmark 2 of this Renewal SVR, the school has continued to implement a robust system of assessment and use of data to inform instruction and school programs. This KDE is similar to the new KDE of Data-Driven Continuous Improvement below.

Aligned Goal Setting Focused on Student Need

This KDE is noted as being fully implemented in the Mid-Term SVR, through teacher-focused PD goals, and student-focused instructional goals. The school continues to engage in school-wide goal setting and goal setting for individual students and teachers. This is noted in Benchmark 2 of this Renewal SVR, particularly how the school develops school-wide goals each summer and how teachers develop their own professional goals aligned to their own needs and school-wide goals.

Adult inquiry

This KDE is noted as being fully implemented in the Mid-Term SVR through regular team meetings such as the Continuous Improvement Team and department meetings and engagement in inquiry at the New Visions network level through participation in the Network Inquiry Team. The school continues to engage in adult inquiry as noted in Benchmarks 2 and 7 of this Renewal SVR.

Challenge-Based Curriculum Aligned to NYSLS and *Anchor Projects* and *Learning Framework: Capacities for Imaginative Thinking*

These KDEs are documented as being fully implemented in the Mid-Term SVR, particularly through standards-aligned curriculum, integration and use of arts to promote change, and senior capstone projects which rely on a culmination of academic skills and real-world and cross-curricular connections. The school continues to implement these practices as noted in Benchmark 2 of this Renewal SVR.

Writing

This KDE is noted as being fully implemented in the Mid-Term SVR through implementation of a network-wide writing initiative. The school continues to have writing and literacy as a strong area of focus as noted above in Benchmark 2.

Additional Reading Specialists on Staff and *Remediation and Acceleration*

The above KDEs were noted on the Mid-Term SVR as not being fully developed. Specifically, the school was unable to offer the range of intervention and AP courses that it would have liked in part due to staffing and programmatic limitations. However, since that time, the school has expanded its AP offerings to include five courses in 2020-2021, and the school has added Read 180 and the Wilson program to support student intervention as noted in Benchmark 2 above. Staffing challenges were noted in the Mid-Term SVR around additional reading specialists, though since that time the school has added supports that include teachers who specialize in supporting students through Read 180 and Wilson.

Team Teacher – Gen Ed, SpEd, ELL Specialists

As noted on the Mid-Term SVR, the school did not have an ENL specialist on staff. That continues to be the case, though the school implements ICT and has meaningful supports for ELLs. Additionally, with the increased ELL population at the school this year, the school is actively seeking to hire an ENL instructor.

Extended day and Saturday Classes
The Mid-Term SVR noted that this KDE was not implemented, and this continues to be the case due to reasons outlined by the school, including student participation in sports, parents' reticence to have students come home late, or other obligations students have at home. That said, the school does currently offer some after school programs and clubs for students.

REVISED KDEs (effective as of the 2021-2022 school year)
Innovative and Responsive Teaching and Learning:
HUM IV is fully implementing this KDE, which includes four elements:

- *Culturally Relevant Curriculum and Instruction* is evident in a number of ways. Weekly lesson plans require teachers to include a description of how the teaching is culturally responsive. This might include strategies for connecting content to students' personal lives, to their and others' communities, or to the classroom community, ensuring an inclusive and supportive environment.
- The school's focus on *authentic assessment*, discussed above in Benchmark 2, allows opportunity for student choice which the school considers central to honoring student diversity and potential. It also often creates opportunities for students to connect their learning to the world outside of school, including their communities. During focus groups, school leadership and staff gave examples of how the school focuses on meeting students where they are at and students highlighted that they felt fully seen in the school.
- *Teacher development* is discussed in Benchmarks 2 and 7 above and relates to many of the other KDEs. HUM IV provides consistent teacher development aligned to school goals and KDEs through PD, peer and supervisor coaching, CFG protocols, and other supports.
- *Literacy and math skills for every student* is described in Benchmark 2 above and is evident in the school's focus on literacy across the curriculum. (Lesson plans must include a writing element, for example.) Additionally, the school has worked to improve math outcomes for all students through the introduction of ALEKS and deeper incorporation of math skills into instructional plans for STEM courses.

Individualized Support for Diverse Learners
This KDE is being substantially implemented as described above in Benchmark 2, though the school's level of support for ELLs is an area of growth as recognized by school leadership.

Holistic Social Emotional Supports
The school is fully implementing this KDE as described in Benchmark 3 above. The school has a strong focus on students' social and emotional wellness and is fully staffed to address student needs in this area.

