



# I. SCHOOL INFORMATION AND COVER PAGE (To be Completed By All Charter Schools)

Created: 07/20/2015

Last updated: 07/27/2015

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## Page 1

### 1. SCHOOL NAME AND AUTHORIZER

(Select name from the drop down menu)

NEW VISIONS CHS FOR ADVANCED MATH AND SCIENCE (SUNY TRUSTEES) 321000860999

### 2. CHARTER AUTHORIZER

(For technical reasons, please re-select authorizer name from the drop down menu).

SUNY-Authorized Charter School

### 3. DISTRICT / CSD OF LOCATION

NYC CSD 10

### 4. SCHOOL INFORMATION

	PRIMARY ADDRESS	PHONE NUMBER	FAX NUMBER	EMAIL ADDRESS
	99 Terrace View Avenue Bronx, NY 10463	718-817-7683	718-817-7685	[REDACTED]

### 4a. PHONE CONTACT NUMBER FOR AFTER HOURS EMERGENCIES

Contact Name	Anton Pena
Title	Director of School Operations
Emergency Phone Number (###-###-####)	[REDACTED]

### 5. SCHOOL WEB ADDRESS (URL)

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

### 6. DATE OF INITIAL CHARTER

2010-12-01 00:00:00

**7. DATE FIRST OPENED FOR INSTRUCTION**

2011-08-01 00:00:00

**8. FINAL VERIFIED BEDS ENROLLMENT FOR THE 2014-15 School Year as reported to Department's Office of Information and Reporting Services (via the NYC DOE for charter schools in NYC) in August.**

467

**9. GRADES SERVED IN SCHOOL YEAR 2014-15**

Check all that apply

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

	Yes/No	Name of CMO/EMO
	Yes	New Visions for Public Schools

**10a. Please provide the name and contact information for each of the following individuals who are management level personnel associated with the CMO.**

	Name	Work Phone	Alternate Phone	Email Address	Contact this individual also in emergencies
CEO (e.g., network superintendent)	Ronald Chaluian	[REDACTED]		[REDACTED]	Yes
CFO (e.g., network CFO)	Cynthia Rietscha	[REDACTED]		[REDACTED]	Yes
Compliance Contact	Matthew Gill	[REDACTED]		[REDACTED]	Yes
Complaint Contact	Lori Mei	[REDACTED]		[REDACTED]	Yes

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**11. FACILITIES**

Will the School maintain or operate multiple sites?

	No, just one site.
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**12. SCHOOL SITES**

Please list the sites where the school will operate in 2015-16.

	Physical Address	Phone Number	District/CSD	Grades Served at Site	School at Full Capacity at Site	Facilities Agreement
Site 1 (same as primary site)	99 Terrace View Avenue Bronx, NY 10463	718-817-7683	CSD 10	9,10,11,12	Yes	DOE space
Site 2						
Site 3						

**12a. Please provide the contact information for Site 1 (same as the primary site).**

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Robert Hiller	██████████	██████████	██████████.██████████.
Operational Leader	Anton Pena	██████████	██████████	██████████.██████████.
Compliance Contact	Anton Pena	██████████	██████████	██████████.██████████.
Complaint Contact	Anton Pena	██████████	██████████	██████████.██████████.

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**14. Were there any revisions to the school's charter during the 2014-2015 school year? (Please include both those that required authorizer approval and those that did not require authorizer approval).**

No

**15. Name and Position of Individual(s) Who Completed the 2014-15 Annual Report.**

Lori Mei, Managing Director of Charter Operations and School Development

**16. Our signatures below attest that all of the information contained herein is truthful and accurate and that this charter school is in compliance with all aspects of its charter, and with all pertinent Federal, State, and local laws, regulations, and rules. We understand that if any information in any part of this report is found to have been deliberately misrepresented, that will constitute grounds for the revocation of our charter. Check **YES** if you agree and use the mouse on your PC or the stylist on your mobile device to sign your name).**

**Responses Selected:**

Yes

**Signature, Head of Charter School**

Robert A. Hiller

Signature, President of the Board of Trustees

Ronald Chakravan

Thank you.



# Appendix A: Link to the New York State School Report Card

Last updated: 07/27/2015

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Page 1

**Charter School Name:**

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## 1. NEW YORK STATE REPORT CARD

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

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

<http://data.nysed.gov/reportcard.php?year=2014&instid=800000070185>



**NEW VISIONS CHARTER  
HIGH SCHOOL FOR  
ADVANCED MATH AND  
SCIENCE (AMS)**

**2014-15 ACCOUNTABILITY  
PLAN  
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

September 15, 2015

By Lori Mei  
New Visions Charter Managing Director of Operations  
and School Development

99 Terrace View Avenue, Bronx, NY 10463  
718-817-7683

Robert Hiller, Principal, Allison Cohen, Data Analyst, Alec Barrett, Data Coordinator, New Visions Data Unit and Lori Mei, Managing Director of Operations and School Development, New Visions Charter Unit prepared this 2014-15 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
John Alderman	Board Member
Peter Cantillo	Board Member
Ronald Chaluisan	Secretary
Gary Ginsberg	Board Member
Stacy Martin	Board Member
John A. Sanchez	Chair

**Julia Chun served as the principal from the time the school opened in 2011 through July 31, 2015. Robert Hiller became the new principal of AMS on August 1, 2015.**

## INTRODUCTION

### Mission

The New Visions Charter High School for Advanced Math and Science (AMS) is a small school that opened in 2011 with approximately 125 ninth grade students and served grades 9-12 in 2014-2015. AMS is academically rigorous, committed to parent and community outreach, and dedicated to serving high-need students. The school is part of the New Visions Charter High Schools' (NVCHS) network which is a network of secondary schools dedicated to supporting all students in meeting the highest academic standards. We shift classroom dynamics from one where students receive information to one where students find solutions to community-defined problems by using their imagination coupled with a mastery of content and skills. We challenge our students to present and defend their learning as part of preparing and supporting them to graduate ready for college, careers and a 21<sup>st</sup> century economy. Teaching and learning in AMS, as in all New Visions Charter High Schools, is built upon the Lincoln Center Education Capacities for Imaginative Thinking<sup>1</sup>, informed by challenge-based curricula that are aligned to the Common Core standards, applied to improving local communities and driven by student performance data.

### Student Population

Located in the Marble Hill community of the Bronx, AMS serves students from predominately low-income families. With enrollment based on a random lottery, 95% of students that applied to AMS live in the Bronx with about one-fourth of the students coming from Community School District 10 in which the school is located. In the 2014-2015 school year, 467 students were enrolled in AMS. Of these students:

- 84% are eligible for free or reduced price lunch
- 96% are Black or Latino
- 15% are students with disabilities
- 5% are English Language Learners

### Key Design Elements

Key design elements of the model include:

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

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

- A Summer Bridge Program in August for all 9th and 10 grade students that sets academic and behavioral expectations and introduces them to challenge-based learning.
- A *Lower House* that provides students with a solid academic and socio-emotional foundation to get them to grade level, and to accelerate their learning so that they may take full advantage of *Upper House* which engages students in an array of experiences with a post-secondary focus.
- Community engagement as a distinguishing element of the model. This model aspires to honor who our students are and where they come from by creating opportunities for them to engage in and become members of and resources for their communities.
- Family engagement that emphasizes families as partners in education through a model that includes establishing Family School Alliances<sup>2</sup>; offering events for networking and celebration; providing information about graduation requirements and students' academic progress; and creating a culture that emphasizes college and career readiness.
- Student support services that address students' socio-emotional needs from college counseling to crisis management.
- Systematic development of each school's operational infrastructure to achieve efficiency and effectiveness.
- Leadership and adult learning model that emphasizes modeling of best practices, teaming, feedback and role clarity to ensure that staff are focused on continuous improvement and invested in excelling.

### **School Enrollment by Grade Level and School Year**

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2011-12										118	0	0	0	118
2012-13										118	118	0	0	236
2013-14										105	122	108	0	335
2014-15										157	104	98	108	467

### **High School Cohorts**

#### **Accountability Cohort**

The state's Accountability Cohort consists specifically of students who are in their fourth year of high school after the 9<sup>th</sup> grade. For example, the 2011 state Accountability Cohort consists of students who entered the 9<sup>th</sup> grade in the 2011-12 school year, were enrolled in the school on the state's annual enrollment-determination day (BEDS day) in

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

the 2014-15 school year, and either remained in the school for the rest of the year or left for an acceptable reason. (See New York State Education Department's website for its accountability rules and cohort definitions: [www.p12.nysed.gov/accountability/](http://www.p12.nysed.gov/accountability/))

The following table indicates the number of students in the Accountability Cohorts who are in their fourth year of high school and were enrolled on BEDS Day in October and on June 30<sup>th</sup>.

#### Fourth-Year High School Accountability Cohorts

Fourth Year Cohort	Year Entered 9 <sup>th</sup> Grade Anywhere	Cohort Designation	Number of Students Enrolled on BEDS Day in October of the Cohort's Fourth Year	Number Leaving During the School Year	Number in Accountability Cohort as of June 30 <sup>th</sup>
2012-13	2009-10	2009	N/A	N/A	N/A
2013-14	2010-11	2010	N/A	N/A	N/A
2014-15	2011-12	2011	115	0	115

#### Total Cohort for Graduation

Students are included in the Total Cohort for Graduation also based on the year they first enter the 9<sup>th</sup> grade. Prior to 2012-13, students who have enrolled at least five months in the school after entering the 9<sup>th</sup> grade are part of the Total Cohort for Graduation; as of 2011-12 (the 2008 cohort), students who have enrolled at least one day in the school after entering the 9<sup>th</sup> grade are part of the school's Graduation Cohort. If the school has discharged students for one of the following acceptable reasons, it may remove them from the graduation cohort: if they transfer to another public or private diploma-granting program with documentation, transfer to home schooling by a parent or guardian, transfer to another district or school, transfer by court order, leave the U.S. or die.

#### Fourth Year Total Cohort for Graduation

Fourth Year Cohort	Year Entered 9 <sup>th</sup> Grade Anywhere	Cohort Designation	Number of Students Enrolled on June 30 <sup>th</sup> of the Cohort's Fourth Year (a)	Additional Students Still in Cohort <sup>3</sup> (b)	Graduation Cohort (a) + (b)
2012-13	2009-10	2009	N/A	N/A	N/A
2013-14	2010-11	2010	N/A	N/A	N/A
2014-15	2011-12	2011	114	2	116

#### Fifth Year Total Cohort for Graduation

Fifth Year	Year Entered	Cohort	Number of Students	Additional	Graduation
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<sup>3</sup> Number of students who had been enrolled for at least one day prior to leaving the school and who were not discharged for an acceptable reason.

Cohort	9 <sup>th</sup> Grade Anywhere	Designation	Enrolled on June 30 <sup>th</sup> of the Cohort's Fifth Year (a)	Students Still in Cohort <sup>4</sup> (b)	Cohort (a) + (b)
2012-13	2008-09	2008	N/A	N/A	N/A
2013-14	2009-10	2009	N/A	N/A	N/A
2014-15	2010-11	2010	N/A	N/A	N/A

**ENGLISH LANGUAGE ARTS**

**Goal 1: English Language Arts**  
AMS students will become proficient readers and writers of the English Language.

**Background**

At AMS, our English Language Arts Curriculum is common core aligned and focused on challenge- based learning, where students take ownership over the thinking and doing in the classroom. There is a strong emphasis on critical reading and writing within the curriculum. We use assessments for multiple purposes at AMS; we use them for understanding what students understand and don't understand with respect to the curriculum (discussions, on demand writing), we use them to allow students to apply their understanding (end of trimester challenges), and we use them to help students prepare for the end of the year Regents exam (trimester final exams). The professional development model at AMS is a parallel to what we strive for in our classroom practice; a model that asks teachers to take ownership of their practice. Specifically, we use a coaching model to support teachers in further developing their practice; we use our weekly department structure to do lesson studies, assessment analysis, and a book study; we use our monthly school-wide professional learning cycle to focus on discussion based teaching; and finally, we ask each one of our teachers to conduct action research, which they present at the end of the school year to the whole staff.

**Goal 1: Absolute Measure**  
Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Regents English exam by the completion of their fourth year in the cohort.

**(§)** Each year, 65 percent of students in the high school Accountability Cohort will meet the college and career readiness standard (currently scoring 75 on the New York State Regents English exam OR fully meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

<sup>4</sup> Number of students who had been enrolled for at least one day prior to leaving the school and who were not discharged for an acceptable reason

## Method

The school administered the New York State Regents Comprehensive English exam that students must pass to graduate. The school scores Regents on a scale from 0 to 100. The State Education Department defines the following pass levels: scoring 65 to meet the graduation requirement for a Regents diploma / 75 to meet the college and career readiness standard.<sup>5</sup> This measure examines the percent of the Accountability Cohort that passed the exam by the completion of their fourth year in the cohort. Students have until the summer of their fourth year to do so.

## Results

The students in the first accountability cohort far surpassed the English Regents goal, achieving a 93% pass rate with 57% of the cohort meeting the college readiness benchmark of a score of 75.

### English Regents Passing Rate with a Score of 65 by Fourth Year Accountability Cohort<sup>6</sup>

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2009	N/A	N/A
2010	N/A	N/A
2011	115	93%

### English Regents Passing Rate with a Score of 75 by Fourth Year Accountability Cohort<sup>7</sup>

Cohort Designation	Number in Cohort	Percent Passing with a score of 75
2009	N/A	N/A
2010	N/A	N/A
2011	115	57%

## Evaluation

The students in the first accountability cohort far surpassed the English Regents goal, achieving a 93% pass rate with 57% of the cohort meeting the college readiness benchmark of a score of 75.

This rate exceeds the goal by 16 percentage points. AMS' focus on reading and writing across the content areas has supported students in being successful on the ELA Regents exam.

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<sup>5</sup> The statewide adaptation of new State Standards includes incorporating college and career readiness performance standards for the English language arts exam. The state has benchmarked student ELA test performance to the likely need for remedial course work when students enter college by comparing student 3-8 test results and Regents results to their post-secondary experience at SUNY and CUNY. Besides raising the cut scores for proficiency in the 3-8 testing program, the state has begun to set college and career readiness standards for passing Regents.

<sup>6</sup> Based on the highest score for each student on the English Regents exam

<sup>7</sup> Based on the highest score for each student on the English Regents exam

## Additional Evidence

The 2012 cohort has already met the goal after only three years and the 2014 cohort's pass rate is similar to that of the 2011 cohort at the same point in time suggesting that they too will surpass the goal.

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

Cohort Designation	2012-13		2013-14		2014-15	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2011	125	60%	120	88%	115	93%
2012	98	12%	120	60%	111	86%
2013			101	1%	106	54%
2014					111	0%

### English Regents Passing Rate with a score of 75 by Cohort and Year

Cohort Designation	2012-13		2013-14		2014-15	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2011	125	28%	120	49%	115	57%
2012	98	6%	120	33%	111	53%
2013			101	0%	106	35%
2014					111	0%

#### Goal 1: Absolute Measure

Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on the New York State 8<sup>th</sup> grade English language arts exam will score at least 65 on the New York State Regents English exam by the completion of their fourth year in the cohort.

(S) Each year, 65 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8<sup>th</sup> grade English language arts exam will meet the college and career readiness standard (currently scoring 75 on the New York State Regents English exam OR fully meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

## Method

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

meet the English requirement for graduation with a Regents diploma / the college and career readiness standard.

## Results

Ninety-two percent of the students in the 2011 cohort that entered AMS not proficient in 8<sup>th</sup> grade passed the English Regents with a score of 65—far higher than the goal. In addition, 48% achieved the college readiness benchmark.

### English Regents Passing Rate with a Score of 65 among Students Who Were Not Proficient in the 8<sup>th</sup> Grade by Fourth Year Accountability Cohort <sup>8</sup>

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2009	N/A	N/A
2010	N/A	N/A
2011	79	92%

### English Regents Passing Rate with a Score of 75 among Students Who Were Not Proficient in the 8<sup>th</sup> Grade by Fourth Year Accountability Cohort <sup>9</sup>

Cohort Designation	Number in Cohort	Percent Passing with a score of 75
2009	N/A	N/A
2010	N/A	N/A
2011	79	48%

## Evaluation

AMS' first accountability cohort far exceeded this measure with 92 percent of the students not proficient when they entered the school meeting the benchmark at the end of four years; close to one-half of these students met the college readiness benchmark. AMS' focus on reading and writing across the content areas and the supplemental support classes have been reasons why our students have been successful on the ELA Regents exam.

## Additional Evidence

N/A

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<sup>8</sup> Based on the highest score for each student on the English Regents exam

<sup>9</sup> Based on the highest score for each student on the English Regents exam

**Goal 1: Absolute Measure**

Each year, the Accountability Performance Level (APL) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the Annual Measurable Objective (AMO) set forth in the state’s NCLB accountability system.

**Method**

In receiving a waiver for its federal No Child Left Behind accountability system, the New York State Education Department now holds high schools accountable for making annual yearly progress towards meeting college and career readiness standards. See page 72 of SED’s ESEA waiver application for the high school AMOs: [www.p12.nysed.gov/accountability/documents/NYSESEAFlexibilityWaiver\\_REVISED.pdf](http://www.p12.nysed.gov/accountability/documents/NYSESEAFlexibilityWaiver_REVISED.pdf)

The AMO continues to be SED’s basis for determining if schools are making satisfactory progress toward the annual goal. To achieve this measure, all tested students in the Accountability Cohort must have an Accountability Performance Level (APL) that equals or exceeds the 2014-15 English language arts AMO of **170**.

The APL is calculated by adding the sum of the percent of students in the Accountability Cohort at Levels 2 through 4 to the sum of the percent of students at Level 3 and 4. Thus, the highest possible APL is 200. The Regents exam in Comprehensive English is scored on a scale from 0 to 100; 0 to 64 is Level 1, 65 to 74 is Level 2, 75 to 89 is Level 3, and 90 to 100 is Level 4. The Regents Common Core Examination in English is scored on a scale from 0 to 100; 0 to 64 is level 1, 65 to 78 is level 2; 79 to 84 is level 3, and 85 to 100 is level 4.

**Results**

AMS’s 2011 cohort achieved an APL of 142, slightly under the required 170 for all students in the 2011 cohort. However, AMS met all three targets for the three subgroups in the 2011 cohort that had at least 30 students, specifically for economically disadvantaged, Black and Hispanic students.

**English Language Arts Accountability Performance Level (APL)  
For the 2011 High School Accountability Cohort**

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	9	40	48	4

$$\begin{array}{rclclclclcl}
 \text{PI} & = & 40 & + & 48 & + & 3 & = & 91 \\
 & & & & 48 & + & 3 & = & \underline{51} \\
 & & & & & & \text{AP} & = & 14 \\
 & & & & & & \text{L} & & 2
 \end{array}$$

**English Language Arts Accountability Performance Level (APL) by Subgroup  
For the 2011 High School Accountability Cohort**

Subgroup	Total N Cohort	N in Subgroup	Percent of students at Each Performance Level			APL	Subgroup AMO	Achieved AMO?
			Level 2	Level 3	Level 4			
Economically Disadvantaged	115	95	36	55	3	152	147	Achieved
Black	115	50	50	42	4	142	139	Achieved
Hispanic	115	63	27	59	5	155	142	Achieved

**Evaluation**

The school's APL of 142 was 28 points lower than the required 170 for all students in the 2011 cohort. However, the school exceeded the required AMO in all three of the cohort's subgroups. Specifically, economically disadvantaged students, Black students and Hispanic students' performance at AMS exceeded the AMO required for the number of students in those groups. If AMS focused on increasing the number of students achieving Level 4, they will meet the overall the goal in future years. AMS has mostly teachers with years experience between 2 and 4 and we believe that through our continued teacher development and teacher retention that we will move towards supporting more students in achieving level 3 and level 4.

**Additional Evidence**

N/A

**Goal 1: Comparative Measure**

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

(S) Each year, the Accountability Performance Level (APL) in Regents English of students in the fourth year of their high school Accountability Cohort will exceed the APL of comparable students from the local school district.

## Method

The school compares the performance of students in their fourth year in the charter school Accountability Cohort to that of the respective cohort of students in the local school district. Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available school district results.<sup>10</sup>

## Results

AMS' 92% pass rate far exceeded that of the local district with its 67% pass rate, the goal for which the school is held accountable. In addition, AMS came close to meeting the APL goal but fell 28 points short of the 170 measure.

### English Regents Passing Rate with a Score of 65 of Fourth-Year Accountability Cohorts by Charter School and School District

Cohort	Charter School		School District	
	Percent Passing	Cohort Size	Percent Passing	Cohort Size
2009	N/A	N/A	N/A	N/A
2010	N/A	N/A	N/A	N/A
2011	92%	115	67%	4,468

### English Regents Accountability Performance Level (APL)<sup>11</sup> of Fourth-Year Accountability Cohorts by Charter School and School District

Cohort	Charter School		School District	
	APL	Cohort Size	APL	Cohort Size
2009	N/A	N/A	N/A	N/A
2010	N/A	N/A	N/A	N/A
2011	142	115	172	4,468

## Evaluation

AMS far exceeded the performance of the local district by achieving a 92% pass rate—25 percentage points higher than that of Community School District 10, the goal to

<sup>10</sup> The New York State Report Card provides the district results for students scoring at or above 65.

<sup>11</sup> For an explanation of the procedure to calculate the school's APL, see page 31.

which the school is held accountable. In addition, AMS nearly met the APL goal by achieving a 142 as compared to the district's 172.

**Goal 1: Optional Measure Growth**

Each year, the group of students who have taken the grade 10 to 12 ACT\* assessments [PLAN in grade 10, (and later ASPIRE), (ACT in grades 11 and 12 (and later ASPIRE))] will reduce the gap between their average score in the previous year (including EXPLORE in grade 9), and the College Readiness Benchmark score in English by 50%. Students who achieve the College Readiness Benchmark Scores for their grade will continue to achieve the College Readiness Benchmark in English on subsequent tests and in subsequent grades.

\*ACT has replaced EXPLORE and PLAN with ASPIRE and has created a cross walk between the scores so that comparisons may be made.

**Method**

The EXPLORE, PLAN and ACT are scored along a common scale. Because they are reported on the same score scale, the results from the different assessments inform students, parents, teachers and counselors about individual student strengths and weaknesses while there is still time to address them. AMS administered the EXPLORE (and later ASPIRE) (grade 9), the PLAN (and later ASPIRE) (grade 10) and was expected to administer the ACT (grade 11) assessments to students as a pretest in the spring. Students take the next assessment for their grade level the following spring which serves as a posttest including ACT in grade 12. Students' performance on the pretest is compared to their performance on the posttest to determine whether they have achieved the College Readiness Benchmark or made progress toward achieving the College Readiness Benchmark in English.

**Results**

Only about half (47%) of the students in the 2011, 2012 and 2013 cohorts had matched pretest and posttest scores. Of these students, 50% met the college readiness benchmark or reduced the gap between their pretest score and the College Readiness Benchmark.

**English Growth in College Readiness  
by High School Accountability Cohort**

Cohort Designation	Number in Cohort with Matched Scores	Percent Meeting College Readiness Benchmarks or Showing Growth
2011	37	43%
2012	37	41%
2013	65	58%

Total	139	50%
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## Evaluation

Only about one-half of the students had matched scores limiting the generalizability of the results in terms of students' level of college readiness in English. However, for this group, one-half of the students achieved the targets. These results suggest a need to improve test administration processes and procedures at the school to ensure that the data provide an accurate assessment of all students' performance.

### Summary of the High School English Language Arts Goal <sup>12</sup>

AMS met three of the four goals to which it is held accountable (prior to 2012-2013). It fared less well on the post 2012-2013 goals.

Type	Measure (Accountability Plan Prior to 2012-13)	Outcome
Absolute	Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Regents English exam by the completion of their fourth year in the cohort.	Achieved
Absolute	Each year, 75 percent of students in the high school Accountability Cohort will did not score proficient on the New York State 8th grade English language arts exam will score at least 65 on the New York State Regents English exam by the completion of their fourth year in the cohort.	Achieved
Absolute	Each year, the Accountability Performance Level (APL) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	Did Not Achieve
Comparative	Each year, the percent to students in the high school Accountability Cohort passing the Regents English exam with a score of 65 or above will exceed that of the high school Accountability Cohort from the local school district. (Using 2013-14 school district results.)	Achieved

Type	Measure (Accountability Plan from 2012-13 or later)	Outcome
Absolute	(§) Each year, 65 percent of students in the high school Accountability Cohort will meet the college and career ready standard (currently scoring 75 on the New York State Regents English exam) by the completion of their fourth year in the cohort.	Did Not Achieve
Absolute	(§) Each year, 65 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade English language arts exam will meet the college and career ready standard (currently scoring 75 on the New York State Regents English exam) by the completion of their fourth year in the cohort.	Did Not Achieve
Comparative	(§) Each year, students in the high school Total Cohort will exceed the predicted pass rate on the Regents English exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all high schools in New York State.	N/A

<sup>12</sup> If the school includes a middle school component, add these measures to the subject area goal for the younger grades.

Comparative	(S) Each year, the Accountability Performance Level (APL) in Regents English of students in the fourth year of their high school Accountability Cohort will exceed the APL of comparable students from the local school district. (Using 2013-14 school district results.)	Did Not Achieve
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**Action Plan**

At AMS, we will work on increasing the number of students reaching the college readiness benchmark in English Language Arts. We will do this by utilizing our challenge-based learning curriculum and our existing school team structures. Specifically, we will use our weekly department meeting structure to focus on implementation of our units and lesson plans by using a process called lesson study. This process will allow us to take thoughtful risks and support the whole team in moving towards more effective implementation of our ambitious plans. We will also use our department meeting structure to do monthly assessment analysis so we can tailor our instruction to the specific needs of our students.

