



THE SUNY CHARTER SCHOOLS INSTITUTE

*RENEWAL RECOMMENDATION REPORT
NEW VISIONS CHARTER HIGH
SCHOOL FOR THE HUMANITIES*

Report Date: March 9, 2021

Visit Date: November 16-20, 2020

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Charter Schools Institute
The State University of New York

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INTRODUCTION & REPORT FORMAT

This report is the primary means by which the SUNY Charter Schools Institute (the “Institute”) transmits to the State University of New York Board of Trustees (the “SUNY Trustees”) its findings and recommendations regarding a school’s Application for Charter Renewal, and more broadly, details the merits of a school’s case for renewal. The Institute has created and issued this report pursuant to the ***Policies for the Renewal of Not-For-Profit Charter School Education Corporations and Charter Schools Authorized by the Board of Trustees of the State University of New York*** (the “SUNY Renewal Policies”).¹

THE INSTITUTE MAKES ALL RENEWAL RECOMMENDATIONS BASED ON

A SCHOOL’S
APPLICATION
FOR CHARTER
RENEWAL

INFORMATION
GATHERED DURING
THE CHARTER TERM

ACADEMIC
PERFORMANCE

FISCAL SOUNDNESS

LEGAL COMPLIANCE

RENEWAL
EVALUATION VISIT



Most importantly, the Institute analyzes the school’s record of academic performance and the extent to which it has met its academic Accountability Plan goals.

1. Revised September 4,
2013 and available at: [www.
newyorkcharters.org/SUNY-
Renewal-Policies/](http://www.newyorkcharters.org/SUNY-Renewal-Policies/).

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REPORT FORMAT

This renewal recommendation report compiles evidence using the **State University of New York Charter Renewal Benchmarks** (the “SUNY Renewal Benchmarks”),² which specify in detail what a successful school should be able to demonstrate at the time of the renewal review. The Institute uses the four interconnected renewal questions below for framing benchmark statements to determine if a school has made an adequate case for renewal.



RENEWAL QUESTIONS

1. IS THE SCHOOL AN ACADEMIC SUCCESS?
2. IS THE SCHOOL AN EFFECTIVE, VIABLE ORGANIZATION?
3. IS THE SCHOOL FISCALLY SOUND?
4. IF THE SUNY TRUSTEES RENEW THE EDUCATION CORPORATION'S AUTHORITY TO OPERATE THE SCHOOL, ARE ITS PLANS FOR THE SCHOOL REASONABLE, FEASIBLE, AND ACHIEVABLE?

Additional information about the SUNY renewal process and an overview of the requirements for renewal under the New York Charter Schools Act of 1998 (as amended, the “Act”) are available on the Institute’s website at: www.newyorkcharters.org/renewal/.

2. Version 5.0, May 2012, available at: www.newyorkcharters.org/SUNY-Renewal-Benchmarks/.

This report contains appendices that provide additional statistical and organizationally related information including a statistical school overview, copies of any school district comments on the Application for Charter Renewal, and the SUNY Fiscal Dashboard information for the school. If applicable, the appendices also include additional information about the education corporation, its schools and student achievement of those schools.



RENEWAL RECOMMENDATION

Full-Term Renewal The Institute recommends that the SUNY Trustees approve the Application for Charter Renewal of New Visions Charter High School for the Humanities for a period of five years with authority to provide instruction to students in 9th – 12th grade in such configuration as set forth in its Application for Charter Renewal, with a projected total enrollment of 566 students.



To earn a **Subsequent Full-Term Renewal**, a school must demonstrate that it has met or come close to meeting its academic Accountability Plan goals.³

REQUIRED FINDINGS

In addition to making a recommendation based on a determination of whether the school has met the SUNY Trustees' specific renewal criteria, the Institute makes the following findings required by the Act:

- 1:** the school, as described in the Application for Charter Renewal, meets the requirements of the Act and all other applicable laws, rules, and regulations;
- 2:** the education corporation can demonstrate the ability to operate the school in an educationally and fiscally sound manner in the next charter term; and,
- 3:** given the programs it will offer, its structure and its purpose, approving the school to operate for another five years is likely to improve student learning and achievement and materially further the purposes of the Act.⁴

METHODOLOGY

By March 16, 2020, schools across New York State transitioned to Continuity of Learning Plans to provide remote instruction to students following Governor Cuomo's Executive Orders, which closed schools to in person instruction in response to the COVID-19 pandemic. At the start of the facility closure period, the Institute continued oversight of programs and gathered Continuity of Learning Plans from every school and had ongoing communication to support and monitor programs. New Visions Charter High School for the Humanities ("New Visions Humanities") transitioned to its Continuity of Learning Plan in that time frame. During summer 2020, the Governor and New York State Department of Health requested that all

3. SUNY Renewal Policies
(p. 14).

4. See New York Education
Law § 2852(2).

schools submit a Reopening Plan following specific health and safety guidelines. The Institute additionally requested SUNY authorized charter schools submit specific information regarding the structure of the school’s educational program for the 2020-21 school year. A brief summary of the school’s current program is outlined in the School Background section.

The Institute followed its typical renewal procedures where possible. Schools submitted the Application for Charter Renewal by the August deadline and included additional information regarding the Continuity of Learning Plans. The Institute team conducted its visit activities virtually and analyzed the school’s program using the SUNY Renewal Benchmarks. For remote learning, the Institute visit team joined virtual lessons to observe online learning and teaching. The Institute visit team conducted all interviews virtually including interviews with families, teachers, leaders, and the board.

In considering how to evaluate schools’ remote or hybrid learning plans, the Institute reviewed research and standards for remote and Online teaching. Utilizing the National Standards for Quality Online Teaching (“NSQOT”),⁵ the Institute conducted a review of the SUNY Trustees’ Renewal Benchmarks with the standards and found that the Renewal Benchmarks and the NSQOT align closely. In the qualitative review narrative found within this report, the visit team collected evidence of the quality of the school’s hybrid or remote learning model. In some instances, the Institute adjusted its indicators to reflect NSQOT, where applicable.

ENROLLMENT AND RETENTION TARGETS

As required by Education Law § 2851(4)(e), a school must include in its renewal application information regarding the efforts it will put in place to meet or exceed SUNY’s enrollment and retention targets for students with disabilities, English Language learners (“ELLs”), and students who are eligible applicants for the federal Free and Reduced Price Lunch (“FRPL”) program. The Institute examines each school’s progress toward meeting or coming close to meeting its targets over the charter term as well as the efforts it has and will put in place to meet or continue to meet those targets.

5. NSQOT is a set of standards for Online teaching established by a group of Online education institutions. For more information, see www.nsqol.org.

New Visions Humanities makes good faith efforts to meet or come close to meeting its enrollment and retention targets. The school exceeds its enrollment targets for economically disadvantaged students and students with disabilities and comes close to meeting its ELL enrollment target and the retention targets for the three subgroups. The school plans to use the following strategies to continue making good faith efforts:

- setting rigorous application targets each year, monitoring progress toward meeting the application targets, and adjusting recruitment strategies to recruit specific student subgroups when the school is not meeting its targets;
- distributing brochures, one pagers, and open house flyers in both English and Spanish throughout New York City community school district (“CSD”) 10 areas;
- participating in citywide and Bronx borough based high school fairs;
- presenting at local middle schools and community organizations to discuss the New Visions Humanities’ program;
- posting information about the school at local community organizations, bus shelters, and online;
- liaising with specific nearby middle school counselors to share the application and information about the school; and,
- empowering the student council to participate in virtual open houses and sessions with prospective families and students as part of the school’s recruitment efforts.

For additional information on the school’s enrollment and retention target progress, see Appendix A.

CONSIDERATION OF SCHOOL DISTRICT COMMENTS

In accordance with the Act, the Institute notified the district in which the charter school is located regarding the school’s Application for Charter Renewal. The full text of any written comments received from the district appears in Appendix C, which also includes a summary of any public comments.

As of the date of this report, the Institute has received no district comments in response to the renewal application. A summary of public comments submitted to the Institute appears in appendix C.

SCHOOL BACKGROUND AND EXECUTIVE SUMMARY

NEW VISIONS CHARTER HIGH SCHOOL FOR THE HUMANITIES

BACKGROUND

The SUNY Trustees approved the original charter for New Visions Humanities on September 15, 2010. It opened its doors in the fall of 2011 initially serving 125 students in 9th grade. The school is authorized to serve 566 students in 9th – 12th grade during the 2020-21 school year. If renewed, the school will continue to serve students in 9th – 12th grade, with a projected total enrollment of 566 students.

The current charter term expires on July 31, 2021. A subsequent charter term would enable the school to operate through July 31, 2026. The school is co-located in a New York City Department of Education (“NYCDOE”) building at 99 Terrace View Avenue, Bronx, NY in CSD 10. The building also houses five NYCDOE high schools: Bronx Engineering and Technology Academy, Bronx Theatre High School, Bronx School of Law and Finance, English Language Learners and International Support and Preparatory Academy, Marble Hill School for International Studies, and another SUNY authorized charter school, New Visions Charter High School for Advanced Math and Science (“New Visions AMS”).

New Visions Humanities is one of 10 charter schools that partner with New Visions for Public Schools, Inc. (“New Visions” or the “network”), a New York not-for-profit corporation that serves as the charter management organization (“CMO”) for New Visions Humanities. In addition to New Visions Humanities and New Visions AMS, the SUNY Trustees authorize New Visions AIM Charter High Schools I and II, each an independent education corporation. The remaining schools are authorized by the New York State Board of Regents (the “Board of Regents”). New Visions started in 1989 as the Fund of New York City Public Education, Inc., and currently supports a network of 71 NYCDOE schools that together with the charters serve over 40,000 students.

The mission of New Visions Humanities is:



New Visions Charter High School for the Humanities is part of the New Visions Charter High Schools’ (NVCHS) 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 postsecondary choices by engaging students, teachers, and

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SCHOOL BACKGROUND AND EXECUTIVE SUMMARY

administrators in learning experiences that allow risk-taking, embrace multiple attempts at learning, cultivate students' imaginative and creative abilities, and celebrate achievement. Through an intensive study of English, math, history, and science, students learn how to generate research questions, develop the skills necessary to answer those questions, create products that demonstrate understanding, and defend their knowledge publicly.

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

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



SUMMARY OF COVID-19 RESPONSE

In March 2020, New Visions Humanities transitioned its students to remote learning. During this period, the school ensured that over 550 students had access to hardware and internet. The school began the remote learning period by splitting content areas to two days per week, alternating every other day, with teachers crafting asynchronous lessons through Google Classroom for students. The school prioritized social and emotional aspects of learning during the early period. Over the remainder of the school year and summer 2020, the school distributed over \$6,000 to families in need that suffered misfortunes such as fires, loss of housing, and death due to COVID-19.

To prepare for the 2020-21 school year, the school worked to ensure that all students had working laptops and internet access. The school's schedule accommodates synchronous learning for the majority of the week, and teachers plan asynchronous activities for students on Fridays. The school schedule also allows for each content area to have an extended learning block two times a week with asynchronous learning on Fridays, rather than shorter blocks of time five days a week. This change in schedule allows teachers to focus on content in a deeper way and determine students for additional support through intervention blocks and office hours. In addition to maintaining its rigorous academic program, New Visions Humanities is prioritizing health, safety, and social emotional wellness of students. The school works to provide opportunities to connect with counselors and utilizes its advisory time for student support. To continue building the community feel of the school, New Visions Humanities prepared care packages filled with New Visions Humanities gear, school supplies, and snacks periodically for all students.

The New York Forward Department of Health Reopening Plan for New Visions Humanities, developed in alignment with guidance from the New York State Department of Health, can be found at this [link](#).