Comprehensive Postsecondary Readiness
HUM IV is fully implementing this KDE through delivery of standards-based academic programing, comprehensive counseling services with a robust counseling team, Ensemble during which 11th and 12th grade students engage in lessons around college and career readiness, preparation for the SAT, and the senior capstone project. The school is implementing some opportunities for dual enrollment, though during focus groups, one parent expressed that the school should provide more such opportunities. During focus groups, school leadership reported that 48 of 64 students who graduated in 2021 were accepted to and enrolled in college as of this fall. Other students entered the military, employment, or ongoing programs for students with special needs. Students

reported that the school helps with college and financial aid applications as well as with work readiness.

Inclusive Family Engagement
As described in Benchmark 3 above, HUM IV is fully implementing this KDE. The school includes parents and care givers in leadership opportunities at the school, has effective communication and engagement strategies with families, and engages caregivers in supporting students' post-secondary education plans. All parents who participated in the focus group were fully engaged in the school and were thankful for the school's inclusive environment.

Civic and Community Engagement
The school is fully implementing this KDE. As noted above in Benchmark 2, HUM IV is one of approximately 40 high schools in New York City approved to be a part of the Seal of Civic Readiness pilot program through the Board of Regents, thus promoting student engagement in community and civic life. The school has multiple partnerships with community-based organizations and provides students opportunities to engage in the community through senior capstone projects, internships, community events, and field trips.

Data-Driven Continuous Improvement
HUM IV is fully implementing this KDE as described in full in Benchmark 2 above. The school has multiple systems and practices in place for using data to inform instruction, program improvement, and improved student outcomes.

Benchmark 9: Enrollment, Recruitment, and Retention

The school is meeting or making annual progress toward meeting the enrollment plan outlined in its charter and its enrollment and retention targets for students with disabilities, English language learners, and students who are eligible applicants for the free and reduced priced lunch program; or has demonstrated that it has made extensive good faith efforts to attract, recruit, and retain such students.

Finding: Approaches

Element	*Indicators*
1. Targets are met	a. The school maintains sufficient enrollment demand for the school to meet or come close to meeting the enrollment plan outlined in the charter.
2. Targets are not met	a. The school is making regular and significant annual progress toward meeting the targets. b. The school has implemented extensive recruitment strategies and program services to attract and retain students with disabilities, English language learners, and students who are eligible for free and reduced priced lunch. Strategies include, but are not limited to: outreach to parents and families in the surrounding communities, widely publicizing the lottery for such school, efforts to academically support these students, and enrollment policy revisions, such as employing a weighted lottery or enrollment preference, to increase the proportion of enrolled students from the three priority populations. c. The school has implemented a systematic process for evaluating recruitment and outreach strategies and program services for each of the three categories of students, and makes strategic improvements as needed.

Summative Evidence for Benchmark 9:

Over this charter term, the trajectory with regard to this benchmark has been consistent as the school maintained its rating of Approaches. Overall enrollment has been consistently far below the contracted enrollment; actual enrollment has been between 57% and 76% of contracted enrollment in each of the school's first five years. Enrollment of SWDs and ED students has generally been on par with the district of location, while enrollment of ELLs has generally been far below that of the district of location.

1. Element: ***Target are met:***
   - **Indicator a:** The school has consistently met the targets around enrollment of SWDs and ED student. In terms of percentages, enrollment of SWDs has been at or above that of the district of location in each of the last four years, while enrollment of ED students has been above that of the district of location in three of the last four years.

2. Element: ***Targets are not met:***
   - **Indicator a:** The school is making some progress in terms of overall enrollment and enrollment of ELLs. Actual enrollment has increased each year of the current contract in conjunction with the added grade levels which, in 2020-2021, reached the full span of Grades 9-12. The school's total enrollment last year (the first year the school served all four grades) was 311, or 57% of the

contracted enrollment of 542. During the focus group, school leadership reported that current 2021-2022 school year enrollment is at 317 which is 56% of the contracted enrollment of 566, though above the budgeted number of 300. In terms of enrollment of ELLs, the school has shown improvement over this past year. While last year, the school had approximately 12 ELLs accounting for 4% of total enrollment, this school year, according to school leadership, the school enrolls 13 current ELLs who are receiving services and seven former ELLs who are receiving accommodations. This self-reported data puts the total at 20 students or 6.3% of enrollment. This remains far below the rate at the district of location, 15%, but does meet the target of a two to three percentage point increase from the previous year as outlined in the school's Corrective Action Plan which was developed in response to the Notice of Deficiency issued by the CSO on April 30, 2021.

- **Indicator b:** The school has implemented effective strategies in terms of recruiting SWDs and ED students as evident in the numbers noted above. HUM IV continues to develop its recruitment strategies and program services to attract and retain ELLs. Program services are outlined above in Benchmark 2, and the school has an ENL teacher position posted to expand services. In terms of recruitment, the school implements multiple strategies which are outlined in the renewal application, many with the support of the New Visions network. These include:
    - open houses;
    - targeted mailings in Spanish and other languages;
    - community and street outreach;
    - digital and social media advertising;
    - newspaper ads;
    - in-depth tracking and analysis of application data; and
    - further engagement of prospective students following the lottery, among others.