At AMS we will be increasing the amount of time we meet as a grade team from once a month to twice a month. We believe this additional meeting each month will allow us to best support our students academically, socially and emotionally. As a grade team we will look closely at data in the areas of academics, behavior, and attendance and, based on the data, we will create supports for the students in the different areas. For academic support, we will use our office hour structure and our Saturday Regents prep structure to best support the individual needs of our students. Finally, at AMS we will be working hard at retaining our best teachers, as we believe that in order to increase our students' level of achievement from passing to college ready we need the majority of our teachers to return year after year.

**MATHEMATICS**

**Goal 2: Mathematics**  
AMS students will become proficient in the application of mathematical skills and concepts.

**Background**

At AMS, our Mathematics Curriculum is common core aligned and focused on challenge-based learning, where students take ownership over the thinking and doing in the classroom. There is a strong emphasis on problem solving, conceptual understanding, and procedural fluency. We use assessments for multiple purposes at AMS; we use them for understanding what students understand and don't understand with respect to the curriculum (discussions, kick-off tasks at start of unit), we use them to allow students to apply their understanding (end of unit applications and trimester challenges), and we use them to help students prepare for the end of the year Regents exam (unit assessments and trimester final exams). The professional development model at AMS is a parallel to what we strive for in our classroom practice; a model that asks teachers to take ownership of their practice. Specifically, we use a coaching model to support teachers in further developing their practice; we use our weekly department structure to do lesson studies, assessment analysis, and a book study; we use our monthly school-wide professional learning cycle to focus on discussion based teaching; and finally, we ask each one of our teachers to conduct action research, which they present at the end of the school year to the whole staff.

**Goal 2: Absolute Measure**

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

**(§)** Each year, 65 percent of students in the high school Accountability Cohort will meet the college and career readiness standard (currently scoring 80 on a New York State Regents math exam OR fully meeting Common Core expectations on the Regents Algebra I (Common Core) exam) by the completion of their fourth year in the cohort.

**Method**

The school administered the New York State Regents Geometry, Integrated Algebra and Algebra 2 exams. The school scores Regents on a scale from 0 to 100. The State Education Department defines the following pass levels: scoring 65 to meet the graduation requirement for a Regents diploma / scoring 80 to meet the college and career readiness standard.<sup>13</sup> This measure requires students in each Accountability Cohort to achieve the requisite score on any one of the Regents mathematics exams by their fourth year in the cohort. Students may have taken a particular Regents mathematics exam multiple times or have taken multiple mathematics exams. Students have until the summer of their fourth year to pass a mathematics exam.

**Results**

AMS's 2011 cohort far exceeded the mathematics goal by achieving a 97% pass rate with 33% of the cohort hitting the college readiness benchmark.

**Mathematics Regents Passing Rate with a Score of 65  
by Fourth Year Accountability Cohort<sup>14</sup>**

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2009	N/A	N/A
2010	N/A	N/A
2011	115	97%

**Mathematics Regents Passing Rate with a Score of 80  
by Fourth Year Accountability Cohort<sup>15</sup>**

<sup>13</sup> The statewide adaptation of the revised State Standards includes incorporating college and career readiness performance standards for the English language arts exam. The state has benchmarked student mathematics test performance to the likely need for remedial course work when students enter college by comparing student 3-8 test results and Regents results to their post-secondary experience at SUNY and CUNY. Besides raising the cut scores for proficiency in the 3-8 testing program, the state has begun to set college and career readiness standards for passing Regents.

<sup>14</sup> Based on the highest score for each student on the Mathematics Regents exam

<sup>15</sup> Based on the highest score for each student on the Mathematics Regents exam

Cohort Designation	Number in Cohort	Percent Passing with a score of 80
2009	N/A	N/A
2010	N/A	N/A
2011	115	33%

## Evaluation

Nearly AMS' entire 2011 cohort met the mathematics measure with a pass rate of 97%; of whom 33% met the college readiness benchmark. This level of performance is impressive in a first accountability cohort, however twice as many student will have to perform at the college readiness level if AMS is to achieve this goal with future cohorts. We attribute this initial success to our focus on problem based teaching, our math support classes, and our Saturday Regents prep opportunities that many of our students have taken advantage of over the course of the last four years.

## Additional Evidence

Both cohorts 2012 and 2013 currently have similar pass rates to those of the 2011 cohort at the end of three years. This trend, particularly for the 2013 cohort that has two more years before graduation, suggests that the school will be successful in continuing to meet the measure's target. The focus of the work must be on teaching and learning that will bring students to the college readiness benchmark.

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

Cohort Designation	2012-13		2013-14		2014-15	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2011	125	90%	120	95%	115	97%
2012	98	68%	120	83%	111	94%
2013			101	54%	106	82%
2014					111	49%

### Mathematics Regents Passing Rate with a score of 80 by Cohort and Year

Cohort Designation	2012-13		2013-14		2014-15	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2011	125	19%	120	29%	115	33%
2012	98	24%	120	23%	111	27%
2013			101	10%	106	11%
2014					111	4%

**Goal 2: Absolute Measure**

Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on the New York State 8<sup>th</sup> grade mathematics exam will score at least 65 on a New York State Regents mathematics exam by the completion of their fourth year in the cohort.

**(S)** Each year, 65 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8<sup>th</sup> grade math exam will meet the college and career ready standard (currently scoring 80 on a New York State Regents math exam) by the completion of their fourth year in the cohort.

**Method**

The school demonstrates the effectiveness of its mathematics program by enabling students who were not meeting proficiency standards in the eighth grade to meet the mathematics requirement for graduation with a Regents diploma / the college and career readiness standard.

**Results**

AMS' 93% pass rate for its first cohort exceeded the mathematics goal by 18 percentage points. However, only 4% of the students in this cohort met the college readiness mark.

**Mathematics Regents Passing Rate with a Score of 65 among Students Who Were Not Proficient in the 8<sup>th</sup> Grade by Fourth Year Accountability Cohort** <sup>16</sup>

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2009	N/A	N/A
2010	N/A	N/A
2011	46	93%

**Mathematics Regents Passing Rate with a Score of 80 among Students Who Were Not Proficient in the 8<sup>th</sup> Grade by Fourth Year Accountability Cohort** <sup>17</sup>

Cohort Designation	Number in Cohort	Percent Passing with a score of 80
2009	N/A	N/A

16 Based on the highest score for each student on the Mathematics Regents exam

17 Based on the highest score for each student on the Mathematics Regents exam

2010	N/A	N/A
2011	46	4%

## Evaluation

AMS cohort 2011 students exceeded the mathematics pass rate goal by 18 percentage points indicating that a considerable number of students that entered AMS not proficient in math, demonstrated success at the end of their four years in the school. However, few students were able to achieve the college readiness benchmark. We attribute our success to helping students move from below proficient to proficient to our approach to teaching mathematics, our support classes, and our Regents prep opportunities. We need to continue to work on moving our students from proficient to college readiness and we believe that through our teacher development model and through teacher retention we will be able to support students in achieving college readiness.

## Additional Evidence

N/A

### Goal 2: Absolute Measure

Each year, the Accountability Performance Level (APL) on a Regents mathematics exam of students completing their fourth year in the Accountability Cohort will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.

## Method

In receiving a waiver for its federal No Child Left Behind accountability system, the State Education Department now law holds high schools accountable for making annual yearly progress towards meeting college and career readiness standards. See page 72 of SED's ESEA waiver application for the high school AMOs:

[http://www.p12.nysed.gov/accountability/documents/NYSESEAFlexibilityWaiver\\_REVIS ED.pdf](http://www.p12.nysed.gov/accountability/documents/NYSESEAFlexibilityWaiver_REVIS ED.pdf)

The AMO continues to be SED's basis for determining if schools are making satisfactory progress toward the annual goal. To achieve this measure, all tested students in the Accountability Cohort must have an Accountability Performance Level (APL) that equals or exceeds 2014-15 mathematics AMO of **154**.

The APL is calculated by adding the sum of the percent of students in the Accountability Cohort at Levels 2 through 4 to the sum of the percent of students at Level 3 and 4. Thus, the highest possible APL is 200. The Regents exams are scored on a scale from 0 to 100; 0 to 64 is Level 1, 65 to 79 is Level 2, 80 to 89 is Level 3, and 90 to 100 is Level 4. The Regents Common Core exams in mathematics are scored on a scale from 0 to 100; 0 to 64 is level 1; 65 to 73 is level 2, 74 to 84 is level 3, and 85 to 100 is level 4.

## Results

AMS's first accountability cohort achieved an APL of 126 as compared to the required 154 for all students. However, the three subgroups all achieved the AMO for the number of students in the cohort.

**Mathematics Accountability Performance Level (APL)  
For the 2011 High School Accountability Cohort**

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	3	66	30	0

$$\begin{array}{rclclclclcl}
 \text{PI} & = & 66 & + & 30 & + & 0 & = & 96 \\
 & & & & 30 & + & 0 & = & \underline{30} \\
 & & & & & & \text{APL} & = & 126 \\
 & & & & & & \text{L} & & 6
 \end{array}$$

**Mathematics Accountability Performance Level (APL) by Subgroup  
For the 2011 High School Accountability Cohort**

Subgroup	Total N Cohort	N in Subgroup	Percent of students at Each Performance Level			APL	Subgroup AMO	Achieved AMO?
			Level 2	Level 3	Level 4			
			Economically Disadvantaged	115	95			
Black	115	50	70	26	0	122	116	Achieved
Hispanic	115	63	59	38	0	135	121	Achieved

**Evaluation**

The school's first cohort achieved an APL of 126—26 points lower than the required 154 for all students in the cohort. However, the 2011 cohort had three subgroups with more than 30 students: economically disadvantaged, Black students and Hispanic students. In every case, AMS students in these subgroups exceeded the required AMO for the number of students in the group. Examining the results indicates that AMS must focus on increasing students' math skills and knowledge so that students are able to demonstrate mastery at Level 4. AMS has mostly teachers with years experience between 2 and 4 and we believe that through our continued teacher development and teacher retention that we will move towards supporting more students in achieving level 3 and level 4. We also need to still work on better supporting our students procedural fluency as this has been an areas where we have seen our students struggle.

## Additional Evidence

N/A

### Goal 2: Comparative Measure

Each year, the percent to students in the high school Accountability Cohort passing a Regents mathematics exam with a score of 65 or above will exceed that of the high school Accountability Cohort from the local school district.

(§) Each year, the Accountability Performance Level (APL) in mathematics of students in the fourth year of their high school Accountability Cohort will exceed the APL of comparable students from the local school district.

## Method

The school compares the performance of students in their fourth year in the charter school Accountability Cohort to that of the respective cohort of students in the local school district. Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available school district results.<sup>18</sup>

## Results

Virtually all (97%) of AMS students in the 2011 cohort achieved a passing score of 65 at the end of four years as compared with only 72% of students in Community School District 10. This is the goal to which AMS is held accountable in its accountability plan. In addition, the school came close but did not meet the post 2012-2013 measure.

### Mathematics Regents Passing Rate with a Score of 65 of Fourth-Year Accountability Cohorts by Charter School and School District

Cohort	Charter School		School District	
	Percent Passing	Cohort Size	Percent Passing	Cohort Size
2009	N/A	N/A	N/A	N/A
2010	N/A	N/A	N/A	N/A
2011	97%	115	72%	4,468

### Mathematics Accountability Performance Level (APL) of Fourth-Year Accountability Cohorts by Charter School and School District<sup>19</sup>

Cohort	Charter School		School District	
	APL	Cohort	APL	Cohort

<sup>18</sup> The New York State Report Card provides the district results for students scoring at or above 65.

<sup>19</sup> See page 39 above for an explanation of the APL.

		Size		Size
2009	N/A	N/A	N/A	N/A
2010	N/A	N/A	N/A	N/A
2011	126	115	177	4,468

## Evaluation

AMS students in the 2011 cohort far surpassed the goal of achieving a higher a passing score of 65 at the end of four years as compared with students in Community School District 10. This is the goal to which AMS is held accountable in its accountability plan. Specifically, 97% of AMS students in the cohort met this goal in comparison to 72% of students in the local district—a 25 percentage point difference. However, the local district's APL of 177 was 51 points higher than that of AMS indicating that the school must focus on mastery of the material at the higher end of the performance range.

## Additional Evidence

### Goal 1: Optional Measure Growth

Each year, the group of students who have taken the grade 10 to 12 ACT\* assessments [PLAN in grade 10 (and later ASPIRE), ACT in grades 11 and 12 (and later ASPIRE)] will reduce the gap between their average score in the previous year (including EXPLORE in grade 9), and the College Readiness Benchmark score in Math by 50%. Students who achieve the College Readiness Benchmark Scores for their grade will continue to achieve the College Readiness Benchmark in Math on subsequent tests and in subsequent grades.

\*ACT has replaced EXPLORE and PLAN with ASPIRE and has created a cross walk between the scores so that comparisons may be made.

## Method

The EXPLORE, PLAN and ACT are scored along a common scale. Because they are reported on the same score scale, the results from the different assessments inform students, parents, teachers and counselors about individual student strengths and weaknesses while there is still time to address them. AMS administered the EXPLORE (and later ASPIRE) (grade 9), the PLAN (and later ASPIRE) (grade 10) and the ACT (grade 11) assessments to students as a pretest in the spring. Students take the next assessment for their grade level the following spring which serves as a posttest including the ACT in grade 12. Students' performance on the pretest is compared to their performance on the posttest to determine whether they have achieved the College Readiness Benchmark or made progress toward achieving the College Readiness Benchmark in Math.

## Results

Just under one-half (47%) of the students expected to take these assessments in cohorts 2011, 2012 and 2013 took them in 2014-2015. Of those that did, 23% met the benchmark or showed growth in students meeting or making progress toward meeting the College Readiness Benchmark in Math.

**Mathematics Growth in College Readiness  
by High School Accountability Cohort**

Cohort Designation	Number in Cohort with Matched Scores	Percent Meeting College Readiness Benchmarks or Showing Growth
2011	37	16%
2012	38	42%
2013	63	16%
Total	138	23%

**Evaluation**

Just over one-fifth of AMS students met the math benchmark or showed progress toward meeting it. However, with only about one-half of the students with matched scores, the results may not be generalizable to all students. This indicates a need to improve test administration processes and procedures at the school to ensure that the data provide an accurate assessment of all students' performance.

**Summary of the High School Mathematics Goal** <sup>20</sup>

AMS' first cohort attained three out of the four goals to which they were held accountable (prior to 2012-2013) and came close to meeting the fourth goal. The school fared less well in meeting the post 2012-2013 benchmarks.

Type	Measure (Accountability Plan Prior to 2012-13)	Outcome
Absolute	Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on a New York State Regents mathematics exam by the completion of their fourth year in the cohort.	Achieved
Absolute	Each year, 75 percent of students in the high school Accountability Cohort will did not score proficient on the New York State 8th grade mathematics exam will score at least 65 on a New York State Regents mathematics exam by the completion of their fourth year in the cohort.	Achieved
Absolute	Each year, the Accountability Performance Level (APL) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	Did Not Achieve
Comparative	Each year, the percent to students in the high school Accountability Cohort passing a New York State Regents mathematics exam with a score of 65 or above will exceed that of the high school Accountability	Achieved

<sup>20</sup> If the school includes a middle school component, add these measures to the subject area goal for the younger grades.

	Cohort from the local school district. (Using 2013-14 school district results.)	
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Type	Measure (Accountability Plan from 2012-13 or later)	Outcome
Absolute	(§) Each year, 65 percent of students in the high school Accountability Cohort will meet the college and career ready standard (currently scoring 80 on a New York State Regents mathematics exam) by the completion of their fourth year in the cohort.	Did Not Achieve
Absolute	(§) Each year, 65 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade mathematics exam will meet the college and career ready standard (currently scoring 80 on a New York State Regents mathematics exam) by the completion of their fourth year in the cohort.	Did Not Achieve
Comparative	(§) Each year, students in the high school Total Cohort will exceed the predicted pass rate on a New York State Regents mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all high schools in New York State.	N/A
Comparative	(§) Each year, the Accountability Performance Level (APL) on a New York State Regents mathematics exam of students in the fourth year of their high school Accountability Cohort will exceed the APL of comparable students from the local school district. (Using 2013-14 school district results.)	Did Not Achieve

## Action Plan

At AMS, we will work on increasing the number of students reaching the college readiness benchmark in Mathematics. We will do this by utilizing our challenge-based learning curriculum and our existing school team structures. Specifically, we will use our weekly department meeting structure to focus on implementation of our units and lesson plans by using a process called lesson study. This process will allow us to take thoughtful risks and support the whole team in moving towards more effective implementation of our ambitious plans. We will also use our department meeting structure to do monthly assessment analysis so we can tailor our instruction to the specific needs of our students. At AMS we will be increasing the amount of time we meet as a grade team from once a month to twice a month. We believe this additional meeting each month will allow us to best support our students academically, socially and emotionally. As a grade team we will look closely at data in the areas of academics, behavior, and attendance and, based on the data, we will create supports for the students in the different areas. For academic support, we will use our office hour structure and our Saturday Regents prep structure to best support the individual needs of our students. Finally, at AMS we will be working hard at retaining our best teachers, as we believe that in order to increase our students' level of achievement from passing to college ready we need the majority of our teachers to return year after year.

## SCIENCE

### Goal 3: Science

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

## **Background**

At AMS, our Science Curriculum is common core aligned and focused on challenge-based learning, where students take ownership over the thinking and doing in the classroom.

There is a strong emphasis on problem solving, conceptual understanding, and reading and writing. We use assessments for multiple purposes at AMS; we use them for understanding what students understand and don't understand with respect to the curriculum (discussions, kick-off tasks at start of unit), we use them to allow students to apply their understanding (end of unit applications and trimester challenges), and we use them to help students prepare for the end of the year Regents exam (unit assessments and trimester final exams). The professional development model at AMS is a parallel to what we strive for in our classroom practice; a model that asks teachers to take ownership of their practice. Specifically, we use a coaching model to support teachers in further developing their practice; we use our weekly department structure to do lesson studies, assessment analysis, and a book study; we use our monthly school-wide professional learning cycle to focus on discussion based teaching; and finally, we ask each one of our teachers to conduct action research, which they present at the end of the school year to the whole staff.

### **Goal 3: Absolute Measure**

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

## **Method**

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

## **Results**

Fully 89% of the first accountability cohort met the science goal by achieving a pass rate of 65 or above.

### **Science Regents Passing Rate with a Score of 65 by Fourth Year Accountability Cohort<sup>21</sup>**

Cohort Designation	Number in Cohort	Percent Passing with
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<sup>21</sup> Based on the highest score for each student on any science Regents exam

		a score of 65
2009	N/A	N/A
2010	N/A	N/A
2011	115	89%

## Evaluation

AMS' 2011 cohort's pass rate of 89% exceeded the science goal by 14 percentage points. AMS uses a pullout Living Environment Lab model that allows students to take Living Environment everyday plus an additional lab course every other day. This has allowed students more time to focus on both the content and the skills.

## Additional Evidence

With one and two years of high school left respectively, cohorts 2012 and 2013 have already met the science goal by achieving at least a 75% pass rate and the 2014 cohort is within nine percentage points of meeting this goal as well.

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

Cohort Designation	2012-13		2013-14		2014-15	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2011	125	80%	120	86%	115	89%
2012	98	70%	120	79%	111	83%
2013			101	63%	106	75%
2014					111	66%

### Goal 3: Comparative Measure

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

## Method

The school compares the performance of students in their fourth year in the charter school high school Total Cohort to that of the respective cohort of students in the local school district. Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available district results.

## Results

AMS's 2011 cohort pass rate of 89% far exceeds that of students in the local district.

## Science Regents Passing Rate of the High School Total Cohort by Charter School and School District

Cohort	Charter School		School District	
	Percent Passing	Cohort Size	Percent Passing	Cohort Size
2009	N/A	N/A	N/A	N/A
2010	N/A	N/A	N/A	N/A
2011	89%	115	69%	4,468

### Evaluation

The 2011 cohort's 89 pass rate in science was 20 percentage points higher than that of the students in Community School District 10. AMS uses a pullout Living Environment Lab model that allows students to take Living Environment everyday plus an additional lab course every other day. This has allowed students more time to focus on both the content and the skills.

### Additional Evidence

#### Goal 1: Optional Measure Growth

Each year, the group of students who have taken the grade 10 to 12 ACT\* assessments [PLAN in grade 10 (and later ASPIRE), ACT in grades 11 and 12 (and later ASPIRE)] will reduce the gap between their average score in the previous year (including EXPLORE in grade 9), and the College Readiness Benchmark score in Science by 50%. Students who achieve the College Readiness Benchmark Scores for their grade will continue to achieve the College Readiness Benchmark in Science on subsequent tests and in subsequent grades.

\*ACT has replaced EXPLORE and PLAN with ASPIRE and has created a cross walk between the scores so that comparisons may be made.

### Method

The EXPLORE, PLAN and ACT are scored along a common scale. Because they are reported on the same score scale, the results from the different assessments inform students, parents, teachers and counselors about individual student strengths and weaknesses while there is still time to address them. AMS administered the EXPLORE (and later ASPIRE) (grade 9), the PLAN (and later ASPIRE) (grade 10) and the ACT (grade 11) assessments to students as a pretest in the spring. Students take the next assessment for their grade level the following spring which serves as a posttest including the ACT in grade 12. Students' performance on the pretest is compared to their performance on the posttest to determine whether they have achieved the College Readiness Benchmark or made progress toward achieving the College Readiness Benchmark in Science.

### Results

Just over two-fifths (43%) of the students expected to take these assessments in cohorts 2011, 2012 and 2013 took them in 2014-2015. Of those that did, 30% met the benchmark or showed growth in students meeting or making progress toward meeting the College Readiness Benchmark in Science.

**Science Growth in College Readiness  
by High School Accountability Cohort**

Cohort Designation	Number in Cohort with Matched Scores	Percent Meeting College Readiness Benchmarks or Showing Growth
2011	37	32%
2012	37	51%
2013	54	15%
Total	128	30%

**Evaluation**

Just under one-third of AMS students met the science benchmark or showed progress toward meeting it. However, with less than one-half of the students with matched scores, the results may not be generalizable to all students. This indicates a need to improve test administration processes and procedures at the school to ensure that the data provide an accurate assessment of all students' performance.

**SOCIAL STUDIES**

**Goal 4: Social Studies**

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

**Background**

At AMS, our Social Studies Curriculum is common core aligned and focused on challenge-based learning, where students take ownership over the thinking and doing in the classroom. There is a strong emphasis on critical reading and writing within the curriculum. We use assessments for multiple purposes at AMS; we use them for understanding what students understand and don't understand with respect to the curriculum (discussions, on demand writing), we use them to allow students to apply their understanding (end of trimester challenges), and we use them to help students prepare for the end of the year Regents exam (trimester final exams). The professional development model at AMS is a parallel to what we strive for in our classroom practice; a model that asks teachers to take ownership of their practice. Specifically, we use a coaching model to support teachers in further developing their practice; we use our weekly department structure to do lesson studies, assessment analysis, and a book study; we use our monthly school-wide professional learning cycle to focus on discussion based teaching; and finally, we ask each

one of our teachers to conduct action research, which they present at the end of the school year to the whole staff.

**Goal 4: Absolute Measure**

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

**Method**

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

**Results**

Eighty-six percent of the 2011 cohort has met the U.S. History goal of passing the exam with a score of at least 65.

**U.S. History Regents Passing Rate with a Score of 65  
by Fourth Year Accountability Cohort<sup>22</sup>**

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2009	N/A	N/A
2010	N/A	N/A
2011	115	86%

**Evaluation**

With an 86% pass rate, the 2011 cohort exceeded the 75% goal by 11 percentage points. The focus of reading and writing across the content areas has shown to support students in being successful on the US History Regents exam.

**Additional Evidence**

The 2012 cohort, with three more Regents exam administrations left before August 2016 is within 12 percentage points of meeting this goal.

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<sup>22</sup> Based on the highest score for each student on a science Regents exam

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

Cohort Designation	2012-13		2013-14		2014-15	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2011	N/A	N/A	120	80%	115	86%
2012	N/A	N/A	120	5%	111	63%
2013			101	3%	106	5%
2014					111	3%

### Goal 4: Comparative Measure

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

### Method

The school compares the performance of students in their fourth year in the charter school high school Total Cohort to that of the respective cohort of students in the local school district. Given that students may take Regents exam up through the summer of their fourth year, school presents the most recently available district results.

### Results

AMS's first cohort achieved an 86% pass rate in U.S. History—considerably higher than the 66% rate of students in the local district.

### U.S. History Passing Rate of the High School Total Cohort by Charter School and School District

Cohort	Charter School		School District	
	Percent Passing	Cohort Size	Percent Passing	Cohort Size
2009	N/A	N/A	N/A	N/A
2010	N/A	N/A	N/A	N/A
2011	86%	115	66%	4,468

### Evaluation

AMS's first cohort achieved an 86% pass rate in U.S. History—20 percentage points higher than the 66% rate of students in the local district. The focus of reading and writing across the content areas has shown to support students in being successful on the US History Regents exam.

### Additional Evidence

N/A

### Goal 4: Absolute Measure

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

## Method

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

## Results

Eighty-one percent of the school's first accountability cohort met the Global History goal by achieving a passing score of at least 65.

### Global History Regents Passing Rate with a Score of 65 by Fourth Year Accountability Cohort<sup>23</sup>

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2009	N/A	N/A
2010	N/A	N/A
2011	115	81%

## Evaluation

With an 81% pass rate, AMS' 2011 cohort exceeded the 75% goal by six percentage points. The focus of reading and writing across the content areas has shown to support students in being successful on the US History Regents exam.