EXECUTIVE SUMMARY

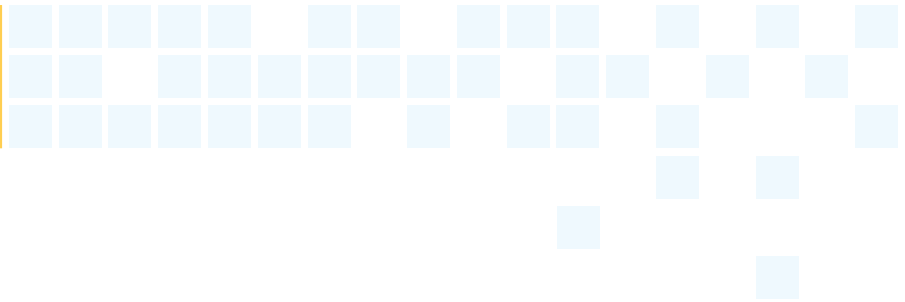
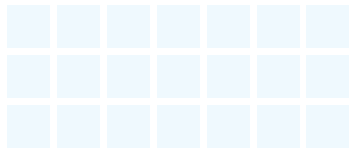
New Visions Humanities is an academic success having met or come close to meeting its Accountability Plan goals over the current charter term. The school demonstrates success in the following ways:

- The school posted a record of high achievement in graduation over the charter term, increasing its four year graduation rate by 14 percentage points from 2015-16 to 2019-20. Notably in 2019-20, 100% of the school's students graduated after four years.
- The school demonstrates strong achievement for its at-risk population, especially students with disabilities. In all years of the charter term, the school's students with disabilities graduated at rates that exceeded the district. In 2019-20, the school's graduation rate for students with disabilities exceeded the district rate by 43 percentage points.
- The school increased its college matriculation rate in the final two years of the Accountability Period exceeding the absolute target in 2018-19 and coming close to the target in 2019-20. Notably in 2018-19, 77% of the school's graduates matriculated into a two or four year program in the fall following graduation, which surpassed the target by two points.

In addition to the school's strong record of performance over the charter term, New Visions Humanities has effectively transitioned its in-person program to remote learning. Teachers are using a variety of tools to support learning. The school added periods for intervention and office hours to ensure that students have multiple opportunities to receive support in areas of struggle. Over summer 2020, the school community came together to discuss and revise its vision, mission, and key design elements to align with a more updated approach of supporting students into post-high school options. The school ensures that each student creates a post-graduation action plan that outlines either college matriculation or a career pathway. In addition to the school's rigorous academic program, the school offers coursework in fields related to computer science and video production. The school also partners with SUNY's Monroe Community College and The City University of New York's Lehman College to offer students college credit bearing courses.

Based on the Institute's review of the school's performance as posted over the charter term; a review of the Application for Charter Renewal submitted by the school; a review of academic, organizational, governance, and financial documentation; and, a renewal review of the school's academic program, the Institute finds that the school meets the required criteria for charter renewal.

The Institute recommends that the SUNY Trustees grant New Visions Humanities a Subsequent Full-Term Renewal of five years.



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NOTEWORTHY

New Visions Humanities' principal established the Louis Hicks III Memorial Scholarship Fund for graduating students in memory of the principal's son who passed away. The scholarship awards students based on need and focuses on students who overcome serious obstacles, suffered hardships, or suffered a serious illness or disability. Over the past three years, the school awarded over 30 scholarships.



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ACADEMIC PERFORMANCE



IS THE SCHOOL AN ACADEMIC SUCCESS?

Having met or come close to meeting all key academic Accountability Plan goals in its subsequent charter term, New Visions Humanities is an academic success. The school successfully increased its graduation and college matriculation rates over the charter term. The school's robust leadership team provides effective supports to teachers.

At the beginning of the Accountability Period,⁶ the school developed and adopted an Accountability Plan that set academic goals in six required areas of high school graduation, college preparation, ELA, mathematics, science, and social studies. For each goal in the Accountability Plan, specific outcome measures define the level of performance necessary to meet that goal. The Institute examines outcomes on a set of required Accountability Plan measures to determine goal attainment. Because the Act requires charters be held “accountable for meeting measurable student achievement results”⁷ and states the educational programs at a charter school must “meet or exceed the student performance standards adopted by the board of regents”⁸ for other public schools, SUNY's required accountability measures rest on performance as measured by state wide and nationally normed assessments, high school graduation and college acceptance rates. Historically, SUNY's required measures include measures that present schools’:

6. Because the SUNY Trustees make a renewal decision before student achievement results for the final year of a charter term become available, the Accountability Period ends with the school year prior to the final year of the charter term. For a school in a subsequent charter term, the Accountability Period covers the final year of the previous charter term and ends with the school year prior to the final year of the current charter term. In this renewal report, the Institute uses “charter term” and “Accountability Period” interchangeably.

ABSOLUTE PERFORMANCE, I.E., WHAT PERCENTAGE OF STUDENTS SCORE AT A CERTAIN PROFICIENCY ON STATE EXAMS?

COMPARATIVE PERFORMANCE, I.E., HOW DID THE SCHOOL DO AS COMPARED TO SCHOOLS IN THE DISTRICT AND SCHOOLS THAT SERVE SIMILAR POPULATIONS OF ECONOMICALLY DISADVANTAGED STUDENTS?

GROWTH PERFORMANCE, I.E., HOW MUCH DID THE SCHOOL GROW STUDENT PERFORMANCE AS COMPARED TO THE GROWTH OF SIMILARLY SITUATED STUDENTS?

Every SUNY authorized charter school has the opportunity to propose additional measures of success when crafting its Accountability Plan. New Visions Humanities did not propose or include any additional measures of success in the Accountability Plan it adopted.

The Institute analyzes every measure included in the school's Accountability Plan to determine its level of academic success, including the extent to which the school has established and maintained a record of high performance, and established progress toward meeting its

7. Education Law § 2850(2)(f).

8. Education Law § 2854(1)(d).

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academic Accountability Plan goals throughout the charter term. The analysis of high school academic performance focuses primarily on absolute and comparative measures associated with the school's graduation and (for college preparatory programs) college preparation goals. The Institute identifies the required measures (absolute proficiency, absolute Measure of Interim Progress ("MIP") attainment,⁹ comparison to local district, comparison to demographically similar schools, student growth, and high school graduation and college going rates) in the Performance Summaries appearing in Appendix B.

Please note that for schools located in New York City, the Institute uses the CSD as the local school district.

In response to the COVID-19 global pandemic, the Board of Regents canceled the administration of the 2019-20 3rd – 8th grade ELA and mathematics assessments; the 4th and 8th grade state science exam; and, the June and August administration of the Regents exams. The Institute requested that schools submit any evidence of progress toward meeting Accountability Plan goals collected from any interim or summative assessments that the school had available for the 2019-20 school year. Based on the school's existing track record of goal attainment and on information submitted in the 2019-20 Accountability Plan Progress Report, the Institute highlights achievement data in the Academic Attainment section below.

More information on the cancellations of the Regents exams in all subject areas can be found at [this link](#). The New York State Education Department ("NYSED") issued a waiver to students enrolled in any course terminating in a Regents exam in June or August 2020. If the exam were a requirement for graduation with a Regents diploma or a Regents diploma with advanced designation, the waiver allowed students in any graduation cohort to meet the requirement without having to sit for any future administration of the exam.

9. During the 2017-18 school year, the state finalized and approved its Every Student Succeeds Act ("ESSA") plan. Accordingly, the Institute established changes to required goals and measures in order to align with the new accountability system. The Institute now requires schools to report a Performance Index ("PI") with the target of meeting or exceeding the state's MIP.

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SUNY RENEWAL BENCHMARK 1A

HAS THE SCHOOL MET OR COME CLOSE TO MEETING ITS ACADEMIC ACCOUNTABILITY PLAN GOALS?

During its five year charter term, New Visions Humanities met or came close to meeting its key Accountability Plan goals in high school graduation, college preparation, English language arts (“ELA”), and mathematics. The school increased its graduation rate over the charter term graduating all of its fourth year cohort in 2019-20. New Visions Humanities also posted a record of consistently outperforming the district in ELA and mathematics Regents passing rates. The school came close to meeting its social studies goal and met its science and NCLB/ESSA goals over the charter term.

New Visions Humanities met its graduation goal over the charter term. From 2015-16 through 2019-20, the school posted four year graduation rates that exceeded the absolute target of 75% by at least 11 percentage points each year. The school’s Graduation Cohorts also graduated at rates that exceeded the district in every year. Notably in 2019-20, 100% of the school’s 2016 Cohort graduated after four years exceeding the district results by 20 percentage points. New Visions Humanities posted high achievement on a key leading indicator of future high school graduation rates. The school’s first and second year cohorts consistently posted high rates of credit accumulation over the charter term.

New Visions Humanities increased its performance on each of the measures of college preparation included under its goal over the charter term, coming close to meeting the goal in the final years of the Accountability Period. After posting results below the target of 75% in the first three years of the Accountability Period, the school increased its matriculation rate to 77% and exceeded the target in 2018-19. In 2019-20, 66% of the school’s 2016 Graduation Cohort matriculated into a two or four year college program in the fall following graduation. The school also demonstrates college preparation by preparing students to earn the Regents diploma with advanced designation, pass an Advanced Placement (“AP”) exam with a score of 3 or higher, and achieve the college and career readiness benchmark on the SAT, among other methods. In 2019-20, 33% of the school’s graduates demonstrated college preparation through one of these methods, an increase of 15 percentage points from the prior year.

New Visions Humanities came close to meeting its ELA goal over the charter term. The school’s Accountability Cohorts consistently passed the ELA Regents exam at rates that exceeded the absolute target of 80% each year. The school’s Total Cohorts surpassed the district performance in all years of the Accountability Period in which comparative data are available. New Visions Humanities’ Total Cohorts did not achieve the college and career

readiness standard on the exam, currently defined as scoring at least at level 4 of five levels, at rates that exceeded the absolute target over the term. In contrast, with 59% of the school's 2016 Total Cohort achieving the standard in 2019-20, the school surpassed the most recently available results for the district by six percentage points. From 2015-16 to 2018-19, the school increased its ELA performance index ("PI") by 51 points to 165, nearly meeting the district achievement.

The school also came close to meeting its mathematics goal over the charter term. The school's Accountability Cohorts passed at least one Regents mathematics exam at rates that exceeded the absolute target in each year of the Accountability Period. From 2015-16 through 2018-19, the school's Total Cohorts passed one mathematics Regents exam at rates that surpassed the district performance. In contrast, the school posted low rates of achieving the college and career readiness standard, currently defined as scoring at least at level 4 of five levels. Instructional leaders acknowledge the opportunity to increase supports for mathematics instruction to ensure that more students meet the standard.

New Visions Humanities also met its science goal over the charter term. From 2015-16 through 2019-20, students in the school's Accountability Cohorts passed any Regents science exam by the end of four years at rates that exceeded the absolute target of 75%. Further, the school's Total Cohorts achieved passing rates that surpassed the district's Total Cohort passing rates in every year that comparative data are available. In 2019-20, 85% of the 2016 Total Cohort passed at least one science Regents exam surpassing the most recent district results by 12 percentage points.

New Visions Humanities came close to meeting its social studies goal. Over the charter term, the school's Total Accountability Cohorts scored at or above proficiency on the U.S. History Regents exam at rates that exceeded the absolute target of 75% in four of five years. The school's Total Cohorts also posted passing rates on the exam that exceeded the district's Total Cohort passing rates in the majority of the years in which comparative data are available. The school did not exceed the absolute target for the Global History exam from 2015-16 to 2018-19. Over half those years, the school's Total Cohorts outperformed the district. Notably in 2019-20, 78% of students passed the Global History exam surpassing the absolute target and the most recently available district performance.