  Additionally, as a relatively new school, HUM IV is continuing to develop and foster community relationships with local non-profits, clergy, and elected officials. During the focus group, school leadership noted that perhaps the most effective strategy for enrolling ELLs is through word-of-mouth, as a few students who enrolled this year were referred by friends or family. Several parents who participated in the focus group mentioned that they had not seen much advertising and that the school could do more to leverage current and former students and parents to spread the word.

- **Indicator c:** HUM IV implements a systematic process for evaluating recruitment and outreach strategies and program services for each of the three subgroup categories of students and makes strategic improvements as needed. The New Visions network provides a mechanism of bi-weekly check-ins to review progress toward enrollment goals. Additionally, through the network, the school's enrollment team has the opportunity to connect with their colleagues at other network schools to share effective practices. Annually, HUM IV identifies and analyzes feeder school information as well as information reported by students and families as to why they enrolled in the school or ultimately declined enrollment. The school has outlined future recruitment strategies which focus on continuing to strengthen relationships with middle schools, expanding marketing in multiple languages, and partnering with local organizations that work with the diverse local population.

See Attachment 1 for data tables and additional information.

Benchmark 10: Legal Compliance

The school complies with applicable laws, regulations, and the provisions of its charter.

Finding: Meets

Element	*Indicators*
1. Legal Compliance	a. The school has compiled a record of substantial compliance with applicable state and federal laws and the provisions of its charter including, but not limited to: those related to student admissions and enrollment; FOIL and Open Meetings Law; protecting the rights of students and employees; financial management and oversight; governance and reporting; and health and safety requirements. b. The school has undertaken appropriate corrective action when needed and has implemented necessary safeguards to maintain compliance with all legal requirements. c. The school has sought Board of Regents and/or Charter School Office approval for significant revisions.

Summative Evidence for Benchmark 10:

Over this charter term, the trajectory regarding this benchmark has sustained a Meets rating, as the school continues to comply with relevant legal, fiscal, governance, and CSO requirements.

- Element: ***Legal Compliance:***
  - **Indicator a:** The school has been in general compliance with applicable state and federal laws and the provisions of its charter based on a review of CSO documents. The school benefits from its relationship with New Visions, a service provider with many years of experience working with districts and charter schools. The school's renewal application describes how HUM IV operations staff works closely with the CMO to ensure the school is in compliance. Namely, the director of operations at New Visions confers weekly with all New Visions Charter High Schools' directors of school operations to review current and upcoming deadlines, assess progress and/or identify support needs. This also provides a role-alike sharing and learning space for all school levels operations directors. The HUM IV board of directors monitors its compliance at its monthly meetings, which is evident in meeting minutes.
  - **Indicator b:** As noted above in Benchmark 9, the CSO issued a Notice of Concern on February 28, 2020 for the school's failure to enroll a comparable number of ELLs/MLLs when compared to the district of location, and a Notice of Deficiency on April 30, 2021 for the same deficiency as well as for under enrollment for all students. No corrective action was required for the Notice of Concern, though the school was required to develop a Corrective Action Plan (CAP) for the Notice of Deficiency. The school submitted a CAP as required on May 28, 2021, which included goals of increasing overall enrollment for the 2021-2022 school year, achieving enrollment above 56 for 9th grade students for the 2021-2022 school year, and increasing the number and percentage of ELL students for the 2021-2022 school year. During the focus group, school leadership indicated that the school increased enrollment of ELLs by nine students from last year. In addition, school leadership later reported to the CSO upon request that, on the day of the site visit, there were 73

9th grade students enrolled at HUM IV. The school appears to have in place necessary safeguards to maintain compliance with all legal requirements as noted above.

- **Indicator c:** In December 2018, the school sought approval from the Board of Regents for a reduction in the school's maximum authorized enrollment from 600 to 566. The Board of Regents approved this request at its meeting held on April 9, 2019. In December 2020, the school sought approval from the Board of Regents to amend the KDEs for the school's charter. The Board of Regents approved this request at its meeting held on May 27, 2021. No other revisions have been requested by the school during this charter term.

2022 NYSED Charter School Information Dashboard

Overview

Charter School Selection	BEDS Code	2020-2021 Enrollment
NEW VISIONS CHARTER HIGH SCHOOL FOR THE HUMANITIES IV	342700861052	311

ESEA Accountability Designation (2019-2020):	This school is designated as a school in **Good Standing** under current New York State criteria as defined by the Elementary and Secondary Education Act.