## Additional Evidence

After only three years in high school, the 2012 cohort's pass rate is within three percentage points of meeting the target.

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

Cohort Designation	2012-13		2013-14		2014-15	
	Number in	Percent Passing	Number in	Percent Passing	Number in Cohort	Percent Passing

<sup>23</sup> Based on the highest score for each student on a science Regents exam

	Cohort		Cohort			
2011	125	52%	120	76%	115	81%
2012	N/A	N/A	120	49%	111	72%
2013			101	0%	106	58%
2014					111	0%

#### **Goal 4: Comparative Measure**

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

#### **Method**

The school compares the performance of students in their fourth year in the charter school high school Total Cohort to that of the respective cohort of students in the local school district. Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available district results.

#### **Results**

The school's first accountability cohort exceeded the Global History goal by achieving a pass rate of 81%, higher than that of the local district.

#### **Global History Passing Rate of the High School Total Cohort by Charter School and School District**

Cohort	Charter School		School District	
	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort
2009	N/A	N/A	N/A	N/A
2010	N/A	N/A	N/A	N/A
2011	81%	115	64%	4,468

#### **Evaluation**

AMS' 81% pass rate for the 2011 cohort is 17 percentage points higher than the rate of the students in Community School District 10. We believe our focus of reading and writing across the curriculum has supported students in being successful on the Global Regents exam.

#### **Additional Evidence**

N/A

#### **NCLB**

#### **Goal 5: NCLB**

The school will make Adequate Yearly Progress.

**Goal 5: Absolute Measure**

Under the state’s NCLB accountability system, the school’s Accountability Status is in good standing: the state has not identified the school as a Focus School nor determined that it has met the criteria to be identified as school requiring a local assistance plan.

**Method**

Because *all* students are expected to meet the state's learning standards, the federal No Child Left Behind legislation stipulates that various sub-populations and demographic categories of students among all tested students must meet state proficiency standards. New York, like all states, established a system for making these determinations for its public schools. Each year the state issues School Report Cards. The report cards indicate each school’s status under the state’s No Child Left Behind (NCLB) accountability system.

**Results**

AMS is in good standing this year.

**Evaluation**

AMS is in good standing for the 2014-2015 school year, the first year that the school had an accountability cohort.

**Additional Evidence**

AMS is in good standing for the 2014-2015 school year, the first year that the school had an accountability cohort.

**NCLB Status by Year**

Year	Status
2012-13	Good Standing
2013-14	Good Standing
2014-15	Good Standing

**HIGH SCHOOL GRADUATION**

**GOAL 6: HIGH SCHOOL GRADUATION**

Students will meet all of New York State graduation requirements.

**Goal 6: Absolute Measure**

Each year, 75 percent of students in each cohort will pass their core academic subjects by the end of August and the school will promote them to the next grade.

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

**Method**

This measure serves as a leading indicator of the performance of high school cohorts and examines their progress toward graduation based on annual credit accumulation. The measure requires that, based on the school's promotion requirements, the school will promote 75 percent of its students in each cohort to the next grade by the end of August OR that 75 percent of the first and second year high school Total Graduation Cohorts will earn the requisite number of credits.

AMS course offerings are listed below. The school year is divided into trimesters and students have the opportunity to earn one credit in each core subject (English, math, science and social studies) three times a year. This allows flexibility in programming students to support their needs and to accelerate their progress. Within the New Visions Charter High School network, minimum promotion criteria are as follows: grade 9 to 10 requires a minimum of 12 credits, grade 10 to 11 requires a minimum of 24 credits, and grade 11 to 12 requires a minimum of 34 credits. High School graduation requires that students meet state requirements in terms of credit accumulation and distribution of credits and passing five required Regents Exams. Note that students at New Visions Charter High Schools, students will earn more credits than required for high school graduation. Upper House is designed to be a time for students to take college-level courses participate in internships and other activities designed to maximize their post-secondary success.

<b>COURSE OFFERINGS</b>	
<b>MATH</b>	Algebra I, II, III Algebra II and Trigonometry Modeling with Algebra Geometry Math Lab Statistics AP Calculus AP Statistics
<b>HISTORY</b>	Global History US History Turning Points in Global History Turning Points in US History US History Survey AP US History Big History Project Modern World History Electives

<b>SCIENCE</b>	Living Environment Anatomy and Physiology Applied Physics Chemistry Computer Science Ecology and the Environment Environmentalism and Media Forensics Earth Science Physics Physics Design and Problem Solving AP Biology Electives
<b>ENGLISH LANGUAGE ARTS</b>	English Reading Lab ESL Reading Lab Creative Writing AP English Literature Pre-AP English Electives
<b>FOREIGN LANGUAGE</b>	Spanish I, II, III, IV Native Language-Spanish I, II
<b>ART &amp; MUSIC</b>	Studio Art I, II Music I, II AP 2D Design
<b>OTHER</b>	Physical Education Yoga College & Career Readiness Seminar Health Independent Research Internships Leadership

## Results

AMS students exceeded the 75% promotion rate goal for every cohort.

### Percent of Students Promoted by Cohort in 2014-15

Cohort Designation	Number in Cohort	Percent promoted
2011	115	92%

2012	111	84%
2013	106	87%
2014	111	81%

## Evaluation

AMS students in every cohort exceeded the 75% promotion rate goal with rates ranging from 17 percentage points higher in the 2011 cohort to six percentage points higher in the 2014 cohort. At AMS, our grade team structure has supported students staying on track and being successful in both passing their courses and their exams each year.

## Additional Evidence

N/A

### Goal 6: Absolute Measure

Each year, 75 percent of students in the second year high school Total Graduation Cohort will score 65 on at least three different New York State Regents exams required for graduation.

## Method

This measure serves as a leading indicator of the performance of high school cohorts and examines their progress towards graduation based on Regents exam passage. The measure requires that 75 percent of students in each cohort have passed at least three Regents exams by their second year in the cohort. In August of 2015, the 2013 cohort will have completed its second year.

## Results

The 2011 cohort exceeded the 75% goal of passing three Regents exams in the second year. However, the 2012 and 2013 cohorts both fell short of the goal by 12 percentage points.

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

Cohort Designation	Number in Cohort	Percent Passing Three Regents
2011	120	88%
2012	120	63%
2013	106	63%

## Evaluation

The 2011 cohort exceeded the 75% goal of passing three Regents exams in the second year. However, the 2012 and 2013 cohorts, with pass rates of 63%, both fell short of the goal by 12 percentage points. We believe that we need to create a more systematic approach to supporting students across the different cohorts so that each cohort reaches the 75% goal.

**Additional Evidence**

N/A

**Goal 6: Absolute Measure**  
 Each year, 75 percent of students in the fourth year high school Total Graduation Cohort and 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.

**Method**

This measure examines students in two high school Graduation Cohorts: those who entered the 9<sup>th</sup> grade as members of the 2011 cohort and graduated four years later and those who entered as members of the 2010 cohort and graduated five years later. At a minimum, these students have passed five Regents exams in English language arts, mathematics, science, U.S. History and Global History. Students have through the summer at the end of their fourth year to complete graduation requirements.

The school’s graduation requirements appear above under the graduation goal’s first measure pertaining to annual grade-by-grade promotion or credit accumulation.

**Results**

Ninety-one percent of AMS students in the school’s first cohort graduated from high school after four years.

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

Cohort Designation	Number in Cohort	Percent Graduating
2009	N/A	N/A
2010	N/A	N/A
2011	116	91%

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

Cohort Designation	Number in Cohort	Percent Graduating
2008	N/A	N/A
2009	N/A	N/A

2010	N/A	N/A
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## Evaluation

AMS's first cohort far exceeded the 75% four-year graduation goal with 91% of the cohort meeting diploma requirements at the end of four years. Additional students are expected to graduate this year increasing the graduation rate of the first cohort at the end of five years. AMS has focused on supporting teachers in developing their practice so they can implement ambitious instruction in their classrooms. Each year we move to better implementation of our plans as our teachers sharpen their pedagogical skills. We believe this focus on instruction and the various support opportunities for students over the course of the four years has allowed us to be successful with this first graduating class.

## Additional Evidence

N/A

### Goal 6: Comparative Measure

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

## Method

The school compares the graduation rate of students completing their fourth year in the charter school's Total Graduation Cohort to that of the respective cohort of students in the local school district<sup>24</sup>. Given that students may take Regents exams through the summer of their fourth year, district results for the current year are generally not available at this time.

## Results

AMS' 2011 cohort graduated at a rate of 91%, over 30 points higher than students in the local district.

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

Cohort Designation	Charter School		School District	
	Number in Cohort	Percent Graduating	Number in Cohort	Percent Graduating
2009	N/A	N/A	N/A	N/A
2010	N/A	N/A	N/A	N/A
2011	116	91%	4,485	60%

## Evaluation

<sup>24</sup> Schools can retrieve district level graduation rates from the SED's Information and Reporting Services office. News releases and an Excel workbook containing these data are available from the [IRS Data Release webpage](#).

AMS's first cohort four-year graduation rate of 91% is 31 percentage points higher than that of the local district. AMS has focused on supporting teachers in developing their practice so they can implement ambitious instruction in their classrooms. Each year we move to better implementation of our plans as our teachers sharpen their pedagogical skills. We believe this focus on instruction and the various support opportunities for students over the course of the four years has allowed us to be successful with this first graduating class.

**Additional Evidence**

N/A

**Summary of the High School Graduation Goal**

AMS met three of the four graduation goals in its Accountability Plan and partially met the fourth goal (met by one out of three cohorts).

Type	Measure	Outcome
Absolute	Each year, 75 percent of students in the high school Total Graduation Cohort will pass their core academic subjects by the end of August and be promoted to the next grade.	Achieved
	(\$ ) Each year, 75 percent of students in first and second year high school Total Graduation Cohorts will earn at least ten credits (if 44 needed for graduation) or five credits (if 22 needed for graduation) each year.	
Absolute	Each year, 75 percent of students in the high school Total Graduation Cohort will score at least 65 on at least three different New York State Regents exams required for graduation by the completion of their second year in the cohort.	Did Not Achieve
Absolute	Each year, 75 percent of students in the fourth year high school Total Graduation Cohort and 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.	Achieved
Comparative	Each year, the percent of students in the high school Total Graduation Cohort graduating after the completion of their fourth year will exceed that of the Total Graduation Cohort from the local school district.	Achieved

**Action Plan**

At AMS, we need to build in a more systematic approach so that each cohort reaches the benchmark of 75% of the cohort passing at least three different Regents exams by the end of their second year. At AMS we have one AP and grade level counselor per cohort and we will be using a weekly AP/Counselor meeting to review student data and we will be utilizing our twice a month grade team meetings to support the individual needs of the cohort. These meeting structures will allow AMS to be proactive in supporting the students in reaching their academic success (in this case passing at least three of the four Regents exams by year two). We will continue to use our support class structure for those students who are struggling in their classes. We will also use

the summer to better prepare those students who were not successful in passing their exams in June.

## COLLEGE PREPARATION

### COLLEGE PREPARATION

#### GOAL 7: COLLEGE PREPARATION

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

#### Goal 7: Comparative Measure

Each year, the average performance of students in the 10<sup>th</sup> grade will exceed the state average on the PSAT test in Critical Reading and Mathematics.

#### Method

This measure tracks student performance one of the most commonly used early high school college prep assessment. Students receive a scale score in critical reading, writing and mathematics. Scale scores range from 200 to 800 on each subsection with 1600 as the highest possible score. As students may choose to take the test multiple times, the school reports only on a student's highest score on each subsection. Compare school averages to the New York State average for all 10<sup>th</sup> grade (sophomore) test takers in the given year.

#### Results

On average, 10<sup>th</sup> grade students in AMS scored 36 in Critical Reading and 39 in Mathematics in 2014-2015 similar to the performance of AMS students in previous years. These averages are lower than those of students statewide.

#### 10<sup>th</sup> Grade PSAT Performance by School Year

School Year	Number of Students in the 10 <sup>th</sup> Grade	Number of Students Tested	Critical Reading		Mathematics	
			School	New York State	School	New York State
2012-13	118	105	37	42	37	42
2013-14	122	108	35	41	39	43
2014-15	97	83	36	41	39	42

#### Evaluation

Students' performance at AMS, on average was below that of students statewide. Some AMS students enter high school below grade level lacking the basic skills needed to demonstrate comprehension or reading fluency on an exam like the PSAT. This is true for both the math and Critical Reading sections. A focus on reading strategies in on-demand situations across all content areas has shown an increase on regular assessments in classes. We expect that student performance will improve on more formal assessments when students take them a second time.

## **Additional Evidence**

N/A

### **Goal 7: Comparative Measure**

Each year, the average performance of students in the 12<sup>th</sup> grade will exceed the state average on the SAT or ACT tests in reading and mathematics.

## **Method**

This measure tracks student performance on one of the most commonly used high school college prep assessments.

The SAT is a national college admissions examination. Students receive a scale score in reading, writing and mathematics. Scale scores range from 200 to 800 on each subsection with 2400 as the highest possible score. As students may choose to take the test multiple times during the year, the school only reports a student's highest score. The school compares its averages to the New York State average for all 12<sup>th</sup> grade test takers in a given year.

The ACT is a national college admissions and placement examination. Students receive scaled scores in reading, mathematics, English and science. Scaled scores range from 1 to 36 on each section; the school averages the three separate scores to calculate a student's composite score. As students may choose to take the test multiple times during the year, the school reports on only a student's highest scaled score for each section. The school compares its average to the New York State average for all 12<sup>th</sup> grade test takers in the given year.

## **Results**

2014-2015 is the first year that AMS had 12<sup>th</sup> graders. Their average performance on the SAT was 398 in reading and 415 in math, lower than the average performance of students statewide. On the ACT, AMS students scored, on average, 17 in both reading and mathematics below the average score of 24 for these subjects recorded for 12<sup>th</sup> graders statewide.

### **12<sup>th</sup> Grade SAT Performance by School Year**

School Year	Number of Students in the 12 <sup>th</sup> Grade	Number of Students Tested	Reading		Mathematics	
			School	New York State	School	New York State
2012-13	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	N/A	N/A	N/A	N/A	N/A	N/A
2014-15	106	93	398	488	415	502

### 12<sup>th</sup> Grade ACT Performance by School Year

School Year	Number of Students in the 12 <sup>th</sup> Grade	Number of Students Tested	Reading		Mathematics	
			School	New York State	School	New York State
2012-13	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	N/A	N/A	N/A	N/A	N/A	N/A
2014-15	106	38	17	24	17	24

### Evaluation

AMS's first 12<sup>th</sup> grade class scored on the SAT, on average, approximately 90 points lower than the statewide average on both Critical Reading and math. On the ACT, their average scores of 17 were 7 points lower than statewide averages. AMS needs to improve their process in both communicating to students and families the purpose of the ACT and we need to work on creating additional support structures to better help students understand the ACT exam.

### Additional Evidence

N/A

### Goal 7: School Created College Preparation Measure

Each Year, at least 50 percent of students in the high school Graduation Cohort will earn an Advanced Regents Diploma or Diploma with Honors.

### Method

The graduation status of all students in the Graduation Cohort will be assessed to determine whether students meet requirements for a Regents Diploma with Advanced

Designation or Honors. To receive a Regents Diploma with Advanced Designation, students must meet all credit unit requirements and pass with a score of 65 or higher the following Regents examinations: Global History, U.S. History and Government, Comprehensive English, three Mathematics exams and two science exams, including Living Environment. Regents Diplomas with Honors require students to meet all credit unit requirements and achieve an average score of 90 or higher on all required Regents examinations.

## Results

Three percent of the 2011 were awarded an Advanced Regents Diploma.

### Advanced Regents Diplomas and Diploma with Honors by Graduation Cohort

Graduation Cohort	Percent with Advanced Regents Diplomas	Percent with Diploma with Honors	Total
2009	N/A	N/A	N/A
2010	N/A	N/A	N/A
2011	3%	0%	3%

## Evaluation

Three percent of the 2011 were awarded an Advanced Regents Diploma after four years, well below the 50% goal. AMS will focus on teacher retention as many of our teachers are at the beginning of their careers. We believe through teacher retention we will be able to better build on our success each year and through this process we will be able to best support students in achieving the Advanced Regents diploma.

**(S)** The percent of graduating students that meets the state’s aspirational performance measure (APM), currently defined as the percentage of students in a cohort who graduate with a score of 80 or better on a math Regents exam AND 75 or better on the English Regents exam, will exceed the statewide average.

## Method

Recognizing that remediation rates in New York’s colleges are far too high, the Board of Regents has reviewed data showing the gap between high school expectations and college attainment. They reviewed data comparing the graduation rate for the 2005 cohort with the "college and career ready" graduation rate – defined as the percentage of students in the cohort who graduated with a score 80 or better on a math Regents

exam and 75 or better on the English Regents exam. The Regents view these data as an important indicator of future student success. Students who graduate high school – but do so with a score below 80 on a math Regents exam and below 75 on the English exam – are likely to require remediation in college.

## Results

Twenty-nine percent of the 2011 cohort met the aspirational performance measure by meeting college readiness benchmarks in English and math as compared to 50% of students statewide.

### **Percent of Graduates Meeting the Aspirational Performance Measure<sup>25</sup>**

While the 2011 cohort’s pass rate of 29% is 21 percentage points below that of students statewide (50%), it is a strong showing for a school’s first cohort.

**(S)** The percent of graduating students who graduate with a Regents diploma with Advanced Designation will exceed the local district.

## Method

In establishing measures to be used by schools, districts and parents to better inform them of the progress of their students, the Regents have also set as an additional aspirational measure of achievement the percent of graduating students who earned a Regents diploma with Advanced Designation (i.e., earned 22 units of course credit; passed seven-to-nine Regents exams with a score of 65 or above; and took advanced course sequences in Career and Technical Education, the arts, or a language other than English).

## Results

Three percent of the 2011 cohort was awarded a Regents Diploma with Advanced Designation as compared with 24% of students in Community School District 10.

### **Percent of Graduates with a Regents Diploma with Advanced Designation<sup>26</sup>**

Cohort	Charter School	School District <sup>27</sup>
2009	N/A	N/A
2010	N/A	N/A
2011	3%	24%

<sup>25</sup> Schools can retrieve state level graduation rates from the SED’s Information and Reporting Services office. News releases and an Excel workbook containing these data are available from the [IRS Data Release webpage](#).

<sup>26</sup> Schools can retrieve information about diplomas conferred from the SED’s Information and Reporting Services office. News releases and an Excel workbook containing these data are available from the [IRS Data Release webpage](#).

<sup>27</sup> District results for the 2011 cohort are not yet available.

## Evaluation

In the first graduation cohort, only three percent of AMS students were awarded an Advanced Regents Diploma—21 percentage points lower than the rate in the local community school district. AMS will focus on teacher retention as many of our teachers are at the beginning of their careers. We believe through teacher retention we will be able to better build on our success each year and through this process we will be able to best support students in achieving the Advanced Regents diploma.

**(S)** Each year, 75 percent of graduating students will demonstrate their preparation for college by passing an Advanced Placement (AP) exam, a College Level Examination Program (CLEP) exam or a college level course.

## Method

This goal was measured using Advanced Placement courses and/or exams that graduates took and passed at AMS.

## Results

Close to three-fourths of AMS students in the 2011 cohort took and passed an Advanced Placement course and/or exam during their four years of high school.

### Graduates Passing a Course Demonstrating College Preparation

Cohort	Number of Graduates	Percent Passing the Equivalent OF a College Level Course <sup>28</sup>
2009	N/A	N/A
2010	N/A	N/A
2011	85	73%

## Evaluation

AMS's first cohort came within two percentage points of achieving the college preparation goal by taking and passing an Advanced Placement course and/or exam during their four years of high school. AMS has demonstrated initial success in college level courses because of our focus on deep learning and the various opportunities students have in upper house (AP courses, college level courses, internships, and college partnerships).

### **Goal 7: School Created College Attendance or Achievement Measure**

Each year, 90% of graduating seniors will register for college and complete 10 college credits in their first year.

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<sup>28</sup> Advanced Placement (AP) exam, a College Level Examination Program (CLEP) exam, or a college level course

**(S)** Each year, 75 percent of graduating students will matriculate in a college or university in the year after graduation.

**Method**

AMS will collect college data on the percentage of graduating seniors who register for college and the number of college credits they earn in their first year.

**Results**

Since the 2011 cohort just graduated in June and August, college registration and the number of credits students earn in their first year is not yet available.

**Evaluation**

Since the 2011 cohort just graduated in June and August, college registration and the number of credits students earn in their first year is not yet available.

**Summary of the College Preparation Goal**

During the school's early development, AMS did not achieve the college preparation goals.

Type	Measure (Accountability Plan Prior to 2012-13)	Outcome
Comparative	Each year, the average performance of students in the 10 <sup>th</sup> grade will exceed the state average on the PSAT test in Critical Reading and Mathematics.	Did Not Achieve
Comparative	Each year, the average performance of students in the 12 <sup>th</sup> grade will exceed the state average on the SAT or ACT tests in reading and mathematics.	Did Not Achieve
College Preparation	Each Year, at least 50 percent of students in the high school Graduation Cohort will earn an Advanced Regents Diploma or Diploma with Honors.	Did Not Achieve
College Attainment	Each year, 90% of graduating seniors will register for college and complete 10 college credits in their first year.	Not Applicable

Type	Measure (Accountability Plan from 2012-13 or later)	Outcome
	<b>(S)</b> The percent of graduating students that meets the state's aspirational performance measure (APM), currently defined as the percentage of students in a cohort who graduate with a score of 80 or better on a math Regents exam AND 75 or better on the English Regents exam, will exceed the statewide average.	Did Not Achieve
	<b>(S)</b> Each year, 75 percent of graduating students will demonstrate their preparation for college by passing an Advanced Placement (AP) exam, a College Level Examination Program (CLEP) exam or a college level course.	Did Not Achieve

	(S) Each year, 75 percent of graduating students will matriculate in a college or university in the year after graduation.	Not Applicable
	(S) Each year, 75 percent of graduating students will matriculate in a college or university in the year after graduation.	

### **Action Plan**

At AMS, our juniors have a college readiness/SAT-Prep class built into their program. This course is designed to help students understand the college process, and prepare them for both the SAT and ACT. We believe this course will help students raise their SAT and ACT scores by the end of their senior year as they will have an opportunity to better understand these exams and will learn important test strategies. We will also continue to offer our College Boot Camp in August for rising seniors. Finally, we will continue to move towards more effective implementation of our ambitious instruction of challenge based learning across all content areas. With a continued focus on cross content skills our students will increase their ability to think critically.

### **Goal 8: Absolute Measure**

Each year, 90 percent of all students enrolled during the course of the year return the following September.

### **Method**

The cohort consists of all students enrolled in school on BEDS day (the first Wednesday in October) in a given year. All of these students are tracked to determine whether they are still enrolled in the school on BEDS day in the following year. The retention rate excludes students that have graduated.

### **Results**

Eighty-seven percent of students returned in 2014-2015.

#### **2014-15 Student Retention Rate**

2013-14 Enrollment	Number of Students Who Graduated in 2013-14	Number of Students Who Returned in 2014-15	Retention Rate 2014-15 Re-enrollment ÷ (2013-14 Enrollment – Graduates)
354	0	309	87%

### **Evaluation**

The 87% retention rate is three percentage points below the target. The rate has been declining slightly since 2012-2013.

### **Additional Evidence**

Year	Retention Rate
2012-13	91%
2013-14	90%
2014-15	87%

**Goal 9: Absolute Measure**

Each year the school will have a daily attendance rate of at least 90 percent.

**Method**

Student attendance is taken daily and results input into an electronic system. Daily, period, weekly and monthly attendance reports are maintained and used by school leadership and staff to identify students who are not in school and to follow-up to ensure that they are in attendance. Daily calls are made to the parents of absent students and follow-up meetings are held with families to discuss attendance issues and determine appropriate interventions.

**Results**

The average daily attendance in 2014-2015 was 89%.

**2014-15 Attendance**

Grade	Average Daily Attendance Rate
9	91%
10	91%
11	90%
12	86%
Overall	89%

**Evaluation**

AMS narrowly missed the 90% target with an average daily attendance rate of 89%. Attendance was higher than the target in the lower grades with 12th graders posting the lowest average daily attendance.

**Additional Evidence**

Year	Average Daily Attendance Rate
2012-13	91%
2013-14	89%
2014-15	89%

**HIGH SCHOOLS: SUBJECT AREA MEASURES**

### **Cohort Passing Rate by Regents Mathematics Exam**

Exam	Cohort			
	2008	2009	2010	2011
Integrated Algebra	N/A	N/A	N/A	97%
Geometry	N/A	N/A	N/A	47%
Algebra 2	N/A	N/A	N/A	2%

### **Cohort Passing Rate by Regents Science Exam**

Exam	Cohort			
	2008	2009	2010	2011
Living Environment	N/A	N/A	N/A	88%
Earth Science	N/A	N/A	N/A	3%
Chemistry	N/A	N/A	N/A	2%
Physics	N/A	N/A	N/A	0%



# Appendix B: Total Expenditures and Administrative Expenditures per Child

Last updated: 07/29/2015

## Page 1

Charter School Name:

### B. Financial Information

This information is required of ALL charter schools. Provide the following measures of fiscal performance of the charter school in Appendix B (Total Expenditures and Administrative Expenditures Per Child):

#### 1. Total Expenditures Per Child

To calculate '**Total Expenditures per Child**' take total expenditures (from the unaudited 2014-15 Schedule of Functional Expenses) and divide by the year end per pupil count. (Integers Only. No dollar signs or commas).