The school met its ESSA goal, remaining in good standing according to the state's accountability system over the charter term.

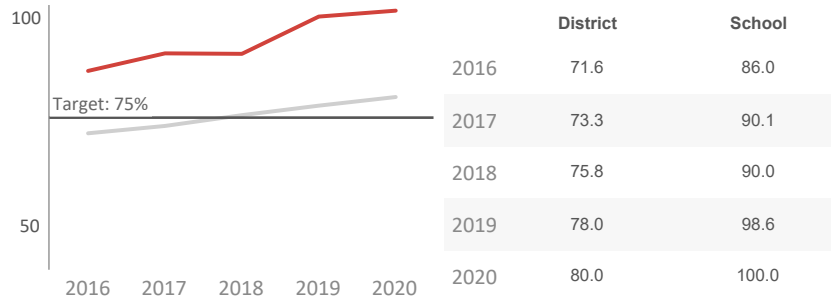
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ACADEMIC PERFORMANCE

NEW VISIONS CHARTER HIGH SCHOOL FOR THE HUMANITIES

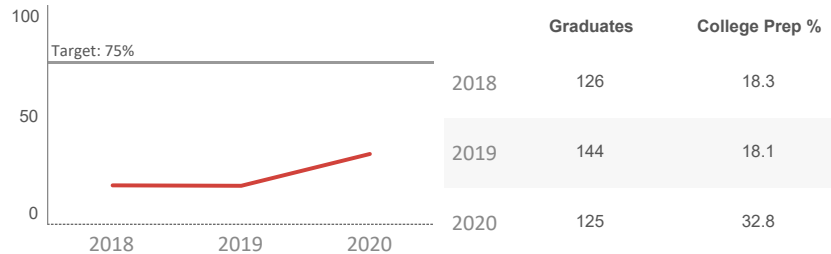
HIGH SCHOOL GRADUATION RATE

Comparative Measure: Graduation Rate. Each year, the percentage of **the school's students graduating** after completion of their fourth year will exceed the District.

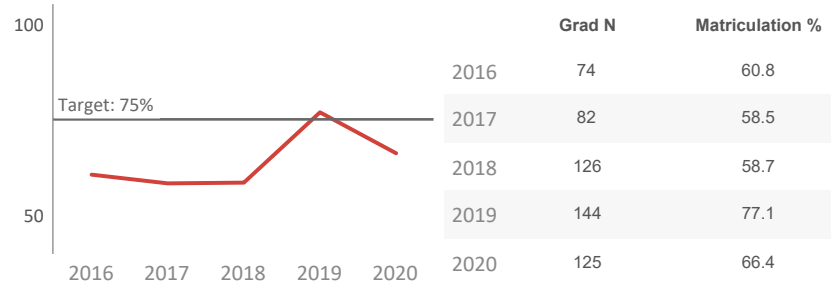


COLLEGE PREPARATION AND ATTAINMENT

College Preparation Measure: Each year, 75 percent of **graduates** will demonstrate college preparation through one or more indicators including passing an AP exam or earning an advanced diploma.

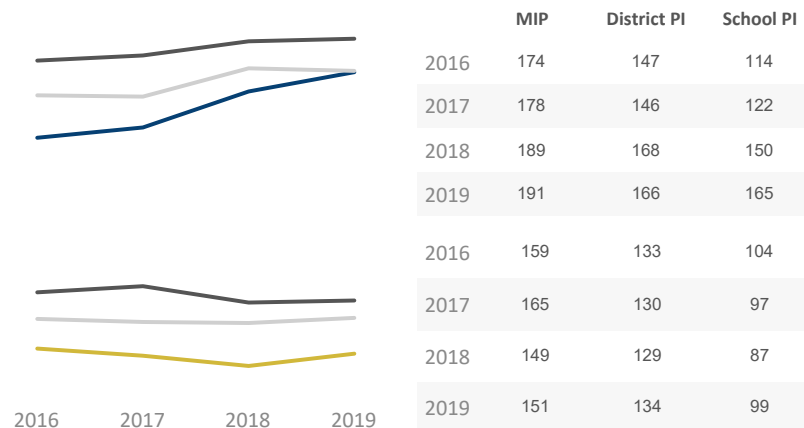


College Attainment Measure: Matriculation into College. Each year, 75 percent of **graduating students** will enroll in a college or university.



ENGLISH LANGUAGE ARTS AND MATHEMATICS

Comparative and Absolute Measure: District Comparison. Each year, the school's **ELA Accountability Performance Index** and the **math PI** will exceed the district's PI and the state's MIP.



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SUNY RENEWAL BENCHMARK 1B

DOES THE SCHOOL HAVE AN ASSESSMENT SYSTEM THAT IMPROVES INSTRUCTIONAL EFFECTIVENESS AND STUDENT LEARNING?

New Visions Humanities implements a comprehensive assessment system that improves instructional effectiveness and student learning. The school administers a variety of valid and reliable assessments to measure student progress and achievement. Teachers and school leaders analyze the data regularly and use the resulting information to adjust lessons, instructional pacing, and student groups.

The school administers a variety of valid and reliable assessments including the Scantron Performance Series, Diagnostic Online Reading Assessment (“DORA”), Adaptive Diagnostic Assessment of Math (“ADAM”), internally developed final exams, mock Regents and AP exams, and teacher created formative assessments such as unit tests and daily exit tickets. Leaders and teachers review the internally designed finals, mock Regents, and mock AP exams annually to refine questions and ensure alignment with state and College Board standards. The school draws on previously released exam materials for mock Regents and AP exams to ensure these assessments reflect an appropriate level of rigor. Teachers and leaders grade assessments together using common rubrics in order to ensure that scoring is valid and consistent. Teachers in Regents and AP courses score assessments using the authentic rubrics from those exams in order to ensure validity and reliability. Prior to the COVID-19 pandemic, the school administered assessments in-person. Since transitioning to the current remote model, New Visions Humanities uses the same suite of assessments but administers them online using apps that monitor students to ensure testing integrity and validity of results.

The network supports teachers and leaders with an assessment data management system that allows staff members to easily access student achievement data in a timely manner. Teachers and leaders use the results to effectively meet student needs. Teachers receive data summaries that include disaggregated results for students with disabilities and ELLs electronically shortly following test administration. Since moving to the remote model, the school implements the same system for disseminating exam data to students; some classrooms also now use Google Forms in the remote environment to score and receive assessment data. The system allows student to continue with a rigorous program that aligns with promotion and graduation requirements.

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The school has robust structures in place to analyze and use assessment data to adjust instruction. Following each round of assessments, teachers review student data in cohort and content team meetings alongside leaders who provide feedback. Teachers then use their analysis to adjust upcoming lesson plans and strategically design small group and individual student interventions. For formative assessments such as exit tickets, the school expects that teachers collect data and respond in the moment or in the subsequent lesson to address any misconceptions. The school continues to implement this analysis and instructional adjustment process in the current remote model. New Visions Humanities regularly shares updates with families about their students' academic progress via progress reports that go home three times per year, formal report cards that go home three times per year, and parent-teacher conferences which take place five times per year.

DOES THE SCHOOL'S CURRICULUM SUPPORT TEACHERS IN THEIR INSTRUCTIONAL PLANNING?

New Visions Humanities has a curriculum framework that provides a fixed structure aligned to state standards. The network provides scope and sequence documents and unit plans for each grade and subject. Network staff review and update these foundational documents each year to ensure that they align with state standards and with any changes to state or college exams. For instance, the network updated the social studies curriculum to ensure alignment with the transition to the US History and Government Regents exam. New Visions Humanities teachers develop curriculum internally with guidance and review from school leaders to ensure appropriate rigor for all courses. These primary curricular documents provide teachers with a clear guide for what to teach and when to teach it. In response to teacher and leader feedback on remote learning in Spring 2020, the school made a strategic decision to adapt unit plans to prioritize the highest leverage standards and skills for each subject area. Given this shift, the school has the opportunity to analyze gaps and skills that may emerge in the current school year and troubleshoot how these gaps may affect the course sequence for students in upcoming years.

Teachers develop daily lesson plans based on the overarching unit plans and make modifications to the network curriculum to ensure the material is relevant to their students. For instance, ELA teachers may select unit texts that reflect their students' backgrounds or current events. The school continues to use this structure for lesson planning since its transition to a remote model. Teachers use Zoom and Google Classroom to present lesson materials in the remote space. The school also uses apps such as Kami to share and annotate student work, and Pear Deck to incorporate checks for understanding.

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Teachers upload completed lesson plans for the following week each Friday. Leaders review these lessons and provide targeted feedback on aspects such as pacing and including checks for understanding to support teachers in constructing purposeful lessons. Leaders differentiate their feedback, providing more guidance and advice to teachers who are newer to the field, or who are working on ensuring their lesson plans are clear and effective.

IS HIGH QUALITY INSTRUCTION EVIDENT THROUGHOUT THE SCHOOL?

Some elements of high quality instruction are evident at New Visions Humanities. During the mandated school closure beginning in March 2020, the school operated a fully remote educational program with both synchronous and asynchronous instruction. For 2020-21, the school delivers live, synchronous instruction supplemented with asynchronous instruction. During the virtual renewal visit, the Institute team observed 14 synchronous lessons across subject areas and all grades following a defined protocol used for school visits during the period of time that schools implement remote learning models.

Teachers deliver purposeful lessons with clear objectives aligned to the school's curriculum. Teachers communicate measurable, state standards-aligned objectives to students at the start of the lesson. Lesson activities are also aligned to the objective. In lessons with two teachers, both teachers actively deliver instruction.

Teachers maximize learning time through the use of a variety of engagement strategies. Students participate by responding verbally or written through chat features in the technology platform, or completing an assignment and uploading content in the moment. Teachers hold students accountable for following established procedures for virtual learning and interactions. The leadership team monitors student engagement across classrooms and recognizes the need for more systematic monitoring and ensuring consistent engagement of all students.

In most lessons, teachers regularly check for student understanding throughout a lesson. Teachers assign independent work tasks and monitor students' answers in real time. Teachers then ask follow up questions to resolve students' misconceptions. School leaders recognize the need to ensure teachers hold all students accountable for completing all assigned work during a lesson and gauge understanding of all students aligned to the key

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objective. The school has the opportunity to create a system whereby teachers systematically call on students based on their misconceptions to ensure all students end a lesson with mastery. While some teachers engage students in rigorous tasks, the school leadership team recognizes the need to improve students' engagement in critical thinking. Leaders acknowledge the need for teachers to ask students higher level questions and allow more student led discussion.

DOES THE SCHOOL HAVE STRONG INSTRUCTIONAL LEADERSHIP?

New Visions Humanities' robust leadership team provides strong instructional leadership to drive toward meeting the school's Accountability Plan goals. The school features an assistant principal team that leads each of the content areas and cohorts. Lead teachers also provide an additional level of support to the assistant principals. The school established a director of instruction position this year to lead the school's professional development efforts. The principal leads all efforts of the leadership team and ensures that effective supports are in place for teachers. Over the charter term, the principal led the school to be data driven, and leaders utilize data analysis protocols to gain a clear understanding of where each student's performance falls. These efforts have led to increases in the school's graduation and college matriculation rates.

During the remote learning period, leaders prioritize the safety and well being of students. The school works to incorporate aspects of social emotional learning into daily lessons, and staff members have clear pathways to gain support for students in need. Leaders similarly work to ensure that staff members are also safe and healthy. While this is the main priority of the school during the remote learning period, leaders also work to maintain the school's rigorous academic program. Leaders prioritize support for teachers based on need, and facilitate meaningful discussions during content and cohort meetings. The focus of these meetings are on student achievement and well being. Leaders support teachers through analyzing student achievement data and identify strategies to support students who are falling behind or at risk of failure.