Charter School Information

School District of Location:	NEW YORK CITY GEOGRAPHIC DISTRICT #27
Total Public School Enrollment of Resident Students attending Charter Schools:	7%
Additional School District: (if applicable)*	N/A
Total Public School Enrollment of Resident Students attending Charter Schools:	-
Grades Served:	Senior High
Address:	100-00 BEACH CHANNEL DR ROCKAWAY PARK NY 11694
Website:	www.newvisions.org/charter.humanities4
RIC:	NEW YORK CITY
Regents Region:	NEW YORK CITY REGION - QUEENS
Regent:	JUDITH CHIN
Active Date:	7/1/2017
Authorizer:	NYS BOR
CEO:	HANNAH KEHN
CEO Phone:	(347) 880-5130
CEO Email:	hkehn16@charter.newvisions.org
BOT President:	LIOR EVAN
BOT President Phone:	(212) 645-5110
BOT President Email:	liorevan@gmail.com
Institution ID:	800000075844

BoR Charter School Office Information

Regional Liaison:	Laura Hill
Performance Framework:	2015
Current Term:	9/7/17-6/30/22
2017-2018	Check-in
2018-2019	Check-in
2019-2020	Midterm
2020-2021	Check-in
2021-2022	Renewal

	Benchmark Rating	Year of Rating
BM1		
BM2		
BM3		
BM4		
BM5		
BM6		
BM7		
BM8		
BM9		
BM10		

2021 Survey Results	Expected Responses	Total Responses	Response Rate
Parent Survey	314	72	23%
Student Survey (Grades 9-12)	314	182	58%
Teacher Survey	-	33	-

***An additional district may be used for comparison if a school is chartered to serve a school district other than the one in which they are located or if 40% of their students are residents of a district other than the district in which they are located.**

2022 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 1: Similar Schools Comparison

Charter School
NEW VISIONS CHARTER HIGH SCHOOL FOR THE HUMANITIES IV

Not applicable to this charter school

2022 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

Charter School

NEW VISIONS CHARTER HIGH SCHOOL FOR THE HUMANITIES IV

2.a.i. and 2.a.ii. Trending Toward Proficiency – Aggregate and Subgroup Standards-Based Trend Toward Proficiency **:**

Not applicable to this charter school

2022 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

2.b.i. and 2.b.ii Proficiency - Aggregate and Subgroup School Level Proficiency:

Not applicable to this charter school

2022 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

2.b.iii. Aggregate Grade-Level Proficiency:

Not applicable to this charter school

2022 NYSED Charter School Information Dashboard

Regents Outcomes

Regents Testing Outcomes – Aggregate and Subgroup Annual Regents Outcomes:

Annual Regents Outcomes: High School

		All Students				SWD				ELL				ED			
		Charter Total Tested	New Visions CHS for the Humanities IV	NYS	Differential to NYS	Charter Total Tested	New Visions CHS for the Humanities IV	NYS	Differential to NYS	Charter Total Tested	New Visions CHS for the Humanities IV	NYS	Differential to NYS	Charter Total Tested	New Visions CHS for the Humanities IV	NYS	Differential to NYS
Algebra I (Common Core)	2017-2018	75	20%	64%	-44	20	5%	39%	-34	6	33%	46%	-13	63	17%	56%	-39
	2018-2019	140	26%	66%	-40	32	3%	43%	-40	5	20%	50%	-30	110	24%	59%	-35
	2019-2020	132	87%	93%	-6	34	74%	90%	-16	-	-	-	-	96	84%	92%	-8
	2020-2021	48	100%	97%	+3	19	100%	96%	+4	-	-	-	-	43	100%	97%	+3
Algebra II (Common Core)	2018-2019	8	50%	83%	-33	-	-	-	-	-	-	-	-	7	43%	72%	-29
	2019-2020	14	100%	99%	+1	-	-	-	-	-	-	-	-	9	100%	99%	+1
	2020-2021	84	100%	100%	0	7	100%	100%	0	-	-	-	-	66	100%	100%	0
English Language Arts (Common Core)	2019-2020	66	94%	96%	-2	12	75%	91%	-16	-	-	-	-	42	100%	94%	+6
	2020-2021	78	100%	99%	+1	14	100%	98%	+2	-	-	-	-	63	100%	99%	+1
Geometry (Common Core)	2017-2018	10	20%	67%	-47	-	-	-	-	-	-	-	-	10	20%	54%	-34
	2018-2019	82	18%	70%	-52	10	0%	41%	-41	7	14%	46%	-32	64	17%	57%	-40
	2019-2020	97	98%	98%	0	12	92%	97%	-5	-	-	-	-	69	99%	97%	+2
	2020-2021	61	100%	100%	0	14	100%	100%	0	-	-	-	-	47	100%	100%	0
Global History	2018-2019	79	66%	79%	-13	16	31%	52%	-21	6	83%	56%	+27	61	67%	72%	-5
	2019-2020	70	83%	98%	-15	14	50%	95%	-45	-	-	-	-	52	83%	97%	-14
	2020-2021	122	100%	100%	0	29	100%	100%	0	-	-	-	-	99	100%	100%	0
Living Environment	2017-2018	72	33%	96%	-37	18	11%	44%	-33	7	29%	43%	-14	59	31%	60%	-29
	2018-2019	138	43%	96%	-28	31	13%	45%	-32	8	75%	43%	+32	111	41%	61%	-20
	2019-2020	128	95%	96%	-1	42	90%	93%	-3	-	-	-	-	98	95%	95%	0
	2020-2021	58	100%	98%	+2	19	100%	97%	+3	6	100%	98%	+2	55	100%	98%	+2
Physical Setting/ Chemistry	2020-2021	43	100%	100%	0	-	-	-	-	-	-	-	-	32	100%	100%	0
Physical Setting/ Earth Science	2018-2019	67	34%	64%	-30	12	8%	39%	-31	6	50%	37%	+13	51	33%	53%	-20
	2019-2020	84	100%	97%	+3	9	100%	95%	+5	-	-	-	-	64	100%	96%	+4
	2020-2021	103	100%	98%	+2	32	100%	98%	+2	-	-	-	-	85	100%	98%	+2
Physical Setting/ Physics	2019-2020	50	100%	100%	0	-	-	-	-	-	-	-	-	31	100%	100%	0
	2020-2021	50	100%	100%	0	-	-	-	-	-	-	-	-	38	100%	100%	0
US History and Government	2019-2020	60	98%	97%	+1	10	90%	93%	-3	-	-	-	-	40	100%	95%	+5
	2020-2021	83	100%	100%	0	19	100%	100%	0	-	-	-	-	70	100%	100%	0