Line 1: Total Expenditures	6282086
Line 2: Year End Per Pupil Count	445
Line 3: Divide Line 1 by Line 2	14117

#### 2. Administrative Expenditures per Child

To calculate '**Administrative Expenditures per Child**' take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the unaudited 2014-15 Schedule of Functional Expenses) and divide by the year end per pupil count. The relevant portion that must be included in this calculation is defined as follows:

Administrative Expenditures: Administration and management of the charter school includes the activities and personnel of the offices of the chief school officers, the treasurer, the finance or business offices, the purchasing unit, the employee personnel offices, the records management offices, or a public information and services offices. It also includes those administrative and management services provided by other organizations or corporations on behalf of the charter school for which the charter school pays a fee or other compensation.

Please note the following:

- Do not include the FTE of personnel dedicated to administration of the instructional programs.
- Do not include Employee Benefit costs or expenditures in the above calculations.
- A template for the Schedule of Functional Expenses is provided on page 20 of the 2014-15 Annual Report Guidelines to assist schools identify the categories of expenses needed to compute the two per pupil calculations. This template does not need to be completed or submitted on August 1st as it will be submitted November 1st as part of the audited financial statements. Therefore schools should use unaudited amounts for these per pupil calculations. (See the 2014-15 Annual Report Guidelines in "Resources" area of your portal task page).

To calculate '**Administrative Expenditures per Child**' take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the 2014-15 Schedule of Functional Expenses) and divide by the year end per pupil count. (Integers Only. No dollar signs or commas).

Line 1: Relevant Personnel Services Cost (Row)	383622
Line 2: Management and General Cost (Column)	109187
Line 3: Sum of Line 1 and Line 2	492809
Line 4: Year End Per Pupil Count	445
Line 5: Divide Line 3 by the Year End Per Pupil Count	1107

***Thank you.***

## GENERAL INSTRUCTIONS FOR ANNUAL BUDGET/QUARTERLY REPORT

### TEMPLATE TABS


**1- GRAY tab contains the Instructions**


<a href="#">Instructions</a>	Provides description of tabs and input requirements.
------------------------------	--


**2- BLUE tabs require input of information**

<a href="#">1.) Name of School</a>	Enter school name, contact information and academic year for the yearly budget and quarterly reports.
<a href="#">2.) Enrollment</a>	Enter enrollment information on this tab. Use for inputting BOTH Annual Budget (& Revisions) and Quarterly Actuals. Includes: >Enrollment by Grade >Enrollment by District
<a href="#">3.) Staffing Plan</a>	Enter staffing plan information on this tab. Use for inputting BOTH Annual Budget (& Revisions) and Quarterly Actuals. Includes: >Full Time Equivalent (FTE), by Position Category, By Quarter >Average Wage, by Position Category, By Quarter
<a href="#">4.) Yearly Budget</a>	Enter data in light blue cells. >Enrollment data and Per Pupil Revenue for the current year are populated based upon input on tab "2.) Enrollment." >Avg FTE and Personnel Costs for current year are populated based upon input on tab "3.) Staffing Plan." >"Pior Year" column may be completed based upon preliminary data, and adjusted with Annual Audited data when the Quarter 2 Actuals are being submitted. >Budget Revisions, as necessary and approved by the school's Board of Directors, should be submitted when submitting Quarterly Actuals.
<a href="#">5.) Balance Sheet</a>	Enter data in light blue cells. >"Pior Year" column may be completed based upon preliminary data, and adjusted with Annual Audited data when the Quarter 2 Actuals are being submitted.
<a href="#">6.) Quarterly Report</a>	Enter data in light blue cells. >Enrollment data and Per Pupil Revenue for the current year are populated based upon input on tab "2.) Enrollment." >Avg FTE and Personnel Costs for current year are populated based upon input on tab "3.) Staffing Plan."
<a href="#">7.) Annual Report Requirement</a>	Complete when submitting Actual Quarter 4.

### CELL COLORS & GUIDANCE COMMENTS

 = Enter information into the light BLUE shaded cells.

 = Cells labeled in ORANGE containe guidance regarding the input of information.

 = Cells containing RED triangles in the upper right corner contain "guidance comments" on that particular line item. Please "mouse-over" the triangle to reveal each comment.

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

<b>District Code</b>	<b>School District Name</b>	<b>Final 2013-14 Basic Tuition*</b>	<b>Final 2014-15 Basic Tuition*</b>
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**Charter Schools Institute**  
The State University of New York

## **ANNUAL BUDGET & QUARTERLY REPORT TEMPLATE**

# **New Visions High School for Advanced Math and Science**

Contact Name: Cynthia Rietscha  
Contact Title: Director of Finance  
Contact Email: [REDACTED]  
Contact Phone: [REDACTED]

Current Academic Year: 2015-16

Prior Academic Year: #NAME?

ENROLLMENT BY GRADES									
GRADES	K	1	2	3	4	5	6	7	8
INITIAL BUDGETED ENROLLMENT									
TOTAL ENROLLMENT = 499									

ENROLLMENT BY DISTRICT

	PRIOR YEAR ACTUAL	ANNUAL BUDGET TOTAL DISTRICTS/ENROLLMENT BY QUARTER							
		QUARTER 1		QUARTER 2		QUARTER 3		QUARTER 4	
		Original	Revised	Original	Revised	Original	Revised	Original	Revised
NUMBER OF SCHOOL DISTRICTS ENROLLED:	0	1	0	1	0	1	0	1	0
NUMBER OF STUDENTS ENROLLED:	0	499	0	499	0	499	0	499	0
<b>NOTE:</b> IF there are NO Annual Budget revisions leave "Revised Budgeted Enrollment" Column(s) COMPLETELY BLANK. IF "Revised Budgeted Enrollment" column is utilized, all cells in the <u>entire column</u> should be completed.									
	PRIOR YEAR #NAME?	ANNUAL BUDGET ENROLLMENT BY QUARTER							
		QUARTER 1		QUARTER 2		QUARTER 3		QUARTER 4	
		Original Budgeted Enrollment	Revised Budgeted Enrollment	Original Budgeted Enrollment	Revised Budgeted Enrollment	Original Budgeted Enrollment	Revised Budgeted Enrollment	Original Budgeted Enrollment	Revised Budgeted Enrollment
1 PRIMARY District		499		499		499		499	

PRIMARY/OTHER	DISTRICT NAME(S)
1 PRIMARY District	NYC CHANCELLOR'S OFFICE
2 SECONDARY District	(Select from drop-down list)
Other District 3	(Select from drop-down list)
Other District 4	(Select from drop-down list)
Other District 5	(Select from drop-down list)
Other District 6	(Select from drop-down list)
Other District 7	(Select from drop-down list)
Other District 8	(Select from drop-down list)
Other District 9	(Select from drop-down list)
Other District 10	(Select from drop-down list)
Other District 11	(Select from drop-down list)
Other District 12	(Select from drop-down list)
Other District 13	(Select from drop-down list)
Other District 14	(Select from drop-down list)
Other District 15	(Select from drop-down list)
Other District 16	(Select from drop-down list)
Other District 17	(Select from drop-down list)
Other District 18	(Select from drop-down list)
Other District 19	(Select from drop-down list)
Other District 20	(Select from drop-down list)
Other District 21	(Select from drop-down list)
Other District 22	(Select from drop-down list)
Other District 23	(Select from drop-down list)
Other District 24	(Select from drop-down list)
Other District 25	(Select from drop-down list)
Other District 26	(Select from drop-down list)
Other District 27	(Select from drop-down list)
Other District 28	(Select from drop-down list)
Other District 29	(Select from drop-down list)
Other District 30	(Select from drop-down list)
Other District 31	(Select from drop-down list)
Other District 32	(Select from drop-down list)
Other District 33	(Select from drop-down list)
Other District 34	(Select from drop-down list)
Other District 35	(Select from drop-down list)
Other District 36	(Select from drop-down list)
Other District 37	(Select from drop-down list)
Other District 38	(Select from drop-down list)
Other District 39	(Select from drop-down list)
Other District 40	(Select from drop-down list)
Other District 41	(Select from drop-down list)
Other District 42	(Select from drop-down list)
Other District 43	(Select from drop-down list)
Other District 44	(Select from drop-down list)
Other District 45	(Select from drop-down list)
Other District 46	(Select from drop-down list)
Other District 47	(Select from drop-down list)
Other District 48	(Select from drop-down list)
Other District 49	(Select from drop-down list)
Other District 50	(Select from drop-down list)

ENCE

9	10	11	12
160	154	95	90

ACTUAL QUARTERLY TOTAL DISTRICTS/ENROLLMENT			
QUARTER 1	QUARTER 2	QUARTER 3	QUARTER 4
Actual	Actual	Actual	Actual
0	0	0	0
0	0	0	0

ACTUAL ENROLLMENT BY QUARTER			
QUARTER 1	QUARTER 2	QUARTER 3	QUARTER 4
Actual Enrollment	Actual Enrollment	Actual Enrollment	Actual Enrollment

**NEW VISIONS HIGH SCHOOL FOR ADVANCED MA  
2015-16**

**STAFFING PLAN - FULL TIME EQUIVALENT**

**\*NOTE:** If there are NO budget revisions at the time of quarterly submittal leave the 'REVISED' Column(s) COMPLETE IF the Revised Budget column IS utilized, the ENTIRE column should be completed for both the FTE and WAGES sections.

<b>ADMINISTRATIVE PERSONNEL FTE</b>		<b>PRIOR YEAR</b>	<b>ANNUAL BUDGETED FTE</b>						
<b>*NOTE: Enter the number of FTE positions in the "blue" cells.</b>		<b>2014-15</b>	<b>Q1</b>		<b>Q2</b>		<b>Q3</b>		<b>Q4</b>
		<b>ACTUAL</b>	<b>Original</b>	<b>Revised</b>	<b>Original</b>	<b>Revised</b>	<b>Original</b>	<b>Revised</b>	<b>Original</b>
Executive Management			1.0		1.0		1.0		1.0
Instructional Management			4.0		4.0		4.0		4.0
Deans, Directors & Coordinators			5.0		5.0		5.0		5.0
CFO / Director of Finance			1.0		1.0		1.0		1.0
Operation / Business Manager			1.0		1.0		1.0		1.0
Administrative Staff			7.0		7.0		7.0		7.0
<b>TOTAL ADMINISTRATIVE STAFF</b>		0.0	19.0	0.0	19.0	0.0	19.0	0.0	19.0
<b>INSTRUCTIONAL PERSONNEL FTE</b>		<b>PRIOR YEAR</b>	<b>ANNUAL BUDGETED FTE</b>						
<b>*NOTE: Enter the number of FTE positions in the "blue" cells.</b>		<b>2014-15</b>	<b>Q1</b>		<b>Q2</b>		<b>Q3</b>		<b>Q4</b>
		<b>ACTUAL</b>	<b>Original</b>	<b>Revised</b>	<b>Original</b>	<b>Revised</b>	<b>Original</b>	<b>Revised</b>	<b>Original</b>
Teachers - Regular			22.0		22.0		22.0		22.0
Teachers - SPED			8.0		8.0		8.0		8.0
Substitute Teachers									
Teaching Assistants									
Specialty Teachers			10.0		10.0		10.0		10.0
Aides									
Therapists & Counselors			6.0		6.0		6.0		6.0
Other									
<b>TOTAL INSTRUCTIONAL</b>		0.0	46.0	0.0	46.0	0.0	46.0	0.0	46.0
<b>NON-INSTRUCTIONAL PERSONNEL FTE</b>		<b>PRIOR YEAR</b>	<b>ANNUAL BUDGETED FTE</b>						
<b>*NOTE: Enter the number of FTE positions in the "blue" cells.</b>		<b>2014-15</b>	<b>Q1</b>		<b>Q2</b>		<b>Q3</b>		<b>Q4</b>
		<b>ACTUAL</b>	<b>Original</b>	<b>Revised</b>	<b>Original</b>	<b>Revised</b>	<b>Original</b>	<b>Revised</b>	<b>Original</b>
Nurse									
Librarian									
Custodian									
Security									
Other									
<b>TOTAL NON-INSTRUCTIONAL</b>		0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
<b>TOTAL PERSONNEL SERVICE FTE</b>		0.0	65.0	0.0	65.0	0.0	65.0	0.0	65.0





ATH AND SCIENCE

ADMINISTRATIVE PERSONNEL WAGES		ACTUAL QUARTERLY WAGES				Description of Assumptions
<b>*NOTE:</b> Enter the average salary for each category in the "blue" cells.	4	Q1	Q2	Q3	Q4	
	Revised	Actual	Actual	Actual	Actual	
Executive Management		0	0	0	0	
Instructional Management		0	0	0	0	
Deans, Directors & Coordinators		0	0	0	0	
CFO / Director of Finance		0	0	0	0	
Operation / Business Manager		0	0	0	0	
Administrative Staff		0	0	0	0	
<b>INSTRUCTIONAL PERSONNEL WAGES</b>		<b>ACTUAL QUARTERLY WAGES</b>				<b>Description of Assumptions</b>
<b>*NOTE:</b> Enter the average salary for each category in the "blue" cells.	4	Q1	Q2	Q3	Q4	
	Revised	Actual	Actual	Actual	Actual	
Teachers - Regular		0	0	0	0	
Teachers - SPED		0	0	0	0	
Substitute Teachers						
Teaching Assistants						
Specialty Teachers		0	0	0	0	
Aides						
Therapists & Counselors		0	0	0	0	
Other						
<b>NON-INSTRUCTIONAL PERSONNEL WAGES</b>		<b>ACTUAL QUARTERLY WAGES</b>				<b>Description of Assumptions</b>
<b>*NOTE:</b> Enter the average salary for each category in the "blue" cells.	4	Q1	Q2	Q3	Q4	
	Revised	Actual	Actual	Actual	Actual	
Nurse						
Librarian						
Custodian						
Security						
Other						



**NEW VISIONS HIGH SCHOOL FOR ADVANCED MAT**  
**Budget / Operating Plan**  
**2015-16**

**Institute:**  
 This line should show how many students a school intends to be paid for.  
 For Example:  
 If a school plans on enrollment of 100 students however is budgeting to only receive 95% of those students, 95 should be entered in in this row.

**Total Revenue**  
**Total Expenses**  
**Net Income**  
**Actual Student Enrollment**

#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
1,959,371	#NAME?	#NAME?	1,841,516	#NAME?	#NAME?	1,767,277
#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
499	-	-	499	-	-	499

Pr	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Q
	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget

**EXPENSES**

**ADMINISTRATIVE STAFF**

- Executive Management
- Instructional Management
- Deans, Directors & Cd
- CFO / Director of Financial Operations / Business Manager
- Administrative Staff

**Institute:**  
 Sample titles that fall under this line:  
 Director, Deans, Coordinators of:  
 - Curriculum  
 - Instruction  
 - Social Studies  
 - ELA  
 - Math  
 - ESL  
 - Speech Therapists  
 - Social Workers

-	38,458	-	#NAME?	38,458	-	#NAME?	38,458
-	113,287	-	#NAME?	113,287	-	#NAME?	113,287
-	63,438	-	#NAME?	63,438	-	#NAME?	63,438
-	25,750	-	#NAME?	25,750	-	#NAME?	25,750
-	10,300	-	#NAME?	10,300	-	#NAME?	10,300
-	81,293	-	#NAME?	81,293	-	#NAME?	81,293
-	332,525	-	#NAME?	332,525	-	#NAME?	332,525

**INSTRUCTIONAL PERSONNEL**

- Teachers - Regular
- Teachers - SPED
- Substitute Teachers
- Teaching Assistants
- Specialty Teachers
- Aides
- Therapists & Counselors
- Other

**Institute:**  
 Sample titles that fall under this line:  
 Content/Subject Area Teachers:  
 - ELA  
 - Math  
 - Social Studies  
 - ESL  
 - Speech Therapists  
 - Social Workers

-	346,598	-	#NAME?	346,598	-	#NAME?	346,598
-	116,625	-	#NAME?	116,625	-	#NAME?	116,625
-	-	-	#NAME?	-	-	#NAME?	-
-	-	-	#NAME?	-	-	#NAME?	-
-	152,000	-	#NAME?	152,000	-	#NAME?	152,000
-	-	-	#NAME?	-	-	#NAME?	-
-	91,750	-	#NAME?	91,750	-	#NAME?	91,750
-	-	-	#NAME?	-	-	#NAME?	-
-	706,973	-	#NAME?	706,973	-	#NAME?	706,973

**NON-INSTRUCTIONAL PERSONNEL COSTS**

- Nurse
- Librarian
- Custodian
- Security
- Other

**Institute:**  
 Cafeteria  
 Other

-	-	-	#NAME?	-	-	#NAME?	-
-	-	-	#NAME?	-	-	#NAME?	-
-	-	-	#NAME?	-	-	#NAME?	-
-	-	-	#NAME?	-	-	#NAME?	-
-	-	-	#NAME?	-	-	#NAME?	-
-	-	-	#NAME?	-	-	#NAME?	-

**SUBTOTAL PERSONNEL SERVICE COSTS**

65.00

-	1,039,499	-	#NAME?	1,039,499	-	#NAME?	1,039,499
---	-----------	---	--------	-----------	---	--------	-----------

**PAYROLL TAXES AND BENEFITS**

- Payroll Taxes
- Fringe / Employee Benefits
- Retirement / Pension

**Institute:**  
 Health and Dental  
 Social Security  
 Medicare  
 Unemployment  
 Other

-	113,825	-	#NAME?	113,825	-	#NAME?	113,825
-	145,530	-	#NAME?	145,530	-	#NAME?	145,530
-	72,765	-	#NAME?	72,765	-	#NAME?	72,765
-	332,120	-	#NAME?	332,120	-	#NAME?	332,120

**TOTAL PAYROLL TAXES AND BENEFITS**

65.00

-	1,371,619	-	#NAME?	1,371,619	-	#NAME?	1,371,619
---	-----------	---	--------	-----------	---	--------	-----------

**CONTRACTED SERVICES**

- Accounting / Audit
- Legal
- Management Company Fee
- Nurse Services
- Food Service / School Lunch
- Payroll Services
- Special Ed Services
- Titement Services (i.e. Title I)
- Other Purchased / Professional / Consultant

**Institute:**  
 Janitorial  
 Consultants  
 - Assessment  
 - Technology  
 - Other  
 Security  
**Institute:**  
 Development

-	-	-	#NAME?	19,592	-	#NAME?	2,177
-	6,250	-	#NAME?	6,250	-	#NAME?	6,250
-	201,743	-	#NAME?	203,084	-	#NAME?	112,193
-	-	-	#NAME?	-	-	#NAME?	-
-	1,000	-	#NAME?	3,000	-	#NAME?	3,000
-	4,990	-	#NAME?	4,990	-	#NAME?	4,990
-	-	-	#NAME?	-	-	#NAME?	-
-	-	-	#NAME?	-	-	#NAME?	-
-	40,439	-	#NAME?	58,439	-	#NAME?	67,439
-	254,422	-	#NAME?	295,355	-	#NAME?	196,049

**TOTAL CONTRACTED SERVICES**



**NEW VISIONS HIGH SCHOOL FOR ADVANCED MAT**  
**Budget / Operating Plan**  
**2015-16**

**Institute:**  
 This line should show how many students a school intends to be paid for.  
 For Example:  
 If a school plans on enrollment of 100 students however is budgeting to only receive 95% of those students, 95 should be entered in in this row.

Total Revenue  
 Total Expenses  
 Net Income  
 Actual Student Enrollment

#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
1,959,371	#NAME?	#NAME?	1,841,516	#NAME?	#NAME?	1,767,277
#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
499	-	-	499	-	-	499

Pr Institute: CURRENT YEAR PER PUPIL REVENUE RATE	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Q
	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget

**ENROLLMENT - \*School Districts Are Linked To Above Entries\***

<b>Number of Districts:</b>	-	1	-	-	1	-	-	1
NYC CHANCELLOR'S OFFICE	-	499	-	-	499	-	-	499
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
ALL OTHER School Districts: ( Weighted Avg )	-	-	-	-	-	-	-	-
<b>TOTAL ENROLLMENT</b>	-	499	-	-	499	-	-	499
<b>REVENUE PER PUPIL</b>	-	#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?
<b>EXPENSES PER PUPIL</b>	-	3,927	-	#NAME?	3,690	-	#NAME?	3,542



**H AND SCIENCE**

<b>Total Revenue</b>	<b>Institute:</b> This line should show how many students a school plans to be paid for.  For Example: If a school plans on enrollment of 100 students budgeting to only receive 95% of those students should be entered in in this row.	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
<b>Total Expenses</b>		#NAME?	#NAME?	1,971,325	#NAME?	#NAME?
<b>Net Income</b>		#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
<b>Actual Student Enrollment</b>		-	-	499	-	-
		<b>Quarter - 1/1 - 3/31</b>		<b>4th Quarter - 4/1 - 6/30</b>		
		<b>Revised Budget</b>	<b>Variance</b>	<b>Original Budget</b>	<b>Revised Budget</b>	<b>Variance</b>

**EXPENSES**

<b>ADMINISTRATIVE STAFF</b>	<b>Institute:</b>					
Executive Management	<b>Sample titles that fall under this line:</b> - Director, Deans, Coordinators of:			00	-	#NAME?
Instructional Management	- Curriculum - Instruction			00	-	#NAME?
Deans, Directors & Co	<b>Institute:</b>			00	-	#NAME?
CFO / Director of Financial Operations	<b>Sample titles that fall under this line:</b> - Secretary - Receptionist - Attendance Clerk - Office Manager			00	-	#NAME?
Administrative Staff				00	-	#NAME?
<b>TOTAL ADMINISTRATIVE STAFF</b>	<b>Institute:</b> <b>Sample titles that fall under this line:</b> Content/Subject Area Teachers: - ELA - Math - Social Studies			00	-	#NAME?
<b>INSTRUCTIONAL PERSONNEL</b>	<b>Institute:</b> <b>Sample titles that fall under this line:</b> - ESL			00	-	#NAME?
Teachers - Regular				00	-	#NAME?
Teachers - SPED				00	-	#NAME?
Substitute Teachers				-	-	#NAME?
Teaching Assistants	<b>Institute:</b> <b>Sample titles that fall under this line:</b> - Speech Therapists - Social Workers			-	-	#NAME?
Specialty Teachers				00	-	#NAME?
Aides				-	-	#NAME?
Therapists & Counselors				00	-	#NAME?
Other				-	-	#NAME?
<b>TOTAL INSTRUCTIONAL PERSONNEL</b>				00	-	#NAME?
<b>NON-INSTRUCTIONAL PERSONNEL COSTS</b>						
Nurse				-	-	#NAME?
Librarian	<b>Institute:</b> Cafeteria Other			-	-	#NAME?
Custodian				-	-	#NAME?
Security				-	-	#NAME?
Other				-	-	#NAME?
<b>TOTAL NON-INSTRUCTIONAL PERSONNEL COSTS</b>				-	-	#NAME?
<b>SUBTOTAL PERSONNEL SERVICE COSTS</b>				65.00	-	#NAME?
<b>PAYROLL TAXES AND BENEFITS</b>	<b>Institute:</b> Health and Dental Social Security Medicare Unemployment Other					
Payroll Taxes				-	#NAME?	113,825
Fringe / Employee Benefits				-	#NAME?	145,530
Retirement / Pension				-	#NAME?	72,765
<b>TOTAL PAYROLL TAXES AND BENEFITS</b>				-	#NAME?	332,120
<b>TOTAL PERSONNEL SERVICE COSTS</b>				65.00	-	#NAME?
<b>CONTRACTED SERVICES</b>						
Accounting / Audit				-	#NAME?	-
Legal				-	#NAME?	6,250
Management Company Fee				-	#NAME?	115,358
Nurse Services				-	#NAME?	-
Food Service / School Lunch				-	#NAME?	3,000
Payroll Services				-	#NAME?	4,990
Special Ed Services	<b>Institute:</b> Janitorial Consultants Assessment Technology Other Security			-	#NAME?	-
Titement Services (i.e. Title I)				-	#NAME?	-
Other Purchased / Professional / Consultant				-	#NAME?	85,439
<b>TOTAL CONTRACTED SERVICES</b>	<b>Institute:</b> Development			-	#NAME?	215,037

		H AND SCIENCE				
<b>Institute:</b> This line should show how many students a school should be paid for.  For Example: If a school plans on enrollment of 100 students budgeting to only receive 95% of those students should be entered in in this row.		#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
<b>Total Revenue</b>		#NAME?	#NAME?	1,971,325	#NAME?	#NAME?
<b>Total Expenses</b>		#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
<b>Net Income</b>		-	-	499	-	-
<b>Actual Student Enrollment</b>		Quarter - 1/1 - 3/31		4th Quarter - 4/1 - 6/30		
		<b>Revised Budget</b>	<b>Variance</b>	<b>Original Budget</b>	<b>Revised Budget</b>	<b>Variance</b>
<b>SCHOOL OPERATIONS</b>						
Board Expenses	Institute: Conferences	-	#NAME?	-	-	#NAME?
Classroom / Teaching Supplies & Materials	Institute: Curriculum	-	#NAME?	63,218	-	#NAME?
Special Ed Supplies & Materials	Institute: Instructional	-	#NAME?	-	-	#NAME?
Textbooks / Workbooks	Institute: Non-Instructional	-	#NAME?	23,129	-	#NAME?
Supplies & Materials other	Institute: Attr	-	#NAME?	28,920	-	#NAME?
Equipment / Furniture	Institute: Mu	-	#NAME?	339	-	#NAME?
Telephone	Institute: Off	-	#NAME?	17,040	-	#NAME?
Technology	Institute: In	-	#NAME?	94,678	-	#NAME?
Student Testing & Assessment	Institute: Lab	-	#NAME?	10,233	-	#NAME?
Field Trips	Institute: Other	-	#NAME?	-	-	#NAME?
Transportation (Student)	Institute: Conferences	-	#NAME?	3,328	-	#NAME?
Student Services - other		-	#NAME?	12,436	-	#NAME?
Office Expense		-	#NAME?	9,981	-	#NAME?
Staff Development		-	#NAME?	37,334	-	#NAME?
Staff Recruitment		-	#NAME?	11,144	-	#NAME?
Student Recruitment / Marketing		-	#NAME?	5,000	-	#NAME?
School Meals / Lunch	Institute: Interest	-	#NAME?	-	-	#NAME?
Travel (Staff)	Institute: Bank Charges	-	#NAME?	1,339	-	#NAME?
Fundraising	Institute: Other	-	#NAME?	-	-	#NAME?
Other	Institute: Include any Facility Rental/Leasing/Financing costs.	-	#NAME?	25,050	-	#NAME?
<b>TOTAL SCHOOL OPERATIONS</b>		-	#NAME?	343,169	-	#NAME?
<b>FACILITY OPERATION &amp; MAINTENANCE</b>						
Insurance	Institute: Other	-	#NAME?	-	-	#NAME?
Janitorial	Institute: Facility Related	-	#NAME?	-	-	#NAME?
Building and Land Rent / Lease / Facility	Institute: *Includes the Purchase or	-	#NAME?	5,000	-	#NAME?
Repairs & Maintenance	Institute: Electric	-	#NAME?	26,500	-	#NAME?
Equipment / Furniture	Institute: Gas	-	#NAME?	10,000	-	#NAME?
Security	Institute: Other	-	#NAME?	-	-	#NAME?
Utilities		-	#NAME?	-	-	#NAME?
<b>TOTAL FACILITY OPERATION &amp; MAINTENANCE</b>		-	#NAME?	41,500	-	#NAME?
<b>DEPRECIATION &amp; AMORTIZATION</b>		-	#NAME?	-	-	#NAME?
<b>RESERVES / CONTINGENCY</b>		-	#NAME?	-	-	#NAME?
<b>TOTAL EXPENSES</b>		-	#NAME?	1,971,325	-	#NAME?
<b>NET INCOME</b>		#NAME?	#NAME?	#NAME?	#NAME?	#NAME?