With the new director of instruction role, the school provides teachers with effective professional development training. For remote learning, the school focuses on empowering teachers to train other teachers on useful and effective software to use with students. During each weekly professional development session, teachers typically highlight a software program that effectively increased engagement or results for students.

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DOES THE SCHOOL MEET THE EDUCATIONAL NEEDS OF AT-RISK STUDENTS?

New Visions Humanities meets the education needs of at-risk students. The school has well developed systems to identify students struggling academically, implements effective instructional strategies for students with disabilities and ELLs, and regularly monitors student progress. Leaders reflect on the progress of at-risk students and recognize the need to improve the program to improve outcomes for at-risk students.

The school has clear procedures for identifying at-risk students. Instructional leaders and teachers use assessment data to identify students struggling academically and design targeted interventions. If students do not demonstrate progress after teachers provide interventions, teachers and instructional leaders refer students to the special education coordinator. The special education coordinator consults with general education and special education teachers as well as the child's parent(s) or guardian(s) and makes a formal referral to the district committee on special education ("CSE") if the student does not make progress after multiple levels of intervention. The school uses the district's Special Education Student Information System ("SEIS") to identify incoming students with existing individualized education programs ("IEPs") and administers a home language questionnaire followed by the New York State Identification Test for English Language Learners ("NYSITELL") to identify ELLs. In the virtual setting for the 2020-21 school year, the school is administering an exam developed by the network that mirrors the NYSITELL to understand students' language levels and needs until the school can administer the assessment in person.

New Visions Humanities has several programs that effectively address the needs of at-risk students. Teachers regularly analyze student assessment results and use those results to integrate small group coaching into their lesson plans. The school also uses its integrated co-teaching ("ICT") sections across subjects and grades to provide additional instructional supports to students who are struggling. Since transitioning to the remote environment, leaders modified the school schedule to include dedicated intervention and teacher office hours blocks each day. Teachers use the intervention block to provide additional targeted supports to struggling students and use office hours to provide one-to-one student coaching. The school employs one dedicated ELL teacher who provides daily pullout instruction to students who are ELLs using the network's ELL curriculum. The ELL teacher also collaborates with classroom teachers to differentiate lesson plans to meet the needs of ELLs. The school continues to offer differentiated pullout support to ELLs during remote instruction in a manner similar to the support offered prior to the COVID-19 closure.

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For students with disabilities, the school provides ICT classes in all grades based on student IEP mandates and goals. The school offers counseling in-house and coordinates with the district to provide related services for students. At the time of the renewal visit, all students with related services were receiving services. The special education coordinator performs regular audits to ensure that all students receive required academic and related services.

Instructional leaders support teachers with regular analysis and discussion of subgroup data to monitor at-risk student achievement. The school disaggregates student performance data by ELLs, students with disabilities, and other at-risk student factors to assess and adjust supports for these groups of students. During weekly cohort and content team meetings, instructional leaders collaborate with teachers to identify and plan support for students at-risk of academic failure. Teachers report on student progress against IEP goals in SESIS at the end of each trimester; the school shares these reports with teachers and parents/guardians. As a result, teachers are aware of student progress toward meeting IEP goals, achieving English language proficiency, and school based goals for students struggling academically. In addition to the ongoing subgroup analysis, the special education coordinator shares IEPs with teachers at the beginning of the year to ensure instructional staff understand the services and supports for each student. Special education teachers across grades have a dedicated meeting weekly to share effective practices and discuss potential strategies to support students with IEPs who are not making progress. The ELL teacher shares English language proficiency levels with teachers and regularly updates teachers and parents on student growth.

The school provides effective training and professional development to at-risk program providers and general education teachers. The network has dedicated staff who support special education and ELL leaders and teaching staff via professional development programming and one on one consultation and coaching. The school and network offer internally produced professional development focused on differentiation and virtual learning engagement strategies. The school also offers opportunities for special education and ELL teachers to attend external trainings or webinars such as those provided by the Collaborative for Inclusive Education for additional training and support.

New Visions Humanities creates both formal and informal opportunities for coordination between classroom teachers and at-risk program teachers. In the bricks and mortar setting special education, general education, and ELL teachers participate in weekly cohort and content team meetings on a rotating schedule and collaborate both formally and informally. The school has a strong culture of collaboration to support meaningful exchanges that support student outcomes. For example, teachers communicate via email, between class periods, during planning periods, and after school to share student updates and concerns teachers should consider as they plan lessons. The school continues to implement these structures in the remote environment.

ORGANIZATIONAL PERFORMANCE



IS THE SCHOOL AN EFFECTIVE, VIABLE ORGANIZATION?

New Visions Humanities is an effective and viable organization. New Visions supports the school operationally. The board provides effective oversight and governance.

SUNY RENEWAL BENCHMARK 2A

IS THE SCHOOL FAITHFUL TO ITS MISSION AND DOES IT IMPLEMENT THE KEY DESIGN ELEMENTS INCLUDED IN ITS CHARTER?

New Visions Humanities is faithful to its mission and key design elements. These can be found in the School Background section at the beginning of the report and Appendix A, respectively. Over summer 2020, the school came together to discuss and revise its mission and key design elements. The school focuses on ensuring that students are prepared for success post graduation and work to complete a plan for each and every student. The school ensures that all students know that college is a choice and requires students to apply to a City University of New York (“CUNY”) school.

SUNY RENEWAL BENCHMARK 2B

ARE PARENTS/GUARDIANS AND STUDENTS SATISFIED WITH THE SCHOOL?

To report on parent satisfaction with the school’s program, the Institute used satisfaction survey data, information gathered from a focus group of parents representing a cross section of students, and data regarding persistence in enrollment.

Parent Survey Data. The Institute compiled data from the NYCDOE’s 2018-19 NYC School Survey. NYCDOE distributes the survey every year to compile data about school culture, instruction, and systems for improvement. That year, 92% of families who received the survey responded. Among respondents, 94% expressed satisfaction with the school’s academic program, trust in the school, and relationships with teachers and leaders.

Parent Focus Group. The Institute asks all schools facing renewal to convene a representative set of parents for a focus group discussion. For renewal reviews in 2020-21, the Institute convened families in a virtual environment. A representative set includes parents of students in attendance at the school for multiple years, parents of students new to the school, parents of students receiving general education services, parents of students with special needs, and parents of ELLs. The 17 families in attendance at the focus group indicated high levels of satisfaction with the school especially during the remote learning period. Families appreciate

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the efforts the school makes to meet each student’s needs and the adjustments to the program based on their feedback. Families also noted that staff members are easily accessible and communicate regularly about academic performance.

Student Focus Group. For this school year, the Institute asks all schools facing renewal to convene a representative set of students for a focus group discussion. For New Visions Humanities, the Institute convened students in a remote environment. The 10 students present at the focus group expressed high levels of satisfaction with their academic experience. Students highlighted the mantra of “failure is not an option” indicating the high expectations that teachers have for them across classes. Students also appreciate the school’s schedule change with the addition of intervention blocks and office hours to receive more individualized support.

Persistence in Enrollment. An additional indicator of parent satisfaction is persistence in enrollment. In 2019-20, 86% of New Visions Humanities students returned from the previous year. Student persistence data from previous years of the charter term is available in Appendix A.

The Institute derived the statistical information on persistence in enrollment from its database. No comparative data from the NYCDOE or the NYSED is available to the Institute to provide either district or statewide context.

DOES THE SCHOOL’S ORGANIZATION WORK EFFECTIVELY TO DELIVER THE EDUCATIONAL PROGRAM?

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New Visions Humanities’ organization works effectively to deliver the educational program. The school’s organizational chart outlines clear roles and responsibilities for leaders and staff members. The school’s operations team works to ensure that staff members and students have what they need. During the remote learning period, the operations team works seamlessly to troubleshoot any connectivity issues for students and ensures that all students have the hardware to access remote learning. The school also ensures that resources are allocated to support academic achievement. New Visions provides support to the school in the form of back office and pedagogical supports. With the operational support, leaders are able to focus primarily on supporting the academic program. New Visions provides extensive professional development and opportunities for staff members to collaborate with peers at other schools within the network.

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New Visions Humanities has a robust team that works to maintain a strong culture of positivity and care for students. The dean manager oversees a team of deans and works closely with the counseling team. Over the charter term, the school implemented a restorative justice approach to discipline and works to ensure it trains teachers and keeps students in classrooms to maximize learning time. The deans work closely with teachers to monitor discipline data and respond to specific student needs as they arise. Members of the dean team meet with teachers on a regular basis to discuss individual students and determine specific interventions to support learning in the classroom.

The director of college and career at New Visions Humanities oversees the school's Real Talk program. Developed by the school during the facility closure caused by COVID-19, the Real Talk program connects students and staff members to New Visions Humanities alumni who talk about their post high school experiences. The program allows New Visions Humanities students to ask questions about the postsecondary process, available supports for social and emotional health, and self-motivation. Real Talk events are open to all students and staff members who are encouraged to ask probing and clarifying questions, or offer advice.

The school's enrollment meets the budget requirements for this school year. The school's parent coordinator works to recruit students from a variety of sources within the neighborhood and monitors the school's enrollment and retention targets. The school makes good faith efforts to meet those targets. As limitations for gatherings in person continue, the school is hosting virtual information sessions in English and Spanish to inform prospective families about the school's program.

Over the course of the summer, the school carefully reviewed surveys and informal conversations with students, families, and teachers to adjust its remote learning program. The school adjusted its schedule to split class periods across two days and make them longer as a response to feedback from students and teachers. Recognizing students may come into this school year with learning gaps, the school infused intervention periods and more time for office hours to support students struggling academically.

SUNY RENEWAL BENCHMARK 2D

DOES THE BOARD WORK EFFECTIVELY TO ACHIEVE THE SCHOOL'S ACCOUNTABILITY PLAN GOALS?

The New Visions Humanities board provides effective oversight to help the school achieve its Accountability Plan goals. Given the COVID-19 pandemic, the board's priority is overseeing the school's practices for full remote learning and student engagement in the academic program.

The board monitors a variety of graduation and post-secondary metrics as well as enrollment, discipline, and financial data. The board sets targets for graduation, and Regents exam college readiness achievement rates. The board, network, and schools all share an ultimate goal: 100% of students to graduate with a clear plan for post-secondary success. Trustees have the opportunity to monitor students' identified plans throughout their high school tenure and analyze the success rate for the number of students who achieve their plans.

The board established new key design elements for the future charter term including providing individualized supports for diverse learners and closing the achievement gap for students with disabilities and multilingual learners. The board monitors all academic data disaggregated by different student subgroups. Board members are committed to ensuring the network and school continue to provide increased resources to close gaps between general education students and students with disabilities and multilingual learners.

The New Visions Humanities board holds the network accountable for providing contracted services. For example, after one of the yearly evaluations of the network, New Visions added more staffing upon the board's request.

DOES THE BOARD IMPLEMENT, MAINTAIN, AND ABIDE BY APPROPRIATE POLICIES, SYSTEMS, AND PROCESSES?

The board materially and substantially implements, maintains, and abides by appropriate policies, systems, and processes to ensure the effective governance and oversight of the school. The board demonstrates a clear understanding of its role in holding the school leadership and CMO accountable for both academic results and fiscal soundness.

- With membership overlapping with other New Visions' charter boards, the board has overseen continued growth replicating under Board of Regents authorization, which provided opportunities for collaboration across the network of schools.