**See NOTES (1), (2), (4), and (7) below.*

2022 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 3: High School Outcomes

Charter School

NEW VISIONS CHARTER HIGH SCHOOL FOR THE HUMANITIES IV

3.a.i. and 3.a.ii. High School Outcomes – Aggregate and Subgroup Total Cohort Regents Testing Outcomes:

Aggregate and Subgroup 4-Year Cohort Regents Testing Outcomes

		All Students				SWD				ELL				ED			
		Charter Total Cohort	New Visions CHS for the Humanities IV	NYS	Differential to NYS	Charter Total Cohort	New Visions CHS for the Humanities IV	NYS	Differential to NYS	Charter Total Cohort	New Visions CHS for the Humanities IV	NYS	Differential to NYS	Charter Total Cohort	New Visions CHS for the Humanities IV	NYS	Differential to NYS
ELA	2017 Cohort	68	99%	89%	**+10**	12	100%	69%	**+31**	-	-	-	-	55	98%	86%	**+12**
Global History	2017 Cohort	68	91%	87%	**+4**	12	67%	66%	**+1**	-	-	-	-	55	89%	84%	**+5**
Math	2017 Cohort	68	99%	90%	**+9**	12	100%	69%	**+31**	-	-	-	-	55	98%	88%	**+10**
Science	2017 Cohort	68	100%	90%	**+10**	12	100%	70%	**+30**	-	-	-	-	55	100%	87%	**+13**
US History	2017 Cohort	68	96%	85%	**+11**	12	92%	66%	**+26**	-	-	-	-	55	95%	81%	**+14**

**See NOTES (1), (2), (4), and (7) below.*

2022 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 3: High School Outcomes

3.a.iii. and 3.a.vi. High School Outcomes – Aggregate and Subgroup College and Career Readiness:

Not applicable to this charter school

2022 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 3: High School Outcomes

3.b.i. and 3.b.ii. Graduation Outcomes – Aggregate and Subgroup Cohort Graduation Rates:

High School Graduation Rates by Cohort

		All Students				SWD				ELL				ED			
		Charter Total Cohort	New Visions CHS for the Humanities IV	NYS Graduation Rate	Differential to NYS	Charter Total Cohort	New Visions CHS for the Humanities IV	NYS Graduation Rate	Differential to NYS	Charter Total Cohort	New Visions CHS for the Humanities IV	NYS Graduation Rate	Differential to NYS	Charter Total Cohort	New Visions CHS for the Humanities IV	NYS Graduation Rate	Differential to NYS
2017 Cohort	4 Year	68	94%	86%	+8	12	83%	65%	+18	-	-	-	-	55	93%	81%	+12

**See NOTES (1), (2), (4), and (9) below.*

3.b.iii. and 3.b.iv. Graduation Outcomes – Aggregate and Subgroup Cohort On-Track to Graduate:

Third Year On-Track to Graduate – Target = 75%

New Visions CHS for The Humanities IV	All Students			SWD			ELL			ED		
	Charter Total Cohort	Total On-Track	On-Track	Charter Total Cohort	Total On-Track	On-Track	Charter Total Cohort	Total On-Track	On-Track	Charter Total Cohort	Total On-Track	On-Track
2017	69	59	86%	14	8	57%	-	-	-	46	39	85%
2018	97	90	93%	17	14	82%	-	-	-	80	74	93%

**See NOTES (1), (2), (4), (7), and (10) below.*

2022 NYSED Charter School Information Dashboard

Benchmark 9 - Indicator 1: Enrollment and Retention

Charter School

NEW VISIONS CHARTER HIGH SCHOOL FOR THE HUMANITIES IV

1.a.i. Aggregrate Enrollment:

Aggregate Enrollment: Reported vs Contracted - Target = 100%

New Visions CHS for the Humanities IV	Contracted Enrollment	Reported Enrollment	Percent of Contracted Enrollment
2017-2018	125	86	69%
2018-2019	249	190	76%
2019-2020	397	274	69%
2020-2021	542	311	57%

1.a.ii. Subgroup Enrollment:

Subgroup Enrollment: Students with Disabilities, English Language Learners, and Economically Disadvantaged

	SWD			ELL			ED		
	New Visions CHS for the Humanities IV	NYC CSD 27	Differential to District	New Visions CHS for the Humanities IV	NYC CSD 27	Differential to District	New Visions CHS for the Humanities IV	NYC CSD 27	Differential to District
2017-2018	26%	21%	+5	7%	16%	-9	80%	76%	+4
2018-2019	19%	19%	0	5%	16%	-11	79%	74%	+5
2019-2020	22%	18%	+4	2%	16%	-14	73%	77%	-4
2020-2021	20%	19%	+1	4%	15%	-11	83%	78%	+5

**See NOTES (2) and (6) below.*

2022 NYSED Charter School Information Dashboard

Benchmark 9 - Indicator 1: Enrollment and Retention

1.b.i. and 1.b.ii. Retention:

Retention - Aggregate and Subgroups

	All Students			SWD			ELL			ED		
	New Visions CHS for the Humanities IV	NYC CSD 27	Differential to District	New Visions CHS for the Humanities IV	NYC CSD 27	Differential to District	New Visions CHS for the Humanities IV	NYC CSD 27	Differential to District	New Visions CHS for the Humanities IV	NYC CSD 27	Differential to District
2018-2019	80%	84%	-4	73%	82%	-9	100%	79%	+21	81%	84%	-3
2019-2020	81%	85%	-4	81%	84%	-3	80%	77%	+3	81%	84%	-3
2020-2021	87%	87%	0	82%	83%	-1	83%	82%	+1	88%	87%	+1

**See NOTES (2) and (6) below.*

2022 NYSED Charter School Information Dashboard

Benchmark 9 - Indicator 1: Enrollment and Retention

1.c.i. and 1.c.ii. High School Persistence:

Aggregate and Subgroup 4-, 5-, and 6-year Cohort Persistence Rates – Target = 85%

		All Students			SWD			ELL			ED		
		Original Cohort	Persistent	Percent Persistent	Original Cohort	Persistent	Percent Persistent	Original Cohort	Persistent	4 Year Persistent	Original Cohort	Persistent	Percent Persistent
2017 Cohort	4-Year	78	59	76%	20	15	75%	7	5	71%	65	48	74%

**See NOTES (2) and (10) below.*

2022 NYSED Charter School Information Dashboard

Notes

(1) Data in the table above represents tested students who scored proficiently (level 3 or above) on the NYS ELA and/or math assessment.

(2) For the students with disabilities and the English language learners subgroups, both current and former members of the subgroups have been combined.

(3) Pursuant to NYSED business rules, the data was suppressed for subgroups containing <5 students and the subgroup category may not be included for the metric.

(4) Data in the table above represents students who passed the Annual Regents or equivalents (score of 65 or better).

(5) The 4- and 5-year graduation rates reported are as of August. The 6-year graduation rates are as of June.

(6) Data in the table above represents a comparison between those grades served in the charter school to only those same grades in the district.

(7) A "." in any table indicates that the data was suppressed, no student sat for the exam, or the exam was not given.

(8) Data in the table above represents tested students who either maintained a proficient score from one year to the next or students whose proficiency level increased from one year to the next (a proficient score is level 3 or 4).

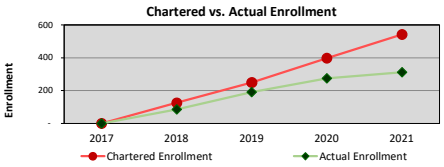
(9) Data in the table above represents students within their respective subgroups who have passed three out of the five Annual Regents and Regents Common Core Examinations (score of 65 or better) or equivalents.