**NEW VISIONS HIGH SCHOOL FOR ADV.  
Budget / Operatin  
2015-16**

		NEW VISIONS HIGH SCHOOL FOR ADV. Budget / Operatin 2015-16				
		#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Total Revenue		7,539,488	#NAME?	#NAME?	(7,539,488)	#NAME?
Total Expenses		#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Net Income		#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Actual Student Enrollment						
		Total Year			VARIANCE	
		Original Budget	Revised Budget	Variance	Original Budget vs. PY Budget	Revised Budget vs. PY Budget
<b>EXPENSES</b>						
<b>ADMINISTRATIVE STAFF</b>						
Executive Management	Institute: Sample titles that fall under this line: - Director, Deans, Coordinators of:	153,830	#NAME?	#NAME?	(153,830)	#NAME?
Instructional Management	Institute: - Curriculum - Instruction	453,149	#NAME?	#NAME?	(453,149)	#NAME?
Deans, Directors & Cd	Institute: Sample titles that fall under this line: - Secretary - Receptionist - Attendance Clerk - Office Manager	253,752	#NAME?	#NAME?	(253,752)	#NAME?
CFO / Director of Finan		103,000	#NAME?	#NAME?	(103,000)	#NAME?
Operation / Business M		41,200	#NAME?	#NAME?	(41,200)	#NAME?
Administrative Staff		325,171	#NAME?	#NAME?	(325,171)	#NAME?
<b>TOTAL ADMINISTRATIVE</b>	Institute: Sample titles that fall under this line: Content/Subject Area Teachers: - ELA - Math - Social Studies	1,330,102	#NAME?	#NAME?	(1,330,102)	#NAME?
<b>INSTRUCTIONAL PERSONNEL</b>						
Teachers - Regular	Institute: Sample titles that fall under this line: - ESL	1,386,393	#NAME?	#NAME?	(1,386,393)	#NAME?
Teachers - SPED		466,500	#NAME?	#NAME?	(466,500)	#NAME?
Substitute Teachers		-	#NAME?	#NAME?	-	#NAME?
Teaching Assistants		-	#NAME?	#NAME?	-	#NAME?
Specialty Teachers	Institute: Sample titles that fall under this line: - Speech Therapists - Social Workers	608,000	#NAME?	#NAME?	(608,000)	#NAME?
Aides		-	#NAME?	#NAME?	-	#NAME?
Therapists & Counselor		367,000	#NAME?	#NAME?	(367,000)	#NAME?
Other		-	#NAME?	#NAME?	-	#NAME?
<b>TOTAL INSTRUCTIONAL</b>		2,827,893	#NAME?	#NAME?	(2,827,893)	#NAME?
<b>NON-INSTRUCTIONAL PERSONNEL COSTS</b>						
Nurse		-	#NAME?	#NAME?	-	#NAME?
Librarian		-	#NAME?	#NAME?	-	#NAME?
Custodian	Institute: Cafeteria Other	-	#NAME?	#NAME?	-	#NAME?
Security		-	#NAME?	#NAME?	-	#NAME?
Other		-	#NAME?	#NAME?	-	#NAME?
<b>TOTAL NON-INSTRUCTIONAL</b>		-	#NAME?	#NAME?	-	#NAME?
<b>SUBTOTAL PERSONNEL SERVICE COSTS</b>	65.00	4,157,995	#NAME?	#NAME?	(4,157,995)	#NAME?
<b>PAYROLL TAXES AND BENEFITS</b>						
Payroll Taxes	Institute: Health and Dental Social Security Medicare Unemployment Other	455,300	#NAME?	#NAME?	(455,300)	#NAME?
Fringe / Employee Benefits		582,120	#NAME?	#NAME?	(582,120)	#NAME?
Retirement / Pension		291,060	#NAME?	#NAME?	(291,060)	#NAME?
<b>TOTAL PAYROLL TAXES AND BENEFITS</b>		1,328,480	#NAME?	#NAME?	(1,328,480)	#NAME?
<b>TOTAL PERSONNEL SERVICE COSTS</b>	65.00	5,486,475	#NAME?	#NAME?	(5,486,475)	#NAME?
<b>CONTRACTED SERVICES</b>						
Accounting / Audit		21,769	#NAME?	#NAME?	(21,769)	#NAME?
Legal		25,000	#NAME?	#NAME?	(25,000)	#NAME?
Management Company Fee		632,378	#NAME?	#NAME?	(632,378)	#NAME?
Nurse Services		-	#NAME?	#NAME?	-	#NAME?
Food Service / School Lunch		10,000	#NAME?	#NAME?	(10,000)	#NAME?
Payroll Services		19,960	#NAME?	#NAME?	(19,960)	#NAME?
Special Ed Services	Institute: Janitorial Consultants - Assessment - Technology - Other	-	#NAME?	#NAME?	-	#NAME?
Titlment Services (i.e. Title I)		-	#NAME?	#NAME?	-	#NAME?
Other Purchased / Professional / Consul	Institute: Development	251,756	#NAME?	#NAME?	(251,756)	#NAME?
<b>TOTAL CONTRACTED SERVICES</b>		960,863	#NAME?	#NAME?	(960,863)	#NAME?

**NEW VISIONS HIGH SCHOOL FOR ADV.  
Budget / Operatin  
2015-16**

**Total Revenue**  
**Total Expenses**  
**Net Income**  
**Actual Student Enrollment**

**Institute:**  
This line should show how many students a school should be paid for.  
  
For Example:  
If a school plans on enrollment of 100 students budgeting to only receive 95% of those students should be entered in in this row.

#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
7,539,488	#NAME?	#NAME?	(7,539,488)	#NAME?
#NAME?	#NAME?	#NAME?	#NAME?	#NAME?

- SCHOOL OPERATIONS**
- Board Expenses
  - Classroom / Teaching Supplies & Materials
  - Special Ed Supplies & Materials
  - Textbooks / Workbooks
  - Supplies & Materials other
  - Equipment / Furniture
  - Telephone
  - Technology
  - Student Testing & Assessment
  - Field Trips
  - Transportation (Student)
  - Student Services - other
  - Office Expense
  - Staff Development
  - Staff Recruitment
  - Student Recruitment / Marketing
  - School Meals / Lunch
  - Travel (Staff)
  - Fundraising
  - Other
- TOTAL SCHOOL OPERATIONS**
- FACILITY OPERATION & MAINTENANCE**
- Insurance
  - Janitorial
  - Building and Land Rent / Lease / Facility
  - Repairs & Maintenance
  - Equipment / Furniture
  - Security
  - Utilities
- TOTAL FACILITY OPERATION & MAINTENANCE**
- DEPRECIATION & AMORTIZATION**
- RESERVES / CONTINGENCY**
- TOTAL EXPENSES**
- NET INCOME**

Conferences	Institute:
Curriculum	Institute:
Instructional	Institute:
Non-Instructional	Institute:
Attr	Institute:
Mu	Institute:
Hardware	Institute:
Software	Institute:
Internet	Institute:
Printing	Institute:
Writing	Institute:
Other	Institute:
Conferences	Institute:
Bank Charges	Institute:
Rental/Leasing/Financing costs.	Institute:
Facility Related	Institute:
Includes the Purchase or	Institute:
Electric	Institute:
Gas	Institute:
Other	Institute:

	Total Year			VARIANCE	
	Original Budget	Revised Budget	Variance	Original Budget vs. PY Budget	Revised Budget vs. PY Budget
	-	#NAME?	#NAME?	-	#NAME?
	154,190	#NAME?	#NAME?	(154,190)	#NAME?
	-	#NAME?	#NAME?	-	#NAME?
	77,097	#NAME?	#NAME?	(77,097)	#NAME?
	63,650	#NAME?	#NAME?	(63,650)	#NAME?
	1,356	#NAME?	#NAME?	(1,356)	#NAME?
	68,160	#NAME?	#NAME?	(68,160)	#NAME?
	230,922	#NAME?	#NAME?	(230,922)	#NAME?
	30,699	#NAME?	#NAME?	(30,699)	#NAME?
	-	#NAME?	#NAME?	-	#NAME?
	16,640	#NAME?	#NAME?	(16,640)	#NAME?
	24,872	#NAME?	#NAME?	(24,872)	#NAME?
	34,784	#NAME?	#NAME?	(34,784)	#NAME?
	66,597	#NAME?	#NAME?	(66,597)	#NAME?
	22,088	#NAME?	#NAME?	(22,088)	#NAME?
	10,000	#NAME?	#NAME?	(10,000)	#NAME?
	-	#NAME?	#NAME?	-	#NAME?
	3,348	#NAME?	#NAME?	(3,348)	#NAME?
	-	#NAME?	#NAME?	-	#NAME?
	89,828	#NAME?	#NAME?	(89,828)	#NAME?
	894,231	#NAME?	#NAME?	(894,231)	#NAME?
	44,819	#NAME?	#NAME?	(44,819)	#NAME?
	-	#NAME?	#NAME?	-	#NAME?
	10,100	#NAME?	#NAME?	(10,100)	#NAME?
	103,000	#NAME?	#NAME?	(103,000)	#NAME?
	40,000	#NAME?	#NAME?	(40,000)	#NAME?
	-	#NAME?	#NAME?	-	#NAME?
	-	#NAME?	#NAME?	-	#NAME?
	197,919	#NAME?	#NAME?	(197,919)	#NAME?
	-	#NAME?	#NAME?	-	#NAME?
	-	#NAME?	#NAME?	-	#NAME?
<b>TOTAL EXPENSES</b>	<b>7,539,488</b>	<b>#NAME?</b>	<b>#NAME?</b>	<b>(7,539,488)</b>	<b>#NAME?</b>
<b>NET INCOME</b>	<b>#NAME?</b>	<b>#NAME?</b>	<b>#NAME?</b>	<b>#NAME?</b>	<b>#NAME?</b>

**NEW VISIONS HIGH SCHOOL FOR ADV.  
Budget / Operatin  
2015-16**

<p><b>Total Revenue</b></p> <p><b>Total Expenses</b></p> <p><b>Net Income</b></p> <p><b>Actual Student Enrollment</b></p>	<p><b>Institute:</b> This line should show how many students a school district should be paid for.</p> <p>For Example: If a school plans on enrollment of 100 students budgeting to only receive 95% of those students should be entered in in this row.</p>	<table border="1"> <tr> <td>#NAME?</td> <td>#NAME?</td> <td>#NAME?</td> <td>#NAME?</td> <td>#NAME?</td> </tr> <tr> <td>7,539,488</td> <td>#NAME?</td> <td>#NAME?</td> <td>(7,539,488)</td> <td>#NAME?</td> </tr> <tr> <td>#NAME?</td> <td>#NAME?</td> <td>#NAME?</td> <td>#NAME?</td> <td>#NAME?</td> </tr> </table>	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	7,539,488	#NAME?	#NAME?	(7,539,488)	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
#NAME?	#NAME?	#NAME?	#NAME?	#NAME?													
7,539,488	#NAME?	#NAME?	(7,539,488)	#NAME?													
#NAME?	#NAME?	#NAME?	#NAME?	#NAME?													
		<table border="1"> <tr> <td colspan="3" style="text-align: center;"><b>Total Year</b></td> <td colspan="2" style="text-align: center;"><b>VARIANCE</b></td> </tr> <tr> <td style="text-align: center;"><b>Original Budget</b></td> <td style="text-align: center;"><b>Revised Budget</b></td> <td style="text-align: center;"><b>Variance</b></td> <td style="text-align: center;"><b>Original Budget vs. PY Budget</b></td> <td style="text-align: center;"><b>Revised Budget vs. PY Budget</b></td> </tr> </table>	<b>Total Year</b>			<b>VARIANCE</b>		<b>Original Budget</b>	<b>Revised Budget</b>	<b>Variance</b>	<b>Original Budget vs. PY Budget</b>	<b>Revised Budget vs. PY Budget</b>					
<b>Total Year</b>			<b>VARIANCE</b>														
<b>Original Budget</b>	<b>Revised Budget</b>	<b>Variance</b>	<b>Original Budget vs. PY Budget</b>	<b>Revised Budget vs. PY Budget</b>													
<p><b>ENROLLMENT - *School Districts Are Linked To Above Entries*</b></p> <p><b>Number of Districts:</b></p> <p>NYC CHANCELLOR'S OFFICE</p> <p>-</p> <p>-</p> <p>-</p> <p>-</p> <p>-</p> <p>-</p> <p>-</p> <p>-</p> <p>-</p> <p>-</p> <p>-</p> <p>-</p> <p>-</p> <p>-</p> <p>ALL OTHER School Districts: ( Weighted Avg )</p> <p><b>TOTAL ENROLLMENT</b></p> <p><b>REVENUE PER PUPIL</b></p> <p><b>EXPENSES PER PUPIL</b></p>																	



ANCED MATH AND SCIENCE

g Plan

Total Revenue  
Total Expenses  
Net Income  
Actual Student Enrollment

**Institute:**  
This line should show how many students a school plans to be paid for.  
  
For Example:  
If a school plans on enrollment of 100 students but is budgeting to only receive 95% of those students, 95 should be entered in this row.

DESCRIPTION OF ASSUMPTIONS

EXPENSES

ADMINISTRATIVE STAFF

Executive Management  
Instructional Management  
Deans, Directors & Coordinators  
CFO / Director of Finance  
Operations / Business Management  
Administrative Staff

**Institute:**  
**Institute:**  
**Institute:**  
**Sample titles that fall under this line:**  
- Director, Deans, Coordinators of:  
- Curriculum  
- Instruction  
**Institute:**  
**Sample titles that fall under this line:**  
- Secretary  
- Receptionist  
- Attendance Clerk  
- Office Manager

TOTAL ADMINISTRATIVE STAFF

INSTRUCTIONAL PERSONNEL

Teachers - Regular  
Teachers - SPED  
Substitute Teachers  
Teaching Assistants  
Specialty Teachers  
Aides  
Therapists & Counselors  
Other

**Institute:**  
**Sample titles that fall under this line:**  
Content/Subject Area Teachers:  
- ELA  
- Math  
- Social Studies  
**Institute:**  
**Sample titles that fall under this line:**  
- ESL  
**Institute:**  
**Sample titles that fall under this line:**  
- Speech Therapists  
- Social Workers

TOTAL INSTRUCTIONAL PERSONNEL

NON-INSTRUCTIONAL PERSONNEL COSTS

Nurse  
Librarian  
Custodian  
Security  
Other

**Institute:**  
Cafeteria  
Other

TOTAL NON-INSTRUCTIONAL PERSONNEL COSTS

SUBTOTAL PERSONNEL SERVICE COSTS

65.00

PAYROLL TAXES AND BENEFITS

Payroll Taxes  
Fringe / Employee Benefits  
Retirement / Pension

**Institute:**  
Health and Dental  
Social Security  
Medicare  
Unemployment  
Other

TOTAL PAYROLL TAXES AND BENEFITS

TOTAL PERSONNEL SERVICE COSTS

65.00

CONTRACTED SERVICES

Accounting / Audit  
Legal  
Management Company Fee  
Nurse Services  
Food Service / School Lunch  
Payroll Services  
Special Ed Services  
Titlement Services (i.e. Title I)  
Other Purchased / Professional / Consultant Services

**Institute:**  
Janitorial  
Consultants  
- Assessment  
- Technology  
- Other  
**Institute:**  
Security  
**Institute:**  
Development

TOTAL CONTRACTED SERVICES

**ANCED MATH AND SCIENCE**

**g Plan**

**Institute:**  
This line should show how many students a school should be paid for.  
  
For Example:  
If a school plans on enrollment of 100 students budgeting to only receive 95% of those students should be entered in in this row.

**Total Revenue**  
**Total Expenses**  
**Net Income**  
**Actual Student Enrollment**

**DESCRIPTION OF ASSUMPTIONS**

**SCHOOL OPERATIONS**

Board Expenses  
Classroom / Teaching Supplies & Materials  
Special Ed Supplies & Materials  
Textbooks / Workbooks  
Supplies & Materials other  
Equipment / Furniture  
Telephone  
Technology  
Student Testing & Assessment  
Field Trips  
Transportation (Student)  
Student Services - other  
Office Expense  
Staff Development  
Staff Recruitment  
Student Recruitment / Marketing  
School Meals / Lunch  
Travel (Staff)  
Fundraising  
Other

Development  
Conferences  
**Institute:**  
Curriculum  
**Institute:**  
Instructional  
Non-Instructional  
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**Institute:**  
Hardware  
Software  
Internet  
Wiring  
Other  
**Institute:**  
**Institute:**  
Conferences

**Institute:**  
Interest  
Bank Charges  
**Institute:**  
Include any Facility  
Rental/Leasing/Financing costs.

**TOTAL SCHOOL OPERATIONS**

**FACILITY OPERATION & MAINTENANCE**

Insurance  
Janitorial  
Building and Land Rent / Lease / Facility  
Repairs & Maintenance  
Equipment / Furniture  
Security  
Utilities

**Institute:**  
**Institute:**  
Facility Related  
\* Includes the Purchase or  
**Institute:**  
Electric  
Gas  
Other

**TOTAL FACILITY OPERATION & MAINTENANCE**

**DEPRECIATION & AMORTIZATION**  
**RESERVES / CONTINGENCY**

**TOTAL EXPENSES**

**NET INCOME**

**ANCED MATH AND SCIENCE**

**g Plan**

**Institute:**  
This line should show how many students a school should be paid for.

**For Example:**  
If a school plans on enrollment of 100 students budgeting to only receive 95% of those students should be entered in in this row.

**Total Revenue**  
**Total Expenses**  
**Net Income**  
**Actual Student Enrollment**

**DESCRIPTION OF ASSUMPTIONS**

**ENROLLMENT - \*School Districts Are Linked To Above Entries\***

**Number of Districts:**

NYC CHANCELLOR'S OFFICE

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ALL OTHER School Districts: ( Weighted Avg )

**TOTAL ENROLLMENT**

**REVENUE PER PUPIL**

**EXPENSES PER PUPIL**

**NEW VISIONS HIGH SCHOOL FOR ADVANCED MATH AND SCIENCE  
BALANCE SHEET  
2015-16**

	<u>Prior Year</u>	Q1	Q2	Q3	Q4
	<u>#NAME?</u>	<u>As of 9/30</u>	<u>As of 12/31</u>	<u>As of 3/31</u>	<u>As of 6/30</u>
<b><u>ASSETS</u></b>					
<b>CURRENT ASSETS</b>					
Cash and cash equivalents	\$-	\$-	\$-	\$-	\$-
Grants and contracts receivable	-	-	-	-	-
Accounts receivables	-	-	-	-	-
Prepaid Expenses	-	-	-	-	-
Contributions and other receivables	-	-	-	-	-
<b>TOTAL CURRENT ASSETS</b>	-	-	-	-	-
<b>PROPERTY, BUILDING AND EQUIPMENT, net</b>	-	-	-	-	-
<b>OTHER ASSETS</b>	-	-	-	-	-
<b>TOTAL ASSETS</b>	-	-	-	-	-
<b><u>LIABILITIES AND NET ASSETS</u></b>					
<b>CURRENT LIABILITIES</b>					
Accounts payable and accrued expenses	\$-	\$-	\$-	\$-	\$-
Accrued payroll and benefits	-	-	-	-	-
Deferred Revenue	-	-	-	-	-
Current maturities of long-term debt	-	-	-	-	-
Short Term Debt - Bonds, Notes Payable	-	-	-	-	-
Other	-	-	-	-	-
<b>TOTAL CURRENT LIABILITIES</b>	-	-	-	-	-
<b>LONG-TERM DEBT and NOTES PAYABLE, net current maturities</b>	-	-	-	-	-
<b>TOTAL LIABILITIES</b>	-	-	-	-	-
<b>NET ASSETS</b>					
Unrestricted	-	-	-	-	-
Temporarily restricted	-	-	-	-	-
<b>TOTAL NET ASSETS</b>	-	-	-	-	-
<b>TOTAL LIABILITIES AND NET ASSETS</b>	-	-	-	-	-



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

**Budget / Operating Plan**

**2015-16**

<b>Total Revenue</b>	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
<b>Total Expenses</b>	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
<b>Net Income</b>	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
<b>Actual Student Enrollment</b>	-	#NAME?	-	-	#NAME?	-	-

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

**EXPENSES**

		Quarter 0					
		No. of Positions					
<b>ADMINISTRATIVE STAFF PERSONNEL COSTS</b>							
Executive Management	#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?
Instructional Management	#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?
Deans, Directors & Coordinators	#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?
CFO / Director of Finance	#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?
Operation / Business Manager	#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?
Administrative Staff	#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?
<b>TOTAL ADMINISTRATIVE STAFF</b>	#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?
<b>INSTRUCTIONAL PERSONNEL COSTS</b>							
Teachers - Regular	#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?
Teachers - SPED	#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?
Substitute Teachers	#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?
Teaching Assistants	#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?
Specialty Teachers	#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?
Aides	#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?
Therapists & Counselors	#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?
Other	#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?
<b>TOTAL INSTRUCTIONAL</b>	#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?
<b>NON-INSTRUCTIONAL PERSONNEL COSTS</b>							
Nurse	#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?
Librarian	#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?
Custodian	#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?
Security	#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?
Other	#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?
<b>TOTAL NON-INSTRUCTIONAL</b>	#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?
<b>SUBTOTAL PERSONNEL SERVICE COSTS</b>							
	#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?
<b>PAYROLL TAXES AND BENEFITS</b>							
Payroll Taxes		-	#NAME?	#NAME?	-	#NAME?	#NAME?
Fringe / Employee Benefits		-	#NAME?	#NAME?	-	#NAME?	#NAME?
Retirement / Pension		-	#NAME?	#NAME?	-	#NAME?	#NAME?
<b>TOTAL PAYROLL TAXES AND BENEFITS</b>		-	#NAME?	#NAME?	-	#NAME?	#NAME?
<b>TOTAL PERSONNEL SERVICE COSTS</b>							
	#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?
<b>CONTRACTED SERVICES</b>							
Accounting / Audit		-	#NAME?	#NAME?	-	#NAME?	#NAME?
Legal		-	#NAME?	#NAME?	-	#NAME?	#NAME?
Management Company Fee		-	#NAME?	#NAME?	-	#NAME?	#NAME?
Nurse Services		-	#NAME?	#NAME?	-	#NAME?	#NAME?
Food Service / School Lunch		-	#NAME?	#NAME?	-	#NAME?	#NAME?
Payroll Services		-	#NAME?	#NAME?	-	#NAME?	#NAME?
Special Ed Services		-	#NAME?	#NAME?	-	#NAME?	#NAME?
Titlement Services (i.e. Title I)		-	#NAME?	#NAME?	-	#NAME?	#NAME?
Other Purchased / Professional / Consulting		-	#NAME?	#NAME?	-	#NAME?	#NAME?
<b>TOTAL CONTRACTED SERVICES</b>		-	#NAME?	#NAME?	-	#NAME?	#NAME?