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- The board regularly receives information through its data dashboard regarding student and teacher attendance, credit accumulation, graduation attainment, and other academic information. The current charter term minutes, however, reflect the board priority of reporting on literacy interventions, career and college readiness metrics, internship and post-secondary experiences as well as how these items are specifically addressed for students with disabilities and ELLs.
- The board has a clear standing committee structure and is adept at creating ad hoc committees for priorities and projects. During this charter term, ad hoc committees focused on revised Key Design Elements, a CMO survey, and the Charter Academic Policy.
- Among other clear lines of communication with New Visions, the board conducts an annual evaluation of the CMO as well as an annual CMO survey. For the 2020-21 school year, the board aligned the CMO survey to the revised Key Design Elements to ensure mission alignment.
- The board regularly reviews the charter management agreement. Over the charter term, the board has prioritized and revised information it receives to ensure rigorous oversight of the programs.
- Minutes clearly reflect the board regularly reviews and updates policies.
- Minutes reflect the board reviews contractual relationships and revises contracts accordingly.
- The board works within a strategic plan and ensures alignment with the CMO's strategic plan by requesting information regarding the CMO's strategic plan and benchmarks. The board receives a mid-year and end-year report of student outcomes and school goals with evidence of continued monitoring, which demonstrates effective and timely governance action.
- The board is thoughtful about membership and continually recruits in areas of need, diversity, and succession.
- Minutes reflect the board abides by its by-laws and holds meetings in accordance with the New York Open Meetings Law.

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HAS THE SCHOOL SUBSTANTIALLY COMPLIED WITH APPLICABLE LAWS, RULES AND REGULATIONS, AND PROVISIONS OF ITS CHARTER?

The education corporation substantially complied with applicable laws, rules and regulations, and provisions of its charter. During the current charter term, the education corporation demonstrates a clear record of compliance with the terms of its charter including the timely submission of required reporting to the Institute.

- **Complaint Policy.** The education corporation bifurcated its complaint policy during the charter term, which is impermissible for formal complaints. Under the Act, formal complaints must have a direct path to the board. The Institute will ensure the education corporation clarifies and revises the complaint policy, accordingly, prior to the next charter term.
- **Complaints.** The Institute did not receive any formal complaints regarding this school during the charter term.
- **Compliance.** The Institute issued no violation letters during the charter term.

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FISCAL PERFORMANCE



10. The U.S. Department of Education has established fiscal criteria for certain ratios or information with high – medium – low categories, represented in the table as green – gray – red. The categories generally correspond to levels of fiscal risk, but must be viewed in the context of each education corporation and the general type or category of school.

IS THE EDUCATION CORPORATION FISCALLY SOUND?

Based on review of the fiscal evidence collected through the renewal review, New Visions Humanities is fiscally sound. The SUNY Fiscal Dashboard presents color-coded tables and charts indicating that the education corporation has demonstrated fiscal soundness over the majority of the charter term.¹⁰

New Visions Humanities has an existing charter management agreement with New Visions, which supports New Visions Humanities in the areas of curriculum, student evaluation, recruitment, training, professional development, compliance, external relations, financial management, and technology under the terms of a management contract that reflects a 8-10% management fee over the next charter term.

New Visions Humanities opened in 2011-12. New Visions contracts with three additional SUNY authorized charters, each a separate education corporation. The network also operates six additional charters authorized by the Board of Regents, each a separate education corporation. New Visions Humanities is a party to a collective bargaining agreement with the United Federation of Teachers that expires July 2022.

In response to the COVID-19 situation, New Visions Humanities proactively budgeted FY 2020-21 conservatively by projecting decreased revenues and lowering expenses while projecting additional costs for remote learning technologies and building safety measures to comply with socially distanced in-person learning. The school anticipates enrollment will remain steady but budgeted conservatively to maintain continued financial stability.

DOES THE SCHOOL OPERATE PURSUANT TO A FISCAL PLAN IN WHICH IT CREATES REALISTIC BUDGETS THAT IT MONITORS AND ADJUSTS WHEN APPROPRIATE?

New Visions Humanities has adequate financial resources to ensure stable operations. Working with the network, New Visions Humanities has employed clear budgetary objectives and budget preparation procedures throughout the charter term.

- The budget process involves various network and school leadership positions to come together. The budgeting team bases the annual budgets on historical actual revenues and expenses, and programmatic changes to ensure that staff members can properly support the proposed enrollment. The education corporation implemented the current budget in anticipation of COVID-19 fiscal impact including a 2% cut to per-pupil aid revenue, which has not yet been realized.

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- The projected five-year renewal budget reflects anticipated stable revenues and expenses associated with planned enrollment as the school continues to serve 9th through 12th grade.
- New Visions Humanities operates the high school in NYCDOE co-located space. The current facility provides ample space for the school to operate its program during the next charter term.

DOES THE SCHOOL MAINTAIN APPROPRIATE INTERNAL CONTROLS AND PROCEDURES?

New Visions Humanities has good fiscal policies, procedures and practices, and maintains appropriate internal controls.

- The Fiscal Policies and Procedures Manual serves as the guide to all financial internal controls and procedures. The manual undergoes ongoing reviews and updates.
- The most recent audit report identified the charter school not in compliance regarding certified teachers. The school stated the issue was maintaining continuity of expiring certifications, and addressed the problem. The Institute found the school was in compliance at the time of the renewal inspection.

DOES THE SCHOOL COMPLY WITH FINANCIAL REPORTING REQUIREMENTS?

New Visions Humanities has complied with financial reporting requirements.

- New Visions Humanities submits financial reports on time, complete, and following generally accepted accounting principles (GAAP) to the Institute, NYCDOE, and the NYSED.
- Independent audits of annual financial statements have received unqualified opinions and identified no material weaknesses or significant deficiencies.
- The education corporation has generally filed key reports timely and accurately including: audit reports, budgets, unaudited quarterly reports of revenue, expenses, and enrollment.
- The education corporation submitted the most recent audit report, dated June 30, 2020, to the Institute on time and reported strong fiscal health.

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DOES THE SCHOOL MAINTAIN ADEQUATE FINANCIAL RESOURCES TO ENSURE STABLE OPERATIONS?

New Visions Humanities maintained adequate financial resources to ensure stable operations.

- The school opened in 2011-12 and reported operating surpluses and deficits, which were offset against surpluses.
- The school's fiscal dashboard in Appendix D reflects fiscally strong with \$4.9 million in net assets and 5.9 months of cash on hand to pay liabilities due shortly as of June 30, 2020.
- As a requirement of SUNY charter agreements, New Visions Humanities has established the separate bank account for the dissolution fund reserve of \$75,000.

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FUTURE PLANS



IF THE SUNY TRUSTEES RENEW THE EDUCATION CORPORATION'S AUTHORITY TO OPERATE THE SCHOOL, ARE ITS PLANS FOR THE SCHOOL REASONABLE, FEASIBLE, AND ACHIEVABLE?

New Visions Humanities is an academic success. Therefore, its plans for the future are reasonable, feasible, and achievable.

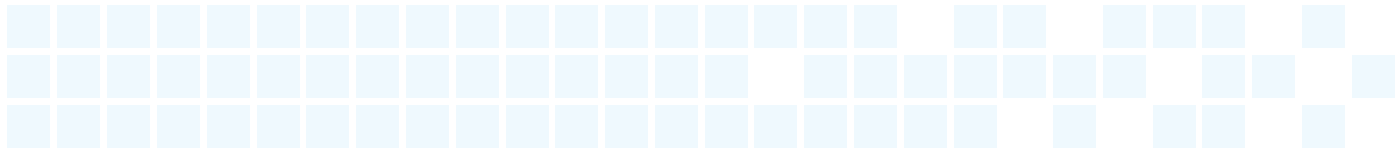
Plans for the School's Structure. The education corporation has provided all of the key structural elements for a charter renewal and those elements are reasonable, feasible, and achievable.

Plans for the Educational Program. New Visions Humanities plans to implement the same effective elements that allowed the school to meet or come close to meeting its key Accountability Plan goals over the charter term.

Plans for Board Oversight & Governance. Board members expressed interest in maintaining their membership in the next charter term. The board may add more members in the future.

Fiscal & Facility Plans. Based on evidence collected through the renewal review, including a review of the five year financial plan, New Visions Humanities presents a reasonable and appropriate fiscal plan for the next charter term including an education corporation budget that is feasible and achievable.

	CURRENT	END OF NEXT CHARTER TERM
Enrollment	566	566
Grade Span	9-12	9-12
Teaching Staff	54	51
Days of Instruction	180	180



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New Visions Humanities operates the high school in NYCDOE co-located space. The current facility provides ample space for the school to operate its program during the next charter term.

The school’s Application for Charter Renewal contains all necessary elements as required by the Act. The proposed school calendar allots an appropriate amount of instructional time to meet or exceed instructional time requirements, and taken together with other academic and key design elements, should be sufficient to allow the school to meet its proposed Accountability Plan goals.



New Visions
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APPENDICES

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APPENDIX A: School Overview

NEW VISIONS CHARTER HIGH SCHOOL FOR THE HUMANITIES BOARD OF TRUSTEES

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TREASURER	Fredrick Levy
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Musa Ali Shama	Michael Nathan
	Selina Urbina
	Dr. Edna Vega
	Eva Lopez

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	Sue Lehmann
	Beth J. Lief
	Ernest Logan
	Ralph L. Schlosstein
	Sheena Wright

SCHOOL LEADERS

PRINCIPAL
<i>Magaly Hicks, Principal (2014-15 to Present)</i>
<i>Seth Lewis, Principal (2011-12 to 2013-14)</i>