(10) Data in the table above represents the percentage of students from the original 9th grade cohort who persisted within the same school to a 4-year graduation (includes August graduates).

Charter School Fiscal Accountability Summary

NEW VISIONS CHARTER HIGH SCHOOL FOR THE HUMANITIES IV

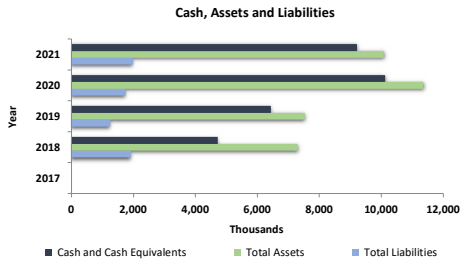
	2016-17	2017-18	2018-19	2019-20	2020-21
Grades Served	-	9	9-10	9-11	9-12
Maximum Chartered Grades Served	-	9-12	9-12	9-12	9-12
Chartered Enrollment	-	125	249	397	542
Maximum Chartered Enrollment	-	566	566	566	566
Actual Enrollment	-	86	190	274	311

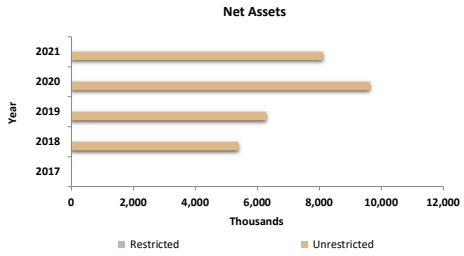


AUDITED FINANCIALS

STATEMENT OF FINANCIAL POSITION

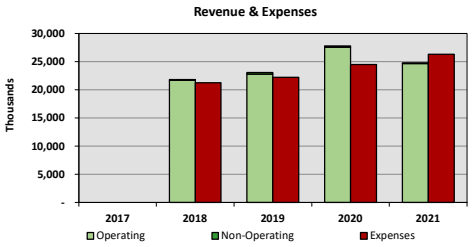
ASSETS					
Current Assets					
Cash and Cash Equivalents	-	4,720,748	6,438,261	10,121,715	9,209,559
Grants and Contracts Receivable	-	2,062,151	516,411	747,120	707,747
Prepaid Expenses	-	98,060	130,097	80,650	69,970
Other Current Assets	-	22,406	29,875	16,709	-
Total Current Assets	-	6,903,365	7,114,644	10,966,194	9,987,276
Non-Current Assets					
Property, Building and Equipment, net	-	151,387	136,221	106,427	92,897
Restricted Cash	-	251,019	277,867	280,013	-
Security Deposits	-	-	-	-	-
Other Non-Current Assets	-	-	-	-	-
Total Non - Current Assets	-	402,406	414,088	386,440	92,897
Total Assets	-	7,305,771	7,528,732	11,352,634	10,080,173
LIABILITIES and NET ASSETS					
Current Liabilities					
Accounts Payable and Accrued Expenses	-	583,641	210,074	73,680	179,199
Accrued Payroll and Payroll Taxes	-	591,189	576,182	821,600	1,090,160
Due to Related Parties	-	497,840	438,046	476,248	558,880
Refundable Advances	-	-	-	300,410	-
Other Current Liabilities	-	51,474	23,083	72,536	155,149
Total Current Liabilities	-	1,724,144	1,247,385	1,744,474	1,983,388
Long-Term Liabilities					
Deferred Rent	-	-	-	-	-
Other Long-Term Liabilities	-	200,000	-	-	-
Total Long-Term Liabilities	-	200,000	-	-	-
Total Liabilities	-	1,924,144	1,247,385	1,744,474	1,983,388
NET ASSETS					
Unrestricted	-	5,381,627	6,281,347	9,608,160	8,096,785
Restricted	-	-	-	-	-
Total Net Assets	-	5,381,627	6,281,347	9,608,160	8,096,785
Total Liabilities and Net Assets	-	7,305,771	7,528,732	11,352,634	10,080,173

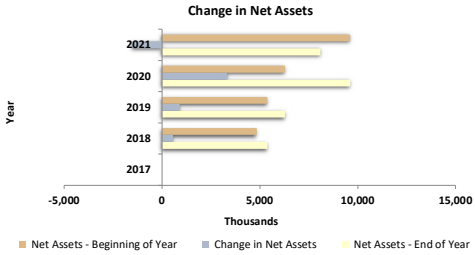




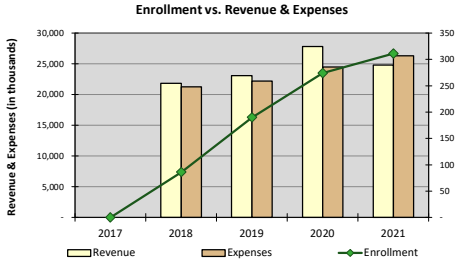
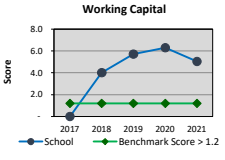
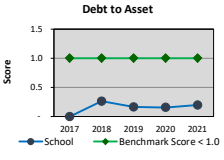
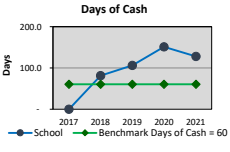
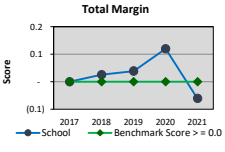
STATEMENT OF ACTIVITIES