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

**Budget / Operating Plan**

**2015-16**

<b>Total Revenue</b>	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
<b>Total Expenses</b>	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
<b>Net Income</b>	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
<b>Actual Student Enrollment</b>	-	#NAME?	-	-	#NAME?	-	-

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

**ENROLLMENT - \*School Districts Are Linked To Above Entries\***

NYC CHANCELLOR'S OFFICE	-	#NAME?	-	-	#NAME?	-	-
-	-	#NAME?	-	-	#NAME?	-	-
-	-	#NAME?	-	-	#NAME?	-	-
-	-	#NAME?	-	-	#NAME?	-	-
-	-	#NAME?	-	-	#NAME?	-	-
-	-	#NAME?	-	-	#NAME?	-	-
-	-	#NAME?	-	-	#NAME?	-	-
-	-	#NAME?	-	-	#NAME?	-	-
-	-	#NAME?	-	-	#NAME?	-	-
-	-	#NAME?	-	-	#NAME?	-	-
-	-	#NAME?	-	-	#NAME?	-	-
-	-	#NAME?	-	-	#NAME?	-	-
-	-	#NAME?	-	-	#NAME?	-	-
-	-	#NAME?	-	-	#NAME?	-	-
-	-	#NAME?	-	-	#NAME?	-	-
-	-	#NAME?	-	-	#NAME?	-	-
-	-	#NAME?	-	-	#NAME?	-	-
-	-	#NAME?	-	-	#NAME?	-	-
-	-	#NAME?	-	-	#NAME?	-	-
-	-	#NAME?	-	-	#NAME?	-	-
-	-	#NAME?	-	-	#NAME?	-	-
ALL OTHER School Districts: ( Count = 0 )	-	#NAME?	-	-	#NAME?	-	-
<b>TOTAL ENROLLMENT</b>	-	#NAME?	-	-	#NAME?	-	-
<b>REVENUE PER PUPIL</b>	-	#NAME?	#NAME?	-	#NAME?	#NAME?	-
<b>EXPENSES PER PUPIL</b>	-	#NAME?	#NAME?	-	#NAME?	#NAME?	-



**NEW**

<b>Total Revenue</b>	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
<b>Total Expenses</b>	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
<b>Net Income</b>	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
<b>Actual Student Enrollment</b>	#NAME?	-	-	#NAME?	-

*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed	<b>Quarter - 1/1 - 3/31</b>		<b>4th Quarter - 4/1 - 6/30</b>		
	<b>Current Budget</b>	<b>Variance</b>	<b>Actual</b>	<b>Current Budget</b>	<b>Variance</b>

<b>EXPENSES</b>	Quarter 0				
	No. of Positions				
<b>ADMINISTRATIVE STAFF PERSONNEL COSTS</b>					
Executive Management	#NAME?	#NAME?	-	#NAME?	#NAME?
Instructional Management	#NAME?	#NAME?	-	#NAME?	#NAME?
Deans, Directors & Coordinators	#NAME?	#NAME?	-	#NAME?	#NAME?
CFO / Director of Finance	#NAME?	#NAME?	-	#NAME?	#NAME?
Operation / Business Manager	#NAME?	#NAME?	-	#NAME?	#NAME?
Administrative Staff	#NAME?	#NAME?	-	#NAME?	#NAME?
<b>TOTAL ADMINISTRATIVE STAFF</b>	#NAME?	#NAME?	-	#NAME?	#NAME?
<b>INSTRUCTIONAL PERSONNEL COSTS</b>					
Teachers - Regular	#NAME?	#NAME?	-	#NAME?	#NAME?
Teachers - SPED	#NAME?	#NAME?	-	#NAME?	#NAME?
Substitute Teachers	#NAME?	#NAME?	-	#NAME?	#NAME?
Teaching Assistants	#NAME?	#NAME?	-	#NAME?	#NAME?
Specialty Teachers	#NAME?	#NAME?	-	#NAME?	#NAME?
Aides	#NAME?	#NAME?	-	#NAME?	#NAME?
Therapists & Counselors	#NAME?	#NAME?	-	#NAME?	#NAME?
Other	#NAME?	#NAME?	-	#NAME?	#NAME?
<b>TOTAL INSTRUCTIONAL</b>	#NAME?	#NAME?	-	#NAME?	#NAME?
<b>NON-INSTRUCTIONAL PERSONNEL COSTS</b>					
Nurse	#NAME?	#NAME?	-	#NAME?	#NAME?
Librarian	#NAME?	#NAME?	-	#NAME?	#NAME?
Custodian	#NAME?	#NAME?	-	#NAME?	#NAME?
Security	#NAME?	#NAME?	-	#NAME?	#NAME?
Other	#NAME?	#NAME?	-	#NAME?	#NAME?
<b>TOTAL NON-INSTRUCTIONAL</b>	#NAME?	#NAME?	-	#NAME?	#NAME?
<b>SUBTOTAL PERSONNEL SERVICE COSTS</b>	#NAME?	#NAME?	-	#NAME?	#NAME?
<b>PAYROLL TAXES AND BENEFITS</b>					
Payroll Taxes		#NAME?	-	#NAME?	#NAME?
Fringe / Employee Benefits		#NAME?	-	#NAME?	#NAME?
Retirement / Pension		#NAME?	-	#NAME?	#NAME?
<b>TOTAL PAYROLL TAXES AND BENEFITS</b>		#NAME?	-	#NAME?	#NAME?
<b>TOTAL PERSONNEL SERVICE COSTS</b>	#NAME?	#NAME?	-	#NAME?	#NAME?
<b>CONTRACTED SERVICES</b>					
Accounting / Audit		#NAME?	-	#NAME?	#NAME?
Legal		#NAME?	-	#NAME?	#NAME?
Management Company Fee		#NAME?	-	#NAME?	#NAME?
Nurse Services		#NAME?	-	#NAME?	#NAME?
Food Service / School Lunch		#NAME?	-	#NAME?	#NAME?
Payroll Services		#NAME?	-	#NAME?	#NAME?
Special Ed Services		#NAME?	-	#NAME?	#NAME?
Titlement Services (i.e. Title I)		#NAME?	-	#NAME?	#NAME?
Other Purchased / Professional / Consulting		#NAME?	-	#NAME?	#NAME?
<b>TOTAL CONTRACTED SERVICES</b>		#NAME?	-	#NAME?	#NAME?

**NEW**

<b>Total Revenue</b>	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
<b>Total Expenses</b>	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
<b>Net Income</b>	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
<b>Actual Student Enrollment</b>	#NAME?	-	-	#NAME?	-
*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed	Quarter - 1/1 - 3/31		4th Quarter - 4/1 - 6/30		
	Current Budget	Variance	Actual	Current Budget	Variance
<b>SCHOOL OPERATIONS</b>					
Board Expenses	#NAME?	#NAME?	-	#NAME?	#NAME?
Classroom / Teaching Supplies & Materials	#NAME?	#NAME?	-	#NAME?	#NAME?
Special Ed Supplies & Materials	#NAME?	#NAME?	-	#NAME?	#NAME?
Textbooks / Workbooks	#NAME?	#NAME?	-	#NAME?	#NAME?
Supplies & Materials other	#NAME?	#NAME?	-	#NAME?	#NAME?
Equipment / Furniture	#NAME?	#NAME?	-	#NAME?	#NAME?
Telephone	#NAME?	#NAME?	-	#NAME?	#NAME?
Technology	#NAME?	#NAME?	-	#NAME?	#NAME?
Student Testing & Assessment	#NAME?	#NAME?	-	#NAME?	#NAME?
Field Trips	#NAME?	#NAME?	-	#NAME?	#NAME?
Transportation (student)	#NAME?	#NAME?	-	#NAME?	#NAME?
Student Services - other	#NAME?	#NAME?	-	#NAME?	#NAME?
Office Expense	#NAME?	#NAME?	-	#NAME?	#NAME?
Staff Development	#NAME?	#NAME?	-	#NAME?	#NAME?
Staff Recruitment	#NAME?	#NAME?	-	#NAME?	#NAME?
Student Recruitment / Marketing	#NAME?	#NAME?	-	#NAME?	#NAME?
School Meals / Lunch	#NAME?	#NAME?	-	#NAME?	#NAME?
Travel (Staff)	#NAME?	#NAME?	-	#NAME?	#NAME?
Fundraising	#NAME?	#NAME?	-	#NAME?	#NAME?
Other	#NAME?	#NAME?	-	#NAME?	#NAME?
<b>TOTAL SCHOOL OPERATIONS</b>	#NAME?	#NAME?	-	#NAME?	#NAME?
<b>FACILITY OPERATION &amp; MAINTENANCE</b>					
Insurance	#NAME?	#NAME?	-	#NAME?	#NAME?
Janitorial	#NAME?	#NAME?	-	#NAME?	#NAME?
Building and Land Rent / Lease / Facility Finance Interest	#NAME?	#NAME?	-	#NAME?	#NAME?
Repairs & Maintenance	#NAME?	#NAME?	-	#NAME?	#NAME?
Equipment / Furniture	#NAME?	#NAME?	-	#NAME?	#NAME?
Security	#NAME?	#NAME?	-	#NAME?	#NAME?
Utilities	#NAME?	#NAME?	-	#NAME?	#NAME?
<b>TOTAL FACILITY OPERATION &amp; MAINTENANCE</b>	#NAME?	#NAME?	-	#NAME?	#NAME?
<b>DEPRECIATION &amp; AMORTIZATION</b>	#NAME?	#NAME?	-	#NAME?	#NAME?
<b>RESERVES / CONTINGENCY</b>	#NAME?	#NAME?	-	#NAME?	#NAME?
<b>TOTAL EXPENSES</b>	#NAME?	#NAME?	-	#NAME?	#NAME?
<b>NET INCOME</b>	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?

**NEW**

<b>Total Revenue</b>	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
<b>Total Expenses</b>	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
<b>Net Income</b>	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
<b>Actual Student Enrollment</b>	#NAME?	-	-	#NAME?	-

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

3rd Quarter - 1/1 - 3/31		4th Quarter - 4/1 - 6/30	
Current Budget	Variance	Actual	Current Budget Variance

**ENROLLMENT - \*School Districts Are Linked To Above Entries\***

NYC CHANCELLOR'S OFFICE	#NAME?	-	-	#NAME?	-
-	#NAME?	-	-	#NAME?	-
-	#NAME?	-	-	#NAME?	-
-	#NAME?	-	-	#NAME?	-
-	#NAME?	-	-	#NAME?	-
-	#NAME?	-	-	#NAME?	-
-	#NAME?	-	-	#NAME?	-
-	#NAME?	-	-	#NAME?	-
-	#NAME?	-	-	#NAME?	-
-	#NAME?	-	-	#NAME?	-
-	#NAME?	-	-	#NAME?	-
-	#NAME?	-	-	#NAME?	-
-	#NAME?	-	-	#NAME?	-
-	#NAME?	-	-	#NAME?	-
-	#NAME?	-	-	#NAME?	-
-	#NAME?	-	-	#NAME?	-
-	#NAME?	-	-	#NAME?	-
-	#NAME?	-	-	#NAME?	-
ALL OTHER School Districts: ( Count = 0 )	#NAME?	-	-	#NAME?	-
<b>TOTAL ENROLLMENT</b>	#NAME?	-	-	#NAME?	-
<b>REVENUE PER PUPIL</b>	#NAME?	#NAME?	-	#NAME?	#NAME?
<b>EXPENSES PER PUPIL</b>	#NAME?	#NAME?	-	#NAME?	#NAME?











**NEWMATH AND SCIENCE**

<b>Total Revenue</b>	#NAME?	#NAME?	#NAME?	#NAME?
<b>Total Expenses</b>	7,539,488	#NAME?	#NAME?	#NAME?
<b>Net Income</b>	#NAME?	#NAME?	#NAME?	#NAME?
<b>Actual Student Enrollment</b>			-	

*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed	5		P Y Actual (P Y	
	Original Budget - TY	Actual vs. Original Budget TY	TY / No. of COMPLETED Actual CY Quarters	Actual CY vs. Actual PY

EXPENSES		Quarter 0			
		No. of Positions			
<b>ADMINISTRATIVE STAFF PERSONNEL COSTS</b>					
Executive Management	#NAME?		153,830	#NAME?	#NAME?
Instructional Management	#NAME?		453,149	#NAME?	#NAME?
Deans, Directors & Coordinators	#NAME?		253,752	#NAME?	#NAME?
CFO / Director of Finance	#NAME?		103,000	#NAME?	#NAME?
Operation / Business Manager	#NAME?		41,200	#NAME?	#NAME?
Administrative Staff	#NAME?		325,171	#NAME?	#NAME?
<b>TOTAL ADMINISTRATIVE STAFF</b>	#NAME?		1,330,102	#NAME?	#NAME?
<b>INSTRUCTIONAL PERSONNEL COSTS</b>					
Teachers - Regular	#NAME?		1,386,393	#NAME?	#NAME?
Teachers - SPED	#NAME?		466,500	#NAME?	#NAME?
Substitute Teachers	#NAME?		-	#NAME?	#NAME?
Teaching Assistants	#NAME?		-	#NAME?	#NAME?
Specialty Teachers	#NAME?		608,000	#NAME?	#NAME?
Aides	#NAME?		-	#NAME?	#NAME?
Therapists & Counselors	#NAME?		367,000	#NAME?	#NAME?
Other	#NAME?		-	#NAME?	#NAME?
<b>TOTAL INSTRUCTIONAL</b>	#NAME?		2,827,893	#NAME?	#NAME?
<b>NON-INSTRUCTIONAL PERSONNEL COSTS</b>					
Nurse	#NAME?		-	#NAME?	#NAME?
Librarian	#NAME?		-	#NAME?	#NAME?
Custodian	#NAME?		-	#NAME?	#NAME?
Security	#NAME?		-	#NAME?	#NAME?
Other	#NAME?		-	#NAME?	#NAME?
<b>TOTAL NON-INSTRUCTIONAL</b>	#NAME?		-	#NAME?	#NAME?
<b>SUBTOTAL PERSONNEL SERVICE COSTS</b>	#NAME?		4,157,995	#NAME?	#NAME?
<b>PAYROLL TAXES AND BENEFITS</b>					
Payroll Taxes			455,300	#NAME?	#NAME?
Fringe / Employee Benefits			582,120	#NAME?	#NAME?
Retirement / Pension			291,060	#NAME?	#NAME?
<b>TOTAL PAYROLL TAXES AND BENEFITS</b>			1,328,480	#NAME?	#NAME?
<b>TOTAL PERSONNEL SERVICE COSTS</b>	#NAME?		5,486,475	#NAME?	#NAME?
<b>CONTRACTED SERVICES</b>					
Accounting / Audit			21,769	#NAME?	#NAME?
Legal			25,000	#NAME?	#NAME?
Management Company Fee			632,378	#NAME?	#NAME?
Nurse Services			-	#NAME?	#NAME?
Food Service / School Lunch			10,000	#NAME?	#NAME?
Payroll Services			19,960	#NAME?	#NAME?
Special Ed Services			-	#NAME?	#NAME?
Titlement Services (i.e. Title I)			-	#NAME?	#NAME?
Other Purchased / Professional / Consulting			251,756	#NAME?	#NAME?
<b>TOTAL CONTRACTED SERVICES</b>			960,863	#NAME?	#NAME?

**NEWMATH AND SCIENCE**

<b>Total Revenue</b>	#NAME?	#NAME?	#NAME?	#NAME?
<b>Total Expenses</b>	7,539,488	#NAME?	#NAME?	#NAME?
<b>Net Income</b>	#NAME?	#NAME?	#NAME?	#NAME?
<b>Actual Student Enrollment</b>			-	

*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed	5			
	Original Budget - TY	Actual vs. Original Budget TY	FY Actual (FY TY / No. of COMPLETED Actual CY Quarters	Actual CY vs. Actual PY

<b>SCHOOL OPERATIONS</b>				
Board Expenses	-	#NAME?	#NAME?	#NAME?
Classroom / Teaching Supplies & Materials	154,190	#NAME?	#NAME?	#NAME?
Special Ed Supplies & Materials	-	#NAME?	#NAME?	#NAME?
Textbooks / Workbooks	77,097	#NAME?	#NAME?	#NAME?
Supplies & Materials other	63,650	#NAME?	#NAME?	#NAME?
Equipment / Furniture	1,356	#NAME?	#NAME?	#NAME?
Telephone	68,160	#NAME?	#NAME?	#NAME?
Technology	230,922	#NAME?	#NAME?	#NAME?
Student Testing & Assessment	30,699	#NAME?	#NAME?	#NAME?
Field Trips	-	#NAME?	#NAME?	#NAME?
Transportation (student)	16,640	#NAME?	#NAME?	#NAME?
Student Services - other	24,872	#NAME?	#NAME?	#NAME?
Office Expense	34,784	#NAME?	#NAME?	#NAME?
Staff Development	66,597	#NAME?	#NAME?	#NAME?
Staff Recruitment	22,088	#NAME?	#NAME?	#NAME?
Student Recruitment / Marketing	10,000	#NAME?	#NAME?	#NAME?
School Meals / Lunch	-	#NAME?	#NAME?	#NAME?
Travel (Staff)	3,348	#NAME?	#NAME?	#NAME?
Fundraising	-	#NAME?	#NAME?	#NAME?
Other	89,828	#NAME?	#NAME?	#NAME?
<b>TOTAL SCHOOL OPERATIONS</b>	894,231	#NAME?	#NAME?	#NAME?
<b>FACILITY OPERATION &amp; MAINTENANCE</b>				
Insurance	44,819	#NAME?	#NAME?	#NAME?
Janitorial	-	#NAME?	#NAME?	#NAME?
Building and Land Rent / Lease / Facility Finance Interest	10,100	#NAME?	#NAME?	#NAME?
Repairs & Maintenance	103,000	#NAME?	#NAME?	#NAME?
Equipment / Furniture	40,000	#NAME?	#NAME?	#NAME?
Security	-	#NAME?	#NAME?	#NAME?
Utilities	-	#NAME?	#NAME?	#NAME?
<b>TOTAL FACILITY OPERATION &amp; MAINTENANCE</b>	197,919	#NAME?	#NAME?	#NAME?
<b>DEPRECIATION &amp; AMORTIZATION</b>	-	#NAME?	#NAME?	#NAME?
<b>RESERVES / CONTINGENCY</b>	-	#NAME?	#NAME?	#NAME?
<b>TOTAL EXPENSES</b>	7,539,488	#NAME?	#NAME?	#NAME?
<b>NET INCOME</b>	#NAME?	#NAME?	#NAME?	#NAME?

**NEWMATH AND SCIENCE**

<b>Total Revenue</b>	#NAME?	#NAME?	#NAME?	#NAME?
<b>Total Expenses</b>	7,539,488	#NAME?	#NAME?	#NAME?
<b>Net Income</b>	#NAME?	#NAME?	#NAME?	#NAME?
<b>Actual Student Enrollment</b>			-	

*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed	S	Actual vs. Original Budget - TY	Original Budget TY	FY Actual (FY TY / No. of COMPLETED Actual CY Quarters	Actual CY vs. Actual PY
--	---	--	-----------------------	--	-------------------------------

<b>ENROLLMENT - *School Districts Are Linked To Above Entries*</b>					
NYC CHANCELLOR'S OFFICE				-	-
-				-	-
-				-	-
-				-	-
-				-	-
-				-	-
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-				-	-
-				-	-
-				-	-
-				-	-
-				-	-
-				-	-
-				-	-
-				-	-
ALL OTHER School Districts: ( Count = 0 )				-	-
<b>TOTAL ENROLLMENT</b>				-	-
<b>REVENUE PER PUPIL</b>				-	-
<b>EXPENSES PER PUPIL</b>				-	-



**Annual Report Requirement**  
*for SUNY Authorized Charter Schools*

NEW VISIONS HIGH SCHOOL FOR ADVANCED MATH AND SCIENCE  
**2015-16**

Administrative expenditures per pupil:	\$0.00
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Per NYS Statute Administrative expenditures per pupil: the sum of all general administration salaries and other general administration expenditures divided by the total number of enrolled students. Employee benefit costs or expenditures should not be reported here.

**\*NOTE: THIS TAB ONLY NEEDS TO BE COMPLETED FOR Q4**

**New Visions Charter High School  
Advanced Math and Science (AMS)  
FY16 Budget  
July 1, 2015 - June 30, 2020**

Description	SY11/12 Actual	SY12/13 Actual	SY13/14 Actual	SY14/15 Estimate	SY15/16 Year 5	SY16/17 Year 6	SY17/18 Year 7	SY18/19 Year 8	SY19/20 Year 9
<b>Enrollment:</b>	<b>115</b>	<b>225</b>	<b>349</b>	<b>444</b>	<b>499</b>	<b>525</b>	<b>565</b>	<b>565</b>	<b>565</b>
- General Ed	98	195	307	408	449	473	509	509	509
- Special Ed 20	17	30	27	32	36	38	41	41	41
- Sepcial Ed 60	0	0	15	12	14	14	16	16	16
<b>Personnel:</b>	<b>20</b>	<b>38</b>	<b>51</b>	<b>62</b>	<b>65</b>	<b>65</b>	<b>65</b>	<b>65</b>	<b>65</b>
- Leadership: P	3	4	5	6	6	6	6	6	6
- Instruction: R	10	24	34	39	40	40	40	40	40
- Stud Supp: G	2	4	7	11	11	11	11	11	11
- Admin: Bus M	5	6	5	6	8	8	8	8	8
<b>Revenue:</b>	<b>2,695,400</b>	<b>4,233,660</b>	<b>6,039,571</b>	<b>7,276,421</b>	<b>7,904,720</b>	<b>8,313,300</b>	<b>8,945,390</b>	<b>8,946,590</b>	<b>8,946,590</b>
- State: Per Pupil, DYCD, Textbooks									
- Federal: Title I, IDEA, CSP, SIG									
- Other: Private Grants									
<b>Expenses:</b>	<b>2,288,586</b>	<b>4,291,523</b>	<b>5,906,680</b>	<b>6,488,043</b>	<b>7,589,480</b>	<b>7,875,860</b>	<b>8,172,690</b>	<b>8,389,270</b>	<b>8,612,230</b>
<i>Program Personnel</i>	1,297,757	2,781,014	4,074,003	4,854,665	5,486,470	5,813,880	5,987,410	6,166,140	6,350,230
- Salary									
- Taxes and insurance									
- Health and welfare benefits									
<i>Contracted Services</i>	361,116	613,853	857,269	895,325	960,860	999,350	1,055,900	1,062,160	1,068,500
- Professional services (Audit, Legal, Payroll)									
- Instructional services (LCI, Subs)									
- Management fee									
<i>School Operation</i>	500,279	772,771	662,964	531,880	894,230	955,370	1,020,730	1,050,890	1,081,960
- Instructional materials & supplies									
- General school & office supplies									
- Textbooks, library books and other resources									
- Conferences, meetings and school events									
- Technology									
<i>Facility</i>	85,187	119,289	263,986	181,689	197,920	72,260	73,650	75,080	76,540
- Insurance									
- Classroom & office furniture									
- Repairs & maintenance									
<i>Capital Expenses</i>	44,248	4,596	48,458	24,484	50,000	35,000	35,000	35,000	35,000
- Technology									
- Furniture									
<b>Operating Results (\$)</b>	<b>406,814</b>	<b>(57,863)</b>	<b>132,891</b>	<b>788,378</b>	<b>315,240</b>	<b>437,440</b>	<b>772,700</b>	<b>557,320</b>	<b>334,360</b>
<b>Beginning Cash</b>	<b>0</b>	<b>406,814</b>	<b>348,951</b>	<b>481,842</b>	<b>1,270,220</b>	<b>1,585,460</b>	<b>2,022,900</b>	<b>2,795,600</b>	<b>3,352,920</b>
<b>Ending Cash</b>	<b>406,814</b>	<b>348,951</b>	<b>481,842</b>	<b>1,270,220</b>	<b>1,585,460</b>	<b>2,022,900</b>	<b>2,795,600</b>	<b>3,352,920</b>	<b>3,687,280</b>
Reserve (\$25k req'd in	(25,000)	(50,000)	(75,000)	(75,000)	(75,000)	(75,000)	(75,000)	(75,000)	(75,000)
<b>Available Cash</b>	<b>381,814</b>	<b>298,951</b>	<b>406,842</b>	<b>1,195,220</b>	<b>1,510,460</b>	<b>1,947,900</b>	<b>2,720,600</b>	<b>3,277,920</b>	<b>3,612,280</b>

STUDENT ENROLLMENT:			
Drivers	Grd/Yr	FY15	FY16
	9th	149	160
	10th	96	154
7%	11th	93	95
3%	12th	106	90
10%	<b>Total</b>	<b>444</b>	<b>499</b>

<b>PERSONNEL</b>	<b>SUNY Title</b>	<b>Amount</b>	<b>School</b>	<b>State RPT Code</b>
Principal	Executive Management	153,830	AMS01H	201
Director of School Operations	CFO / Director of Finance	103,000	AMS01H	202
Assistant Principal	Instructional Management	453,149	AMS01H	203
Business Manager	Operation / Business Manager	41,200	AMS01H	301
Administrative	Administrative Staff	325,171	AMS01H	302
Student Supports	Deans, Directors & Coordinator	253,752	AMS01H	401
Parent Coordinator	Therap-Counselors	367,000	AMS01H	402
Instructional-General	Teachers Regular	1,386,393	AMS01H	801
Instructional-SPED	Teachers - SPED	466,500	AMS01H	802
Reading, Math, ELL, Electives	Specialty Teachers	608,000	AMS01H	803

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**FTE**

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AMS01H - NV Charter High School for Advanced Math & Science  
(In Whole Numbers)