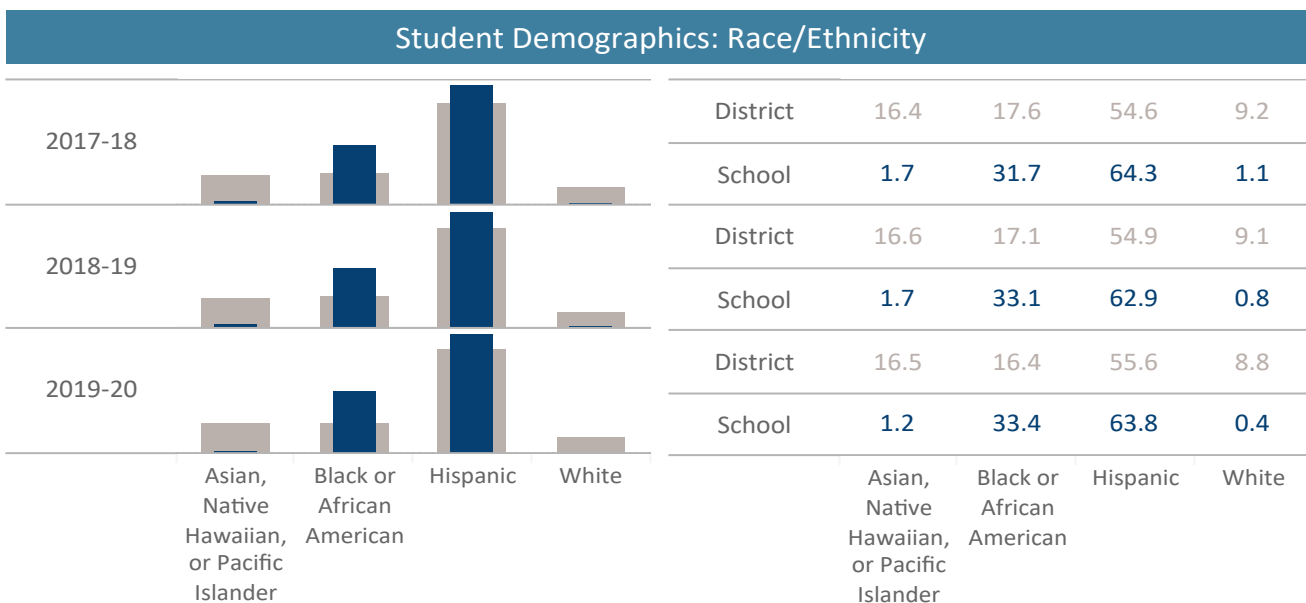
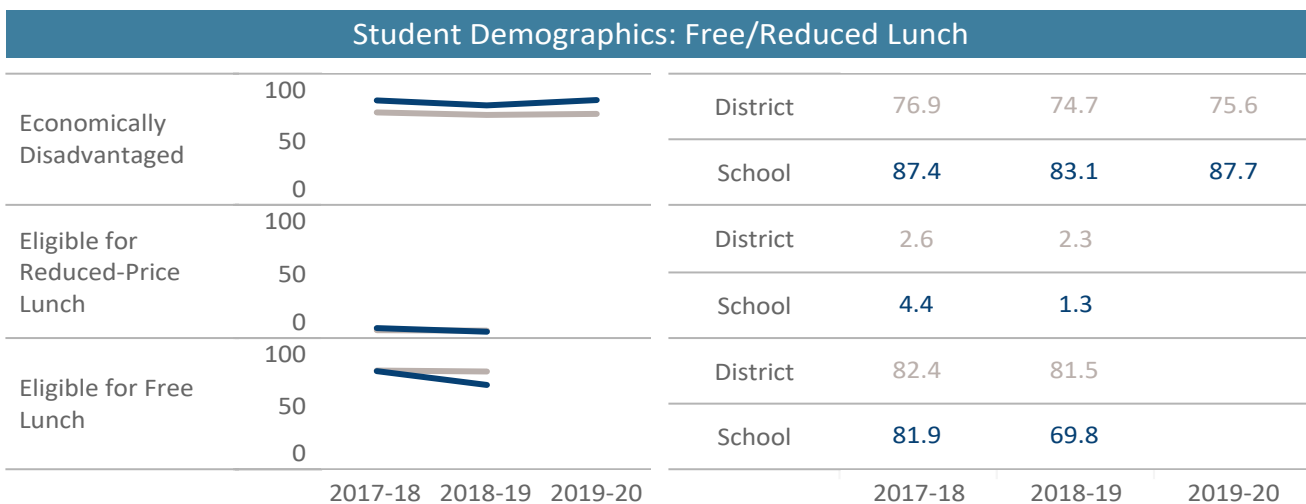
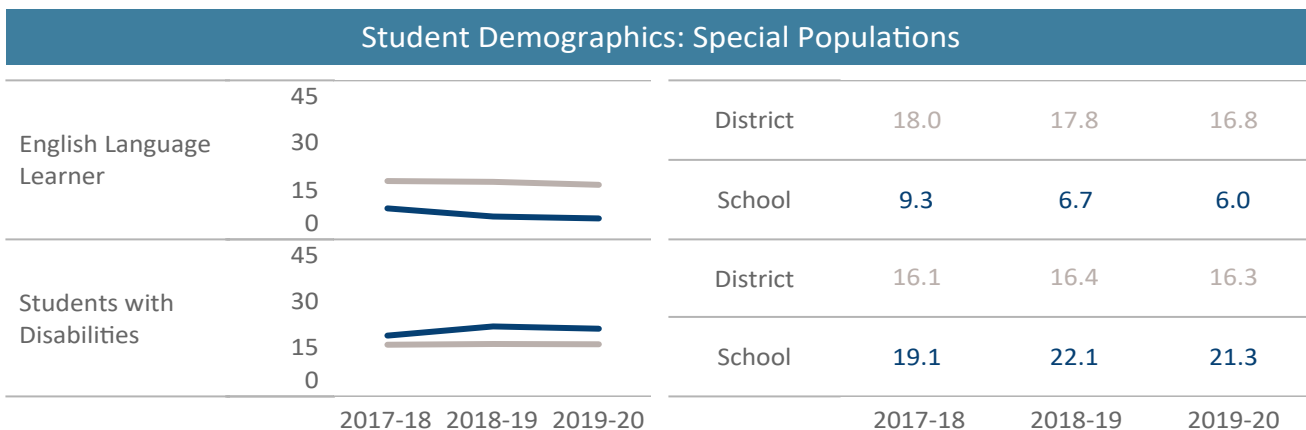
SCHOOL CHARACTERISTICS

SCHOOL YEAR	CHARTERED ENROLLMENT	ACTUAL ENROLLMENT	ACTUAL AS A PERCENTAGE OF CHARTERED ENROLLMENT	GRADES SERVED
2016-17	566	530	94%	9-12
2017-18	566	538	95%	9-12
2018-19	566	528	93%	9-12
2019-20	566	557	98%	9-12
2020-21	566	576	102%	9-12

APPENDIX A: School Overview

New Visions Charter High School for the Humanities

Bronx CSD 10

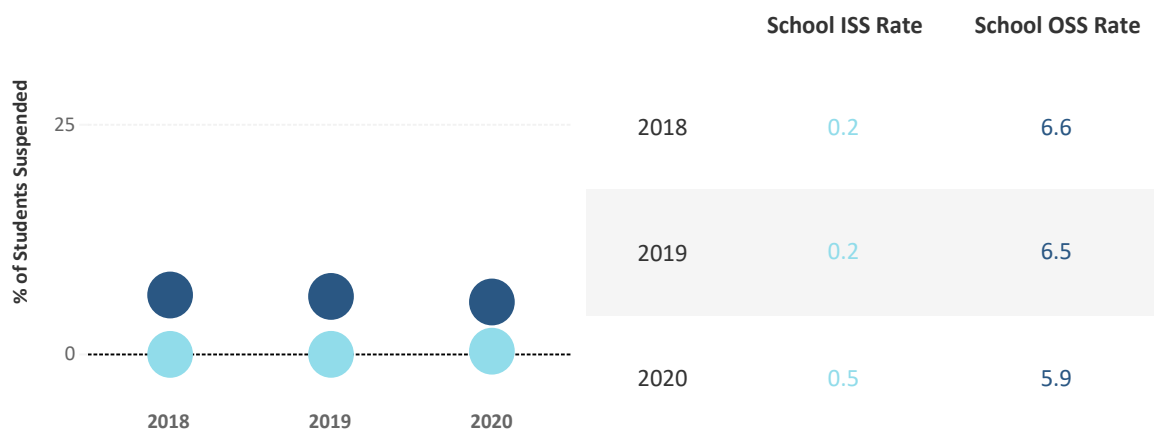


Data reported in these charts reflect BEDS day enrollment counts as reported by the New York State Education Department

APPENDIX A: School Overview

New Visions Charter High School for the Humanities

Bronx CSD 10



CSD data suitable for comparison are not available. The percentage rate shown here is calculated using the method employed by the New York City Department of Education ("NYCDOE"): the total number of students receiving an in school or out of school suspension at any time during the school year is divided by the total enrollment, then multiplied by 100.

Persistence in Enrollment: The percentage of students eligible to return from previous year who did return



Expulsions: The number of students expelled from the school each year

2018	2019	2020
0	0	0

New Visions Charter High School for the Humanities's Enrollment and Retention Status: 2019-20

			Target	School
enrollment	economically disadvantaged	<div><div></div></div>	77.4	87.5
	English language learners	<div><div></div></div>	17.6	13.7
	students with disabilities	<div><div></div></div>	13.7	21.2
retention	economically disadvantaged	<div><div></div></div>	90.9	85.8
	English language learners	<div><div></div></div>	89.8	87.9
	students with disabilities	<div><div></div></div>	89.2	82.1

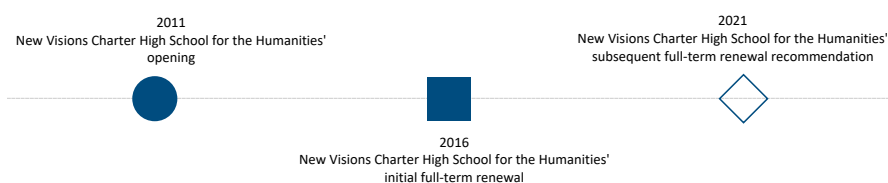
Data reported in these charts reflect information reported by the school and validated by the Institute.

APPENDIX A: School Overview

PARENT SATISFACTION: SURVEY RESULTS

RESPONSE RATE 92%	OVERALL SATISFACTION 92%	TRUST 93%	EFFECTIVE SCHOOL LEADERSHIP 98%	STRONG FAMILY COMMUNITY TIES 91%
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TIMELINE OF CHARTER SCHOOL RENEWAL



SCHOOL VISIT HISTORY

SCHOOL YEAR	VISIT TYPE	DATE
2011-12	First Year Visit	April 19, 2012
2013-14	Evaluation Visit	May 1, 2014
2015-16	Initial Renewal Visit	November 18-19, 2015
2020-21	Subsequent Renewal Visit	November 16-20, 2020

CONDUCT OF THE RENEWAL VISIT

DATE(S) OF VISIT	EVALUATION TEAM MEMBERS	TITLE
November 16-20, 2020	Andrew Kile	Managing Director of School Evaluation
	Keegan Prue	Director of Leadership Team Operations
	Kerri Martin Rizzolo	Senior Analyst

APPENDIX A: School Overview

KEY DESIGN ELEMENTS:

ELEMENT	EVIDENT?
Innovation and responsive teaching and learning;	+
Individualized supports for diverse learners;	+
Holistic social emotional supports;	+
Comprehensive postsecondary readiness;	+
Inclusive family engagement;	+
Civic and community engagement; and,	+
Data driven and continuous improvement.	+

APPENDIX B: Performance Summaries

SCHOOL PERFORMANCE SUMMARY: New Visions Charter High School for the Humanities

High School Graduation

	2017-18			2018-19			2019-20		
	MET			MET			MET		
1. Each year, 75 percent of students in the second year high school Total Graduation Cohort will score at or above proficiency on at least three different Regents exams required for graduation.	2016 Cohort N	% Passing ≥ 3 Regents		2017 Cohort N	% Passing ≥ 3 Regents		2018 Cohort N	% Passing ≥ 3 Regents	
	137	62.8	NO	125	54.4	NO	153	92.8	YES
2. Each year, 75 percent of students in the Total Graduation Cohort will graduate after the completion of their fourth year.	2014 Cohort N	%		2015 Cohort N	%		2016 Cohort N	%	
	140	90.0	YES	146	98.6	YES	125	100.0	YES
3. Each year, 95 percent of students will graduate after the completion of their fifth year.	2013 Cohort N	% Graduating		2014 Cohort N	% Graduating		2015 Cohort N	% Graduating	
	91	90.1	NO	140	90.0	NO	147	98.6	YES
4. Each year, the percent of students graduating after the completion of their fourth year will exceed that of the local school district.	Comparison School District: CSD 10			Comparison School District: CSD 10			Comparison School District: CSD 10		
	School	District		School	District		School	District	
	90.0	75.8	YES	98.6	78.0	YES	100.0	80.0	YES

College Preparation

	2017-18			2018-19			2019-20		
	MET			MET			MET		
1. Each year, 75 percent of graduating students will demonstrate their preparation for college by at least one or some combination of indicators of college readiness. ¹	Graduate N	%		Graduate N	%		Graduate N	%	
	126	18.3	NO	144	18.1	NO	125	32.8	NO
2. Each year, 75 percent of graduating students will matriculate in a college or university in the year after graduation.	Graduate N	%		Graduate N	%		Graduate N	%	
	126	58.7	NO	144	77.1	NO	125	66.4	NO
3. Each year, the College, Career, and Civic Readiness Index ("CCCRI") for the school's Total Cohort will exceed the state's MIP set forth in the state's ESSA accountability system.	CCCRI	MIP		CCCRI	MIP		CCCRI	MIP	
	92	128	NO	120	130	NO	NA	NA	NA
4. Each year, the school's CCCRI for the Total Cohort will exceed that of the district's Total Cohort.	Comparison School District: CSD 10			Comparison School District: CSD 10			Comparison School District: CSD 10		
	School	District		School	District		School	District	
	92	112	NO	120	122	NO	NA	NA	NA

1. The indicators include, but are not limited to: passing an Advanced Placement exam with a score of 3 or higher, earning a score of 4 or higher on an International Baccalaureate exam, passing a College Level Examination Program exam, passing a college level course, achieving the college and career readiness benchmark on the SAT, earning a Regents diploma with advanced designation.