OPERATING REVENUE					
State and Local Per Pupil Revenue - Reg. Ed	-	19,099,081	21,248,753	23,229,256	20,461,461
State and Local Per Pupil Revenue - SPED	-	-	-	-	2,845,502
State and Local Per Pupil Facilities Revenue	-	-	-	-	-
Federal Grants	-	2,629,537	1,533,964	4,353,521	1,311,091
State and City Grants	-	-	-	-	81,798
Other Operating Income	-	-	-	-	-
Total Operating Revenue	-	21,728,618	22,782,717	27,582,777	24,699,852
EXPENSES					
Program Services					
Regular Education	-	18,870,350	19,462,771	21,567,404	16,997,455
Special Education	-	-	-	-	5,972,143
Other Expenses	-	-	-	-	-
Total Program Services	-	18,870,350	19,462,771	21,567,404	22,969,598
Supporting Services					
Management and General	-	2,395,637	2,734,747	2,910,146	3,340,247
Fundraising	-	10,463	13,716	-	-
Total Support Services	-	2,406,100	2,748,463	2,910,146	3,340,247
Total Expenses	-	21,276,450	22,211,234	24,477,550	26,309,845
Surplus/Deficit from Operations	-	452,168	571,483	3,105,227	(1,609,993)
SUPPORT AND OTHER REVENUE					
Interest and Other Income	-	8,667	38,999	51,853	6,375
Contributions and Grants	-	86,668	289,238	169,733	92,243
Fundraising Support	-	-	-	-	-
Other Support and Revenue	-	-	-	-	-
Total Support and Other Revenue	-	95,335	328,237	221,586	98,618
Change in Net Assets	-	547,503	899,720	3,326,813	(1,511,375)
Net Assets - Beginning of Year	-	4,834,124	5,381,627	6,281,347	9,608,160
Net Assets - End of Year	-	5,381,627	6,281,347	9,608,160	8,096,785





FISCAL ANALYSIS

RATIOS, BENCHMARKS and FINDINGS

REVENUE & EXPENSE BREAKDOWN					
Revenue - Per Pupil					
Operating	-	252,658	119,909	100,667	79,421
Support and Other Revenue	-	1,109	1,728	809	317
Total Revenue	-	253,767	121,637	101,476	79,738
Expenses - Per Pupil					
Program Services	-	219,423	102,436	78,713	73,857
Mangement and General, Fundraising	-	27,978	14,466	10,621	10,740
Total Expenses	-	247,401	116,901	89,334	84,598
% of Program Services	0.0%	88.7%	87.6%	88.1%	87.3%
% of Management and Other	0.0%	11.3%	12.4%	11.9%	12.7%
% of Revenue Exceeding Expenses	0.0%	2.6%	4.1%	13.6%	-5.7%
FINANCIAL COMPOSITE SCORE					
Composite Score	-	2.66	2.90	3.00	2.30
BENCHMARK and FINDING: Strong; 1.5 - 3.0 / Adequate; 1.0 - 1.4 / Needs Monitoring; -1.0 - 0.9	-	Strong	Strong	Strong	Strong
WORKING CAPITAL					
Net Working Capital	-	5,179,221	5,867,259	9,221,720	8,003,888
Working Capital (Current) Ratio	-	4.0	5.7	6.3	5.0
BENCHMARK and FINDING: Ratio should be equal to or greater than 1.2	-	Meets Standard	Meets Standard	Meets Standard	Meets Standard
DEBT TO ASSET					
Debt to Asset Ratio	-	0.3	0.2	0.2	0.2
BENCHMARK and FINDING: Ratio should be equal to or less than 1.0	-	Meets Standard	Meets Standard	Meets Standard	Meets Standard
CASH POSITION					
Days of Cash	-	81.0	105.8	150.9	127.8
BENCHMARK and FINDING: Ratio should be equal to or greater than 60 days	-	Meets Standard	Meets Standard	Meets Standard	Meets Standard
TOTAL MARGIN					
Total Margin Ratio	-	0.0	0.0	0.1	(0.1)
BENCHMARK and FINDING: Ratio should be equal to or greater than 0.0	-	Meets Standard	Meets Standard	Meets Standard	Does Not Meet Standard