		<u>Current Period Actual</u>	<u>Current Period Budget - Original</u>
Revenue			
Federal			
Revenue from Federal Funding	2000		
Title I	1010	0	0
Title II	1110	0	0
IDEA	1210	<u>0</u>	<u>0</u>
Total Federal		0	0
State			
Revenues from State Sources	1000		
State Per Pupil	3410	0	2,308,208
State Per Pupil SPED	3420	0	213,575
Local and Other Revenue	3000		
NYS Text Books & Other	3610	<u>0</u>	<u>0</u>
Total State		<u>0</u>	<u>2,521,783</u>
Total Revenue		<u>0</u>	<u>2,521,783</u>

AMS01H - NV Charter High School for Advanced Math & Science  
(In Whole Numbers)

		<u>Current Period Actual</u>	<u>Current Period Budget - Original</u>
Revenue			
Federal			
Revenue from Federal Funding	2000		
Title I	1010	0	16,766
Title II	1110	0	0
IDEA	1210	<u>0</u>	<u>0</u>
Total Federal		0	16,766
State			
Revenues from State Sources	1000		
State Per Pupil	3410	0	2,308,208
State Per Pupil SPED	3420	0	213,575
Local and Other Revenue	3000		
NYS Text Books & Other	3610	<u>0</u>	<u>0</u>
Total State		<u>0</u>	<u>2,521,783</u>
Total Revenue		<u>0</u>	<u>2,538,549</u>

AMS01H - NV Charter High School for Advanced Math & Science  
(In Whole Numbers)

		<u>Current Period Actual</u>	<u>Current Period Budget - Original</u>
Revenue			
Federal			
Revenue from Federal Funding	2000		
Title I	1010	0	47,904
Title II	1110	0	1,560
IDEA	1210	<u>0</u>	<u>52,393</u>
Total Federal		0	101,857
State			
Revenues from State Sources	1000		
State Per Pupil	3410	0	1,154,104
State Per Pupil SPED	3420	0	106,788
Local and Other Revenue	3000		
NYS Text Books & Other	3610	<u>0</u>	<u>39,661</u>
Total State		<u>0</u>	<u>1,300,552</u>
Total Revenue		<u>0</u>	<u>1,402,409</u>

AMS01H - NV Charter High School for Advanced Math & Science  
(In Whole Numbers)

		<u>Current Period Actual</u>	<u>Current Period Budget - Original</u>
Revenue			
Federal			
Revenue from Federal Funding	2000		
Title I	1010	0	174,850
Title II	1110	0	6,240
IDEA	1210	<u>0</u>	<u>0</u>
Total Federal		0	181,090
State			
Revenues from State Sources	1000		
State Per Pupil	3410	0	1,154,104
State Per Pupil SPED	3420	0	106,788
Local and Other Revenue	3000		
NYS Text Books & Other	3610	<u>0</u>	<u>0</u>
Total State		<u>0</u>	<u>1,260,892</u>
Total Revenue		<u>0</u>	<u>1,441,981</u>

AMS01H - NV Charter High School for Advanced Math & Science  
(In Whole Numbers)

	<u>Current Period</u> Actual	<u>Current Period</u> Budget - Original
Expenses		
Personnel Service Costs		
Salaries	0	1,039,499
Payroll Taxes	0	113,825
Fringe & Employee Benefits	0	145,530
Retirement & Pension	<u>0</u>	<u>72,765</u>
Total Personnel Service Costs	0	1,371,619
Contracted Services		
Accounting/Audit	0	0
Legal	0	6,250
Management Company Fee	0	201,743
Food Service/ School Lunch	0	1,000
Payroll Services	0	4,990
Other Contracted	<u>0</u>	<u>40,439</u>
Total Contracted Services	0	254,421
School Operations		
Classroom/ Teaching Supplies & Materials	0	63,218
Textbooks/ Workbooks	0	7,710
Supplies & Materials- Other	0	12,365
Equipment/ furniture	0	339
Telephone	0	17,040
Technology	0	94,678
Student Testing & Assessment	0	20,466
Transportation (student)	0	9,984
Student Services (other)	0	0
Office Expense	0	4,841
Staff Development	0	2,795
Staff Recruitment	0	0
Student Recruitment & Marketing	0	0
Travel (staff)	0	335
Other Operations	<u>0</u>	<u>14,740</u>
Total School Operations	0	248,510
Facility Operation & Maintenance		
Insurance	0	44,819
Building Land Rent/ Lease	0	5,000
Repairs & Maintenance	0	25,000
Equipment/furniture	<u>0</u>	<u>10,000</u>
Total Facility Operation & Maintenance	0	84,819
Depreciation & Amortization		
Depreciation	<u>0</u>	<u>0</u>
Total Depreciation & Amortization	<u>0</u>	<u>0</u>
Total Expenses	<u>0</u>	<u>1,959,369</u>

AMS01H - NV Charter High School for Advanced Math & Science  
(In Whole Numbers)

	<u>Current Period</u> Actual	<u>Current Period</u> Budget - Original
Expenses		
Personnel Service Costs		
Salaries	0	1,039,499
Payroll Taxes	0	113,825
Fringe & Employee Benefits	0	145,530
Retirement & Pension	<u>0</u>	<u>72,765</u>
Total Personnel Service Costs	0	1,371,619
Contracted Services		
Accounting/Audit	0	19,592
Legal	0	6,250
Management Company Fee	0	203,084
Food Service/ School Lunch	0	3,000
Payroll Services	0	4,990
Other Contracted	<u>0</u>	<u>58,439</u>
Total Contracted Services	0	295,355
School Operations		
Classroom/ Teaching Supplies & Materials	0	13,877
Textbooks/ Workbooks	0	23,129
Supplies & Materials- Other	0	12,365
Equipment/ furniture	0	339
Telephone	0	17,040
Technology	0	20,783
Student Testing & Assessment	0	0
Transportation (student)	0	0
Student Services (other)	0	6,218
Office Expense	0	9,981
Staff Development	0	4,134
Staff Recruitment	0	5,472
Student Recruitment & Marketing	0	0
Travel (staff)	0	335
Other Operations	<u>0</u>	<u>25,019</u>
Total School Operations	0	138,691
Facility Operation & Maintenance		
Insurance	0	0
Building Land Rent/ Lease	0	100
Repairs & Maintenance	0	25,750
Equipment/furniture	<u>0</u>	<u>10,000</u>
Total Facility Operation & Maintenance	0	35,850
Depreciation & Amortization		
Depreciation	<u>0</u>	<u>0</u>
Total Depreciation & Amortization	<u>0</u>	<u>0</u>
Total Expenses	<u>0</u>	<u>1,841,514</u>

AMS01H - NV Charter High School for Advanced Math & Science  
(In Whole Numbers)

	<u>Current Period</u> Actual	<u>Current Period</u> Budget - Original
Expenses		
Personnel Service Costs		
Salaries	0	1,039,499
Payroll Taxes	0	113,825
Fringe & Employee Benefits	0	145,530
Retirement & Pension	<u>0</u>	<u>72,765</u>
Total Personnel Service Costs	0	1,371,619
Contracted Services		
Accounting/Audit	0	2,177
Legal	0	6,250
Management Company Fee	0	112,193
Food Service/ School Lunch	0	3,000
Payroll Services	0	4,990
Other Contracted	<u>0</u>	<u>67,439</u>
Total Contracted Services	0	196,048
School Operations		
Classroom/ Teaching Supplies & Materials	0	13,877
Textbooks/ Workbooks	0	23,129
Supplies & Materials- Other	0	10,000
Equipment/ furniture	0	339
Telephone	0	17,040
Technology	0	20,783
Student Testing & Assessment	0	0
Transportation (student)	0	3,328
Student Services (other)	0	6,218
Office Expense	0	9,981
Staff Development	0	22,334
Staff Recruitment	0	5,472
Student Recruitment & Marketing	0	5,000
Travel (staff)	0	1,339
Other Operations	<u>0</u>	<u>25,019</u>
Total School Operations	0	163,858
Facility Operation & Maintenance		
Insurance	0	0
Building Land Rent/ Lease	0	0
Repairs & Maintenance	0	25,750
Equipment/furniture	<u>0</u>	<u>10,000</u>
Total Facility Operation & Maintenance	0	35,750
Depreciation & Amortization		
Depreciation	<u>0</u>	<u>0</u>
Total Depreciation & Amortization	<u>0</u>	<u>0</u>
Total Expenses	<u>0</u>	<u>1,767,275</u>

AMS01H - NV Charter High School for Advanced Math & Science  
(In Whole Numbers)

	<u>Current Period</u> Actual	<u>Current Period</u> Budget - Original
Expenses		
Personnel Service Costs		
Salaries	0	1,039,499
Payroll Taxes	0	113,825
Fringe & Employee Benefits	0	145,530
Retirement & Pension	<u>0</u>	<u>72,765</u>
Total Personnel Service Costs	0	1,371,619
Contracted Services		
Accounting/Audit	0	0
Legal	0	6,250
Management Company Fee	0	115,358
Food Service/ School Lunch	0	3,000
Payroll Services	0	4,990
Other Contracted	<u>0</u>	<u>85,439</u>
Total Contracted Services	0	215,037
School Operations		
Classroom/ Teaching Supplies & Materials	0	63,218
Textbooks/ Workbooks	0	23,129
Supplies & Materials- Other	0	28,920
Equipment/ furniture	0	339
Telephone	0	17,040
Technology	0	94,678
Student Testing & Assessment	0	10,233
Transportation (student)	0	3,328
Student Services (other)	0	12,436
Office Expense	0	9,981
Staff Development	0	37,334
Staff Recruitment	0	11,144
Student Recruitment & Marketing	0	5,000
Travel (staff)	0	1,339
Other Operations	<u>0</u>	<u>25,050</u>
Total School Operations	0	343,168
Facility Operation & Maintenance		
Insurance	0	0
Building Land Rent/ Lease	0	5,000
Repairs & Maintenance	0	26,500
Equipment/furniture	<u>0</u>	<u>10,000</u>
Total Facility Operation & Maintenance	0	41,500
Depreciation & Amortization		
Depreciation	<u>0</u>	<u>0</u>
Total Depreciation & Amortization	<u>0</u>	<u>0</u>
Total Expenses	<u>0</u>	<u>1,971,324</u>



## Appendix E: Disclosure of Financial Interest Form

Last updated: 08/28/2015

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Page 1

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All trustees who served on an education corporation governing one or more charter schools during the 2014-2015 school year must complete the form in Appendix E (Disclosure of Financial Interest Form). The Disclosure of Financial Interest Forms are due on November 1, 2015. A link to a safe and secure form that each Trustee must complete by the November 1, 2015 deadline will be provide here by September 1, 2015 or sooner.

ALL charter schools or merged education corporations must complete the Board of Trustees Membership Table within the online portal in Appendix F (Board of Trustees Membership Table). The Board of Trustees Membership Table must be submitted by August 1, 2015.

Regents-authorized charter schools must upload a complete set of board of trustee Meeting Minutes from July 2014-June 2015 into Appendix G (Board Minutes). Board of Trustee Meeting Minutes must be submitted by August 1, 2015.

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Yes, each member of the school's Board of Trustees will receive a link to the Disclosure of Financial Interest Form.

Yes

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Thank you.

# Required Form: 2014-15 Appendix E - Trustee Disclosure of Financial Interest Form

Created Friday, September 11, 2015

<https://nysed.fluidsurveys.com/account/surveys/537586/responses/export/?collector=109126/s/Regents-Appendix-E-BOT-Form/81>

## Page 1

Please open the link to this form using **Google Chrome** as your browser. Doing so will allow you to input your signature on page 2 of the form. Thank you.

### 1. TRUSTEE NAME

	First Name	Last Name
Trustee Name	peter	cantillo

### 2. \*Your Home Address:

2. *Your Home Address:   Street Address	[REDACTED]
2. *Your Home Address:   City/State	[REDACTED]
2. *Your Home Address:   Zip	[REDACTED]

### 3. \*Your Business Address

3. *Your Business Address   Street Address	[REDACTED]
3. *Your Business Address   City/State	[REDACTED]
3. *Your Business Address   Zip	[REDACTED]

### 4. \*Daytime Phone Number:

[REDACTED]

### 5. \*E-mail Address:

[REDACTED]

6. I am a Trustee of a parent education corporation listed below which governs one or more charter schools.

*New Visions Charter Schools (Ed Corp)*

New Visions CHS for AMS III

New Visions CHS for AMS IV  
New Visions CHS for the HUM III

New Visions CHS for the HUM IV

8. Select all positions you have held on the Board:

(check all that apply)

- 
- Other, please specify...: Trustee
- 

9. Are you a trustee and also an employee of the school?

*No*

10. Are you a trustee and an employee or agent of the management company or institutional partner of the charter school?

No

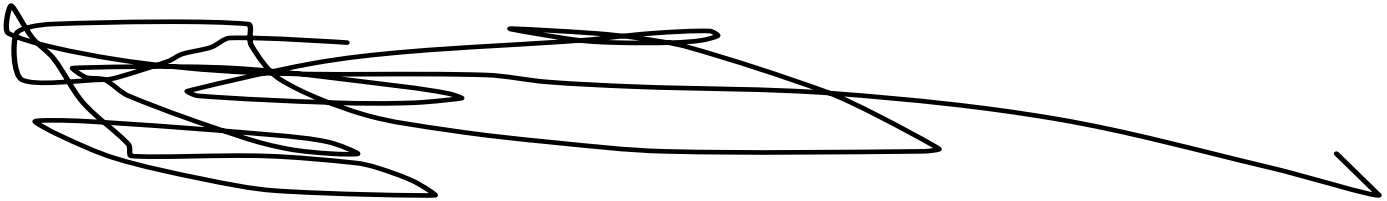
11. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

12. Are you a member, director, officer or employee of an organization formally partnered with a school that is doing business with the charter school and in which such entity, during your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or relationship?

No

Signature of Trustee

A large, stylized handwritten signature in black ink, consisting of several overlapping loops and a long horizontal stroke that ends in a sharp arrowhead pointing to the right.

**Thank you.**

# Required Form: 2014-15 Appendix E - Trustee Disclosure of Financial Interest Form

Created Sunday, November 08, 2015

<https://nysed.fluidsurveys.com/account/surveys/537586/responses/export/?collector=109126/s/Regents-Appendix-E-BOT-Form/9c>

## Page 1

Please open the link to this form using **Google Chrome** as your browser. Doing so will allow you to input your signature on page 2 of the form. Thank you.

### 1. TRUSTEE NAME

	First Name	Last Name
Trustee Name	Ronald	Chaluisan

### 2. \*Your Home Address:

2. *Your Home Address:   Street Address	[REDACTED]
2. *Your Home Address:   City/State	[REDACTED]
2. *Your Home Address:   Zip	[REDACTED]

### 3. \*Your Business Address

3. *Your Business Address   Street Address	[REDACTED]
3. *Your Business Address   City/State	[REDACTED]
3. *Your Business Address   Zip	[REDACTED]

### 4. \*Daytime Phone Number:

[REDACTED]

### 5. \*E-mail Address:

[REDACTED]

6. I am a Trustee of a parent education corporation listed below which governs one or more charter schools.

*No, I am not.*

7. Select the name of the education corporation that operates a single charter school.

*NEW VISIONS CHS FOR ADVANCED MATH AND SCIENCE (SUNY TRUSTEES) 321000860999*

8. Select all positions you have held on the Board:

(check all that apply)

---

- Secretary
- 

9. Are you a trustee and also an employee of the school?

No

10. Are you a trustee and an employee or agent of the management company or institutional partner of the charter school?

Yes

10a. If YES, please provide a description of the position you hold and your responsibilities, your salary and your start date.

[cmoeY.0] 10a. If YES, please provide a description of the position you hold and your responsibilities, your salary and your start date.   Position Held	Vice President
[cmoeY.1] 10a. If YES, please provide a description of the position you hold and your responsibilities, your salary and your start date.   Responsibilities	Oversee the charter initiative
[cmoeY.2] 10a. If YES, please provide a description of the position you hold and your responsibilities, your salary and your start date.   Salary	315,000
[cmoeY.3] 10a. If YES, please provide a description of the position you hold and your responsibilities, your salary and your start date.   Start Date	November 2, 20112

11. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

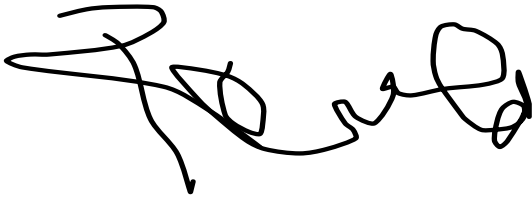
12. Are you a member, director, officer or employee of an organization formally partnered with a school that is doing business with the charter school and in which such entity, during your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or relationship?

Yes

12a. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school and in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school that is doing business with the school through a management or services agreement, please identify only the name of the organization, your position in the organization as well as the relationship between such organization and the school. If there was no financial interest, write **None**.

	Organization Conducting Business with the School	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee and/or Immediate Family Member with Interest	Steps Taken to Avoid Conflict of Interest
1	New Visions for Public Schools	Management Organization	Management Fee (8%)	Ronald Chaluisan	
2					
3					
4					

Signature of Trustee

A handwritten signature in black ink, appearing to be 'R. J. ...' with a stylized, looped end.A handwritten signature in black ink, appearing to be 'C. ...' with a long, sweeping tail.

**Thank you.**

# Required Form: 2014-15 Appendix E - Trustee Disclosure of Financial Interest Form

Created Tuesday, September 01, 2015

<https://nysed.fluidsurveys.com/account/surveys/537586/responses/export/?collector=109126/s/Regents-Appendix-E-BOT-Form/4a>

## Page 1

Please open the link to this form using **Google Chrome** as your browser. Doing so will allow you to input your signature on page 2 of the form. Thank you.

### 1. TRUSTEE NAME

	First Name	Last Name
Trustee Name	Stacy	Martin

### 2. \*Your Home Address:

2. *Your Home Address:   Street Address	[REDACTED]
2. *Your Home Address:   City/State	[REDACTED]
2. *Your Home Address:   Zip	[REDACTED]

### 3. \*Your Business Address

3. *Your Business Address   Street Address	[REDACTED]
3. *Your Business Address   City/State	[REDACTED]
3. *Your Business Address   Zip	[REDACTED]

### 4. \*Daytime Phone Number:

[REDACTED]

### 5. \*E-mail Address:

[REDACTED]

6. I am a Trustee of a parent education corporation listed below which governs one or more charter schools.

*No, I am not.*

7. Select the name of the education corporation that operates a single charter school.

*NEW VISIONS CHS FOR ADVANCED MATH AND SCIENCE (SUNY TRUSTEES) 321000860999*

8. Select all positions you have held on the Board:

(check all that apply)

*(No response)*

9. Are you a trustee and also an employee of the school?

*No*

10. Are you a trustee and an employee or agent of the management company or institutional partner of the charter school?

No

11. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

12. Are you a member, director, officer or employee of an organization formally partnered with a school that is doing business with the charter school and in which such entity, during your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or relationship?

No

Signature of Trustee

A handwritten signature in black ink that reads "Stacy D. Martins". The signature is written in a cursive style with a large, sweeping initial 'S'.

**Thank you.**

# Required Form: 2014-15 Appendix E - Trustee Disclosure of Financial Interest Form

Created Tuesday, September 01, 2015

<https://nysed.fluidsurveys.com/account/surveys/537586/responses/export/?collector=109126/s/Regents-Appendix-E-BOT-Form/d9>

## Page 1

Please open the link to this form using **Google Chrome** as your browser. Doing so will allow you to input your signature on page 2 of the form. Thank you.

### 1. TRUSTEE NAME

	First Name	Last Name
Trustee Name	John	Sanchez

### 2. \*Your Home Address:

2. *Your Home Address:   Street Address	[REDACTED]
2. *Your Home Address:   City/State	[REDACTED]
2. *Your Home Address:   Zip	[REDACTED]

### 3. \*Your Business Address

3. *Your Business Address   Street Address	[REDACTED]
3. *Your Business Address   City/State	[REDACTED]
3. *Your Business Address   Zip	[REDACTED]

### 4. \*Daytime Phone Number:

[REDACTED]

### 5. \*E-mail Address:

[REDACTED]

6. I am a Trustee of a parent education corporation listed below which governs one or more charter schools.

*No, I am not.*

7. Select the name of the education corporation that operates a single charter school.

*NEW VISIONS CHS FOR ADVANCED MATH AND SCIENCE (SUNY TRUSTEES) 321000860999*

8. Select all positions you have held on the Board:

(check all that apply)

- 
- Chair/President
- 

9. Are you a trustee and also an employee of the school?

No

10. Are you a trustee and an employee or agent of the management company or institutional partner of the charter school?

No

11. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

12. Are you a member, director, officer or employee of an organization formally partnered with a school that is doing business with the charter school and in which such entity, during your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or relationship?

No

Signature of Trustee

**Thank you.**



# Appendix F: BOT Membership Table

Created: 07/20/2015

Last updated: 07/28/2015

## Page 1

### 1. Current Board Member Information

	Trustee Name	Email Address	Committee Affiliation(s)	Voting Member? (Y/N)	Area of Expertise, and/or Additional Role and School (parent, staff member, etc.)	Number of Terms Served and Length of Each (Include election date and term expiration)
1	John Sanchez	[REDACTED]	Chair/Board President	Yes	Community-Based Organization	2, 2 Years/3 Years (1/1/11-12/31/15)
2	Ronald Chaluisan	[REDACTED]	Secretary	Yes	School Leader	3, 1 Year/3 Years/3 Years (1/1/11-12/31/17)
3	Gary Ginsberg	[REDACTED]	Trustee/Member	Yes	Business	2, 3 Years/3 Years (1/1/11-12/31/16)
4	John Alderman	[REDACTED]	Trustee/Member	Yes	Business	1, 3 Years (6/1/14-12/31/17)
5	Stacy Martin	[REDACTED]	Trustee/Member	Yes	Non-Profit, Finance	1, 3 Years (5/18/15-12/31/18)
6						
7						
8						
9						
10						
11						
12						
13						
14						
15						
16						
17						
18						
19						
20						

**2. Total Number of Members Joining Board during the 2014-15 school year**

1

**3. Total Number of Members Departing the Board during the 2014-15 school year**

1

**4. According to the School's by-laws, what is the maximum number of trustees that may comprise the governing board?**

15

**5. How many times did the Board meet during the 2014-15 school year?**

10

**6. How many times will the Board meet during the 2015-16 school year?**

12

**Thank you.**



**CHARTER COMMUNITY ENGAGEMENT AND STUDENT RECRUITMENT SUMMARY:  
Bronx**

**Network Wide Outreach**

➤ **Vanguard Direct Mailing**

Communications targeting families with one or more New York City registered public school students in the home with a Vanguard Direct Mailing the week of 1/19/2015 with application, flyer and return envelope to **17,409** families in the Bronx and Manhattan.

Bronx Zip Codes: 10451, 10452, 10453, 10454, 10455, 10456, 10457, 10458, 10459, 10460, 10461, 10462, 10463, 10466, 10467, 10468, 10469, 10470, 10471, 10472, 10473, 10474, 10475 (23)

Manhattan Zip Codes: 10030, 10032, 10033, 10034, 10035, 10037, 10039, 10040 (8)

➤ **High School Fairs**

Citywide High School Fair – September 20<sup>th</sup> and 21<sup>st</sup>

Borough High School Fair – October 19<sup>th</sup> and 20<sup>th</sup>

Citywide Round 2 High School Fair – March 14<sup>th</sup> and 15<sup>th</sup>

➤ **Additional School and Community Outreach**

- Local community round tables (e.g. SPA 5, Mott Haven Education Workgroup)
- CBOs, general community and middle school email blasts with application information
- Special Ed/ELL mailing with new *Serving Our Students* brochure
- NVPS website – utilized to promote school open houses, fairs, deadlines and other events

**School Specific Outreach Efforts**

Communications targeting middle school staff, parents, students and community with various forms of outreach and information.

- Open houses and school tours (all schools)
- Individual school Vanguard Direct Mailings
  - AMS (4,980), AMS II (7,708), HUM II (3,106)
- Middle School fairs and visits (all schools)
- Local community and district outreach
  - Community Centers
  - CBOs
  - Libraries
  - After school programs



## **New Visions Charter High Schools**

### **Summary of Student Recruitment Strategies and Efforts to Reach High Need Students**

#### **Our Approach**

Student Recruitment efforts begin with building understanding of our charter schools in the Bronx and Brooklyn (Advanced Math and Science, Humanities, Advanced Math and Science II, Humanities II, Advanced Math and Science III, Humanities III) and our commitment to serving the community and ensuring that high need students and in particular students with special needs and those that are English language learners know that we are a high school option for their families. All of our recruitment materials and talking points that are used in our school promotion and student recruitment efforts speak to this commitment. The New Visions Charter High Schools use a multi-modal approach to student recruitment and this approach ensures that we are reaching as many students as possible including those that are high need (free and reduced lunch, special education and English language learners).

#### **Recruitment and Outreach Strategies**

Strategies are comprehensive and include the following: participation in citywide and borough wide high school fairs, middle school outreach, direct mailing campaigns to thousands of 8<sup>th</sup> graders in the Bronx and Brooklyn via direct mail, street outreach, hosting of open houses and participation in local community events such as fairs and presentations at local networks of community-based organizations and social service networks. Mailings are sent to middle schools in the Bronx and Brooklyn and targeted schools in Manhattan depending on travel accessibility to the Bronx and Brooklyn Charter school locations. Visits are made to middle schools in the respective community school districts (7, 8, 10 and 22) as well as surrounding districts. These include meetings with school staff (e.g. guidance counselors and parent coordinators) and wherever feasible, convening of parent information and student recruitment sessions/fairs/PTA meetings that introduce the New Visions Charter High Schools model to students and families. Because these sessions promote face-to-face contact with families, they facilitate engagement with families of high need students who may not be aware that the New Visions Charter High Schools are an option for their families. Face-to-face contact or phone conversations with families of high-need students are most effective in outreach because these interactions create a comfortable and safe environment for families to ask questions that are particular to the needs of their child.