APPENDIX B: Performance Summaries

SCHOOL PERFORMANCE SUMMARY: New Visions Charter High School for the Humanities

English Language Arts

	2017-18		2018-19		2019-20	
	MET		MET		MET	
1. Each year, 65 percent of students in the fourth year Accountability Cohort will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)).	2014 Cohort N	%	2015 Cohort N	%	2016 Cohort N	%*
	132	50.0	146	56.2	125	63.2
2. Each year, 50 percent of students in the fourth year Accountability Cohort who did not score proficient on the 8 th grade ELA exam will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on the exam).	Low Performing Entrants N	%	Low Performing Entrants N	%	Low Performing Entrants N	%
	106	44.3	108	55.6	84	51.2
3. The percentage of students in the Total Cohort scoring at or above Level 4 on the Regents English exam will exceed the district.	Comparison District: CSD 10		Comparison District: CSD 10		Comparison District: CSD 10	
	School	District	School	District	School	District
	50.0	54.4	56.2	53.0	63.2	NA
4. The school's performance index ("PI") in ELA of students in the fourth year of their Accountability Cohort will exceed that of the district.	150	168	165	166	NA	NA

Mathematics

	2017-18		2018-19		2019-20	
	MET		MET		MET	
1. Each year, 65 percent of students in the fourth year Accountability Cohort will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents Common Core mathematics exam).	2014 Cohort N	%	2015 Cohort N	%	2016 Cohort N	%
	132	6.1	146	5.5	125	12.4
2. Each year, 50 percent of students in the fourth year Accountability Cohort who did not score proficient on the 8 th grade math exam will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on the exam).	Low Performing Entrants N	%	Low Performing Entrants N	%	Low Performing Entrants N	%
	103	1.0	117	1.7	81	3.7
3. The percentage of students in the Total Cohort scoring at or above Level 4 on a Regents mathematics exam will exceed the district.	Comparison District: CSD 10		Comparison District: CSD 10		Comparison District: CSD 10	
	School	District	School	District	School	District
	6.1	27.5	5.5	30.9	12.4	NA
4. The school's PI in mathematics of students in the fourth year of their Accountability Cohort will exceed that of the district.	87	129	99	134	NA	NA

*The results reported for 2019-20 reflect the percentage of students achieving the standard among students in the Cohort who were not exempted from the exam.

APPENDIX C: District Comments

SUMMARY OF PUBLIC COMMENTS

The New York City Department of Education held its required hearing on New Visions Humanities’ renewal application on November 2, 2020 by videoconference. Sixty-one people were present. No one spoke in opposition to the renewal application. Twenty-two people spoke in support of the application and shared their positive experiences working at or having students attend the school.

APPENDIX D: Fiscal Dashboard

NEW VISIONS CHARTER HIGH SCHOOL FOR THE HUMANITIES

SCHOOL INFORMATION

BALANCE SHEET

Opened 2011-12

Assets

Current Assets

Cash and Cash Equivalents - **GRAPH 1**
Grants and Contracts Receivable
Accounts Receivable
Prepaid Expenses
Contributions and Other Receivables

Total Current Assets - **GRAPH 1**

Property, Building and Equipment, net
Other Assets

Total Assets - **GRAPH 1**

Liabilities and Net Assets

Current Liabilities

Accounts Payable and Accrued Expenses
Accrued Payroll and Benefits
Deferred Revenue
Current Maturities of Long-Term Debt
Short Term Debt - Bonds, Notes Payable
Other

Total Current Liabilities - **GRAPH 1**

Deferred Rent/Lease Liability
All other L-T debt and notes payable, net current maturities

Total Liabilities - **GRAPH 1**

Net Assets

Without Donor Restrictions
With Donor Restrictions

Total Net Assets

Total Liabilities and Net Assets

ACTIVITIES

Operating Revenue

Resident Student Enrollment
Students with Disabilities

Grants and Contracts

State and local
Federal - Title and IDEA
Federal - Other
Other
NYC DoE Rental Assistance
Food Service/Child Nutrition Program

Total Operating Revenue

Expenses

Regular Education
SPED
Other

Total Program Services

Management and General
Fundraising

Total Expenses - **GRAPHS 2, 3 & 4**

Surplus / (Deficit) From School Operations

Support and Other Revenue

Contributions
Fundraising
Miscellaneous Income
Net assets released from restriction

Total Support and Other Revenue

Total Unrestricted Revenue

Total Temporally Restricted Revenue

Total Revenue - **GRAPHS 2 & 3**

Change in Net Assets

Net Assets - Beginning of Year - **GRAPH 2**

Prior Year Adjustment(s)

Net Assets - End of Year - **GRAPH 2**

2015-16	2016-17	2017-18	2018-19	2019-20
2,142,704	2,934,142	2,686,797	3,421,220	5,161,749
547,048	566,740	566,766	453,756	716,188
-	-	3,822	-	-
6,183	5,048	11,974	56,508	29,702
-	-	29,696	-	-
2,695,935	3,505,930	3,299,055	3,931,484	5,907,639
107,646	120,177	70,229	33,969	95,204
75,250	75,363	75,570	79,961	83,321
2,878,831	3,701,470	3,444,854	4,045,414	6,086,164

85,147	252,236	55,624	120,716	44,089
165,444	256,750	407,783	321,859	393,981
45,886	60,592	-	-	-
-	-	-	-	-
-	-	-	-	-
153,865	151,732	198,700	288,307	220,651
450,342	721,310	662,107	730,882	658,721
-	-	-	-	-
-	-	-	-	497,065
450,342	721,310	662,107	730,882	1,155,786

2,428,489	2,979,191	2,774,425	3,234,297	4,846,602
-	969	8,322	80,235	83,776
2,428,489	2,980,160	2,782,747	3,314,532	4,930,378
2,878,831	3,701,470	3,444,854	4,045,414	6,086,164

7,300,084	7,574,675	7,876,988	8,251,492	9,116,319
899,173	1,016,969	919,279	1,029,399	1,130,429

109,068	229,080	192,816	282,972	75,262
334,461	377,465	488,288	542,224	481,416
204,182	83,568	55,002	37,457	33,685
-	-	-	-	1,065,927
-	-	-	-	-
-	-	-	-	-
8,846,968	9,281,757	9,532,373	10,143,544	11,903,038

5,511,826	5,667,106	7,018,654	6,762,905	6,801,268
1,614,727	2,283,416	1,864,721	2,169,079	2,643,314
-	-	-	-	-
7,126,553	7,950,522	8,883,375	8,931,984	9,444,582
687,679	861,955	979,799	867,790	1,004,359
70,776	-	-	-	-
7,885,008	8,812,477	9,863,174	9,799,774	10,448,941
961,960	469,280	(330,801)	343,770	1,454,097

-	-	-	25,000	29,000
-	-	-	-	-
165,734	82,391	133,388	163,015	132,749
-	-	-	-	-
165,734	82,391	133,388	188,015	161,749

9,012,702	9,363,179	9,658,408	10,335,740	12,064,787
-	969	7,353	(4,181)	-
9,012,702	9,364,148	9,665,761	10,331,559	12,064,787

1,127,694	551,671	(197,413)	531,785	1,615,846
1,300,795	2,428,489	2,980,160	2,782,747	3,314,532
-	-	-	-	-
2,428,489	2,980,160	2,782,747	3,314,532	4,930,378

APPENDIX D: Fiscal Dashboard

NEW VISIONS CHARTER HIGH SCHOOL FOR THE HUMANITIES

SCHOOL INFORMATION - (Continued)

Functional Expense Breakdown

	2015-16	2016-17	2017-18	2018-19	2019-20
Personnel Service					
Administrative Staff Personnel	1,434,475	1,588,065	1,769,188	1,733,408	1,842,974
Instructional Personnel	2,940,243	3,470,680	4,118,583	4,142,044	4,547,297
Non-Instructional Personnel	-	-	-	-	-
Personnel Services (Combined)	-	-	-	-	-
Total Salaries and Staff	4,374,718	5,058,745	5,887,771	5,875,452	6,390,271
Fringe Benefits & Payroll Taxes	840,250	988,993	1,051,723	1,099,582	1,120,908
Retirement	205,102	245,190	336,104	337,913	390,671
Management Company Fees	707,757	742,541	762,590	811,483	866,968
Building and Land Rent / Lease	-	-	-	-	-
Staff Development	11,270	36,745	25,766	34,213	25,286
Professional Fees, Consultant & Purchased Services	377,295	425,175	335,245	293,072	342,722
Marketing / Recruitment	9,718	9,517	324	119	66
Student Supplies, Materials & Services	435,684	487,771	437,503	463,958	371,018
Depreciation	68,399	74,136	74,067	48,695	33,217
Other	854,815	743,665	952,081	835,287	907,813
Total Expenses	7,885,008	8,812,477	9,863,174	9,799,774	10,448,942

SCHOOL ANALYSIS

ENROLLMENT

	2015-16	2016-17	2017-18	2018-19	2019-20
Original Chartered Enrollment	566	566	566	566	566
Final Chartered Enrollment (includes any revisions)	566	566	566	566	566
Actual Enrollment - GRAPH 4	520	530	538	528	557
Chartered Grades	9-12	9-12	9-12	9-12	9-12
Final Chartered Grades (includes any revisions)	-	-	-	-	-

Primary School District: NYC CHANCELLOR'S OFFICE

Per Pupil Funding (Weighted Avg of All Districts)	13,877	13,877	14,527	15,307	16,150
Increase over prior year	2.5%	0.0%	4.5%	5.1%	5.2%

PER STUDENT BREAKDOWN

Revenue

Operating	17,013	17,513	17,718	19,211	21,370
Other Revenue and Support	319	155	248	356	290
TOTAL - GRAPH 3	17,332	17,668	17,966	19,567	21,660

Expenses

Program Services	13,705	15,001	16,512	16,917	16,956
Management and General, Fundraising	1,459	1,626	1,821	1,644	1,803
TOTAL - GRAPH 3	15,163	16,627	18,333	18,560	18,759
% of Program Services	90.4%	90.2%	90.1%	91.1%	90.4%
% of Management and Other	9.6%	9.8%	9.9%	8.9%	9.6%
% of Revenue Exceeding Expenses - GRAPH 5	14.3%	6.3%	-2.0%	5.4%	15.5%

Student to Faculty Ratio

9.5	10.4	9.1	9.6	10.1
-----	------	-----	-----	------

Faculty to Admin Ratio

2.0	2.1	2.4	2.3	2.4
-----	-----	-----	-----	-----

Financial Responsibility Composite Scores - GRAPH 6

Score	3.0	3.0	2.4	3.0	3.0
Fiscally Strong 1.5 - 3.0 / Fiscally Adequate 1.0 - 1.4 / Fiscally Needs Monitoring < 1.0	Fiscally Strong	Fiscally Strong	Fiscally Strong	Fiscally Strong	Fiscally Strong