All information sessions include the dissemination of recruitment materials, enrollment applications, a question and answer period and individual consultation with families who are interested. New Visions has an extensive network of community partners that we leverage in our outreach efforts to promote the student recruitment opportunities in our charters school via mailings, presentations at community meetings and phone calls. These include local community-based organizations, elected officials, faith-based groups, higher education institutions and other community institutions such as libraries, public housing complexes and local businesses. We also use the local print media in the neighborhoods where our schools are located to advertise our information forums and student recruitment sessions as an additional way of promoting our schools. During this recruitment period, our network of Brooklyn schools advertised in the Sheephead Bay Bites (Online), Pakistani News (Paper) and CNG (Community News Group) which included Bay News and Caribbean Life (Online and Paper).



### **Additional Efforts to Reach and Support High Need Students**

In recognition of the fact that high need students need additional outreach efforts, we have established relationships with institutions and service providers whose mission is to advocate and serve students with special needs, English Language Learners and disenfranchised students such as those in the foster care system. During this recruitment period we reached out to over 100 agencies, organizations and other institutions who serve these populations to promote our schools and facilitate the application and enrollment process. In addition, our partnership efforts with the community allow us the opportunity to not only promote our charter schools, but to begin to develop relationships that can lead to partnering opportunities around student and family support services, teacher supports and overall school development and student- learning opportunities. Furthermore, to continue to support our students with high needs, our special education staff which includes Special Education coordinators and the Instructional Specialists for Special Education and English language learners, meet with families before the student begins their high school career. The purpose of these meetings is to review the student's Individualized Education Plan (IEP) and/or ELL needs and learn more about the student's support needs to ensure a successful entry into high school.

### **Application and Website**

The New Visions website <http://www.newvisions.org/pages/charter>, which is available in English and Spanish, includes all our materials and offers families the opportunity to apply online or download the application. For Bronx families, our application is available in English and Spanish since Spanish is the predominant language spoken by many of the families who live in the Bronx. For our network of Brooklyn schools, the application is available English, Spanish, Haitian Creole, Simplified Chinese and Traditional Chinese. We have established a Google voice mail that is staffed during peak recruitment periods with bilingual staff (Spanish and English) and all of our voice mail recordings are in English and Spanish. In addition, our schools were listed in the NYC Charter Center's Common Application. This application was accessible via the NYC DOE's Kindergarten Connect website (<http://schools.nyc.gov/ChoicesEnrollment>) which meant parents who were applying to district schools also had the opportunity to go directly to the common application link and apply to charter schools in all of the boroughs including our schools. The common application was available in English, Spanish, French, French Creole, Arabic and Mandarin.



# BRONX

## APPLICATION FORM 2015-2016

Return completed forms to: New Visions for Public Schools, Attn: Charter Unit  
320 West, 13th Street, 6th Floor, New York, NY 10014

Applications may also be submitted online at <http://www.newvisions.org/charter/apply>

**Application Deadline: Postmarked, 5 pm, Wednesday, April 1, 2015**

Phone: 646-470-0375 Fax: 212-645-7409 Email: [REDACTED]

<b>SCHOOL/GRADE SELECTION</b> (You may apply to more than one school)	Please Circle ONE
<b>New Visions Charter High School for the Humanities</b> (John F. Kennedy Campus, Northwest Bronx)	<b>9th</b> or <b>10th</b>
<b>New Visions Charter High School for the Humanities II</b> (Samuel Gompers Campus, South Bronx)	<b>9th</b> or <b>10th</b>
<b>New Visions Charter High School for Advanced Math and Science</b> (John K. Kennedy Campus, Northwest Bronx)	<b>9th</b> or <b>10th</b>
<b>New Visions Charter High School for Advanced Math and Science II</b> (Jane Addams Campus, South Bronx)	<b>9th</b> or <b>10th</b>

### APPLICANT INFORMATION

Please print clearly. Items marked with an asterik (\*) are required.

\*Name: \_\_\_\_\_  
Last First Middle

\*Gender: Male \_\_\_\_\_ Female \_\_\_\_\_ \*Birth Date: \_\_\_\_/\_\_\_\_/\_\_\_\_  
MM DD YY \*School District (if known): \_\_\_\_

\*Home Address: \_\_\_\_\_  
Address Apt. # City State Zip

Current School: \_\_\_\_\_ Current Grade: \_\_\_\_ Borough: \_\_\_\_\_

### PARENT/GUARDIAN INFORMATION

\*Name: \_\_\_\_\_ \*Relation to student: \_\_\_\_\_  
Last First Middle

\*Home Phone: (\_\_\_\_)\_\_\_\_-\_\_\_\_ \*Work Phone: (\_\_\_\_)\_\_\_\_-\_\_\_\_ ext. \_\_\_\_ \*Cell: (\_\_\_\_)\_\_\_\_-\_\_\_\_

Email Address: \_\_\_\_\_

### SIBLING INFORMATION

**Note:** A separate application must be submitted for each child.

Do you have a sibling currently attending a New Visions Charter High School? Yes  No

\_\_\_\_\_  
Last First School Grade Date of Birth (MM/DD/YY)

Do you have a sibling also applying to the same New Visions Charter High School(s)? Yes  No

\_\_\_\_\_  
Last First School Grade Date of Birth (MM/DD/YY)

New Visions Charter High Schools do not discriminate against any student or limit the admission of any student on the basis of ethnicity, national origin, religion, gender, disability, intellectual ability, measure of achievement or aptitude, athletic ability, or any other ground that would be unlawful if done by a school. No admission test, interview, essay, attendance at an information session, etc. is required to receive or submit an application for admission to a New Visions Charter High School.

Applicants may have to submit additional information at a later date to verify preferences in an admissions lottery. All applicants will be notified of the lottery date and location prior to the event. All applicants must successfully meet 8th grade graduation requirements or 9th grade credit requirements to enroll.

I, the undersigned, affirm that the information contained in this application is, to the best of my knowledge, complete and accurate. I agree that my child's school records may be used to study New Visions Charter High Schools. In these studies only aggregate outcomes, not individual outcomes, will be reported.

**Parent/Guardian Signature:** \_\_\_\_\_ **Date:** \_\_\_\_/\_\_\_\_/\_\_\_\_

#### For Internal Use Only

Event: \_\_\_\_\_ Date Received: \_\_\_\_\_ Processed By: \_\_\_\_\_ Application #: \_\_\_\_\_



New Visions  
Charter High Schools

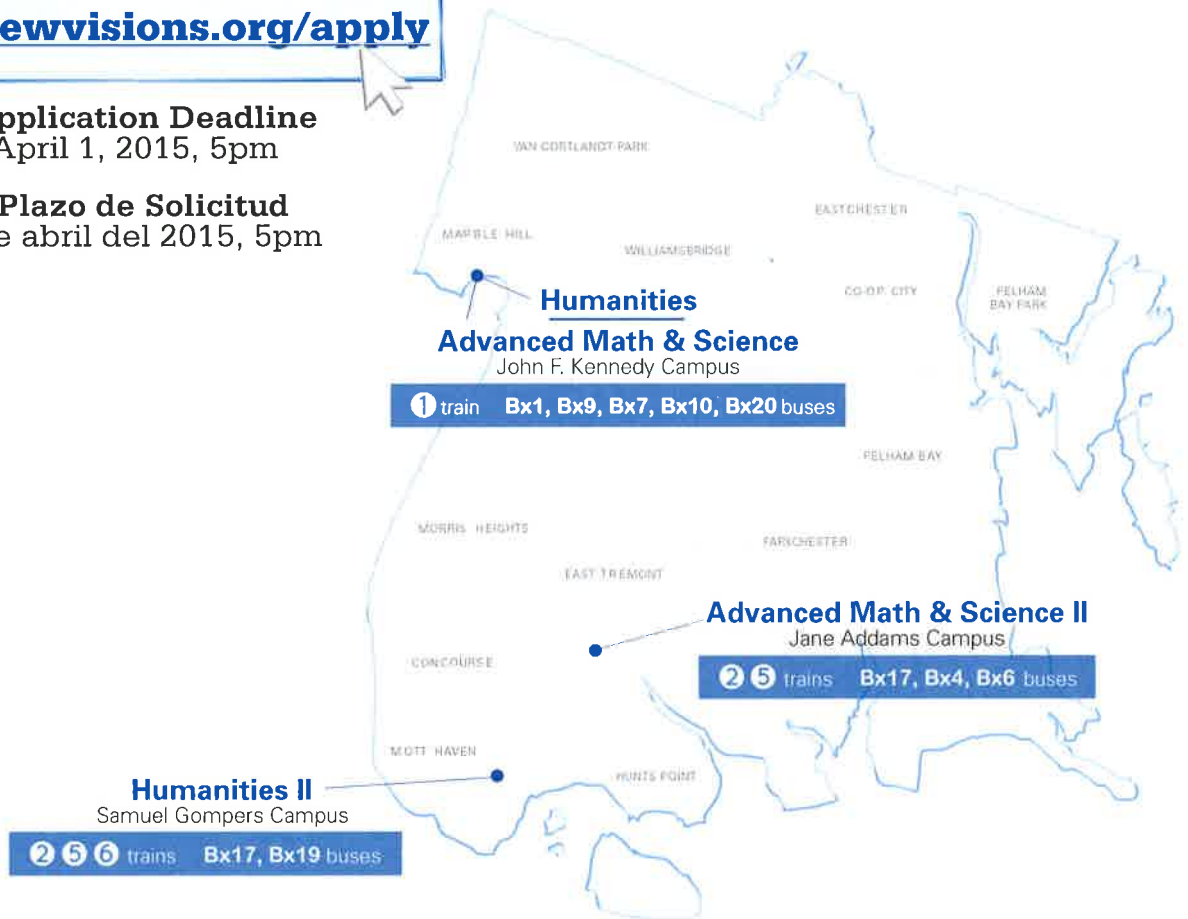
Your Borough, | Tu Condado,  
Your Choice. | Tu Selección.

**APPLY NOW! ¡SOLICITE!**

[www.newvisions.org/apply](http://www.newvisions.org/apply)

**Application Deadline**  
April 1, 2015, 5pm

**Plazo de Solicitud**  
1 de abril del 2015, 5pm



What makes our schools unique? | ¿Qué hacen nuestras escuelas únicas?  
Find out more. | Descubra más.



# At New Visions Charter High Schools:

## Every student should be challenged

Our curriculum is designed to foster deep thinking and collaboration.



## Todo estudiante debe ser retado

Nuestro currículo está diseñado para que ellos colaboren y piensen críticamente.

## More Learning Time

Students benefit from an extended school day and optional Saturday classes, meaning more time in the classroom.



## Más tiempo para aprender

Estudiantes benefician de un día escolar extendido y clases de sábado opcional, lo que significa que tienen más tiempo en el aula.

## Personalized Learning

Small class sizes and a strong advisory program ensure that teachers and staff get to know and support each student.



## Aprendizaje Personalizado

Clases con menos estudiantes y un programa de asesoría fuerte asegura que nuestros maestros y personal conozcan y apoyen a cada estudiante.

## Community in the Classroom

Internships, guest speakers & community-focused projects give scholars the chance to connect with professionals & industry experts.



## La Comunidad en el Aula

Pasantías, invitados y proyectos en la comunidad, les dan la oportunidad a los estudiantes de establecer conexiones con expertos en su carrera.

## Intensive Writing Supports

A focus on writing across all subject areas helps students learn to defend their ideas to a variety of audiences.



## Apoyos Intensivos para la Escritura

Con un enfoque en la escritura en todas las áreas académicas, nuestros estudiantes aprenden a defender sus ideas de manera persuasiva.

## Get Involved

Scholars have access to a wide variety of extracurricular activities, in addition to over 30 campus-wide sports teams.



## Involúcrate

Nuestros estudiantes tienen acceso a una variedad de actividades extracurriculares, y a más de 30 equipos deportivos en el campus.

We believe that all students should graduate ready to succeed in college or career.



Creemos que todo estudiante debe graduarse preparado para tener éxito en la universidad o carrera profesional.

**APPLY  
ONLINE**



[www.newvisions.org/apply](http://www.newvisions.org/apply)

**MAIL YOUR  
APPLICATION**



New Visions for Public Schools  
320 West 13th Street, 6th Fl  
ATTN: Charter Unit  
New York, NY 10014

**CALL FOR MORE  
INFORMATION**



(646) 470-0375

Admission to our charter schools is by lottery, and you can apply for 9th or 10th grade. We do not require exams, essays or interviews. We welcome applications from English language learners and students with special needs.

Admisión a nuestras escuelas charter es por sorteo y puede solicitar para el 9° o 10° grado. No requerimos exámenes, composiciones o entrevistas. Solicitudes de estudiantes que están aprendiendo inglés, que tienen discapacidades o IEPs son bienvenidas.

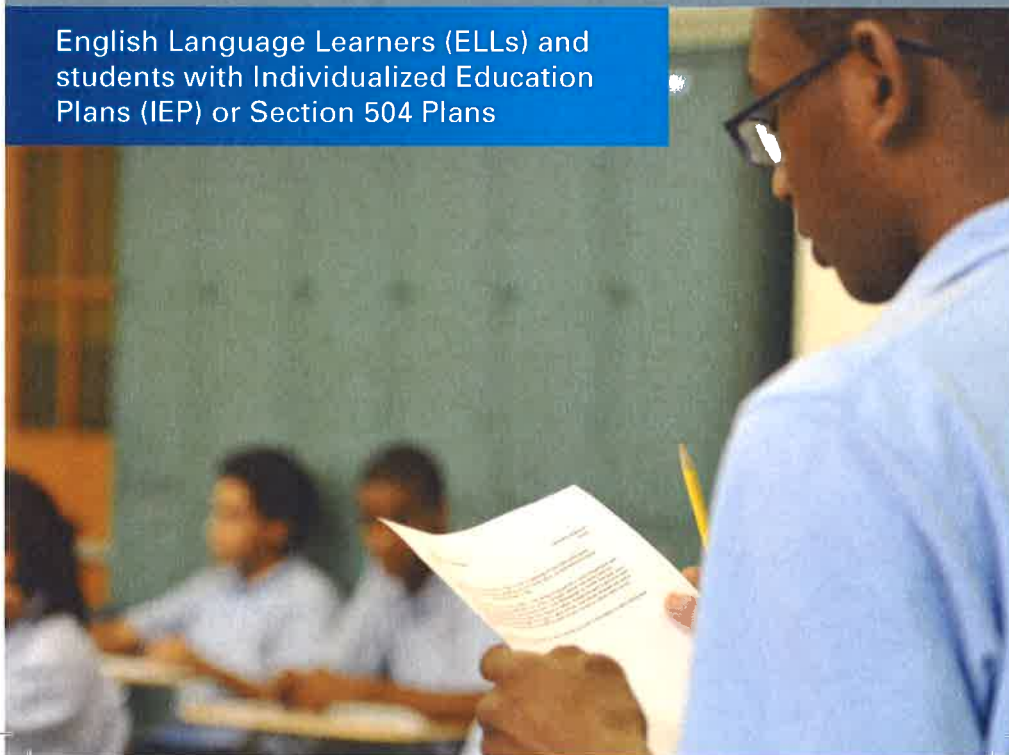
[www.newvisions.org/apply](http://www.newvisions.org/apply)

(646) 470-0375



# SERVING OUR STUDENTS

English Language Learners (ELLs) and  
students with Individualized Education  
Plans (IEP) or Section 504 Plans



○ WE BELIEVE  
THAT ALL  
YOUNG PEOPLE  
CAN LEARN  
AND SUCCEED.

○ WE BELIEVE  
THAT STUDENTS  
CAN—AND  
SHOULD—  
TAKE CHARGE  
OF THEIR OWN  
LEARNING.

○ WE BELIEVE  
THAT OUR  
STUDENTS  
SHOULD BE  
ACTIVE  
CITIZENS  
IN THEIR  
COMMUNITIES.

## OUR GUIDING PRINCIPLES

**Instruction.** We rely on highly effective teaching practices to support our students in the classroom and ensure that they have successful high school careers. Each of our schools is staffed with talented and professionally trained teachers in both English as a Second Language and Special Education.

**Advocacy.** We help our families and students navigate citywide agencies to get whatever support they need, providing guidance and access to information about the resources available beyond the school.

**Compliance.** The New York City Committee on Special Education, school leaders, support staff, parents and teachers work together to make sure that students are receiving the services and supports required by their language proficiency levels or outlined in their Individualized Education Plans or Section 504 Plans.



# DEAR FAMILIES,

**We know that choosing the right high school can be confusing and difficult, given all the choices available.** We're honored that you're interested in learning more about New Visions Charter High Schools. This guide is designed to help you learn more about the services and supports we provide for students who need extra help—specifically, **English language learners (ELLs)** and students who have **Individualized Education Plans (IEPs) or Section 504 Plans**.

Our goal is to ensure that your child is given the tools that he or she needs to excel and thrive—in high school and beyond.

In partnership with our students and their families, we aim to create a safe and comfortable learning environment, cultivating growth while meeting individual needs.

**Our hope is that this guide will help you understand how we support our students, and whether those supports are right for your family.**

We encourage you to visit our schools, to meet and talk with our staff and learn more about how we can help your child succeed. To learn more about school tours and Open Houses dates, visit [www.newvisions.org/charter](http://www.newvisions.org/charter).

Sincerely,

**New Visions Charter High Schools**

# TABLE OF CONTENTS

- 1** OUR GUIDING PRINCIPLES
- 2** A LETTER FROM NEW VISIONS  
CHARTER HIGH SCHOOLS
- 4** GLOSSARY OF TERMS
- 5** SERVICES FOR ENGLISH LANGUAGE  
LEARNERS
- 6** SERVICES FOR STUDENTS WITH IEPs
- 7** LITERACY SUPPORTS
- 8** TRANSITIONAL SUPPORTS
- 9** FREQUENTLY ASKED QUESTIONS

## GLOSSARY: WHAT DO THESE TERMS MEAN?

Our **ENGLISH LANGUAGE LEARNERS (ELLs)** are students who need extra support to develop their English language skills. They come from many different countries and have a wide range of English language levels. Some are newcomers to the United States, while others are American-born, and many speak their native languages at home.

An **INDIVIDUALIZED EDUCATION PLAN (IEP)** is a document defining the specific services and supports that the student needs to progress in his or her education. It is developed by the New York City Committee on Special Education, in collaboration with students and their families.

A **SECTION 504 PLAN** details the special supports or accommodations that a child needs in order to be able to succeed in the general curriculum. These might include such things as longer testing time, use of books on tape, repeated instructions, special workbooks or textbooks and many other possibilities. Staff members at all New Visions Charter High Schools work with families and appropriate agencies to ensure that the services required by each student's 504 plan are provided.

# SERVICES FOR ENGLISH LANGUAGE LEARNERS (ELLs)

## English Language Learning (ELL) Classes

These classes are taught by teachers who are certified in teaching English as a Second Language. They focus on building the students' English language skills. Typically, students in these classes speak English at different levels and are in different grades. The curriculum is designed to strengthen their reading, writing, speaking and listening skills in English. It also provides a safe place for our new immigrant students, easing their transition to the U.S.

## Spanish Literature Courses

These courses are taught in Spanish. They support native Spanish speakers by enriching their Spanish reading skills, honoring their native culture and challenging them with high-level texts in Spanish.

## Team Teaching

Often, teachers with different certifications work together in the classroom to support our English language learners. For example, a Global History teacher might be paired with a teacher certified in English as a Second Language. By working together, they are able to support students as they learn English alongside their peers, allowing each student to learn at his or her own pace.

## Bilingual Electives

These courses are designed to improve native Spanish speakers' basic reading, writing, speaking and listening skills in their native language. *Currently, these courses are offered in Spanish; other languages are offered based on interest. Visit us online to learn more about each school's elective offerings.*

*ELL and IEP supports may vary by school; for a complete list of services available at each of our charter high schools, visit us online at [www.newvisions.org/charter](http://www.newvisions.org/charter)*

# SERVICES FOR STUDENTS WITH IEPs

## **Integrated Co-Teaching (ICT)**

Similar to **Team Teaching (see page 5)**, these classes are co-taught by a special education teacher and a subject area teacher. All students in these classes benefit from having two teachers who work together to adapt their instruction to meet the students' needs.

## **Special Education Teacher Support Services (SETSS)**

Special education teachers either work with general education teachers to provide specially designed instruction, or directly provide support to students in a smaller class setting.

*Students with IEPs who are also **English Language Learners** benefit from all services listed.*

## **Special Class or Self-Contained**

Special classes are offered in English Language Arts, Global Studies, Science and Math. These classes typically have six to fifteen students with IEPs and include one to two special education teachers. This allows students to receive more individualized attention.

# ADDITIONAL LITERACY DEVELOPMENT SUPPORTS

The supports listed below are available to improve the reading skills of all students.

## Wilson Reading System

This system is designed for students reading at the first to fourth grade levels. Teachers use a step-by-step curriculum designed to increase reading and writing skills.

## Wilson's Just Words

*Just Words* is designed for students reading between the fourth and eighth grade levels. Educators use the *Just Words* effective teaching methods to help students increase their reading and writing skills.

## Read 180

*Read 180* is designed for students reading two or more years below grade level. *Read 180* assesses each child's specific needs and strengths; then it provides instruction to meet those needs and build those strengths. This helps students become better readers.

*Literacy supports may vary by school; for a complete list of services available at each of our charter high schools, visit us online at [www.newvisions.org/charter](http://www.newvisions.org/charter)*

# ADDITIONAL SUPPORTS FOR STUDENTS WITH IEPs

Transitions into and out of high school may be challenging when your student has an IEP. New Visions Charter High School staff members help to make those transitions successful by meeting with incoming families and partnering with agencies that provide resources for students after high school.



## Entering High School

*Grades 8 - 9*

Even before the school year starts, our special education staff begins to meet with families who have registered at one of our schools. In these meetings, we review your child's IEP and learn more about the student's needs to ensure a successful entry into high school.



## During High School

*Grades 9 - 12*

To provide students with real-world professional experiences, New Visions Charter High Schools partner with the **Transition Coordination Center**. Through this partnership, the **Summer Youth Employment Placement** and the **Training Opportunities Program** provide students with opportunities to work during the school year, either in the school or at an organization near the school.



## Graduating High School

*Grade 12*

Our schools work with **Adult Career and Continuing Education Services-Vocational Rehabilitation (ACCES-VR)** to help develop and secure support services after graduation, including funding for college or placement in a vocational training program.

# FREQUENTLY ASKED QUESTIONS

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## **How do I know that a New Visions Charter High School is right for my child?**

We encourage you to visit the school(s) you are interested in for your child. Attend open houses or school fairs or come for a tour. Our schools have dedicated staff specifically for English Language Learners and students with IEPs and Section 504 Plans; they can answer all of your questions.

## **If my child is offered a seat at a New Visions Charter High School, what can I do to get my child ready for high school?**

At the time of registration, we ask that you bring important middle school records with you. If your child has an IEP or a Section 504 Plan, our special education staff would like to review it with you. If your child is an English language learner, we encourage you to meet with our ELL teachers to make sure we have all the records we need.

## **When will I meet with the special education and ELL staff?**

Our staff will meet with you and your child during our registration period, which is typically between May and June. This will enable them to learn more about your child's unique learning needs.

## **My child just arrived in the United States and doesn't speak English. How do I know that this school will be able to support my child?**

At New Visions Charter High Schools, we offer a freestanding English Language Learning program. This means that all of your child's courses will be taught in English, with extra support provided by a teacher certified in teaching English as a Second Language. During the first two weeks of school, our ELL teachers assess students to determine their language needs, and create programs tailored to each student's specific language needs. Prior to the first day of school, we encourage you to bring your child to meet with the ELL teacher, parent coordinator and guidance counselor.

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### **What if my child is entitled to related services?**

For students with related services on their IEPs, our staff works with the Committee on Special Education to ensure that these services are provided. These services include but are not limited to counseling, speech therapy, occupational therapy and physical therapy.

### **How can I apply to New Visions Charter High Schools?**

You can apply online at [www.newvisions.org/apply](http://www.newvisions.org/apply) or mail your application to our main office at **320 West 13th Street, 6th Floor, NY, NY 10014**. Students who successfully meet the New York City 8th grade graduation requirements are eligible to apply for the 9th grade; students who successfully completed 9th grade requirements are eligible to apply for 10th grade. Admission is by lottery and we do not require exams, essays or interviews.



646 470 0375



320 West 13th Street  
New York, NY, 10014



[www.newvisions.org/charter](http://www.newvisions.org/charter)



# Appendix I: Teacher and Administrator Attrition

Last updated: 07/29/2015

Report changes in teacher and administrator staffing.

Page 1

Charter School Name:

## Instructions for completing the Teacher and Administrator Attrition Tables

ALL charter schools should provide, for teachers and administrators only, the full time equivalent (FTE) of staff on June 30, 2014, the FTE for added staff from July 1, 2014 through June 30, 2015, and the FTE for any departed staff from July 1, 2014 through June 30, 2015 using the two tables provided.

### 2013-14 Teacher Attrition Table

	FTE Teachers on June 30, 2014	FTE Teachers Additions 7/1/14 – 6/30/15	FTE Teacher Departures 7/1/14 – 6/30/15
	34	14	8

### 2013-14 Administrator Position Attrition Table

	FTE Administrator Positions On 6/30/2014	FTE Administrator Additions 7/1/14 – 6/30/15	FTE Administrator Departures 7/1/14 – 6/30/15
	4	3	2

Thank you