Working Capital - GRAPH 7

Net Working Capital	2,245,593	2,784,620	2,636,948	3,200,602	5,248,918
As % of Unrestricted Revenue	24.9%	29.7%	27.3%	31.0%	43.5%
Working Capital (Current) Ratio Score	6.0	4.9	5.0	5.4	9.0
Risk (Low ≥ 3.0 / Medium 1.4 - 2.9 / High < 1.4)	LOW	LOW	LOW	LOW	LOW
Rating (Excellent ≥ 3.0 / Good 1.4 - 2.9 / Poor < 1.4)	Excellent	Excellent	Excellent	Excellent	Excellent

Quick (Acid Test) Ratio

Score	6.0	4.9	5.0	5.3	8.9
Risk (Low ≥ 2.5 / Medium 1.0 - 2.4 / High < 1.0)	LOW	LOW	LOW	LOW	LOW
Rating (Excellent ≥ 2.5 / Good 1.0 - 2.4 / Poor < 1.0)	Excellent	Excellent	Excellent	Excellent	Excellent

Debt to Asset Ratio - GRAPH 7

Score	0.2	0.2	0.2	0.2	0.2
Risk (Low < 0.50 / Medium 0.51 - .95 / High > 1.0)	LOW	LOW	LOW	LOW	LOW
Rating (Excellent < 0.50 / Good 0.51 - .95 / Poor > 1.0)	Excellent	Excellent	Excellent	Excellent	Excellent

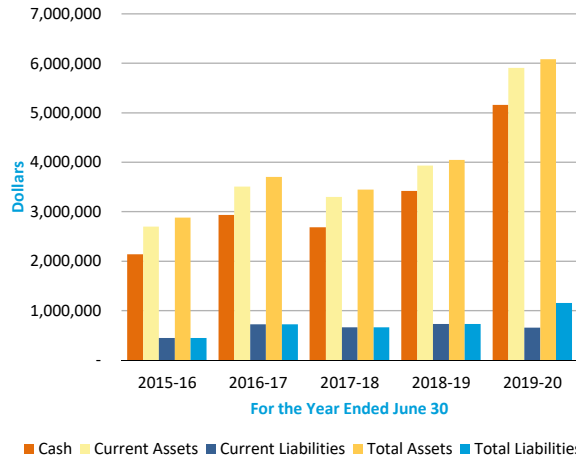
Months of Cash - GRAPH 8

Score	3.3	4.0	3.3	4.2	5.9
Risk (Low > 3 mo. / Medium 1 - 3 mo. / High < 1 mo.)	LOW	LOW	LOW	LOW	LOW
Rating (Excellent > 3 mo. / Good 1 - 3 mo. / Poor < 1 mo.)	Excellent	Excellent	Excellent	Excellent	Excellent

APPENDIX D: Fiscal Dashboard

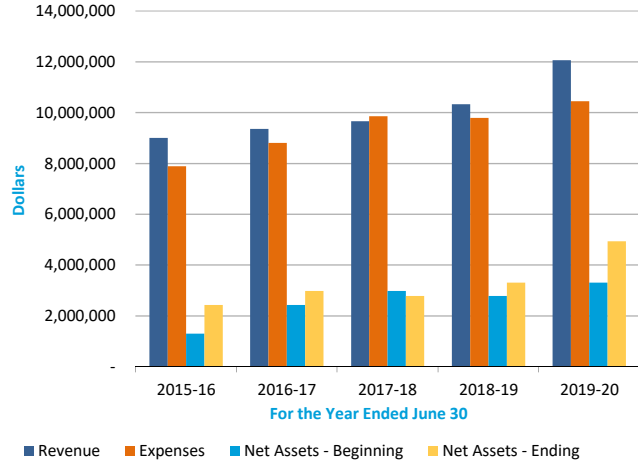
NEW VISIONS CHARTER HIGH SCHOOL FOR THE HUMANITIES

GRAPH 1 Cash, Assets and Liabilities



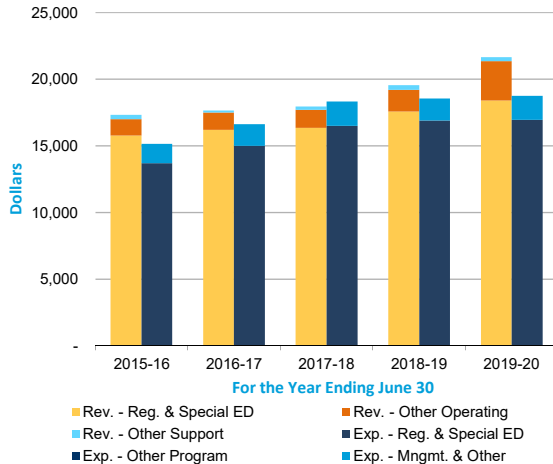
This chart illustrates the relationship between assets and liabilities and to what extent cash reserves makes up current assets. Ideally for each subset, subsets 2 through 4, (i.e. current assets vs. current liabilities), the column on the left is taller than the immediate column on the right; and, generally speaking, the bigger that gap, the better.

GRAPH 2 Revenue, Expenses and Net Assets



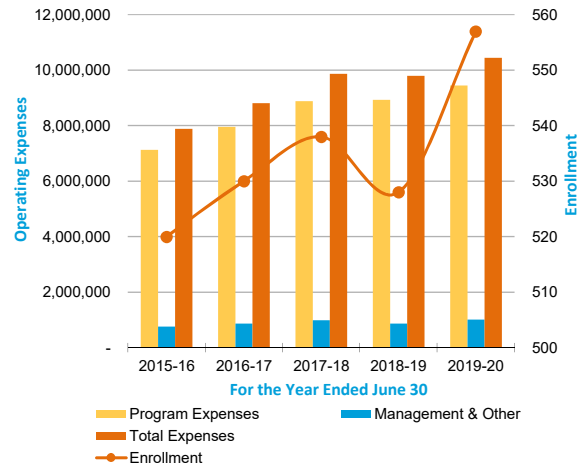
This chart illustrates total revenue and expenses each year and the relationship those subsets have on the increase/decrease of net assets on a year-to-year basis. Ideally subset 1, revenue, will be taller than subset 2, expenses, and as a result subset 3, net assets - beginning, will increase each year, building a more fiscally viable school.

GRAPH 3 Revenue & Expenses Per Pupil



This chart illustrates the breakdown of revenue and expenses on a per pupil basis. Caution should be exercised in making school-by-school comparisons since schools serving different missions or student populations are likely to have substantially different educational cost bases. Comparisons with similar schools with similar dynamics are most valid.

GRAPH 4 Enrollment vs. Operating Expenses



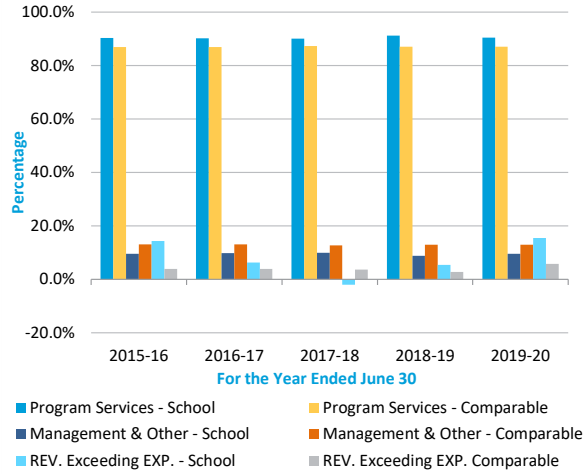
This chart illustrates to what extent the school's operating expenses have followed its student enrollment pattern. A baseline assumption that this data tests is that operating expenses increase with each additional student served. This chart also compares and contrasts growth trends of both, giving insight into what a reasonable expectation might be in terms of economies of scale.

APPENDIX D: Fiscal Dashboard

NEW VISIONS CHARTER HIGH SCHOOL FOR THE HUMANITIES

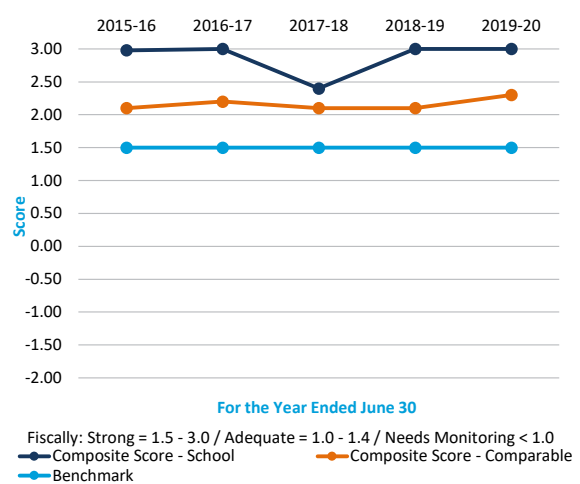
Comparable School, Region or Network: All SUNY Authorized Charter Schools (Including Closed Schools)

GRAPH 5 % Breakdown of Expenses



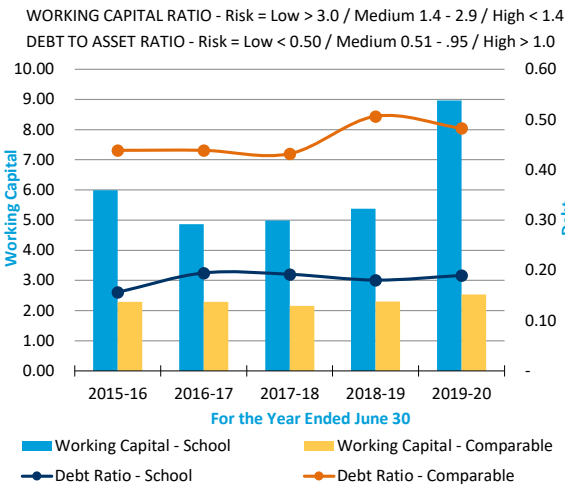
This chart illustrates the percentage expense breakdown between program services and management & others as well as the percentage of revenues exceeding expenses. Ideally the percentage expense for program services will far exceed that of the management & other expense. The percentage of revenues exceeding expenses should not be negative. Similar caution, as mentioned on GRAPH 3, should be used in comparing schools.

GRAPH 6 Composite Score



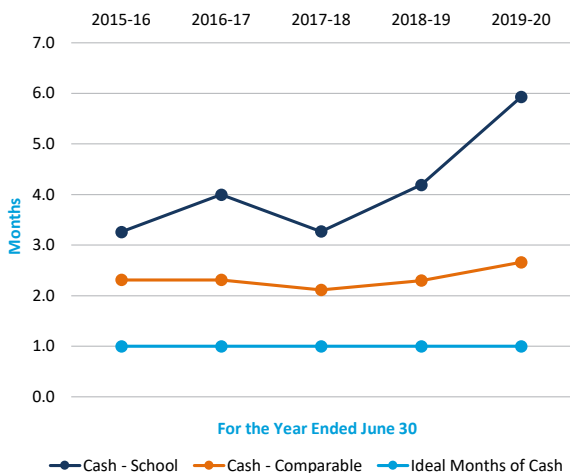
This chart illustrates a school's composite score based on the methodology developed by the United States Department of Education (USDOE) to determine whether private not-for-profit colleges and universities are financially strong enough to participate in federal loan programs. These scores can be valid for observing the fiscal trends of a particular school and used as a tool to compare the results of different schools.

GRAPH 7 Working Capital & Debt to Asset Ratios



This chart illustrates working capital and debt to asset ratios. The working capital ratio indicates if a school has enough short-term assets to cover its immediate liabilities/short term debt. The debt to asset ratio indicates what proportion of debt a school has relative to its assets. The measure gives an idea to the leverage of the school along with the potential risks the school faces in terms of its debt-load.

GRAPH 8 Months of Cash



This chart illustrates how many months of cash the school has in reserves. This metric is to measure solvency – the school's ability to pay debts and claims as they come due. This gives some idea of how long a school could continue its ongoing operating costs without tapping into some other, non-cash form of financing in the event that revenues were to cease flowing to the school.

